

**Peer Influence, Self-Efficacy and Use of Electronic Information Resources by  
Secondary School Students in Ibadan, Metropolis**

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## Certification Page

This is to certify that **Mary Funke AJAYI** with matriculation number LCU/PG/001052 carried out this research work titled “Peer Influence, Self-Efficacy and Use of Information Resources (EIR) by Secondary School Students in Ibadan” in the Department of Communication and Information Science, Lead City University, Ibadan, Oyo state, for the award of Masters Degree in Library and Information Science (MLIS) and that this has not been previously submitted.

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## **Dedication**

This research work is dedicated to the Glory of God the author and the Finisher of my Faith for the completion of this thesis, Glory be to your name in the highest.

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“Even though the above-mentioned institution and persons have assisted in the process of this research work, I alone stand responsible for the errors, if any, found in the work”.

## Abstract

The use of Electronic Information Resources (EIR) have been identified to contribute immensely to the academic performance of students, secondary school students not left out as well. Two indicators have been identified that can actually bring about use of EIR. They are peer influence and self-efficacy. The absence of these two factors among secondary schools students can actually bring about non use of EIR, this in turn can bring about low academic performance. It is against this back drop that this study therefore deems it fit to investigate the influence of peer influence and self-efficacy on use of EIR among secondary school students of Ibadan, Oyo state. Descriptive research design was adopted. Population consists of 385 secondary school students in Ibadan. 385 secondary school students also served as the sample size for this study. Total enumeration sampling technique was adopted as the sampling technique for this study as well. The reliability coefficient for each of the variable ranged from 0.75 to 0.90. Data collected was analyzed using descriptive and inferential statistics. Findings revealed that peer influence has significant influence on use of EIR (Adj.  $R^2 = 0.075$ ;  $p = 0.000$ ), Self-efficacy was found not to significantly influence EIR (Adj.  $R^2 = -0.002$ ;  $p = 0.495$ ). Jointly, only peer influence were found to statistically significantly influence use of EIR (Adj.  $R^2 = .077$ ,  $F(2, 334) = 15.010$ ,  $p < 0.05$ ). The study concluded that only peer influence jointly influenced use of EIR. The study therefore recommended that Principals of secondary schools in Oyo state should always encourage their students to massively engage in much reading exercises and making use of the library from time to time. This will also boost their confidence and use of EIR.

**Keywords:** Ibadan, Peer Influence, Secondary School Students, Self-Efficacy, Use of EIR.

**Word Count:** 287

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## **Chapter One**

### **Introduction**

#### **1.1 Background of the Study**

The swiftness of information explosion has revamped the manner at which students and teenagers behave and react to information obtained from their schools library database to satisfy their insatiable needs and desire to solve daily life problems. The use of electronic information resources among secondary school students has profoundly affected the way students behave in accessing available information and to identify the needs of students, effective interaction between information professionals and students is essential to better save the requirement for information resources. In today's world, information is one of the most valuable resources, so it's important to be able to confidently analyse, plan, search, and organise it. Students are increasingly relying on mobile devices and other forms of portable technology to access digital libraries of information. As a result, electronic information resources are crucial in every aspect of human life and have brought about rapid changes in the dissemination and discovery of knowledge<sup>1</sup>. According to experts in the field of information, adding electronic information resources to school libraries is a great way to give students and faculty a broader range of options when it comes to meeting their information needs in a timely manner and with a high degree of confidence.

Electronic information resources are defined as school library collections and materials that are provided in digital format and are accessible remotely through interactive websites and online students' platforms<sup>2</sup>. There is a significant role played by the electronic information resources offered by a school library in providing users (students) with quick and easy access

to the information they need<sup>3</sup>. In many modern universities, electronic information resources form the very foundation. They are a driving force in the classroom because they allow students to access, share, and discuss data on any topic of their choosing. Users from any location (home, library, or classroom) with an internet connection and appropriate authentication methods can access them at any time. Because they are primarily employed in the advancement of scholastic excellence, they play crucial roles in academic libraries. Electronic Information Resources allow for simultaneous searching of multiple files, a task that is much more difficult to accomplish with printed resources. Many of the features and advantages of electronic information have been shown to have a constructive effect on students' academic performance. However, for quicker and more efficient use, students must be familiar with the use and exploitation of the resources. Students must make use of EIRs because they significantly improve upon traditional print-based information retrieval methods by making information readily available in a more convenient format and format speed.

When it comes to academic productivity, students can benefit greatly from the increased availability, improved usability, and increased efficiency of electronic information resources. Because of the convenience of electronic resources, students are more likely to use them, and their use helps them stay current on developments in their fields of study, in contrast to print media, which is not updated as frequently. Though the advantages of using EIRs are beyond dispute, this research will employ measures of EIRs based on criteria like ease of use and usefulness that were derived from the Technology Acceptance Model<sup>4</sup>. A user's perceived usefulness is measured by how much they think employing the system will improve their academic outcomes. The degree to which a person anticipates minimal effort required to

utilise the system is indicative of its perceived ease of use. Perceived ease of use, which may arise as a result of the students' computer self-efficacy or attitude towards the use of the system, affects adoption intention in two ways: directly and indirectly.

Secondary school students in Ibadan are finding it difficult to take advantage of advancement of technology and its effect on accessibility of information resources due to non-availability of technological equipment in the school with their misplaced priority in the use of smart phones.

In today's information society, the most influential factors are the information and communication technologies that have emerged as a direct result of the widespread adoption of the former. To transfer information quickly and easily, modern societies rely on information and communication technologies, or ICTs. Also included are media and broadcasting, libraries and documentation centres, network-based information services, and other forms of communication that rely on or make use of the internet<sup>5</sup>. It's no longer debatable that we should employ ICT systems in every facet of human endeavour. The acquisition, serial control, cataloguing and classification, and online public access catalogue are just some of the library back-end processes that can be managed with the help of information and communication technology (OPAC)<sup>6</sup>. Secondary school students' attitude and peer group influence might be one of the issues affecting the use of electronic information.

Hence, the term "peer influence" describes the pressure from one's peers to alter one's beliefs and values in order to fit in with the rest of the group. The term "peer influence" refers to the sway that people in a similar age group have over one another to force them to take part in activities that may go against their wishes. Among Ibadan's secondary school students, peer

pressure can be defined as the feeling of social pressure from other students of the same age to hold a particular opinion or behaviour<sup>7</sup>. Young people, seeking acceptance from their peers, engage in behaviours designed to pique the interest of those of a similar age and prompt them to adopt their point of view. Influence from one's peers can be defined as "the action of one's peers, observers, or observers' peers that causes one's peers to modify his or her beliefs, values, or practises so that they more closely align with those of the group as a whole"<sup>7</sup>. Students in secondary schools in Ibadan generally believe that being surrounded by peers who are also reading and studying hard to succeed will have a positive impact on their own academic performance. The term "peer influence" refers to the way in which people of a similar age have an effect on one another, both positively and negatively<sup>8</sup>.

Students of the same age can be influenced in opposite ways: either to do the right thing at the right time or to engage in harmful behaviour that will have long-lasting consequences. When people of the same age have a positive influence on one another, it encourages both parties to strive for excellence in their respective fields. If a student hangs out with a group of peers who are all striving for similar academic goals, it's likely that at least some of them will exert positive influence on the student by encouraging him or her to join the group. Like-minded friends who have lofty goals tend to inspire their less-motivated pals to raise their own aspirations and excel in the classroom. When young people are influenced by their peers to engage in constructive activities, such as helping others or performing well in school, peer influence can have a positive impact<sup>9</sup>. Colleagues bond during their shared educational experience, where they acquire transferable skills such as negotiation and problem-solving through the face of adversity. Students who are positively influenced will choose to make use of electronic information to improve their grades, while students who are negatively

influenced may be influenced to avoid using electronic information resources by friends who have little interest in schoolwork. Badura's social learning theory will be used to examine the ways in which students' personalities, behaviours, and the classroom environment all play into the dynamics of peer influence<sup>10</sup>.

Generally speaking, adolescent behaviour is a product of the interaction between a student's unique traits and their immediate surroundings. This is meant to illustrate how an adolescent's immediate environment can shape his or her attitudes and actions, and how these in turn can alter his or her surroundings. Adolescents' maladjusted behaviour may originate from their observation and imitation of their peers. This behaviour has affected their personality and their focus has been diverted away from their study which has decline their academic performance due to less urge to acquire academic information. Also, students self-efficacy is another factor that if positively impacted would improve students' acquisition of information resources electronically.

Self-efficacy is people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Belief in one's own ability to acquire the necessary knowledge and alter one's pattern of behaviour is what we mean by "self-efficacy." The belief that one has in one's own abilities is what we mean when we talk about self-efficacy.

Self-efficacy, then, is not directly related to a person's actual skill level, but rather to their own evaluations of what they are capable of accomplishing by employing their skills. A person's confidence in his or her own abilities determines how confident he or she feels about facing challenges and completing tasks. This conviction is also important for organising one's

behaviour in order to reach one's goals. Individuals' expectations of their own perceived efficacy are influenced by the psychological-cognitive processes that are effective in learning a behavior, altering it, or putting an end to it. To this end, the term "self-efficacy" refers to how confident one is in one's own abilities. An individual's resilience can be gauged by how strongly they believe in their own ability to deal with adversity<sup>11</sup>. People aim for specific outcomes they consider within their reach. When people believe in their own ability to accomplish challenging tasks, they are better able to put forth the necessary effort and persevere through adversity. It is possible for people to find ways to work through their problems. How confident they feel in their own abilities to implement these strategies and how likely they are to achieve their goals is directly related to their sense of self-efficacy<sup>12</sup>.

Performance achievement, vicarious experience, verbal persuasion, and emotional status of individuals are the four primary sources that students should use to evaluate self-efficacy, as taken from Albert Bandura's self-efficacy theory<sup>13</sup>. Individuals form opinions about their power and abilities based on these factors. Achieving goals in performance is directly related to prior achievements. Confidence in one's own abilities can be bolstered by repeatedly recalling instances of success in the past. This suggests that a person's ability to influence the outcome of future tasks dependent on their past performance may be enhanced by their prior success at those tasks. "after strong efficacy expectations are developed through repeated success, the negative impact of occasional failures is likely to be reduced," as one example<sup>13</sup>. Efficacy beliefs may not be negatively impacted to the same extent by subsequent failures as the impact of an earlier failure, depending on the strength of existing efficacy. Among the four primary sources of efficacy information, research shows that performance

accomplishment is one of the most influential because it transfers the direct and authentic personal past experience necessary for success.

Learning from other people's successes and failures is called "vicarious experience" in self-efficacy theory. An observer gains the self-efficacy belief that they can succeed in the same ways as the participant or person they have been observing because of their exposure to vicarious experience. The act of watching others gives rise to a desire to evaluate and emulate their behaviour. Researchers have thus addressed the issue of vicarious experience's unreliability as a source of efficacy belief relative to actual performance.

Third in line with positive and negative evaluation of others is the belief in one's own ability to influence others through their words. The practise is common in classrooms because it helps students feel confident in their abilities. Students' confidence in their own academic abilities increases when teachers use positive words like "very good" and "Excellent" to describe their actions in class. As a result, the words of praise and criticism from teachers and classmates matter to students' sense of their own abilities. In his research, Bandura found that "verbal persuasion alone may be limited in its power to create enduring increases in perceived efficacy, but it can bolster self-change if the positive appraisal is within realistic bounds"<sup>13</sup>.

The individual's emotional state is the final and most unreliable source of efficacy belief. In this context, "feedback" refers to the mental and emotional responses people have while carrying out their duties. Exerting oneself physically and emotionally beyond what is necessary to complete a task may have a negative effect on performance, but people who are able to control their stress reaction are rewarded with a sense of efficacy in their abilities. This sense of efficacy is gleaned from the individual's cognitive evaluation of their own

physiological and psychological state, which is in turn based on their level of arousal. In view above discussion, this study tends to investigate peer influence, self-efficacy and use of electronic information resources (EIR) by secondary school students in Ibadan, Oyo State.

### **1.1 Statement of the Problem**

Information services in secondary school level, especially the academic information have experienced innovations due largely to application of ICT and other electronic devices in most schools information services. Electronic resources are acquired by the secondary school libraries to augment the prints so as to further the goals of its parent organization. Electronic resources are attracting users' attention due to the recency of resources especially in today's network environment. However, preliminary investigation, close observation and literature reviewed reveal a non-academic use of electronic information resources by secondary school students in Ibadan, Oyo State. This could be caused by poor/inefficient use of electronic information resources because most of the students are not aware of the academic efficacy the electronic information resources are used for. All these inefficiencies can lead to ripple effects of the students having poor academic performance. The image and growth of the schools and education in Oyo State would be affected. It is therefore very crucial that the students should be educated on academic use of electronic information resources.

Since most of these students feel the issue of peer influence and less efficient in use of electronic information resources except for social influence. These are likely the causes of adverse effects on their academic performance and also as a result would affect post-primary school education and the society. There are several studies done on the effect of peer influence and self-efficacy on use of electronic information resources.

However, empirical studies that combined the two variables within the context of use of electronic information resources seem scarce. The few studies done have focused on other contexts; for example studies not based only tertiary institutions but not on secondary school education; hence reinforcing the narrative that there is need for a study that would substantiate the interaction between peer influence and self-efficacy and use of electronic information resources. This study therefore intends to investigate the influence of peer influence and self-efficacy on use of electronic information resources by secondary school students in Ibadan.

## **1.2 Aim and Objectives of the Study**

The aim of the study is to investigate peer influence, self-efficacy and use of electronic information resources by secondary school students in Ibadan, Oyo State. The objectives were to:

- i. identify the level of use of Electronic Information Resources (EIR) by secondary school students in Ibadan, Oyo State;
- ii. identify the level of peer influence among secondary school students in Ibadan, Oyo State;
- iii. examine the level of self-efficacy by secondary school students in Ibadan, Oyo State;
- iv. determine the influence of peer influence on use of electronic information resources by secondary school students in Ibadan, Oyo State;
- v. determine the influence of self-efficacy on use of electronic information resources among secondary school students in Ibadan, Oyo State;

- vi. establish the combined influence of peer influence and self-efficacy on use of electronic information resources in secondary school students in Ibadan, Oyo State.

#### **1.4 Research Questions**

The following research questions guide the study:

1. What is the level of use of electronic information resources by secondary school students in Ibadan, Oyo State?
2. What is the level of peer influence among secondary school students in Ibadan, Oyo State?
3. What is the level of self-efficacy by secondary school students in Ibadan, Oyo State?

#### **1.5 Hypotheses**

The following hypotheses are formulated to guide the study and tested at 0.05 level of significance.

- H<sub>0</sub>1:** There is no significant influence of peer influence on use of electronic information resources by secondary school students in Ibadan, Oyo State.
- H<sub>0</sub>2:** There is no significant influence of self-efficacy on use of electronic information resources among secondary school students in Ibadan, Oyo State.
- H<sub>0</sub>3:** There is no significant combined influence of influence of peer influence and self-efficacy on use of electronic information resources in secondary school students in Ibadan, Oyo State.

#### **1.6 Significance of the Study**

This research work beneficial to staff and management of secondary schools in Oyo State, Researchers and policymakers in Government.

This research work seek to attend to the insufficient availability of information technology equipment in secondary schools in Ibadan and will help the staff and management of the students to understand and address the issues pertaining to availability of electronic information resources, it will help the management to devise programs on the enhancement of self-efficacy of secondary school students.

Conclusively, it will serve as link and guide for future researchers of related study as they make use of this material for references. Policymakers in government would benefit from the findings which would have useful input in formulating policies that are relevant to the needs of students in the schools.

### **1.7 Scope of the Study**

This study focused on the influence of peer influence and self-efficacy on use of electronic information resources by secondary school students in Ibadan, Oyo State. The measures of use of electronic information resources are perceive use of electronic information resources and perceive usefulness of electronic information resources. The measures for peer influence are student personality, student behaviour and environmental factors while the measures used for self-efficacy are performance accomplishment, vicarious experience, verbal persuasion and emotional status. The geographical scope covered 20 selected secondary schools in Ibadan metropolis which are Loyola College, Maverick College, Samonda, Lifeforte International School, Agbofieti, International School Ibadan, Nickdel Private School, Rhema International College, Oluyole Estate, St. Catherine College, Alleshinloye, Valencia

Secondary School, Command Day Secondary School, Lead City International School, Comfort International School, Odogbo Ojoo, St. Annes School, Molete,l, Sunshine International High School, Fortana International High School, Ibadan Grammar School, Reliance International High School, Government College, Concord School, Christ Ambassadors, St, Annes School and St. Theresa College. These schools were selected on the basis that they all posses EIR facilities. Also, Senior Secondary School 2 students serve as the respondents for this study

### **1.8 Limitations of the Study**

There are limitations faced with this study. One of it is the delay experienced during the gathering of data in the two University, the nature of work makes less receptive towards advancing research. Also, the ingenuity of respondents who filled the questionnaires for accurate data analysis, time factor for retrieval of information, and the financial implications of carrying out this study limited the study.

### **1.9 Operational Definition of Terms**

**Use of Electronic Information Resources:** This is the act by which secondary school students in Ibadan, Oyo State make use of available electronic database and electronic information resources in the school for academic gains.

*Perceive ease of use of EIR:* It is the extent to which secondary school students in Ibadan believe that using the system will be free of effort.

*Perceive usefulness of EIR:* It is the extent to which secondary school students in Ibadan believes that using the system will enhance his/her academic performance.

**Peer Influence:** It is the ability of secondary school students in Ibadan to exert authority on their fellow mate making them participate in what will sometimes be against their wish.

*Student Personality:* This is the variation in human variations in characteristics thinking, feeling and actions of secondary school students in Ibadan, Oyo State.

*Students Behaviour:* This is the manner in secondary school students in Ibadan act or conduct themselves especially towards others.

*Environmental Factors:* These are the factors that affects large groups that share common academic spaces like secondary school students in Ibadan, Oyo State.

**Self-Efficacy:** This is the belief of secondary school students in Ibadan in their capacity to execute behaviours necessary to produce specific academic performance.

*Performance Accomplishment:* It indicates that successful academic performance that may help the secondary school students in Ibadan to be successful in similarly associated tasks by controlling the environment.

*Vicarious Experience:* It is the ability of secondary school students in Ibadan to learn by observing the success and failures of others.

*Verbal Persuasion:* It is widely used in teaching learning environments to foster the belief of secondary school students to be able to face difficult situations.

*Emotional Status:* It refers to emotional and psychological feedback experienced by secondary school students in Ibadan during performing assigned tasks.

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## **Chapter Two**

### **Literature Review**

This phase revised related literature that enabled the researcher broaden her understanding on the research problem. The chapter is presented under the following headings:

#### **2.1 Conceptual Review**

2.1.1 Overview of Use of Electronic information Resources

2.1.2 Overview of Peer Influence

2.1.3 Overview of Self Efficacy

#### **2.2. Theoretical Review and Framework**

2.2.1 Technological Acceptance Model

2.2.2 Social Learning Theory

2.2.3 Albert Bandura Self Efficacy Theory

#### **2.3 Review of Empirical Studies**

2.3.1 Peer Influence and Use of Electronic Information Resources

2.3.2 Self-Efficacy and Use of Electronic Information Resources

#### **2.4 Conceptual Framework**

#### **2.5 Summary of Literature Review**

#### **Endnotes**

## **2.1 Conceptual Review**

### **2.1.1 Overview of Use of Electronic Information Resources**

To collect, record, process, store, retrieve, display, and transmit information, we make use of a variety of tools and infrastructure, including hardware, software, and data. Books, magazines, and videos are all examples of information resources available to the public. These items are typically kept in a building that is designed to make finding what you need as simple as possible. Books, periodicals, and newspapers are all examples of published information resources, while examples of unpublished materials include projects, theses, conference papers, workshop papers, and seminar papers. Without the books and other information resources that libraries house, there would be little hope for advancement of knowledge in any field of human endeavour in the modern era.

How well people use a school's information resources to fulfil their information needs is measured by the term "use of information resources." To be determined, however, are the specifics of how and why secondary schools in Ibadan use the information they access. To an IT infrastructure, "use" is an action that quantifies value. The sole criterion for deciding whether or not a document should be kept in a library's collection, use is also crucial in directing a library's collection development effort. A library's popularity is directly proportional to the interest in its holdings. If a library user isn't happy with the results they're getting from the system, the library will do what it can to make them happy. There is a possibility that the user's requirements are not going to be met by the product or package provided. All of these are potential issues that could arise from utilising a library with the intention of solving them. The goals of public information hubs should be twofold: meeting current demand while also planning ahead to accommodate future

demand. Therefore, information is crucial to the success of any human endeavour and to the continued existence of any society. Data is now a product that can be packaged and sold at a reasonable price. It's crucial for a company's success, and tapping into it is a matter of survival strategy and reaching the company's goals<sup>1</sup>.

Consequently, the library houses both print and digital information resources for its patrons' use. When information is created in an electronic format and distributed to a wide audience, either locally or remotely, it is called an electronic information resource. It encompasses digital resources such as books, databases, journals, OPACs, and the World Wide Web. Materials that can only be accessed via computer, whether it be a microcomputer, a mainframe, or another kind of computer, are known as electronic resources. Electronic information resources is a broad term that can refer to a variety of different things, including but not limited to electronic resources, virtual resources, online resources, and digital resources<sup>2</sup>. The academic community has benefited from electronic information resources in both the developed and the developing world.

Hardware and software designed for storing, transmitting, and using information, as well as the digital content files that may be stored, transmitted, or used with hardware and software, are all considered electronic information resources. Email, phone systems, in-house and remote data stores, compact discs, digital versatile discs, videotapes, digital movies, photographs, and other digital media are all examples. Online databases, online public access catalogs, electronic conference materials, electronic mail, full-text databases, electronic books, and scholarly websites are just some of the electronic information resources that university faculty members are using more frequently now than ever before<sup>3</sup>. Academic and research pursuits rely heavily on these sources because

they supply participants with information that is current, readily available, and easily digestible. By forcing a change in the roles, resources, and services offered by librarians and information professionals, the proliferation of information technology has revolutionised the library and information field on a global scale. Rapid growth in student numbers without a corresponding increase in the number of library and information services staff, an increase in non-traditional students like mature and part-time students, inflation in the cost of printed materials, an increase in the number of academic publications, and the need to accommodate these trends all contributed to the rapid adoption of information technology and its accompanying e-resources in the provision of library services.

Given these developments, libraries now provide access to their collections rather than insisting on individual ownership. As a result of a number of developmental activities and researches, the amount of data available on virtually any field or subject is constantly growing. As people have become more aware of how crucial information is to their daily lives, so too has the demand for better information resources and services that can adapt to their changing requirements. There is an abundance of electronic information resources available today. For research to be credible, it must be based on up-to-date and reliable information, which has been made much easier thanks to the explosive growth of electronic information resources that provide access to such materials. Because of the many benefits they offer over print-based resources, electronic information resources are widely used in higher education and are especially well-liked by students<sup>4</sup>.

The user can change the parameters of what is needed on the fly; information is obtained when it is wanted, so becomes "just in time" rather than "just in case"; the user selects

only the information needed to answer the specific question; and finally, the information is stored only if the user wishes, and very often by the user themselves. Electronic information sources also have the added benefits of being quicker than traditional print indexes, especially when conducting a backwards search, and being simpler to use when attempting to employ multiple keywords. The ability to search across multiple files simultaneously is made possible by these tools, making them preferable to their printed counterparts. In addition to being more frequently updated than printed resources, electronic ones have additional advantages, such as the ability to print out pages or save searches for later use. They also have the added benefit of being accessible from outside the library via dial-up, which is especially useful for students who are either at a distance from the institution or who have limited time to use the library<sup>5</sup>.

Most libraries' electronic resources are either subscribed collections or in-house digitizations. There is promise in the use of electronic resources to improve student learning because they make available to students large amounts of information in a convenient, non-sequential format. Electronic information resources have rapidly altered the ways in which people seek and disseminate information, and their impact can be seen in every aspect of human life. Experts in the field of information say that print materials in university libraries can be supplemented with electronic information resources so that students have a wider range of options for meeting their research needs. There are significant difficulties connected with the use of electronic information resources in higher education, including the possibility of risks, institutional fears, and so on. Therefore, optimistic actions and a strong sense of competence could be part of an efficient plan for overcoming implementation hurdles. Since electronic information can

be updated and distributed almost instantly, it provides numerous benefits and uses that print information cannot.

Use of electronic information resource involves integrating information into individual's previous knowledge base<sup>7</sup>. Information is very essential as it is the link to knowledge; therefore, the usefulness of information in any information source is assessed in terms of the information that is deemed valuable and is absorbed, in order to solve a problem. Therefore, information is useful and valuable if after receiving it, it changes things, decisions, and behavior. Medical Students could use information to satisfy their general and professional needs. The use of information is quite vital to medical students in order to be up to date in their field of medicine, to know the current trends and also provide quality service/result to the profession and community they serve.

E-resources, also known as electronic resources or e-resources, refer to data that has been converted into an electronic format and stored in a computer or a data centre (CD-ROMs, digital libraries or the Internet). Resources that store and make available information electronically are called electronic information resources<sup>8</sup>. It is now common practise for university libraries to use electronic resources as a complementary medium to traditional print materials. E-journals, e-books, online databases, electronic conference proceedings, and CD-ROM databases are all used as part of this investigation<sup>8</sup>. Any written or recorded work that can be accessed via computer is considered an electronic resource. Discs, cassettes, and other carriers can be inserted into a computer or other digital device to gain access to the data remotely or locally, respectively. The Library of Congress classifies libraries' electronic resources into four broad categories: "Acquire" electronic resources through licences or other agreements, and acquisition processes like gifts,

copyright deposits, exchange, ISSN requests, etc. Acquire or "collect" library-owned or -controlled electronic materials. "Archive" electronic resources are a permanent digital repository managed and maintained by the library or for the library's benefit, while "Link" electronic resources are those that can be accessed remotely through links from the library's web resources<sup>9</sup>.

When discussing information sources, the term "electronic information resources" is typically used to denote those that are digital or electronic rather than printed. It's true that they both contain the same data that can be found in print resources, but they're presented and retrieved in different ways and necessitate different kinds of computer hardware and software. CD-ROMs, e-books, e-journals, electronic indexes, digital reference materials, online databases, and other e-collection are all examples of electronic information resources whose contents can be accessed via the internet. Subscription-based electronic information resources are one option, while those created and adapted with the help of local information resources are another. Virtual libraries and other forms of electronic information storage and retrieval are included in the scope of a digital library's resources. Examples include digital films and videos, maps, online or digitised documents, audio materials, data archives, digital facsimiles, curricular materials and web sites created by other faculty and/or other institutions, personal online diaries (blogs), etc. in addition to the aforementioned types of databases, the term "online information resource" can also refer to things like electronic reference books, full-text search engines, digital libraries, and data sets<sup>9</sup>.

There are a variety of different words used to refer to digital libraries and archives. You may also hear these referred to as digital materials, electronic resources, or soft libraries.

Students' information-seeking behaviours in the digital age are intrinsically linked to the ease with which information can be accessed and the resulting explosion of online materials. It has been determined that the majority of information shared in a school setting comes from electronic resources. But as e-libraries have become one of the standard requirements in measuring the digital exploits of universities, electronic information resources have become more common in university libraries around the globe<sup>10</sup>. Students' favourite online databases have an overflowing mountain of electronic resources like books, journals, magazines, and more. Even though there are electronic resources in the library, there is still a question about how effective and widely used they are. To ensure users have easy access to the information they need, libraries are responsible for providing those resources in electronic formats and arranging them in a way that makes sense to them. Users can put these assets to use only if they are easily accessible.

The term "availability" refers to the ease with which a library patron can gain access to digital resources for obtaining information. They went on to say that users need to be aware of the library's electronic information resources in order to make good use of them, and that they also need the knowledge and skills to make full use of the library's resources and services. When we talk about electronic information resources being "available," we mean that they are both made available to and included in the libraries that are available to their users in educational institutions. Electronic resources are a great way to get access to information quickly, easily, and efficiently. Up until the development of electronic information resources enabled by information technologies, researchers lacked acceptable methods for conducting research that provided them with

relatively easy access to accurate and authoritative information without lowering standards. Accessing and using e-resources for educational purposes like teaching, learning, and research is what we mean when we talk about "utilisation." When conducting research for class, many students visit the library<sup>11</sup>.

With the introduction of ICTs into academic libraries, the demand for e-resources has surpassed, though not completely supplanted, the need for print materials. There are many benefits to using electronic information resources, for both users and libraries. These include: the ability to easily create links to related resources; the availability of vast amounts of information; the speed with which information can be accessed; the availability of multiple search tools; the simplicity with which references can be created; the speed with which information can be uploaded, updated, stored, distributed; the lack of restrictions imposed by factors such as time, space, or money; and the ease with which information can be archived. Users, especially those at research-heavy universities, benefit from electronic resources because of their ease of use and the reliability of the information they provide. There is less need for academic libraries to have large amounts of shelf space dedicated to books and journals, and users have access to an infinite amount of information thanks to the availability of electronic information resources in the information age<sup>12</sup>. Because of the increasing dominance of electronic information resources in researchers' daily work, attention in academic institutions has shifted toward these resources.

The use of electronic information resources is not without its own difficulties. The challenges people face when trying to access and make use of electronic information resources can take many forms. Lack of ICTs infrastructure is a major barrier to the

efficient use of electronic information resources. Erratic power supply is common in Nigeria, and even when electricity is available, the current may be too low, damaging ICT equipment in schools. Inadequate bandwidth size (for efficient internet connectivity) and appropriate anti-virus and other necessary software in academic libraries was also found to be a barrier to the effective use of electronic information resources<sup>12</sup>. Libraries lose efficiency when students lack the knowledge to effectively manage the information and communication technology (ICT) resources available to them. Inadequate ICTs infrastructure, as well as factors like a lack of trained personnel, money, power, system law, and training in the use of ICTs, all contribute to less than optimal use of digital data. If students can't use the library, it has a devastating effect on their university experience<sup>12</sup>.

Electronic information resources have many functions and benefits that are capable of positively influencing the academic performance of both students and researchers in the university as well as other higher education institutions. Electronic information resources have allowed libraries to reach a wider audience, provide better service to a growing number of patrons, make more recent and extensive amounts of information available from remote locations, and better preserve library materials by reducing the amount of physical handling they undergo, among other advantages. Having access to electronic information resources is crucial for graduate students because it allows for more efficient research and faster results than traditional print resources. There are many ways in which students can make more efficient use of information and increase their productivity in the classroom thanks to the advent of electronic information resources<sup>13</sup>. It's worth noting that graduate students who are aware of online resources make good use of them for their studies. In order for students to make effective use of these resources, they must have a

firm grasp on the applications of information and communication technologies (ICTs) in order to make effective and independent use of the many electronic information resources available to them around the world. Nonetheless, it has been noted that students face a number of obstacles in their use of e-resources, including a lack of adequate telecommunications' infrastructure, a high cost of subscription, and a lack of user skills.

Students can use either print or digital versions of the library's resources, so both print and digital versions of these materials will be found within the library's walls (EIR). Electronic information resources (EIR) are defined as "resources in which information is stored electronically and which are accessible through electronic systems and networks"; in other words, "information resources that could be accessed via the internet". Electronically encoded and computer-accessible works (EIR) are the same. These include (i) digital information that can be accessed from afar and (ii) data that can be accessed immediately (via discs, tapes, and cartridges). Internet-accessible information is one example of the type of electronic resource that can be found on a computer. Common synonyms for "electronic information resources" include "electronic resources," "virtual resources," "online resources," and "digital resources." Electronic resources, also known as digital materials, are any kind of resource that can be accessed in a digital or electronic format, such as a computer file, a DVD, an online journal, or a website. Electronic information resources (EIR) are databases, archives, and other reams of data housed in some manner of electronic storage and made available to users online. E-books, online-databases, electronic journals, the Online Public Access Catalogue (OPAC), and other electronic resources all fall under this category. Email, online databases, CD-ROM, DVD, and other digitally stored information are also among these <sup>14</sup>.

These are just some of the many electronic resources that can be found in school libraries today; others include "e-journals, e-data archives, e-manuscript, e-maps, e-books, e-thesis, World Wide Web, e-newspapers, e-research reports, and e-bibliographic databases." Universities in a variety of countries have found value in EIR. They've made a sizable, influential impact on the scholarly library community. As a result of its portability, multi-access capability, unrestricted access to information, web-browsing capability, and timely nature, EIR has gained widespread acceptance among university scholars. They've transformed how most academic libraries manage their collections and the way information is accessed and used. Students, especially those with lofty academic aspirations, can benefit greatly from these information troves. The widespread adoption of electronic resources has given academics and students access to a wealth of previously inaccessible global information. Electronic information resources (EIR) have rapidly grown in popularity among students and are now considered essential for many research projects due to the many benefits they offer over traditional print-based sources. Due to the rise of IT, the library and information science fields have undergone a dramatic shift from paper to digital materials. There is a plethora of electronic information resources available now, from a wide range of different providers<sup>15</sup>.

To many, a university library is analogous to a vast warehouse full of books and other sources of information. At universities and colleges, it serves as a hub for academic pursuits and discovery. Libraries today not only need to acquire print resources, but also provide access to electronic resources and services, if they are to fulfil their mission of assisting their parent bodies in accomplishing educational objectives, which include research, teaching, and learning. Because of this, libraries can impact institutional

learning, research, and teaching by making print and EIR resources available. However, EIR have become a critical component of library collections in order to fulfil their educational mission. As a result, there has been a meteoric rise in EIR, which has dramatically altered how students approach their quest for research materials. Many academic libraries in Nigeria have collections that are decades old, so the addition of electronic resources has been a welcome one. As a result, expectations for libraries to meet patron requirements and improve their public image have risen<sup>15</sup>.

Users prefer EIR over print media because of the convenience it provides. Therefore, libraries place a premium on collecting, cataloguing, and making available EIR to their patrons. The availability of EIR in a library is of paramount importance because it speeds up the discovery of reliable information. As a result, libraries regularly employ ICTs to facilitate user access to EIR and a variety of services<sup>16</sup>. Since many Nigerian students lack the financial means to buy computers and pay for internet access, students greatly benefit from the libraries' ability to provide electronic resources. Academic libraries in Nigeria should prioritise providing students with access to the internet and other digital resources by investing in the necessary infrastructure. Libraries strive to give their patrons access to EIR because they know it will help their students succeed academically. The same holds true for EIR in libraries; being conversant with it and using it frequently is crucial for fast development.

By making EIR available, libraries hope to improve the quality of their collections and provide more value to their content by making it available to students, researchers, and other stakeholders through digital means. Therefore, EIR have actually become the backbone of many educational institutions. The "accurate and timely information,"

provided by electronic resources, is "especially important for students who depend greatly on the electronic resources for information to advance research and collaborate with other researchers around the world for intellectual growth"<sup>17</sup>. Libraries that offer EIR give patrons access to cutting-edge resources for finding and accessing information, which may influence the way they go about finding it. It has also altered the way books are shelved in libraries. EIR reduce the amount of storage space required for information resources and guarantee that the availability of additional electronic resources is not constrained by storage constraints. EIR stores large amounts of data without taking up much room, and yet they still give students access to valuable knowledge. Libraries' provision of internet access has enabled student access to digital information resources. Users can access EIR locally or from afar, and they are searchable from multiple angles. Therefore, in many universities, 81 electronic resources are considered an integral component of the library due to their support of instructional, scholastic, and scholarly pursuits<sup>16</sup>.

Customers of an academic library have a fundamental need for access to and use of these materials. With a greater need for up-to-date information among academic staff and students, the advent of the internet has hastened the dissemination and utilisation of EIR within libraries. Libraries and librarians need to get up to speed with the times in order to serve the growing information needs of the world. In order to provide students with access to information in a digital format, university libraries have begun investing heavily in electronic resources, such as the internet and other forms of technology. In order to provide their patrons with the most up-to-date and accurate information possible and to enhance their students' learning experiences, libraries spend a significant portion of their

annual budget on electronic resources, especially electronic books and journals. Electronic journals and books have become indispensable in academic libraries. This makes them the electronic equivalent of the books and periodicals we typically find in libraries. The proliferation and variety of e-journals in particular raises concerns about the future of print journals. Unlike print media, electronic resources can be quickly retrieved because they are stored and organised in a number of databases. The databases can be narrow in scope or cover a wide variety of topics. While many publishers maintain their own databases containing all of their works, other agents compile works from various databases to provide robust access to e-resources<sup>17</sup>.

All librarians need to be on their toes to satisfy the needs of their diverse clientele in the current information service environment. Technology has allowed library and information services to expand beyond specific locations, allowing users from all over the world to gain access to resources and information. Users of libraries may no longer require traditional library services due to the rise of science and the development of modern information and communication technologies. As a result, it's easy to see how the wealth of electronic information available today can serve as a reliable replacement for time-consuming and expensive print services<sup>17</sup>. As a result, EIR's significance in the classroom has quickly become a hot topic of debate. So, libraries should make sure EIR are accessible in their efforts to fulfil their role as an information reservoir and meet the information needs of their users.

Students in today's technological world rely heavily on electronic information resources (EIR) such as online databases, OPACs, e-conference materials, e-mail, full-text databases, e-books, and scholarly websites because of their convenience, accessibility,

and relevance. E-resources are becoming increasingly popular all over the world, and their users are being pushed to rely on them for all of their information needs. Internet and related technologies have had and will continue to have a profound impact on library transactions, particularly in the areas of information acquisition and dissemination, e-learning, and the creation of virtual campuses, all of which have led to greater student engagement in access and collaboration activities. The card catalogue, a mainstay of libraries for a century, was destined for extinction with the advent of the machine readable catalogue (MARC)<sup>17</sup> in the mid-1960s, when electronic resources first began to significantly alter the way patrons accessed library resources.

EIR have seen a huge uptick in adoption and use among graduate students. This is due to the fact that EIR are fantastic resources for education and investigation. Customers are able to gain access to data regardless of their physical location. A scholar has backed up this view by determining that most students simply use e-resources due to several features like timeliness, search facilities, readily updated, remote access, and so on. As students need access to the most recent literature, it is imperative that they make extensive use of EIR for schoolwork. Most academic libraries have made EIR available to their users because of the many benefits it offers, including convenience, portability, and accessibility from anywhere at any time. All over the world, people recognise EIR's growing importance to academic institutions and its vast potential applications in research. E-resources are widely used by students because they provide a wealth of information in a convenient and flexible format. As a result, the significance of e-resources in the modern educational system is rising to the forefront as one of the most pressing concerns of the day. Electronic resources were extensively used in literature

reviews and synopses for academic papers. This suggests that students rely on EIR as a source of up-to-date literature to incorporate into their research. The "principal reasons for using e-resources were gathering information on a specific topic, gaining general information, obtaining answers to specific questions, finishing assignments, reviewing literature, writing essays, and making decisions," according to a study conducted in the United States and Australia.

Internet, online databases, OPACs, electronic journals, electronic books, and other electronic sources are all readily available to students for free thanks to EIR, simplifying the research process. A number of different methods exist through which students can gain access to digital information resources and services, such as: • Online public access catalogues (OPACs) of libraries, which allow users to search library holdings; • Online bibliographic or full-text databases (database search services), which allow users to search remote holdings; • E-books and e-journal services, such as Net-library, which allow users to search electronic books and journal articles; • Intranets and databases created by companies and institutions, which allow users (s). Researchers and graduate students use EIR to conduct a variety of studies.

Therefore, librarians have not provided enough instruction for students to make efficient use of EIR. Another researcher echoed this sentiment, saying that librarians' instruction on EIR use was woefully inadequate. Knowing the rationale behind graduate students' use of electronic resources is crucial for defending the library's investment in this medium. The academic and research pursuits of universities and colleges are the primary users of EIR<sup>19</sup>. Students make up the bulk of online library patrons for instructional purposes. For advanced students in any academic field, electronic resource access and

utilisation play crucial roles. There are many different types of EIR that students utilise when conducting research. Some examples include e-journals, e-data archives, e-mail, e-research reports, e-manuscript, e-maps, e-books, CD-ROM, e-research maps, e-theses, the World Wide Web, e-newspapers, e-bibliographic databases, and the World Wide Web. Academics is about fostering students' personal development by giving them access to rigorous learning and research experiences in an atmosphere that values independent thought and the free exchange of ideas.

Graduate students' ability to learn and conduct research is bolstered by EIR because it provides easy access to the most recent findings in their fields. Nonetheless, graduate students need to have mastered the necessary IL competencies in order to make effective use of these tools. This unrealized potential is the result of insufficient IL (computer literacy) training and education. Since EIR are so highly sought after by graduate students and researchers, librarians play a crucial role in providing access to and equipping users with the information literacy skills necessary to make effective use of EIR. However, usage may change from field to field and from graduate to postgraduate level. This is due to the fact that, at this level of research, they are dependent on EIR to gather the appropriate information. Because of this, they are valued in academic and scientific circles. For their studies, college and university students rely heavily on electronic information resources. In the classroom, this means doing homework, writing term papers, supplementing class works, retrieving up-to-date literature for research, following relevant blog discussions, looking for scholarships, looking for internship placement, and conducting research. Since universities are places of higher education dedicated to research of varying scopes, and since that kind of work necessitates access to the most

recent publications in the field, it follows that EIR should be heavily utilised by students studying in academic institutions. Since it provides access to information from all over the world, the internet (an electronic information resource) is widely regarded as the best Channel for information retrieval for students' research projects. Student and academic communities, in particular, can use it to open up lines of communication and expression, in his opinion<sup>20</sup>.

Before the Internet came along, it was hard for students and researchers to get their hands on the latest journals and books in different fields. For him, the Internet is the best way to find information that is up to date. Research and other academic activities that happen in an academic institution involve collecting and analysing data, and a student's ability to find current and relevant information is a big part of how well their research work turns out. Since there are so many electronic sources of information, research is no longer hard. This is because most of the documents needed for research are available in electronic formats like the Internet, online databases, OPACs, electronic journals, electronic books, etc. Students and researchers are more likely to work together when they use electronic information resources. The World Wide Web (www) has made it easier for scholars to talk to each other and has helped computer science grow. At the moment, many students use the Internet to do their homework, term papers, research, and talk to their teachers. Students also share ideas and information on the web, which can help them with their school work.

With electronic mail (E-mail) over the Internet, you can get around many of the problems that come with being in different places, such as time, cost, and language. Students can also put together virtual study or research teams to link up with other students and let

them use their skills on a particular project. The Internet's electronic mail (E-mail) service makes it easy to send and receive messages quickly and inexpensively. On the Internet, you can do more than just check your e-mail. You can also listen to international radio stations that focus on research and education. Students can also read books and other materials, talk to reporters from all over the world, and read the national newspapers of other countries online. Electronic sources of information have become a strong presence in academic libraries. These sources of information are helpful for students who want to do well in school. But just because there are information resources doesn't mean that Web resources will be used well in academia<sup>20</sup>.

The students are parched for knowledge but have neglected to bring a cup to quench their thirst. "Water, water, everywhere, but not a clue how to drink it," the proverb goes. Students who lack real information skills are chasing a mirage in the desert when they go looking for knowledge, and it might as well be a mirage. Although electronic information resources have been gaining popularity on university campuses, and are highly desirable in that they lead to increased productivity of work, learning, teaching, and research, university students, particularly those in developing nations, have not yet achieved optimal utilisation of these resources. Despite this, it is highly desirable that they do so because they lead to increased productivity of work, learning, teaching, and research. It is common knowledge all over the world that academic institutions at the tertiary level recognise the significance of using electronic resources for general communication, information retrieval, and research activities. These activities fall under the purview of academic pursuits. The research published to date demonstrates that a number of pertinent studies have been conducted on the use of electronic resources by students all

over the world. Students have expressed delight in making use of electronic resources, particularly CD-ROM, and have reported encountering a comparatively small number of issues while doing so<sup>20</sup>. The general user opinion regarding the utilisation of electronic resources has been favourable. The contentment of the students with regard to CD-ROMs. On the other hand, the same cannot be said about the use of digital information resources such as CD-ROMs and online databases that are currently available to academic libraries in Nigeria through subscriptions.

Students typically look for information for a variety of reasons, the most common of which are the requirements to finish course assignments, get ready for classroom discussions, seminars, workshops, or conferences, or write research papers for their final year of school. The vast majority of the time, they do not acquire the fundamental information skills necessary to effectively navigate and make use of these resources. They ultimately resort to using methods of research based on trial and error, which restricts their capacity to meet their requirements.

Although it can be defined in a number of different ways, the term "attitude" is most frequently used to refer to the inferred dispositions that are attributed to an individual and which determine how that person's thoughts, feelings, and possibly even action tendencies are organised in relation to a psychological object. An individual's preferences regarding a particular topic, such as food or music, are reflected in their attitude. A state of readiness to act based on previous experience or a predisposition to act based on evaluations is an example of this. It is also referred to as a predisposition to act. It's not the act itself that's the problem. The existence of an attitude is inferred rather than directly observed because it is a psychological construct or phenomenon that cannot be directly

observed. The positive or negative evaluations of an object, people, or situation that predispose us to feel and behave in positive or negative ways toward them is what we mean when we talk about having an attitude. When studying human behaviour, one must always keep one's attitude in mind; similarly, students' attitudes are of the utmost significance when it comes to making effective use of electronic information resources (EIR) offered by libraries.

The implication of this is that if an undergraduate student has a negative attitude toward the use of electronic information resources, the expected outcome will be that the student will either not use the resources at all or will use them only on an occasional basis. The majority of definitions of attitude appear to centre on the idea that it entails rating people, issues, and objects along a dimension ranging from positive to negative. This seems to be the case. According to social psychologists like, this evaluation is comprised of the following three fundamental components: The thoughts, opinions, and beliefs that make up the cognitive component are all interconnected. Feelings, such as annoyance with the judicial system or hostility toward political decisions, are involved in the effective or emotional component. The propensity to behave in a particular manner in response to an object is what's meant by the behavioural components. Effect (feelings, emotional reactions, and behavioural intentions), decisions or resolutions (to act in particular ways), and behaviour are the four components that make up an attitude. Cognition refers to a belief, thought, or idea; effect refers to feelings, emotional reactions, and behavioural intentions (relevant actions). Regarding specific objects, attitudes can be thought of as evaluative feelings of pros and cons, also known as favourable or unfavourable. The object could be a representation of a thing or action in the real world, or it could be an

abstract concept. A person's tendency to react favourably or unfavourably toward a particular set of stimuli is referred to as their attitude. When defined in this manner, attitude cannot be directly observed and instead must be inferred from overt behaviour, which can include both verbal and non-verbal cues. This has been demonstrated<sup>20</sup>. In terms that are more objective, we can say that the concept of attitude is related to the consistency of a response with regard to particular categories of stimuli. In actual use, the concept of "attitude" has been linked most frequently with responses that are emotionally influenced by social stimuli. Furthermore, attitudes are understood to be psychological constructions that cannot be directly observed. They involve a person's feelings as well as their thoughts and beliefs. In spite of the fact that there is no one definition of attitude that is universally acknowledged, the various definitions that can be found in published works share a significant amount of common ground.

A state of readiness to act based on previous experience or a predisposition to act based on evaluations is an example of this. It is also referred to as a predisposition to act. It's not the act itself that's the problem. Attitudes are not innate; rather, they are acquired through learning. Attitudes, on the other hand, are not ephemeral; rather, they have a tendency to be enduring and consistent over time. It is possible to determine an individual's perspective on a subject or topic by observing how he acts in circumstances that involve that subject or topic. If a person goes into a situation with a pessimistic outlook, they should prepare themselves for an unpleasant experience. It is also possible to infer it from the fact that he disagrees or agrees with a statement or action that expresses beliefs and/or feelings regarding the subject in question<sup>21</sup>.

At the present time, EIR has developed into an essential component of educational instruction and the various learning tools available. It is essential, in light of the growing availability and provision of electronic information resources (EIR) in academic libraries, to gain an understanding of how the perspectives of students are influencing the utilisation of these resources. Because there is such a strong correlation between attitude and behaviour, measuring attitudes plays a significant part in the process of analysing behaviour. This is due to the fact that it is a well-established fact that there is such a correlation. In a nutshell, the study of attitudes has continued to be an important component for numerous researchers in the fields of organisational behaviour, management sciences, and information and communication technology. It is a widely held hypothesis that users' attitudes influence their behavioural intentions, which in turn influence the users' actual utilisation of the technology<sup>21</sup>.

Numerous studies have found strong correlations between user satisfaction with their information system/technology, their perceptions of their own performance, and their frequency of system use<sup>22</sup>. Different studies have focused less on general attitudes toward computers and more on the impact of attitude on particular IS/IT. Favourable attitude triggers action while lukewarm attitudes result in negligence or lack of concern. A person's disposition toward an issue or thing is always connected to the feeling or outcome they anticipate from dealing with it, and a positive disposition is typically connected to a hopeful anticipation of a positive experience. Even if students have the skills to make use of the library's resources, they may not be motivated to do so. Students' perceptions and library research habits may be shaped by a number of factors, including their individual personalities, life experiences, values, routines, and informational needs.

Competencies allow us to carry out tasks, while motivation stems from an optimistic outlook. Several other studies have looked into how students feel about using library resources, especially computers and the Internet.

The process of perception leads to the development of attitude, and attitude in turn influences perception. Students' perceptions of the usefulness of the library resources, the ease of using them, and the enthusiasm with which they are approached all have an impact on how much they use those resources. Attitude and values are intricately intertwined, and our attitudes are a direct result of how we feel and what we think about the world. Undergraduate students often have the wrong value system, which makes the use of EIR in the library secondary. It is possible that a student who likes to work with music playing will not find it interesting to make use of the resources that are available in the library. Students' attitudes toward using the library may be influenced, in part, by their ignorance and naiveté regarding the EIR found in the libraries. The students' attitudes will be influenced by their education, social class, religion, gender, and level of knowledge. The viewpoints of library patrons regarding the institution's services, activities, and collections serve as an intervening variable in the process of gathering information within the library. The students' feelings, beliefs, and perceptions regarding general EIR use, the computer interface, search skills, and social issues surrounding EIR use are all included in their attitudes toward the use of EIR. Therefore, students should be encouraged and assisted in developing positive attitudes towards the use of electronic information resources. Since the development and maintenance of a positive attitude towards EIR use are essential elements for enhanced utilisation of EIR, students should be encouraged to develop positive attitudes towards EIR use.

Academic libraries exist primarily to support teaching, learning, and research in ways that are congruent with and supportive of the institution's mission and goals. This is the primary function of academic libraries. In addition, the resources and services provided by the library should be of sufficient quality, depth, diversity, and currency in order to back up the curriculum of the institution. The academic library is frequently regarded as the most important resource centre within an educational institution. They are the intellectual core of the education system, and their fundamental mission is to supply academic staff, students, and other researchers with materials and an environment that will enable them to carry out academic programmes<sup>23</sup>. Because of this, it is essential for library services to pay adequate attention to the utilisation of resources that are provided for their customers, as failure to patronise these resources will be equivalent to inefficiency on the part of the libraries. The resources available in an academic library are frequently used as a proxy for evaluating the calibre of an educational establishment. The information resources and services that are made available in an institution's information systems need to be able to support research activities that are carried out by the students and the members of the faculty. This is essential due to the fact that the level of detail and complexity of research being conducted across all areas of human endeavour is constantly increasing<sup>24</sup>.

At the same time, it is also noteworthy that the capability of the resources available in the library to satisfy the research and academic needs of the students and faculty members lies on its accessibility. This implies that the gains and benefits accruable from the use of electronic information resources can only be obtained if the resources are not just only made available but, also accessible to users hence, the availability of a resource does not

automatically translate to its use but its accessibility. Accessibility of EIR refers to openness, convenience, ease of locating and proximity to electronic information resources. Access to information is important because except an information source/resource is made accessible to user, it cannot be used<sup>24</sup>. Accessibility is about being able to use what is available when it is required and that accessibility is much more than availability. Accessibility of information materials is one of the prerequisites for information utilization. Resources may be available in the library and even identified bibliographically as relevant to one's subject of interest, but the user may not be able to lay hands on them because of accessibility problems. Accessibility of information sources is an important recurring theme in the literature<sup>24</sup>.

Resources may be available in the library and even identified bibliographically as relevant to one's subject of interest, but the user may not be able to lay hands on them. The more accessible information sources are, the more likely they are to be used and readers tend to use information sources that require the least effort to access. Students in Nigeria have a problem not with the idea of using the college library, but with the question of whether or not the libraries can provide for their needs, and whether or not there is access to what is provided. This claim was validated by subsequent research that included accessibility of information as a requirement for its utilisation. Separate studies found that just because information resources and services are there, that doesn't mean they'll be used. Getting information to users quickly<sup>24</sup> is a problem that has been merged with the problems of information transmission, storage, and display.

Although readers typically prefer easily accessible sources of information, availability does not always imply accessibility. A source may be available but access to it is

restricted for various reasons<sup>25</sup>. There are five different kinds of accessibility issues a user might run into: conceptual, linguistic, critical, bibliographic, and physical. After giving the aforementioned five factors some serious thought, it becomes clear that there are two main dimensions to the problem of access to electronic information resources: the intellectual dimension and the bibliographic dimension. The first three considerations fall under the intellectual dimension and have to do with the language and depth of treatment of the subject matter in an information source, as well as the user's ability to comprehend and articulate the content. The bibliographic aspect, on the other hand, is related to the latter two considerations, which centre on the information resource's physical accessibility to users and how it is organised through the assignment of metadata and search tags.

The inaccessibility of library resources has been cited as a major factor in the institution's negative reputation. A person's information use is predicated on factors such as their information needs, their perception of the ease of obtaining relevant information, the credibility of the information sources, and their information-seeking habits<sup>25</sup>. There are global initiatives to increase access to information in all forms, but these initiatives often bemoan the difficulties faced by developing nations in maintaining their modern information infrastructure, such as power outages, broken machines, and a shortage of spare parts and trained technicians. Adopting ICT and making use of electronic resources is crucial for effective teaching and learning in academic institutions because they provide students and faculty with access to a wider range of information sources, information forms, and information types. Educators and students in the modern Information Age must embrace the use of digital tools to supplement classroom

discussions, homework assignments, and independent study<sup>26</sup>. The necessity of a feasibility study and staff training for library managers prior to implementing the provision of ICT facilities is a major barrier to availability, and thus access and use. In 1996, the government of Nigeria, acting through the ICT regulatory agency Nigerian Communication Commission (NCC), licenced eleven companies as Internet Service Providers (ISP) to offer Internet services to the general public<sup>27</sup>.

The licencing of four GSM operators and subsequent deregulation of the telecommunications industry in 2002 paved the way for an ad hoc increase in the utilisation of ICT and electronic information resources. The issue of electricity had hindered the installation and operation of computer networks that allow access to electronic information resources, despite the noticeable improvement in the availability and access to ICT and EIR. Accessibility to information has long been acknowledged in the traditional library setting, where print materials predominate. Electronic information systems, and more recently the Internet and related network technologies, have made a wide variety of previously inaccessible sources more easily available to users who have access to the appropriate hardware, software, and Internet connections. Proficient learning and active participation in the information and knowledge societies require ready access to digital materials<sup>27</sup>.

The term "availability of electronic information resources" refers to the ease with which desired data may be retrieved and used whenever and wherever it is required. In order to achieve its goals, availability measures must ensure that only authorised individuals have access to restricted materials. Availability, in the context of a computer system, refers to the ability of a user to access information or resources at a given place and in the proper

format. Having access to digital materials is dependent on both financial means and the need for them. A national and pedagogical perspective on accessibility is necessary. Since there have been more federal, state, and private schools opening up, more students, more teachers, and more types of academic and research programmes, but not enough information resources to accommodate them all, this is where the blame lies. Issues that prevent the creation of sufficient libraries of data are pointed out<sup>27</sup>.

The number of times professors really use digital resources depends on how readily available such tools are. NULIB Consult, a consortium for the Committee of University Librarians of Nigerian Universities, was the first to make it feasible for libraries in Nigeria to have access to the EBSCO Host online database (CULNU). The Education Trust Fund (ETF) stepped in between 2005 and 2010 to ensure that Nigerian university libraries have access to EBSCO Host. Liverpool John Moore University (LJMU) looked at the availability of electronic information resources in Nigerian libraries, analysing the current state of the field and the obstacles standing in the way of more widespread use of electronic resources. It was discovered that there is a great deal of irritation among those looking for knowledge because of the lack of available sources<sup>27</sup>.

The phrase "access" refers to the ease with which a given set of resources, services, products, and environments may be utilised by the widest possible audience. This might be thought of as the absence or minimization of obstacles encountered when seeking for knowledge. One of the major recurrent themes in the research is the need of making information resources easily accessible. Despite the fact that materials related to a user's research topic may exist in the library and be catalogued as such, access to such materials may be restricted. Indexes can be used to find sources that reference desired articles, but

access to such sources is not guaranteed<sup>28</sup>. More people will use available data if it is easy to get to. If a reader has to go through any trouble to get to the information they need, chances are good that they won't bother. Libraries and their parent organisations should foster an atmosphere that welcomes and embraces the latest IT developments and ensure that staff have easy access to the necessary tools for learning and distributing knowledge. Thanks to technological advancements, consumers may now access electronic materials in a wide number of ways. Not only is this true of schools, but also of academic libraries. Since library patrons must adapt to a constantly shifting information landscape, training in how to effectively use digital resources is essential. With the explosion of electronic information sources, libraries have a moral imperative to ensure their continuous accessibility and preservation. Providing patrons with access to electronic resources when and when they need it<sup>28</sup> should be a top priority for libraries, and libraries should be committed to and accountable for providing access to information in the chosen format<sup>29</sup>.

Access to information in any form is being actively pursued on a global scale. He bemoaned the fact that in underdeveloped nations, contemporary devices used for storing and transmitting data are frequently rendered inoperable due to power outages, broken machines, a lack of spare parts, and an absence of trained technicians. Public institutions in the United States including schools, universities, and libraries were established by the government to help implement these constitutional guarantees. To aid in their democratic goal, professionally educated librarians had by the end of the 19th century developed specialised approaches. The Library Bill of Rights, drafted in the 1930s, guarantees everyone, regardless of where they live or what kind of computer they use, access to any and all types of information<sup>29</sup>.

Libraries and other information institutions have benefited greatly from the proliferation of electronic information resources. One of the most noticeable differences between traditional information resources and their digital counterparts is the dramatic rise in the number of queries conducted by individual users. It has been claimed that this has made it possible for libraries without internet connection to do their own searches internally. Libraries now have immediate, easy, and simple access to a vast quantity of relatively current and historical knowledge thanks to electronic information resources like CD-ROMs with their enormous storage capabilities. There is a saving of room since more information can be stored. Journal collections have become more popular in libraries, as well<sup>29</sup>. The introduction of electronic information resources led to a rise in library patronage, which in turn required librarians to become fluent in a wider range of computing environments, including a wider range of operating systems, hardware configurations, software packages, and user interface designs. Users need to learn and practise the skills necessary to exploit the expanding number of electronic information resources available through a variety of online databases<sup>30</sup>.

Increasing numbers of universities and colleges are using electronic information resources in an effort to improve the quality of education now that libraries at these institutions have seen the light about their usefulness. This is because library automation is dramatically altering the classroom experience as librarians provide access to a plethora of scholarly resources previously unavailable to the public. Since university libraries help with information integration, facilitation, and augmentation at its presentation within the teaching and learning environment<sup>30</sup>, they play an important role in the evolving dynamic environment. The focus has shifted from books and journals to

information services, or from ownership to access, as a result of the increased use of electronic information resources and services. He also contends that changes in the delivery of higher education and advances in electronic information storage and its accessibility across computer networks have compelled the change. Current trends in published knowledge, in which more material is made available in electronic format, are one example of the evolving patterns that affect the supply of information services<sup>30</sup>. Online electronic information resources and retrieval systems are best utilised by those with at least rudimentary familiarity with computers and internet research techniques. This is due to the fact that the technology used by library databases online are likely to be similar to those used by other online services. Finding exactly what you need from an electronic information resource calls for a considerably higher level of expertise than from a traditional library researcher. These abilities include familiarity with the database's architecture, a grasp of the types of information a user could provide during a search, and an appreciation of the interconnectedness of various organisations.

Visits to the library have an effect on students' use of both print and digital libraries. A student's familiarity with the library's materials, both traditional books and digital databases, grows with his usage of the library. E-mails, catalogues and databases, electronic journals, World Wide Web resources, and computer programmes are also popular. Nonetheless, the extent to which the use of e-journals becomes standard procedure relies not only on the field involved but also on the function and position of the researcher, the available resources, and the unique information demands. Most research on the effects of electronic information resources has concluded that users need specific knowledge to make the most of the tools at their disposal. Academics' information

consumption patterns were affected by demographic characteristics such their age, gender, and level of computer literacy. The ability to use the library's electronic resources, such as the online public catalogue, is strongly correlated with computer literacy (OPAC). Individual trial and error, help from friends and coworkers, and instruction from library personnel are the most common ways to learn how to effectively use electronic resources<sup>30</sup>.

Many people who utilise ICTs have not had any formal training in their usage, but have learned to do so via experience. The skills necessary to do online searches were learned through a combination of self-study and, more importantly, the guidance of friends and coworkers rather than any kind of structured training programme.

Over the past several years, there has been a steady stream of reports on the availability and usage of ICT and its influence on libraries, particularly in the realm of information retrieval. It has been reported that the use of computers and Internet facilities is increasing in popularity throughout the world of information and in libraries as repositories of knowledge because ICT has formed the basic channel through which every electronic information resource can be accessed and utilised by the library patron. The issue of bibliographic search is one that advocates for library computer use point to as a positive reason to adopt this practise. Computers and its data applications allow for the upkeep of more sophisticated structures than would be practical or cost-effective without them<sup>33</sup>. One may see the use of automation in libraries as a direct response to the need for better information services.

Technological advancements in computing and communication—known collectively as "information technology"—have had a profound effect on humanity's ability to collect,

sort, store, retrieve, and transmit massive amounts of data. Computers are increasingly widely used in Nigerian libraries; this has allowed for more analysis of the library's overall operating system, improved library service, and more informed decision making at all levels. The author summarised the ways in which personal computers have benefited libraries, noting that they may be used for anything from word processing to cataloguing to interlibrary lending to serving as a portal to the internet. Technological and worldwide advancements in the past decade have facilitated greater access to and usage of electronic information resources for the world's students. The reason for this is because digital formats such as the internet, CD-ROM, OPACs, electronic journals, and electronic books now constitute the vast majority of available information resources in the field of education. This facilitates the retrieval of voluminous material for academic research. A research investigating problems with the use of computers in cataloguing verified this. The author explained how scholars might profit from e-resources because of the breadth of knowledge they provide. Students can have a comprehensive understanding of their subject area because to the vast amounts of data at their disposal<sup>34</sup>.

In general, students have positive impressions of utilising e-resources, particularly CD-ROMs, because they are enjoyable to use and present minimal difficulties. Another research looked at the students' perceptions of the time-saving and ease-of-use benefits of using e-resources at the IIT Library in Delhi, and found that 83% of the students who participated in the survey felt this way. Approximately 66% of people said they would rather wait for the CD-ROM than use the printer. However, a study of internet searches for scientific information in Delhi's science and technology libraries reveals that a significant percentage of users (nearly 60%) face a number of issues while browsing

electronic information, including a lack of knowledge about the resources, trained personnel, and adequate terminals. Low CD-ROM usage was also discovered in the twelve (12) Nigerian public university libraries surveyed for a different research on E-readiness and utilisation of university e-information facilities among serving Nigerian law students.

Information and knowledge have been expanding at an exponential rate, and with that comes an increase in the demands of customers. This has necessitated a correspondingly higher priority on creative approaches to information management, transfer, organisation, and use. Value of a resource is heavily dependent on both its accessibility and its consumption. As a consequence, in a research on the Availability and Utilization of Electronic Resources by Postgraduate Students in University of Calabar, the findings showed that electronic resources were available in the Library and Postgraduate students utilised them. Despite their availability, however, researchers found that online databases were not used as frequently as would have been hoped. In a similar study, a researcher examined the perspective of 1,057 academic staff members from 12 government institutions around the country using a Multistage sample approach to investigate the roles of availability and usage of information resources. The study found that there is a strong relationship between the availability of information resources and the research output of academic employees. There was a generally positive response to the provision of informational resources at Nigeria's federal university libraries. The availability of information resources is shown by this statistic (Mean = 2.41; SD = 0.90).

The introduction of electronic information resources (EIR) has drastically revolutionised information handling and administration in Nigerian university communities. All

university communities now rely heavily on electronic information resources. Some examples of electronic information resources are CD-ROM databases, online databases, online journals, online public access catalogues (OPACs), the Internet, and other computer-based electronic networks. Electronic resources found in academic libraries include the following: databases, journals, data archives, manuscripts, maps, books, periodicals, theses, newspapers, reports, bibliographic databases, and the World Wide Web. The main advantage of electronic resources at the university library is that academic staff may access them from their offices/laboratories or residences, rather than having to physically travel to the library. As a result, electronic resources enhance the efficiency of information distribution at academic institutions.

This type of electronic resource "is more of a tool to aid in performing research, a means of scanning a lot of documents rapidly," the authors write. Providing users with access to electronic resources is what we call "electronic information services" in the library world. To "requesting users electronically," often through computer mediation, electronic information services mean the distribution of information tools and goods. In view of the possible advantages and benefits of e-resources over the print in current electronic information environment, accessibility and exploitation of e-resources is quickly becoming a norm in research in universities throughout the world. As a result, "access to electronically stored material in computers has been rising routinely" in universities to help academic staff in their research. E-journals, e-books, online databases, electronic conference proceedings, and a CD-ROM database<sup>36</sup> are all examples of the electronic resources employed in this investigation.

Universities spend a lot of money on student access to digital libraries in the belief that more people using such libraries would result in more people doing research. Hence, academic institutions over the world are offering students with access to EIR to further boost learning and research. Similarly, Nigerian universities as institutions of higher learning today utilise large sections of their budgets to provide ICTs with accompanying electronic information resources (EIR) for their academic communities to aid in increasing teaching and learning processes and outcomes". Successful academic achievements in the areas of learning, research, and beyond have often been linked to EIR. Students in wealthy nations have less obstacles to using EIR effectively, especially for schoolwork. For instance, in response to the growing number of distance learners enrolled in higher education institutions, the Society of College, National, and University Libraries (SCONUL) formed a task force to address their library and information needs, with a focus on the problem of providing them with access to electronic institutional resources (EIR)<sup>37</sup>. The task group makes ensuring that distant learners have timely, appropriate access to information. While this is not the case in developed countries, many students in Africa's poor nations have yet to make good use of EIR or any other resources accessible via the usage of computers, making the situation in Africa distinct from that in other countries. According to librarians' experiences in Nigerian university libraries, students seldom make use of EIR<sup>37</sup>.

Despite the benefits of EIR and its widespread availability in libraries, students didn't appear to be making good use of them. Both external circumstances and internal ones may have a role. Inadequate infrastructures, erratic electrical supplies, and other physical factors all fall under the first category of electronic resource usage constraints. Physical

obstacles have been recognised as a primary problem restricting postgraduate students' usage of EIR by several research. Despite the widespread agreement that EIR have a place in modern universities, researchers have found that teachers and students at Mzumbe University and other Tanzanian universities aren't making very good use of them. This is because of a number of factors, including slow internet, computer viruses that restrict access to online information, and insufficient personal computers. The second group mostly involves a lack of information literacy. The relatively low skills<sup>38</sup> of users is a significant impediment to the efficient use of information resources, especially digital or electronic resources, in developing nations.

It does not look promising that university libraries will be able to reap the benefits of e-resources and protect their use. Access and usability issues arise when students try to make academic use of online materials. Because of this, it is crucial that academic libraries and information centres learn more about the challenges that patrons have while trying to use e-resources so that they may eliminate or mitigate them. Lack of subscribers in relevant fields of study and a lack of user orientation or training are the main obstacles to the widespread adoption of electronic journals. Because of this, certain users may be prevented from accessing vital data for their research. In order to address the information needs of all users<sup>39</sup>, academic libraries need to invest more in training and the provision of additional e-resources. The most common issues with e-resources include slow connectivity, a lack of knowledge about the statutory provision for accessing e-resources by the institutions, technical issues, a lack of e-resources, uncertainty about their longevity, a prohibitive price tag, and a lack of legal provision. Most academic researchers suffer from slow internet speeds. One of the most common issues people have

while trying to use the internet is a slow connection speed. He also mentioned that it is difficult to get to the information he needs and that it takes too long to view or download pages. He went on to say that students lack the necessary IT skills to make efficient use of e-resources, and that as a result, too much information is retrieved.

Most professors have not received adequate instruction on how to make use of electronic resources. Lack of subscriptions in specific fields of study, lack of user orientation or training, low bandwidth, lack of printing facilities, terminals, and training have all been identified as major obstacles to the effective use of e-resources. It's true that there are a few factors besides the user, the institution, and the product itself that can influence the way electronic information resources in libraries are utilised. Experts in the field of information have spent a lot of time trying to figure out what motivates people to look for answers online. Numerous studies have shown how users' language skills, computer knowledge, and information literacy impact their access to and utilisation of the library's electronic information resources. Other variables that may impact the usage of e-resources include inadequate competency use of e-resources on the side of users, such as lack of information, unfavourable attitudes, bad practises and inadequate and restricted infrastructure. One major hurdle to the usage of information resources and in particular, its electronic resources, is that they are not viewed as being easily available. On the other hand, a keyword search on a search engine like Google might return hundreds of results unrelated to the query. When conducting research at the library, students must choose a specific database and narrow their keyword searches. Users of e-resources tend to face similar issues everywhere, yet the scale of these difficulties differs greatly across developed and underdeveloped nations.

Lack of ICT and power disruptions are further barriers to the usage of electronic resources. In the same spirit, poor ICT infrastructure and inexpensive internet access as well as unavailability of in-depth ICT skills as critical challenges. Barriers to accessing electronic resources include a lack of information-searching abilities and the expense of visiting a cybercafé. Furthermore, research has shown that emerging nations' research output lags well behind that of industrialised ones. This is because not enough effort is put into providing electronic resources, which are crucial to the research process. Due to a lack of investment in cutting-edge information and communication technology (ICT), academic libraries are unable to effectively promote the timely dissemination of relevant data in order to increase the use of electronic resources. Access to e-resources is challenged by inadequate computers in classrooms. To back up this position, libraries are obligated to implement sufficient procedures to facilitate the efficient and effective use of electronic resources.

### **2.1.2 Overview of Peer Influence**

To conform to the expectations of one's social circle, or "peers," one may feel pressured to alter one's own beliefs and ideals. The term "peer influence" refers to the sway that people of a similar age group have on one another to force them to take part in activities that may go against their wishes<sup>40</sup>. For students in American secondary schools, peer pressure may be defined as the social pressure from peers of the same age to have a particular opinion or behaviour as a means of fitting in socially. Teens and twenty-somethings do activities that will excite their peers so that they would buy into their idea.

The term "peer influence" refers to the type of persuasion exerted by a peer group, observers, or an individual to persuade others to modify their beliefs, values, and actions to match those of the group.

The prevalent belief is that when others around you are reading and studying hard to achieve, it will be difficult to be distracted, therefore this is predicted to boost library patronage of students in public secondary schools. When people of a similar age have an effect on one another, whether positive or harmful, we call this phenomenon "peer influence"<sup>42</sup>. Students of the same age can be affected in opposite ways: positively, to do the right thing at the right moment; negatively, to engage in behaviour that might have long-lasting consequences. When persons of the same age have a positive effect on one another, it encourages both parties to strive for excellence in their respective fields. If a student hangs out with a group of peers who are all striving for similar academic achievements, it's likely that they will feel driven to do the same in order to maintain social acceptance<sup>41</sup>.

Friends with similar aspirations may be a powerful motivating factor for those with lower aspirations to raise their own. When young people are persuaded by their peers to engage in constructive activities, such as helping others or performing well in school, peer pressure may have a good impact. Learning together helps friends in the same group hone skills like negotiation and problem-solving that will serve them well in any setting. Students who are favourably affected are more likely to take use of the library as a way to improve their grades, whereas students whose peers are less committed to education may

be dissuaded from visiting the library. Two aspects of peer influence, academic pressure and academic worth, will be examined in light of this research.

There was no correlation between negative peer pressure and worse grades. When persons in the same social group (in terms of age, grade, or position) exert emotional and mental pressure on one another to act and behave similarly, this is called peer pressure. Although it is commonly thought that only teenagers are susceptible to peer pressure, the reality is that anybody of any age may be influenced by their peers. Everyone from adults to teenagers to kids does things to try to fit in with their classmates. Because risky behaviour (crime, substance addiction, and sexual activity) among adolescents often takes place in social settings dominated by peers, it is usual to attribute such incidents to the influence of those peers. Peer pressure contributed to students' lacklustre school achievement. Students' academic success and outcomes at the chosen institutions were affected in both good and bad ways by their peers. It was revealed that public secondary schools had a greater impact than private ones. It was also shown that kids' academic performance and accomplishment were strongly influenced by their relationships with their peers, socialisation, environment, and globalisation<sup>43</sup>.

The term "peer pressure" refers to the influence that peers, bystanders, or people use to persuade one another to adopt the values and conventions of the group. The term "peer pressure" refers to the effect of one's peers on that person. Peer pressure is the negative effect exerted on one another by members of one's own social group. At some point in their lives, everyone will be subjected to the influence of their peers. One's sense of self and one's place in the world have a significant impact on how well one deals with peer pressure. To put it simply, peer pressure occurs when a person's age group pushes or

compels him to do something or refrain from doing something else, despite his or her own desires. Peer pressure is a form of social influence in which members of a social group exert influence over one another to change their own patterns of thought and behaviour. When members of the same social group (in terms of, for example, age or social standing) exert an emotional or mental influence on a member of the opposite group to act or behave similarly to the group, this is known as peer pressure. Adolescents are very susceptible to the effects of peer pressure, which reflects their strong desire to be liked and accepted by their peers. Changing one's conduct to conform to what one perceives to be the norm among one's peers is an example of peer pressure, sometimes called peer influence.

Most teenagers give in to influences from their peers when it comes to things like their taste in music, fashion, and hairstyles. Parents continue to have more of an impact than peers in developing an individual's moral character. There is some evidence that the pressure we feel from our peers might push us to do better. In addition, some people may act in ways that go against their moral convictions if they are under enough peer pressure. Many aspects of our lives, including our style choices, our use of alcohol, tobacco, and other drugs, our romantic and platonic buddy networks, the length and frequency of the parties we throw, and our decision to date or not, can be influenced by the expectations and behaviours of our peers. Pressure from one's peers can come from a variety of different settings, including the workplace, the classroom, and the larger community. People of all ages and walks of life are not immune to it. Evidence from studies like peer cluster theory demonstrates that peer pressure is the single most influential element in shaping adolescents' behaviour. A teen is more likely to hang out with friends than with

his or her own family. Peer impact is greater than that of teachers and adults in positions of authority because of the direct nature of peer connection. Children with poor self-esteem are more vulnerable to the effects of peer pressure. A kid who feels pressured to conform may act counter to his or her values in order to be accepted by the group. High-risk behaviours such as drug and alcohol use, sexual experimentation, and dropping out of school are often initiated by peers. A youngster may be giving in to the pressures of their classmates if there is an abrupt shift in his or her look, clothes, and attitude, especially if it is followed by secretive behavior<sup>44</sup>. If their child's main social circle suddenly shifts, parents should take notice. An unexpected shift in your child's circle of pals might be a sign that they are being exposed to influences that aren't always beneficial. Therefore, it is crucial for parents to be on the lookout for any form of peer pressure<sup>43</sup>.

When achievement requirements and personality qualities overlap, there may be a direct relationship between personality and academic success, suggesting that the relationship between the two is mostly a matter of charisma. According to these research, openness to experience, agreeableness, and extroversion all favourably affect academic achievement, while neuroticism has the opposite effect. However, no correlation has been documented between extroversion, neuroticism, openness to experience, agreeableness, and academic achievement outside of the current study. Nonetheless, there appears to be a link between being diligent and doing well in school, according to the data. There is strong evidence between diligence with success in the classroom. Over and beyond other criteria related to intellect, this one functions as a multiplier<sup>44</sup>.

Attitudes toward reading change throughout time as a result of three factors: (1) normative views, (2) assumptions about the outcome of reading, and (3) specific

experience in reading. The attitudes of the general populace, or what are known as "normative beliefs," towards reading. If you happen to live in a community, belong to an organisation, or even just have a buddy who places a high value on reading, you are more likely to adopt that person's positive values and perspectives. Expectations about how one's reading will change them are called beliefs about the result of reading. One's perspective on reading will be different depending on whether or not one thinks it may provide benefits beyond mere knowledge. A person's life has been impacted by reading in unique ways due to their own personal experiences. Children who were read to as infants and toddlers are more likely to become adults who value reading.

A person's attitude toward reading improves as they get older. A poll of primary school students found that female students had a more positive outlook on reading than their male counterparts. One's outlook on reading is positively influenced by one's level of reading proficiency. Attitudes toward reading are influenced by factors such as age, gender, and reading proficiency. One aspect that determines whether an individual develops a favourable or negative attitude toward reading is their level of reading experience, which in turn is strongly influenced by their familial history. The practise of reading is fostered at home in the same way that other values are developed. There is also evidence that a teacher's approach and the materials they use have an impact on pupils' attitudes about reading. Attitudes toward reading can also be influenced by variables in one's immediate surroundings, such as one's family history, one's reading habits, and one's teachers and course materials<sup>44</sup>.

There are two possible reading attitudes: (1) enthusiastic support for reading, and (2) disapproval. The two most crucial factors in determining whether a person will have a

favourable or unfavourable outlook on reading are the type of reading to be done and the reason for doing the reading. In order to have a good time when reading, you need to have a good time while reading. Several elements that impact teenagers' good reading attitudes were identified by Walberg and Tsai. To have faith in the value of reading

Second, having a passion for reading Possessing a strong sense of reading competence; and 4. Being immersed in a family setting where verbal exchanges are commonplace, especially while reading. Reading aloud to oneself as a youngster, parental involvement in a child's reading, having books in the house, receiving books as presents, and having a library card are all factors that contribute to and encourage a lifelong love of reading in students. Having book-loving friends with whom one may engage in book-related conversation and book recommendation is also strongly connected with a more favourable outlook on reading<sup>45</sup>.

Environmental attitude means affective beliefs of individuals regarding participation in activities that can improve the environment, their competence on environmental improvement and values toward the natural environment<sup>46</sup>. Positive environmental attitude creates responsible environmental behavior among people. The environmental attitude of individual students significantly affects the collective environmental performance of their university. Environmental attitude has a significant effect on environmental concern and improves environmental behavior ultimately. Environmental concern is another important factor that may develop pro-environmental behavior in people. It involves the sensitivity of individuals toward existing environmental conditions and crises. Since public initiatives are essential for effective environmental protection, we

designed this study to investigate pro-environmental behavior and associated factors among university students.

### **2.1.3 Overview of Self Efficacy**

Self-efficacy is not the same thing as perceived skill, but rather it is the belief in one's ability to apply one's talents in a given situation. It's not worried about my confidence in my ability to do simple tasks, but rather my confidence in my capacity to adapt and thrive in the face of uncertainty. Beliefs in one's own capability to succeed are more than just forecasts of action. In contrast to confidence in one's intentions, self-efficacy focuses on one's convictions about one's own abilities. Beliefs in one's own ability to succeed aren't made on a whim. Casual attributions are explanations for what happened, and that includes my actions and their results. My confidence in my own abilities is reflected in my self-efficacy beliefs. Beliefs in one's own ability to accomplish a task do not constitute acts of will or plans to do so. An intention is what I claim I will probably accomplish; and research has shown that intentions are impacted by a range of elements, including, but not limited to, self-efficacy beliefs<sup>47</sup>.

Confidence in one's own abilities is not the same thing as respect for oneself. What I think and feel about myself are the two components that make up my self-esteem. To the extent that I give a certain area of my life significance, my confidence in my ability to succeed in that area will increase. The belief in one's own ability to accomplish a task is not a desire to exert dominance over others. My confidence in my ability to handle a certain situation need not be good for me to have a high desire for control there. Beliefs

in one's own ability to do a task are not the same as result expectancies or behavior-outcome expectancies. My opinion that a certain action will produce a given result when taken in a given context is called a "behavior-outcome expectation." Belief in one's own ability to carry out the action(s) that lead to a desired result is an example of self-efficacy. Believe in one's own abilities is not a part of one's character. It's a way of thinking about one's capacity to combine talents in order to achieve one's aims in a given context. Measures of "general" self-efficacy have been established and are used extensively in studies, but they have not proven as successful as more particular self-efficacy measures in predicting what individuals would do under more specific circumstances<sup>47</sup>.

Two interrelated elements play a vital role in shaping a child's early sense of self-efficacy. As a first factor, it is affected by maturing symbolic thinking skills, such as the ability to recognise and articulate patterns of causation and the ability to engage in reflective self-awareness. Infancy is the beginning of a person's journey toward a developed sense of agency, which involves the gradual realisation that they are the source of their acts and the agents by which they shape their surroundings. When kids learn to talk, they learn to think symbolically, which boosts their knowledge of who they are and how they may affect the world. Second, the degree to which the baby's or child's attempts to manipulate and control their surroundings are met with positive reinforcement has a significant impact on the formation of efficacy beliefs. The development of a child's sense of agency is aided by situations that react positively to the child's efforts, while those that are unresponsive hinder it. The infant's sense of agency grows as a result of the development of efficacy beliefs, which promote exploration. Typically, the most influential members of the child's social surroundings are the child's parents. As a result, kids gain confidence

when they learn they can affect the conduct of others; this feeling of competence often spreads to other areas of their lives as well<sup>48</sup>. The ways in which parents react to their infant's or kid's activities, as well as the ways in which they encourage and enable their child to explore and master their surroundings, may either foster or stifle the growth of this feeling of agency. Beliefs in one's own abilities and a healthy sense of agency are lifelong processes that are shaped by taking in and processing data from four main inputs: direct experience, indirect experience, persuasive argument, and internal physiological and emotional states.

The best indicator of self-efficacy is the degree to which one seeks to influence their surroundings. When I am able to exert some degree of control over a situation, and I can see that this success is due to my own efforts, I feel more confident in my ability to handle this situation. Self-efficacy for teaching, for instance, is likely to be bolstered if I receive high assessments of teaching effectiveness from my students and link those ratings to my talents as a teacher (as opposed to chance or easily delighted pupils). Similarly, when I fail and ascribe it to a lack of skill, I tend to have a lower sense of self-efficacy.

The actions of others, and the results of those actions, have an impact on our own sense of competence. To the degree that we see ourselves in the person we are seeing, we utilise this data to make predictions about the outcomes of our own actions. Comparatively, the impact of vicariously experienced events on one's belief in one's own abilities is smaller than that of direct participation in an activity or performance.

We may shape our sense of self-efficacy by seeing ourselves and others doing well or poorly in made-up scenarios. These mental pictures can be drawn from real or imagined encounters with events like the one being expected, or they can be prompted by a psychotherapist's verbal guidance when the client undergoes procedures like systematic desensitisation and covert modeling<sup>48</sup>. However, if I try to boost my confidence by visualising myself succeeding at a task, it is unlikely to be as effective as actually executing the task.

What other people say about our abilities has a significant impact on our own self-perception and confidence. Decades of study on persuasion and attitude modification have revealed that the expertness, trustworthiness, and attractiveness of the source will impact the effectiveness of verbal persuasion as a source of self-efficacy expectations. As opposed to direct experience or second-hand observation, verbal persuasion has a smaller impact on people's beliefs about their own abilities<sup>48</sup>.

When we learn to associate poor performance or perceived failure with unpleasant physiological arousal and success with positive feeling states, we can see how these associations can have an effect on our self-efficacy. Discomforting physiological arousal makes me more self-doubting than being aware of a neutral or pleasurable state. In a similar vein, when I'm feeling good physically, I tend to believe in my own abilities. However, autonomic arousal is just one of many physiological indicators that can be used to gauge an individual's level of confidence in their own abilities. Perceived efficacy is affected by factors like fatigue and pain in activities requiring strength and stamina, like exercise and athletic performances<sup>48</sup>.

Several factors affect self-efficacy, namely those that come from 2 categories, namely internal factors, and external factors. Internal factors are factors that come from within the individual, including interest, patience, resilience, character, and motivation to learn. The external factors are factors that come from outside the individual, including Attachment style, Warmth, Goal Orientation, Enactive mastery experiences, and Verbal persuasion.

Internal factors

- a) Interest: Students' interest in various things they do at school or home can be one of the things that affect the student's self-efficacy. This happens because student will feel comfortable when doing activities that they like or are interested in a particular activity.
- b) Patience: Students' patience in carrying out various things at school or home is one of the things that can affect the student's self-efficacy. This happens because students will feel calm in their hearts in facing various things or trials so that it can affect the efficacy of the student.
- c) Resilience: The resilience that exists in students is also one of the factors that can affect the student's self-efficacy. This happens when a student is experiencing a problem and the student can overcome it and return to their original condition after the incident, the student will influence his efficacy and feel himself capable.
- d) Character: A strong character in students is also one of the factors that can affect the student's self-efficacy. This happens when students have traits, or personalities, as well as the characters that they express in everyday life, can certainly affect the student's self-efficacy.
- e) Motivation to learn High learning motivation in students is also one of the factors that affect the student's self-efficacy. This occurs when students have enthusiasm or encouragement from within or from outside the student to carry out teaching and learning activities to meet the goals he has achieved, of course, it can affect the level of student self-efficacy.

External Factors a) Sticky Style Secure attachment style is one of the factors that can affect students' self-efficacy. This happens because students will have a high level of self-confidence if they feel comfortable and trust others. This sense is built when you are still a baby from a learning environment around like a family. b) Warm Warmth is one of the factors that affect students' self-efficacy. This happens when students feel comfortable in themselves, especially towards others, then it will increase the student's self-confidence. c) Orientation Goal The orientation goal is one of the factors that affect student self-efficacy. This happens when the student succeeds in determining the approach or effort made by students in learning activities such as efforts to do assignments and achieve something to get an award or reward that can affect students' self-efficacy.

Enactive Mastery: Experiences Enactive mastery experience is one of the factors that affect student self-efficacy. This happens when the student succeeds in achieving the expected goals, then he will become confident to achieve other life goals. e) Verbal Persuasion Verbal persuasion is one of the factors that affect students' self-efficacy. This happens when students get encouragement from outside such as from teachers or peers to face or overcome problems that occur, then students will have high self-confidence in overcoming this.

Indicators of self-efficacy refer to the level of task difficulty, the strength of belief, and generalization. On the other hand, indicators of high self-efficacy can be seen from students who have higher self-confidence than their friends, learn material that has not been studied without being ordered by the teacher, have high curiosity compared to their friends, are not shy in asking when they don't know something and can solve a problem or problem in various ways. Indicators of self-efficacy, namely: 1. Magnitude, with

elements: work difficulty, ability to complete tasks ranging from simple to difficult. 2. Strength (strength), with elements: strong belief, ability possessed. 3. Generality (generality), with the element: the ability to complete tasks in certain situations.

In studies examining what influences students' motivation and performance in the classroom, self-efficacy has emerged as a key variable. Self-efficacy is defined as "individuals' perceptions of their own capacities to plan and carry out the steps that will lead to the achievement of desired performance outcomes"<sup>48</sup>. Can I find a solution to this? is at the heart of it. It is important to note that self-efficacy and actual skills are not the same thing; self-efficacy relates to people's perceived capabilities and represents what people think they can achieve with the skills they possess, whereas actual skills refers to talents that can be objectively tested. In other words, self-efficacy is not the same as competence; it is a belief about what one is capable of doing or learning. Bandura posits that an individual's sense of competence is mostly grounded on and directly determines their own behaviour and actions. Students will choose activities in which they feel competent and avoid those in which they do not, indicating that they will focus on those that fall within their range of perceived capabilities. In education, self-efficacy has proved to affect students' choices of activities, effort invested, persistence, interests, and achievements, as well as the use of self-regulatory processes<sup>49</sup>.

Students who believe in their own skills tend to put in more effort, stay with a task for longer, exhibit more enthusiasm for learning, and ultimately succeed more than their peers who harbour similar but less robust beliefs. They are not daunted by difficult assignments and are eager to employ cognitive and metacognitive skills when they encounter difficulties in their educational pursuits. Students can have high levels of

confidence in their abilities, but it won't translate into a good showing if they don't have the skills they need. It can't be emphasised enough that there is a wide range of performance expectations among pupils. Some pupils have a healthy dose of humility and realism about their own abilities, while others are far too arrogant in their own abilities. Poorly calibrated people have self-efficacy beliefs that don't match up with their actual performance. Students whose confidence in their abilities is overstated run the risk of experiencing disappointment, which can have a negative impact on their will to succeed. Students who have a low self-perception are less likely to push themselves outside of their comfort zones, which can have a negative impact on their skill development.

There is evidence linking cultural background and gender to self-efficacy. Girls tend to perceive poorer self-efficacy, especially in mathematics and science, despite the fact that they perform as well as or better than males across a range of academic subjects. An individual's sense of competence depends on their belief in their own talents in various contexts. A person's self-efficacy is their opinion of their own abilities in a given situation or endeavour. Specific self-efficacy beliefs are more strongly related to actual performance than are broader assessments of one's abilities to attain certain goals<sup>49</sup>. There are several specialised areas within each academic discipline. In mathematics, for instance, students' estimations of their multiplication abilities are more accurate than their estimations of their overall mathematical capabilities. This distinction between general and task-specific self-efficacy with computers has also been made by individuals. An individual's belief in his or her own ability to use information and communication technologies (ICT) for a given task is known as task-specific ICT self-efficacy, whereas a

person's belief in his or her own general computer competence is known as a general computer competence judgement.

Further, the idea of self-efficacy has been significantly expanded to include computer-related skills. A number of studies in the field of IT highlight the significance of self-efficacy in shaping users' actions and decisions. Students' confidence in their own ability to use computers is critical to their success in computer-based classrooms, according to an evaluation of the relevant research. Study after study demonstrates a correlation between students' perceptions of their own computer competence and their success in various learning contexts and tasks. Self-efficacy is a set of beliefs that may be cultivated in a variety of ways <sup>49</sup>. Students' perceptions of their own abilities are crucial to their sense of self-efficacy, and mastery experiences (i.e., successful performances) are often regarded as the most reliable and relevant barometer of students' confidence in their own abilities. This suggests that students' confidence in their ability to succeed at various digital activities and tasks is strongly influenced by their prior experiences of having "perceived competence" in using these tools. When it comes to one's own confidence in their ability to use a computer, it's not the sheer number of times they've used a computer that matters most, but rather the quality of those times. Experiences with both technical help and achieving competence in the use of ICT may be connected to the quality of computer use. It has also been shown that social persuasion (such as verbal persuasion or support from instructors, parents, or classmates) may be an effective way to increase confidence in one's own abilities. If you're going to give someone favourable comments or verbal encouragement, be sure they can actually achieve the goals you've set for them.

In recent years, there has been a growing recognition of the role that students' own sense of competence plays in their success in the classroom. Studying one's own level of self-efficacy might shed light on why different people fare so differently in challenging contexts like the classroom and the computer lab, among others<sup>50</sup>. A person's self-efficacy is the mental picture they have of themselves that they can accomplish a certain goal. A person's self-efficacy is their belief in their own capacity to accomplish a goal. An other definition of self-efficacy is one's belief in one's own competence to accomplish a goal. An individual's level of self-efficacy, or belief in his or her own abilities, is thought to have an effect on how well they perform. Therefore, self-efficacy is an aspect of confidence/self-confidence, and it is the conviction that one is capable of taking the steps necessary to achieve a goal. One's performance improves in proportion to one's belief in oneself. It's a subjective evaluation of one's own capabilities, influenced by one's upbringing and environment. Self-efficacy represents an individual's confidence in his/her capacity to accomplish the behaviour necessary to generate certain outcome and it's regarded to directly effect the choice to participate in an activity, as well as the effort that will be expended and the perseverance that will be exhibited<sup>50</sup>.

A person's self-efficacy may be defined as their belief in their own capacity to act in a way that will lead to a desired result. Unless people think that their efforts may create the outcomes they deserve, they have little incentive to act or to continue in the face of difficulties<sup>50</sup>. Self-efficacy, on the other hand, is less concerned with a person's actual skill set and more with their perception of what that skill set allows them to do. It's important to note that self-efficacy isn't a measure of a person's ability level, but rather their opinion of how well they've used the skill in practise. How long people are able to

keep going when things become tough, how resilient they are, and how much effort they put into an endeavour are all based on their perceptions of their own self-efficacy. People who have a strong belief in their own abilities are more likely to stick with a task until they've done it and to enjoy doing so<sup>50</sup>.

A person with poor self-efficacy, on the other hand, is less likely to persist when faced with obstacles. Some studies that "connect self-efficacy perception with performance" have found that persons who believe in their own abilities to solve problems are more likely to do so. Some studies in the relevant literature suggest that the sense of self-efficacy incorporates mental operations, emotions, and actions that one may influence. A student's degree of self-efficacy predicts whether they will approach a learning environment or assignment with enthusiasm or avoid it altogether. It also influences their propensity to act in constructive or destructive ways and their resilience in the face of adversity. Self-efficacy is thought to be affected by four primary factors: direct experience (mastery), indirect experience (vicarious), verbal persuasion (appraisal or feedback from others), and physiological and emotional conditions (stress, emotion, mood, pain, and exhaustion). A student's belief in his or her own ability to succeed is often cited as a factor that can boost their success in the classroom.

When it comes to learning and school, a sense of self-efficacy may be invaluable. Because the self-efficacy hypothesis acknowledges that an individual's actual performance affects their self-efficacy, and hence may affect any future performances, this is the case. The confidence that students have in their own abilities to learn and complete their coursework is also crucial. Effort, persistence, and success are all thought to contribute to a student's sense of self-efficacy in the classroom. Self-efficacy is

demonstrated to be very active predictor of students' motivation and learning. Academic self-efficacy is anchored on self-efficacy theory. The primary tenet of the theory is that problem-solving success depends on the individual's assurance in his or her own capacity to manage and carry out a specific plan of action. According to this hypothesis, students' motivation and performance in the classroom may be attributed to their belief in their own ability to bring about desired changes in their external environments, both emotionally and physiologically. Most international research on self-efficacy in the classroom has found that it predicts better academic outcomes. It's becoming a standard need for children' success in school<sup>51</sup>.

Students need a broader sense of self-efficacy so that they can keep up the consistent effort necessary to succeed in school. Self-connection efficacy's to success in school has been a hot topic of discussion in the social sciences. Efficient optimism varies in terms of its intensity, scope, and intensity, highlighting the importance of self-efficacy in academic achievement. For the purpose of finding an appropriate scale, this variety is crucial. A self-efficacy evaluation scale might be developed for use in educational settings to evaluate students' belief in their own abilities to deal with a variety of difficulties, get access to relevant knowledge, and complete a variety of tasks. The importance of self-efficacy in connection to overt academic success has been studied.

Consistent with similar hypotheses, self-efficacy beliefs affect students' academic performance via four distinct mental mechanisms. Cognition, motivation, emotion, and choice are the four processes in question. I At the cognitive level, students' expectations for their future academic success are influenced by the degree to which they are optimistic about their talents in respect to a certain assignment. Those students who have

faith in their talents are more likely to experience cognitive positivity, whereas those who question themselves are more prone to have cognitive negativity (which is a state where they become preoccupied by their shortcomings and become doubtful about their capacity to succeed in the face of challenging learning situations) (ii) From a motivational standpoint, students with a high self-efficacy are more likely to put out extra effort in their studies, are more likely to persevere in the face of adversity, and are better able to bounce back from setbacks. On the other hand, when students believe they are unable to succeed, their motivation to learn wanes, they are less likely to persist when faced with challenges, and they are less likely to work hard to achieve their goals. (iii) At the affective level, a high opinion of one's own competence is associated with lower levels of anxiety during the learning process, while a low opinion of one's own competence is associated with higher levels of anxiety and agitation, which can lead to irrational thinking and ultimately impair cognitive and intellectual effectiveness. At the time of making final judgments, students' preconceived notions about their own academic aptitude will undoubtedly have an effect on the kind of environment they choose and the kind of options they pursue. Students tend to spend more time doing things at which they feel competent and less time doing things at which they feel incompetent, according to a recent study<sup>51</sup>. Since this is the case, self-efficacy is a notion that has a beneficial effect on human performance. Although one's level of knowledge and talent may play a significant impact in one's success, the degree to which one is invested in and optimistic about completing a job is also significant.

## **2.2. Theoretical Review and Framework**

### **2.2.1 Technological Acceptance Model**

The Technology Acceptance Model (TAM) was developed by Davis in 1989. TAM gives an explanation on the drivers of technology acceptance that is typically capable of describing user's behavior<sup>52</sup>. How people feel about, interact with, and have power over IT is discussed. According to him, people's expectations of how useful an information system is shape their decisions about whether or not to utilise it. TAM relies on the user's views about the system's utility and its usability. Perceived usefulness is defined as the extent to which a person feels that utilising the system would boost his work performance. The degree to which a user anticipates minimal mental or physical effort while interacting with a system is a measure of its perceived ease of use. Although perceived usefulness has a direct influence on adoption intention, perceived ease of use which might come as a subsequent consequence of the students' computer self-efficacy or attitude towards the usage of the system, has both a direct effect and an indirect effect on intention. Users' views about the system, whether positive or negative, will be heavily influenced by the system's perceived utility and simplicity of use, as indicated by this idea.

This theory is applicable to the present investigation because it predicts that a student who lacks a positive behavioural attitude toward EIR or computer technology in retrieving information for use in academic activities will lack a positive behavioural attitude towards these practices because they do not see the usefulness of the use of EIR or see the use of computer technology as a very difficult task. A student with poor computer self-efficacy will share this perception, as using the resources requires some

level of comfort with computer manipulation. Students' perceptions and confidence in their own abilities, as reflected in their levels of computer self-efficacy, are expected to have a positive effect on their academic outcomes and their efficiency in making use of electronic information and resources (EIR) available through technological means in secondary education.

### **2.2.2 Social Learning Theory**

This theory was propounded by Albert Bandura in 1977. The theory is based on the major premise that behavior is learned and can be unlearned. Behaviour is in general a function of one's personality and the environment. Man is born with some innate potentials which the environment conditions. Similarly, one can influence his or her environment using the personality qualities. Consequently, as one interacts in the environment, the adolescents consciously or unconsciously observe and imitate and display behavior of models. Hence, Bandura posits that there is interrelationship between man's personality, the behaviour and environmental factors. According to Bandura indeed, the entire three elements: the person, the behaviour and the environmental situation are highly interrelated variables each being capable of influencing the other. Observing and mimicking the actions, beliefs, and emotional responses of others is a central tenet of social learning theory (peer influence). So, it emphasises copying others. Reinforcement is also necessary for learning to mimic and emulate successful people. Direct reinforcement occurs when the individual emulating a model actually receives the reinforcement for doing so, whereas vicarious reinforcement occurs when the model's behaviour is rewarded indirectly. An individual's identification with a role model is evidenced by his adoption of the model's values, beliefs, and attitudes.

In the context of this research, this means that students can improve their grades by imitating the actions of their classmates who exhibit constructive attitudes and behaviours toward learning. Applying this idea to the students may help shed light on the possible connection between peer pressure and the consumption of technologically-mediated information. The consequence is that students who are positively inspired by their peers and who manage their time well are more likely to make effective use of digital information resources to boost their grades. That children may learn to think critically and develop their own problem-solving skills makes this notion relevant to the research at hand. Students can model the actions and traits that come together to form their unique personalities.

### **2.2.3 Albert Bandura Self Efficacy Theory**

Bandura's theory of social cognition includes a branch dedicated to the study of self-efficacy. One of Bandura's most enduring contributions to the study of learning, motivation, and performance in the classroom is self-efficacy theory, according to the aforementioned researchers. Based on his work in social learning theory, Bandura defines self-efficacy as "people's judgments of their capabilities to organise and execute courses of action required to attain designated types of performances" <sup>54</sup>. Instead of focusing on whether or not someone likes you or your abilities, self-efficacy asks how confident you feel in your own ability to carry out a specific course of action. Bandura wrote that, "people make causal contributions to their own psychosocial functioning through mechanisms of personal agency," elaborating on the importance of self-efficacy. Beliefs in one's own efficacy are among the most fundamental and pervasive agency mechanisms. There is little motivation to take action in the world unless people believe their efforts

will lead to positive results. Bandura's theory reveals that just learning how to do something isn't enough; one also needs to believe in one's abilities to be able to do it, even if it's difficult. Possessing the requisite skill and confidence in one's ability to put that skill into practise is essential for optimal performance. Since "reciprocal causation" describes the way in which two human factors affect one another, we can deduce that the functioning of both skill and efficacy belief are dependent on the functioning of the other<sup>54</sup>.

Mastery experience, vicarious experience, verbal persuasion, and emotional and psychological states are the four primary sources from which every person acquires information for assessing efficacy belief. People form opinions about their power and ability based on these indicators; there is a correlation between mastery experience and prior achievements. Belief in one's own abilities can be bolstered by accumulating a history of similar successes. This suggests that if a person has had success in the past with a certain task, they may have the same level of success with a similar task in the future if for instance, the negative effect of occasional failures is likely to be mitigated after strong efficacy expectations have been developed through repeated success. In other words, the effect of failure efficacy relies on the strength of current efficacy of an individual, or later failures may not negatively influence efficacy beliefs with the same extent as the impact of previous failure. As one of the four primary sources of efficacy information, mastery experience has been found to be particularly influential because it provides the direct and authentic personal past experience necessary for success<sup>55</sup>.

Social learning is defined by its focus on gaining knowledge through indirect means, such as simulation or observation. One of the central tenets of behaviourism, a school of

psychology, is that people can learn from observing other people go through a process. Behaviourist principles form the foundation of self-efficacy theory. Learning from other people's successes and failures is called "vicarious experience" in the theory of self-efficacy. Vicarious experience gives an onlooker the confidence that they, too, can succeed at whatever they set their minds to. The act of observing inspires in onlookers a desire to engage in social comparison and modelling. Researchers have thus addressed the fact that, in comparison to mastery experience, vicarious experience is a less reliable source of efficacy belief<sup>55</sup>.

The ability to persuade others with one's words is the third factor in one's estimation of their own effectiveness in social situations. It's commonly used in classrooms to help students feel confident in their own abilities when confronted with challenges. Giving students positive verbal feedback, such as "very good" or "Excellent," on their behaviour promotes the growth of students' confidence in their own academic abilities. As a result, the words of praise and criticism from teachers and classmates can have a significant impact on students' sense of their own abilities. Bandura argued that "verbal persuasion alone may be limited in its power to create lasting increases in perceived efficacy," but that it can support self-change if the positive appraisal is reasonable.

Last but not least, a person's emotional and psychological state can influence their confidence in their ability to succeed. It's the mental and emotional responses people have while carrying out their duties. Bandura suggests that over-emphasising one's physical and emotional efforts to complete a task may have a negative effect on performance, but that those who are able to control their stress response and believe in their own abilities will benefit from this attitude. The individual's level of arousal informs

their cognitive evaluation of their physiological and psychological state, which in turn informs their belief in their own efficacy.

Students' confidence in their own academic abilities to complete tasks and activities is referred to as "academic self-efficacy." Students' confidence in their own abilities in light of their future academic prospects. Learning, reading, and comprehension, memory, goal orientation, resource utilisation, peer and teacher relationships, time management, exam performance, and general academic adjustment are all measurable aspects of a student's academic performance. Students' perceptions of their own abilities in the classroom have been shown to have connections to a wide range of tasks and subjects. Students' levels of confidence in their own academic abilities are typically measured using self-reported instruments like scales and questionnaires in the field of educational research<sup>55</sup>.

Students' positive identity structures, according to this theory, are correlated with their academic success. Students' activity preferences, level of effort, and level of persistence have all been shown to be influenced by their sense of self-efficacy. Students with low self-efficacy are more likely to avoid completing assignments. Students who believe in their own ability to succeed in school put in extra time and energy to overcome obstacles and finish their homework. Three primary sources have been identified by researchers as effective ways for teachers to increase students' sense of self-efficacy: direct experience of mastery, indirect experience of mastery (via role modelling), and direct persuasion (via argument)<sup>55</sup>.

Self-efficacy theory research was initially conducted to explain that people who have a strong belief in their own efficacy set lofty goals, put in substantial effort toward achieving those goals, and attribute their occasional failure to a lack of effort or the

application of the wrong strategies rather than to a lack of ability. It's important to keep in mind that students' levels of confidence in their own abilities can vary widely. A student might lack the necessary self-belief to successfully complete a certain academic behaviour or task. Because of this, students' levels of efficacy belief should be taken into account when setting academic goals for them.

Academic prospectus theory is relevant to this study because it emphasises the importance of individual attention in academic goal setting, designing instructional programmes, and determining teaching learning methods and strategies for instructing students on the use of electronic information resources to improve academic performance.

## **2.3 Review of Empirical Studies**

### **2.3.1 Peer Influence and Use of Electronic Information Resources**

A study was done on the effect of teenagers' peer groups on selected schools in Ogun State. Researchers looked at whether or not adolescents' results were affected by their social circles. The research strategy employed was descriptive in nature. One hundred fifty secondary school students were selected at random from four different schools in two different Ogun State LGAs. In order to gather information, a questionnaire was created. T-test and Pearson correlation were used to examine the acquired data. The study's findings suggested that teenagers' social networks had a beneficial effect on their schoolwork. In light of the results of this study, parents and teachers should make an effort to explain to teenagers how the company they maintain can have a significant impact on their academic success. Adolescents should also surround themselves with smart peers<sup>55</sup>.

Dropout rates and contributing variables among elementary school students in Ogoja Local Government, Cross River State were investigated. A descriptive survey design was employed for the investigation. Using school records from the study locations, the researchers were able to identify 240 students who had dropped out of school. Since the entire population was utilised, there was no need for a sample. The study's 35 participants filled out a questionnaire and were interviewed orally to determine the reasons for and extent of high school dropout in the Vache ethnic group. The following are the primary conclusions drawn from the analysed data. The year with the highest rate of student attrition was 1995/1996 (11.2%), followed by 1996/1997 (8.8%) and 1997/1998 (7.0%)<sup>56</sup>. But this is not good news, as increasing numbers of young people are being asked to read and write to meet the demands of scientific and technological progress. The aforementioned study is relevant to the current investigation since it reveals that negative peer pressure effect is a role in dropout among elementary school kids, leading them to not focus on their academic pursuit and subsequently bad performance. As a result of feeling overwhelmed by new course material, they have opted to discontinue their formal education.

Adolescent drug usage has been the subject of research. Participants were high school students from six different schools in northern California and Wisconsin who filled out self-report questionnaires in back-to-back academic years (1987–1988). Most of the teens in the sample were African-American. Peer pressure was shown to be positively associated with the frequency of drug use in this study, with the association being more robust among females than among boys. Peer pressure and substance abuse are moderated to a large extent by the degree of mother-adolescent suffering (adjusted for

age). Adolescents fell more prey to their peers as the bond between them and their mothers weakened. Teens who said they had healthy connections were less likely to take drugs. The study's authors reasoned that this was the case because adolescents who lacked a solid bond with their mothers turned primarily to their friends for emotional support. In contrast, if the teen and their parent have a strong metal relationship, the teen is more likely to support the values of their family than those of their classmates. This study lends credence to the idea that teenagers may be protected from the drug-using impacts of their peers by their family structures and the variables involving their relationships with their parents. Based on the findings of the previous study, it is clear that moms need to establish strong bonds with their adolescents before they can expect them to resist harmful influences from their peers<sup>57</sup>.

A study was done to see how factors like age, gender, and value orientation affected the moral judgements of high school students during ethical dilemmas. A comparative research design was chosen for the investigation. Three thousand six hundred fifty teenagers made up the study's sample. Students between the age of 12 and 19 were recruited for the research from 18 schools. The study employed the Moral Dilemma Questionnaire (MDQ) and the concept of value. Means, standard deviations (SDs), and the t-test were used to evaluate the data and assess the hypotheses posed in the study. The fact that the majority of teenagers relied on peer-approved values when making moral judgments about conflict situations demonstrates the powerful impact that a person's peer group has on adolescent development. The study also revealed that male and female adolescents did not vary in their moral judgements when faced with conflict. This demonstrates that a teacher's job in structuring a class on moral teaching is to ensure that

students of both sexes freely mingle in order to facilitate the exchange of moral perspectives and the resolution of moral conflicts. Hence, parents, teachers and other relevant people should avoid conduct that may readily be emulated by adolescent kids such as drinking, speaking falsehoods and smoking cigarettes. Adolescents in school should be role models of positive behaviour, according to the report.

Similarly, there was a research study conducted on how Nigerian graduate students utilise various online libraries and databases. The study did not only report the effective use but also ascertained that research constitutes a significant factor that influenced the use of EIR. In addition, a researcher at Cape Peninsula University of Technology studied how professors and graduate students there made use of the library's digital collections (CPUT). The results showed that professors and graduate students often used online materials. Similarly, a researcher looking into the habits of postgraduate students at a Nigerian private institution found that the majority of them routinely used the internet, with the majority favouring the usage of free online resources such as Google and Wikipedia over paying for access to online data bases. Databases such as Health Information Network for Researchers (HINARI), Journal Storage (JSTOR), Questia, High Beam, and many others are available to subscribers<sup>60</sup>.

A study revealed that postgraduate students as well as other academic scholars use EIR mainly for research work. According to this thinker, "Electronic information resource is more of a tool to aid in performing research, a means of scanning a lot of resources rapidly." The EIR is used for a wide variety of educational purposes by students, especially at higher education institutions. There are many reasons why students might need to conduct online research: to complete coursework, draught term papers,

supplement course materials, retrieve up-to-date research literature, keep up with topical blog discussions, look for internships and scholarship opportunities, and conduct other academic-related tasks. Using EIR promotes teamwork between academics and students. The development of the World Wide Web (WWW), for instance, has improved academic discourse. Virtual study or research teams could be formed by students to link a variety of other students to enable them to contribute their opinion towards a particular research topic<sup>61</sup>.

Students in Botswana have low Internet utilisation, according to a research titled "Internet Access and Usage by the Students of Botswana." Numerous studies have shown that university libraries in Nigeria are underutilised on the whole. Scholars observed that despite the library's promise in the modern information age, library use is low overall and notably in the area of EIR use. A study was done on how students at Obafemi Awolowo University in Ile-Ife, Nigeria use the Internet. Based on the results of the survey, we know that the majority of respondents use the Internet to conduct research and check their email. According to the results, increased Internet access within academic institutions would greatly increase students' usage of the resource for scholarly purposes. Multiple factors contribute to accessibility, including the ability to access services at any time and from any location, the promptness with which information is delivered, the presence of user-friendly interfaces and technologies, library assistance, navigational features, information technology infrastructure, and authentication procedures<sup>63</sup>.

A scholar examines the impact of serial publications in the promotion of educational excellence among information professionals receiving further training at the University of Ibadan. The study examined the perception of users on how serials accessibility has

contributed to students' learning process. Serials were found to play significant role in the acquisition of knowledge, because the serial collection was easily and conveniently accessible. In a comparable survey conducted at Yaba College of Technology in Lagos, students were found to make little use of the library. Accessibility concerns were cited as the cause<sup>64</sup>.

A study confirms high unavailability of library and information science (LIS) collections in most Nigerian university libraries, which had a negative effect on the use of information resources in the libraries studied. A researcher conducted a study at the former Bendel State University to determine the unavailability rate in the library and to find out its causes. The survey revealed an unavailability rate of 34 percent. A similar study showed an unavailability rate of only 7.5%. a study found that availability of serials at the University of Ibadan was 94 percent, with 242 of 256 respondents agreeing that serial publications are available and readily accessible. The provision of electronic information resources varies among disciplines. They are most available in the sciences and medicine and least in the social science and humanities<sup>64</sup>.

The peer group influences are more pronounced and noted in higher institutions of learning than in secondary and primary schools, partly because some of the students go away from home and stay in hostels or residents close to school where parental supervision and contact is very limited. The influence of peer group on students with physical and health impairment is great both socially and academically in the school, because there is the tendency for members to be comfortable with the group norms and values. Sometimes, influence of peer groups may lead to aggressive behaviour such as rioting in school. Peer group influence also prompt students to form social clique with

nicknames. Students with physical and health impairment are always anxious to initiate their peers socially whether in a good or bad way, they would want to go to the church or mosque due to their peers' influences. They may also join different clubs like Girls' Guides, Boys' Scout, Brigade, Red Cross, to mention but few<sup>66</sup>. The academic and social success of students may be affected, for better or worse, by these views, according to the research of another professor. Truancy, chronic tardiness, juvenile delinquency, shoplifting, absenteeism, disobedience, laziness, disrespecting school norms and regulations, and so on are all examples of poor group behaviour that can have a negative impact on kids' social and intellectual development. On the other side, the impact may be directed in a way that boosts kids' academic and social success. Students may be impacted in a variety of ways, including socially, psychologically, academically, and so on; all of these have been shown to improve students' academic and social behaviour<sup>67</sup>.

A study was conducted on peer influence in network markets: An Empirical Investigation, the researchers analyze the effect of peer influence on the diffusion of an innovative network good, it was arguing that the adopters of a network good have an incentive to convince others to purchase the same product because their utility depends on the number of other users. These peer-effect influences individuals' adoption decisions alongside the more familiar installed-base-effect based on the individual's own insight that a larger number of installed units increase his/her benefit of adopting<sup>67</sup>. A study on peer influence on young adults' products purchase decisions was done. The study focuses on peer influence among young adults' products purchase decisions. A convenience sample of 101 university students participated in this study. The results of analysis of variance and t-tests indicated that there is more normative influence for a public luxury than for a

private luxury, the results demonstrated that the influence of peers varies across various product categories.

However, one researcher found an intriguing positive correlation between neuroticism and academic success in a sample of 308 undergraduates. They came to the conclusion that students who are ambitious and want to succeed can experience accomplishment anxiety, which in turn would encourage them to put in extra effort in their studies. Similarly, a scientist once proposed that the presence of anxiety and perfectionism in neurotic persons could stimulate stronger preparation and hence academic success in pupils, particularly when they are driven<sup>68</sup>. However, the vast majority of research has shown a negative correlation between neuroticism and academic success. Academic success may be correlated with an individual's willingness to learn from new situations, according to some research. According to the expert, there is a slight but favourable correlation between them. Positive correlations between agreeableness and academic success are to be expected given that agreeable people are typically more cooperative, helpful, and ready to work well with others. A researcher found that pupils who were more pleasant had higher grade point averages and, by extension, performed better in school<sup>69</sup>.

### **2.3.2 Self Efficacy and Use of Electronic Information Resources**

The practise of consulting the information science literature has been labelled as a distinct pattern of conduct. Therefore, to kick off this section's discussion, it's vital to first define the idea of behaviour. To act in a certain way is what UNESCO means when it talks about behaviour. Behavior is an individual's method of acting. It might be a person's treatment of others or their carelessness with possessions. Therefore, behaviour is how a

person acts toward other people, groups, and things<sup>70</sup>. The vast majority of our actions and reactions come from observing those around us. The encoded data helps one conceptualise how the new actions are carried out. It's a dynamic interplay between internal (mental) and external (social) factors. When people are engaged on a certain activity, they change their behaviour when searching for electronic information resources. Therefore, user behaviour may be defined as the way in which individuals make use of and interact with information resources, as opposed to how such resources are just adapted to meet current requirements. Graduate students could be reflective individuals who question their actions and their motivations in a behaviour change setting. Reasoned explanations about why some actions are better than others may persuade them to alter their attitude about a subject as a first step toward changing their conduct heedfully, and they have the analytical ability to define and revise their own objectives. They are adaptable users who can adjust their habits based on their experiences.

The convergence of many technical, instructional, and pedagogical innovations in recent times<sup>71</sup> has transformed the teaching and learning process. The constraints of the educational frameworks that have historically supported learning are being challenged by technological advancements. The last ten years have seen significant developments in computing, EIR, personal computing, productivity software, multimedia use, and network resources, all of which have heralded the introduction of novel approaches to education. Many teachers are now advocating for more widespread use of technology in the classroom because they think it will help their pupils learn more effectively and better prepare them for success in the workplace of the 21st century. Since EIR are accessed through computer, an undergraduate student's confidence in his own computer skills

might have a bearing on how much he actually uses them. Self-efficacy in computing is the confidence one has in one's capacity to use computing abilities in novel contexts. It involves making assessments about a person's potential to carry out a certain computer-based task successfully. Have faith in your capacity to use a computer to plan and carry out the steps necessary to handle unforeseen challenges. It's not just about the abilities one possesses, but also about the value placed on those abilities. The educational system is only one area where the widespread use of computers and EIR has had a profound effect. There are reports that some pupils are eager to learn how to use computers and access material in digital formats, while others may be more wary.

Research conducted by one expert has shown that pupils who have a high level of confidence in their own abilities "employ more cognitive and metacognitive methods and persist longer than those who do not"<sup>73</sup>. Researchers have confirmed that students' belief in their own ability to learn new computer skills is a significant predictor of success. Researchers and practitioners agree that a person's level of self-efficacy in using computers is correlated with their positive outlook on and engagement with IT. Researchers have identified a correlation between self-reported computer competence and success in a variety of computing tasks, including software learning, the perception of the ease of use of computer systems, and the capacity to learn and apply new technologies.

Self-efficacy, perceived ease of use, and perceived utility all have direct, substantial effects on students' e-library usage, according to a research on the topic. Computer self-efficacy was found to be correlated with students' use of the library's electronic resources in a survey of incoming freshmen at Baruch College about the role of self-efficacy in

information search. Researchers also discovered that students who showed an eagerness to learn about the library's digital resources had higher levels of confidence in their own abilities. Participants who lack faith in their own computer skills may fare worse on those tasks. However, students' familiarity with computers may mislead them into thinking that using library resources made available and accessed online is simple. People with high self-efficacy also tend to choose difficult contexts, engage in environmental exploration, and even invent their own. Creativity, then, is a potent stimulant for progress.

Another researcher came to the same conclusion: a person's search efficiency, success rate, and level of satisfaction all increased with their level of self-efficacy. In light of these factors, it's clear that people's confidence in their own abilities has a major impact on the results they get. Because of these considerations, it was emphasised that one's own sense of efficacy is the most important contributor to one's own sense of agency. People's achievements can be influenced by their level of self-efficacy because it determines which actions they take, how long they persist in the face of adversity, and how resilient they are. A person's self-efficacy can be explained through their positive self-concept and their estimation of their own personal control over situations, both of which are based on their prior experiences with and expectations of success. A person who believes in his or her ability to accomplish a goal will keep looking for answers online until they find what they need. A person with a low sense of self-efficacy is more inclined to give up on difficult tasks and has a negative outlook on their own abilities. These people would have a low opinion of themselves and assume they are powerless over the results of their EIR efforts.

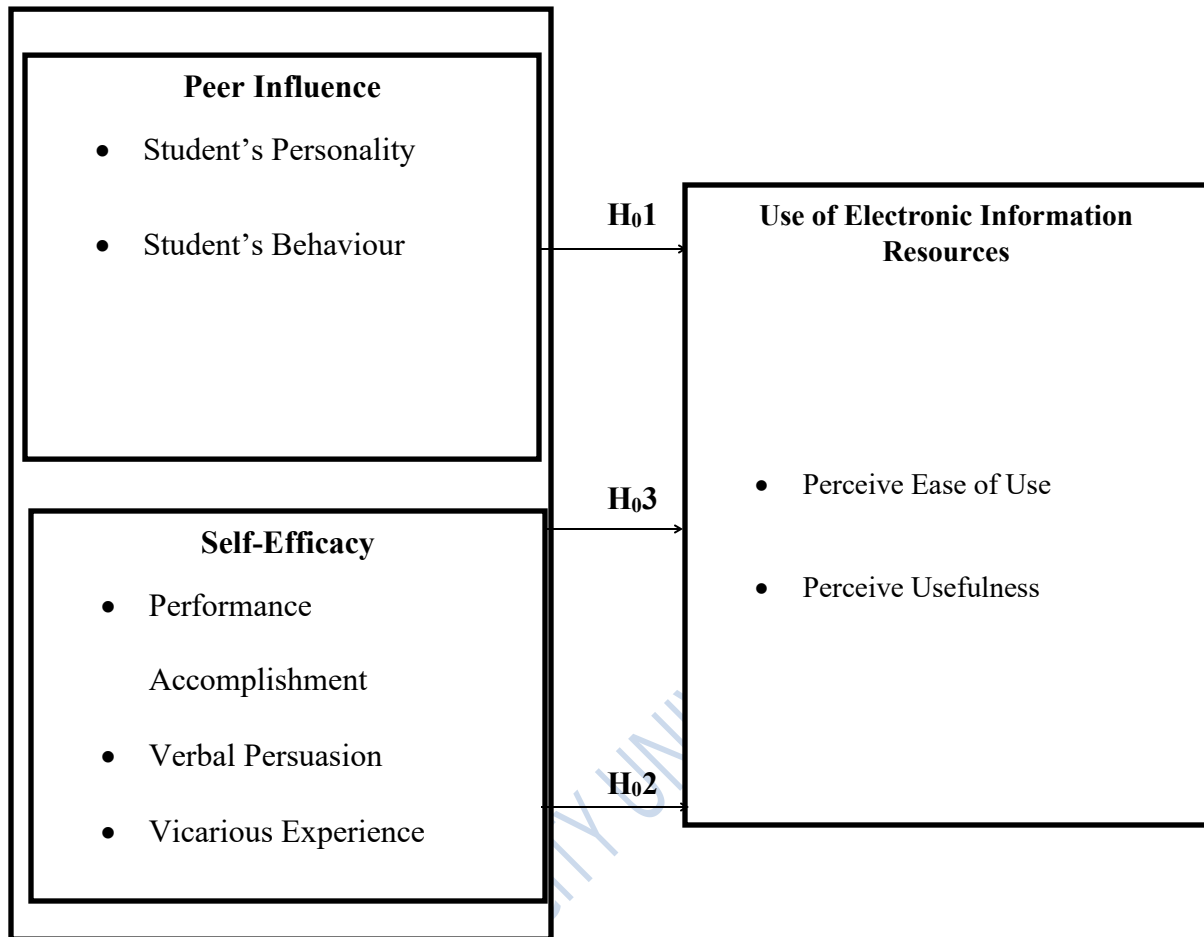
Someone looked into how graduate students at the University of Cape Coast utilise digital libraries. The study's overarching goal was to analyse how graduate students at the University of Cape Coast make use of internet resources with an eye toward providing advice based on findings. The primary goals of this research are as follows: (1) To ascertain whether or not graduate students are aware of the library's electronic resources. The second objective is to determine how often students use online materials. In order to (3) find out how well-versed in computers graduate students are. And (4) To discover the most likely issues with grad students' use of e-resources<sup>76</sup>. The research employed a cross-sectional survey approach. As suggested by the research questions, a questionnaire was used as the only method of collecting data for this study. 915 graduate students made up the total population. A total of 915 graduate students were sampled, for a 30% response rate. The respondents were selected at random via a simple sampling process. Frequencies, percentages, tables, and charts all played roles in the quantitative examination of the gathered data. Research showed that most graduate students were familiar with the library's electronic resources. The results of this research also showed that most graduate students favoured using online resources like Google Scholar and others over library databases. According to the survey's respondents, a lacklustre internet connection is the primary cause of insufficient use of online resources. Poor internet connectivity was cited by 183 respondents (or 72.6%) as the main barrier to using online resources. More than two-thirds (68.7%) of respondents also mentioned that power interruptions at the library prevented them from using electronic resources. While 157 (62.3%) of respondents said they were unable to make full use of e-resources because of a lack of subscription titles, 165 (65.5%) said they lacked the necessary abilities. More

than half of the respondents (143 people, or 56.7%) complained that there were not enough computers available to use the library's electronic resources effectively. Additionally, 32 (12.7%) of them found that there was an excess of online materials. Additional graduate students mentioned barriers to using library electronic databases, including the need for login credentials and the lack of a dedicated research facility for graduate students. Libraries face a number of obstacles that prevent their patrons from making full use of their online resources, but these can be overcome if administration takes the necessary precautions.

## **2.4 Conceptual Framework**

**Independent Variables**

**Dependent Variable**



**Figure 2.1: Conceptual Model on Peer Group, Self-Efficacy and Electronic Information Resources**

**Source: Researcher's Conceptual Framework, 2022.**

The conceptual model of this study was developed based on the influence of peer influence and self-efficacy on the use of electronic information resources among secondary school students in Ibadan. The independent variables are peer influence and self-efficacy; peer influence is which measured with student's personality, students' behaviour and environmental factors<sup>53</sup> and Self-efficacy which will also be measured with performance accomplishment, verbal persuasion and emotional status<sup>54</sup>. The

dependent variable is use of electronic information resources which is measured with perceive usefulness and perceive ease of use of electronic information resources<sup>52</sup>. As shown in the framework above, hypothesis 1 shows how peer influence and its metrics is influencing the factors of use of electronic information resources, hypothesis 2 shows the influence of self-efficacy on the use of electronic information resources while hypothesis 3 shows the combined influence of peer influence and self-efficacy on the use of electronic information resources among secondary school students in Ibadan. Overall, these formulated hypotheses will be subjected to a statistical test to determine the direction of results, conclusion, and possible recommendations for this study.

## **2.5 Summary of Literature Reviewed**

This literature evaluation was performed to bring attention to scholarly works that are relevant to this investigation. The characteristics of students' usage of electronic information resources in secondary schools in Ibadan are the subject of this study, and the literature materials evaluated so far provide a wealth of electronic information on this topic. Conceptual and theoretical frameworks, and reviews of empirical investigations, were used to categorise the study's numerous primary topics. The conceptual review covered a range of topics, such as the relationship between information literacy and undergraduates' use of EIR, the relationship between computer self-efficacy and undergraduates' use of EIR, the relationship between information literacy and undergraduates' use of EIR, and the relationship between gender and undergraduates' use of EIR. The study also benefited by the researcher developing a conceptual model. An important theoretical cornerstone was the 75 Acceptance Model for New Technologies

and the Theory of Information Use. Relationships between these hypotheses and the current investigation were examined. As this survey of the relevant literature demonstrates, EIR are widely recognised as valuable information resources that improve students' ability to learn and conduct research by giving them quick, simple access to fresh data. A large body of evidence suggests that students and faculty in Nigerian universities are aware of, have access to, and make insufficient use of electronic information resources (EIR).

Some of the relevant studies on EIR usage by undergraduates have concentrated on the effects of EIR use on students' academic and research performance by focusing on a single Electronic Information Resource. Inadequate search abilities, information retrieval competence, lack of appreciation and ignorance demonstrated by students, lack of awareness, power failure, and machine malfunction are all factors recognised by the research as creating restrictions to the use of the electronic resources<sup>54</sup>. While previous research has attempted to establish a connection between students' use of electronic resources and other demographic factors, most of those studies have focused on only one or two of the factors considered here. The factors of information literacy, attitude towards the use of EIR, computer self-efficacy, and gender, as well as the accessibility and, their usage of EIR by undergraduate students at university libraries in South-West, Nigeria, were not addressed in any of the literature examined. Therefore, studies investigating the link between social influence, self-efficacy, and EIR are warranted. This study was undertaken to address this identified knowledge gap.

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### Chapter Three

#### Methodology

This chapter presents the research methodology used in this study. It discussed the research design strategies employed, population used for the study, sample size and sampling techniques, data collection, analysis techniques and description of the research instruments used.

### **3.1 Research Design**

The descriptive survey research design is considered suitable because it accurately and systematically describes the population, situation or phenomenon and also use to investigates one or more variables.

### **3.2 Population of the Study**

The population of this study consists of all students of 20 selected secondary schools in Ibadan metropolis; the secondary schools are Loyola College, Ikolaba Grammar School, Oke-badan High School, Oba Akinyele Memorial High School, International School, Ibadan, Nickdel Private School, St. Gabriel Secondary School, Ibadan Boys High School, Community Grammar School, Alkingsdale High School, Lead City International School, Islamic High School, Comfort International School, Government Secondary School, Ansar – Ud – Deen High School, Sunshine International High School, Fontanna International High School, Ibadan Grammar School, Bahosrun High School and Reliance International High School.

**Table 3.1: Population of the Study**

<b>S/N</b>	<b>Name of School</b>	<b>Number of Students</b>
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1.	Loyola College	75
2.	Moverick College Samonda	60
3.	Lifeforte International School, Agbofieti	51
4.	International School, Ibadan	87
5.	Nickdel Private School	56
6.	Rhema International College, Oluyole, Ibadan	91
7.	St. Catherine School, Aleshinloye	62
8.	Valencia Secondary School	50
9.	Lead City Internation High School	45
10.	Comfort International School	63
11.	Command Day Secondary School, Odogbo, Ojo	100
12.	Sunshine International High School, Oke Bola	85
13.	Fontanna International High School	73
14.	Ibadan Grammar School, Molete	130
15.	Reliance International High School	85
16.	Government College, Apata	107
17.	Concord School Oluyole	28
18.	Christ Ambassadors International College, Oluyole	39
19.	St. Annes School, Molete	102
20.	St. Theresa College, Oke-Ado, Ibadan	120
	<b>Total</b>	<b>1,509</b>

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**Source: Bank Customer Service Departments, 2022**

### **3.3 Sample Size and Sampling Techniques**

The sample size of this study is three hundred and eighty -five (385) students of the selected students. This sample size is gotten from Raosoft (2004) sample size table as shown below:

**Sample size calculator**

What margin of error can you accept? 5%  
5% is a common choice

What confidence level do you need? 95%  
Typical choices are 90%, 95%, or 99%

What is the population size? 1509  
If you don't know, use 20000

What is the response distribution? 50%  
Leave this as 50%

Your recommended sample size is 307

**Online surveys with Vovici have completion rates of 66%!**

**Alternate scenarios**

With a sample size of	100	200	300	With a confidence level of	90	95	99
Your margin of error would be	9.47%	6.46%	5.07%	Your sample size would need to be	230	307	462

Save effort, save time. Conduct your survey online with Vovici.

**More information**

Sample size is a statistical concept that involves determining the number of observations or replicates (the repetition of an experimental condition used to estimate the variability of a phenomenon) that should be included in a statistical sample. It is an important aspect of any empirical study requiring that inferences be made about a population based on a sample. Essentially, sample sizes are used to represent parts of a population chosen for any given survey or experiment. To carry out this calculation, set the margin of error,  $\epsilon$ , or the maximum distance desired for the sample estimate to deviate from the true value. To do this, use the confidence interval equation above, but set the term to the right of the  $\pm$  sign equal to the margin of error, and solve for the resulting equation for sample size,  $n$ . The equation for calculating sample size is shown below;

$$\text{Unlimited Population: } n = \frac{Z^2 \times \hat{P} (1 - \hat{P})}{\epsilon^2}$$

$$n = \frac{1.96^2 \times 0.5(1 - 0.5)}{0.05^2}$$

$$n = 384.16 = 385$$

The sample technique used in the study is convenience sampling, where the researcher made use of secondary schools in Ibadan that do possess EIR, in their various schools. Also, Senior Secondary school students 2 served as the respondents for this study.

### 3.4 Description of Research Instrument (s)

The instrument to be utilized is a structured questionnaire, which will be used to collect data from respondents because it will allow the researcher to readily assess the structured questions and responses to meet the study's goal. The Likert scale design will be used in this study, which allowed the researcher to give options for respondents to choose from. This study's instrument was divided into four components.

**Section A:** The researcher created this section to collect demographic information from respondents, and it contains biographical information about them based on four factors: gender, age, class, school.

**Section B:** use of electronic information resources scale that indicates the rate at which students use information resources: Strongly Agree = 4, Agree = 3, Disagree = 2, and Strongly Disagree = 1 with 9 items. The study instrument is broken into several sections, each of which will be designed to elicit responses on the subject at hand, example of question is; I use the Electronic catalogue (OPAC) for sourcing information in the library.

**Section C:** Peer Influence scale, demonstrating the influence of students classmates and friends

on each other with 13 items. This will be a four-point scale, with Strongly Agree equaling 4, Agree equaling 3, Disagree equaling 2, and Strongly Disagree equaling 1, sample of question is; Going to the library with my friends allows me read for a longer period of time.

**Section D:** Self-efficacy scale will show how efficient and effective the students are in the use of electronic information resources to enhance their academic performance with 15 items. Strongly Agree = 4, Agree = 3, Disagree = 2, and Strongly Disagree = 1 are the four points on the scale. An example of the question is; I can remain calm facing difficulty because I can rely on my coping abilities.

### **3.5 Validity of Research Instrument**

The instrument's items were acquired through a survey of related literature and adaptations of questionnaires used by other researchers. The supervisor and other specialists in information management provided input on both the face and content product validity. Corrections were integrated into the final questionnaire, was distributed to the study participants.

### **3.6 Reliability of the Research Instrument**

The researcher ran the questionnaire through a reliability test to ensure that all items assessing each variable in the study are consistent. The instrument's reliability was tested in a pilot study with 30 copies of the questionnaires which was distributed to students of Kings and Queens Secondary School, Moniya, Ibadan which is not part of the study. The analysis was conducted using Cronbach Alpha. The reliability test is as follows: Peer influence – 0.85, Use of EIR – 0.80, Self-Efficacy – 0.75

### **3.7 Method of Data Collection**

Primary data was collected through a structured questionnaire following existing research to address the study's objectives. This instrument works well with descriptive survey research because it allows for collecting data on respondents' opinions and perceptions on current events at a specific point in time. The Department of Information Administration, Lead City University, provided a letter of introduction and a project attestation form, which was utilized to get authorization to survey the management of the selected 20 secondary schools. A two-day training session was held for five (5) research assistants to help with questionnaire administration, retrieval, and initial sorting. The researcher and research assistants worked with government help to ensure the anonymity of their responses while also advising them on the importance of adequate responses and the benefits embedded in the study's findings. The survey was distributed to students of the secondary schools in total.

### **3.8 Methods of Data Analysis**

The data was analyzed using descriptive and inferential statistics by the researcher. For research question, one through three, descriptive statistics (mean, frequency distribution, standard deviation, and percentage) will be used. The first two null hypotheses were investigated using inferential analysis, while the third was analyzed using multiple regression analysis. All hypotheses in the study were tested at a significance level of 0.05. Statistical Product and Service Solution (SPSS) Version 2.5 was used to analyze the data collected for the project.

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### Endnotes

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## Chapter Four

### Results and Discussions of Finding

#### 4.1 Data Presentation and Analysis

This chapter presents the outcome of the analysis of data collected from the respondents in the study and discussions of findings arising from the study which includes

##### Demographic Characteristics of Respondents

The demographic data of the participants were collected and examined using descriptive statistics such as frequencies and percentages and presented in tables.

##### 4.1.1 Distribution of Respondents by Gender

**Table 4.1: Gender of Respondents**

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<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Female	160	47.5	47.5	47.5
Male	177	52.5	52.5	100
Total	337	100.0	100	

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**Source: Field Survey, 2022**

The above table indicates the gender of respondents of this study. There are a total of 160 female respondents while there are 177 male respondents. The female respondents accounted for about 47.5% while the male respondents accounted for about 52.5%.

**Table 4.2: Age of Respondents**

<b>Age</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
12 to 14	116	34.4	34.4	34.4
15 to 17	145	43.0	43.0	77.4
18 and above	76	22.6	22.6	100
<b>Total</b>	<b>337</b>	<b>100</b>	<b>100</b>	

**Source: Field Survey, 2022**

The above table next is about the age of respondents of this study. 1116 respondents indicated that they are of age 12 to 14 years of age. 145 respondents attested to the fact that they are of age 15 to 17 years of age. 76 respondents indicated that they are within the age of 18 and above.

**Table 4.3: Class of Respondents**

<b>Class</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
SS1	75	22.3	22.3	22.3
SS2	155	46.0	46.0	68.2
SS3	107	31.8	31.8	100
<b>Total</b>	<b>337</b>	<b>100</b>	<b>100</b>	

**Source: Field Survey, 2022**

The class of respondents for this study is shown in the table above. 75 of the total number of respondents indicated that they are in SS1. 155 affirmed that they are in SS2. While 107 affirmed that they are in SS3.

## 4.2 Research Questions

### 4.2.1 Research Question 1:

What is the level of use of Electronic Information Resources by Secondary School Students in Ibadan, Oyo State?

	<b>SA</b> 4	<b>A</b> 3	<b>D</b> 2	<b>SD</b> 1	<b>Mean</b>	<b>Std.</b> <b>Deviation</b>
<b>Perceived Usefulness</b>						
I use the Electronic catalogue (OPAC) for sourcing information in the library	102 (30.3%)	81 (24.0%)	97 (28.8%)	57 (16.9%)	2.68	1.080
I use the Internet in the library to generally source materials and information	104 (30.9%)	87 (25.8%)	100 (29.7%)	46 (13.6%)	2.74	1.042
I use the electronic books provided by the library to complement my class notes	98 (29.1%)	87 (25.8%)	104 (30.9%)	47 (13.9%)	2.70	1.037
Information are easy to source from the catalog through the e-library	108 (32.0%)	73 (21.7%)	105 (31.2%)	51 (15.1%)	2.71	1.074
<b>Average Mean</b>						<b>2.70</b>

### Perceived Ease of Use

I use the library's electronic information resources to solve my assignments	111 (32.9%)	84 (24.9%)	86 (25.5%)	56 (16.6%)	2.74	1.089
I use the electronic information resources to augment my class works	99 (29.4%)	70 (20.8%)	119 (35.3%)	49 (14.5%)	2.65	1.053
I use the Internet facilities in my library to send e-mail	76 (22.6%)	86 (25.5%)	115 (34.1%)	60 (17.8%)	2.53	1.029
I use the Internet facilities in my library to chat with friends	85 (25.2%)	94 (27.9%)	100 (29.7%)	57 (16.9%)	2.62	1.042
I use the e-resources in my library to update my knowledge in subject areas of interest	103 (30.6%)	78 (23.1%)	104 (30.9%)	52 (15.4%)	2.69	1.067
<b>Average Mean</b>						<b>2.67</b>
<b>Grand Mean</b>						<b>2.67</b>

**Key:** Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SDA) = 1  
**Decision Rule:** 1.00 – 1.49 (Very low), 1.50 – 2.49 (Low), 2.50 – 3.49 (High), 3.50 – 4.00 (Very High)

### Source: Field Survey, 2022

The level of use of electronic information resources (EIR) by secondary school students is quite a little bit above average. This is as a result of the grand mean score of 2.67 on a scale of 4. Two indicators was used to determine the level of use of EIR. These indicators are: Perceived usefulness and perceived ease of use. Perceived usefulness as an indicator attracted a mean score of 2.70 on a scale of 4. The second indicator – perceived ease of use – attracted a mean score of 2.64 on a scale of 4. All in all, the overall mean score was

2.67 which implies that the use of EIR by secondary school students in Oyo state is quite okay.

#### 4.2.2 Research Question 2:

What is the Level of Peer Influence among Secondary School Students in Ibadan, Oyo State?

	<b>SA</b> <b>4</b>	<b>A</b> <b>3</b>	<b>D</b> <b>2</b>	<b>SD</b> <b>1</b>	<b>Mean</b>	<b>Std.</b> <b>Deviation</b>
<b>Students' Personality</b>						
I can only use the school library with my friends	118 (35.0%)	74 (22.0%)	84 (24.9%)	61 (18.1%)	2.74	1.122
Using the school library without my friends is not always interesting	91 (27.0%)	78 (23.1%)	105 (31.2%)	63 (18.7%)	2.58	1.077
Going to the library with my friends allows me read for a longer period of time	87 (25.8%)	69 (20.5%)	118 (35.0%)	63 (18.7%)	2.53	1.069
My friends always request we read together in the school library	93 (27.6%)	66 (19.6%)	116 (34.4%)	62 (18.4%)	2.56	1.081
<b>Average Mean:</b>						<b>2.60</b>

**Students Behavior**

I engage in group discussion with my friends before examination	65 (19.3%)	125 (37.1%)	74 (22.0%)	73 (21.7%)	2.54	1.035
I prefer going out with my friends to studying my books	95 (28.2%)	94 (27.9%)	104 (30.9%)	44 (13.1%)	2.71	1.016
Since I started going out with my friends, I no longer read my books	109 (32.3%)	72 (21.4%)	89 (26.4%)	67 (19.9%)	2.66	1.128
I enjoy studying with my friends in school	51 (15.1%)	49 (14.5%)	130 (38.6%)	107 (31.8%)	2.13	1.027
<b>Average Mean:</b>						2.51
<b>Grand Mean:</b>						2.55

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**Key:** Strongly Agree(SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SDA) = 1  
**Decision Rule:** 1.00 – 1.49 (Very low), 1.50 – 2.49 (Low), 2.50 – 3.49 (High), 3.50 – 4.00 (Very High)

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**Source: Field Survey, 2022**

The second research question is about examining the level of peer influence of secondary school students in Ibadan, Oyo state. The level of peer influence among secondary school students in Ibadan, Oyo state is at 2.55 on a scale of 4. This means that peer influence among this level of students is just at an average level. Two indicators were also used to determine the level of peer

influence here. They are student's personality and student's behavior. Student's personality in determining peer influence attracted a mean score of 2.60 on a scale of 4 while student's behavior attracted a mean score of 2.55 on scale of 4.

#### 4.2.3 Research Question 3:

4. What is the level of self-efficacy by secondary school students in Ibadan, Oyo State?

	SA 4	A 3	D 2	SD 1	Mean	Std. Deviation
<b>Performance accomplishment</b>						
I can always manage to solve difficult problems if I try enough.	99 (29.4%)	90 (26.7%)	83 (24.6%)	65 (19.3%)	2.66	1.096
I remain calm when facing difficulty because I can rely on my coping abilities.	38 (11.3%)	60 (17.8%)	176 (52.2%)	63 (18.7%)	2.22	.878
It is easy for me to always stick to my aim and accomplishment	88 (26.1%)	95 (28.2%)	86 (25.5%)	68 (20.2%)	2.60	1.081
<b>Average Mean</b>						<b>2.49</b>
<b>Vicarious Experience</b>						
I can solve most problems if I invest the necessary effort	94 (27.9%)	97 (28.8%)	83 (24.6%)	63 (18.7%)	2.66	1.077

No matter what comes my way, I am able to handle it	111 (32.9%)	110 (32.6%)	72 (21.4%)	44 (13.1%)	2.85	1.023
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If I try hard enough, I know that I can exert a positive impact on my classmates.	112 (33.2%)	99 (29.4%)	96 (28.5%)	30 (8.9%)	2.87	.979
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**Average Mean**

**2.79**

**Verbal Persuasion**

I have been opportune to receive positive encouragement from my teachers.	106 (31.5%)	63 (18.7%)	119 (35.3%)	49 (14.5%)	2.67	1.070
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I have been opportune to receive face-to-face information from my teachers.	109 (32.3%)	66 (19.6%)	112 (33.2%)	50 (14.8%)	2.69	1.077
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I have been opportune to receive positive encouragement from my peers as regards my ability to use EIR.	162 (48.1%)	147 (43.6%)	28 (8.3%)	3.40	.638
I have been opportune to receive positive encouragement from my parents as regards my ability to use EIR.	134 (39.8%)	203 (60.2%)		3.40	.490
<b>Average Mean</b>					<b>3.04</b>
<b>Grand Mean</b>					<b>2.77</b>

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**Key:** Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SDA) = 1

*Decision Rule:* 1.00 – 1.49 (Very low), 1.50 – 2.49 (Low), 2.50 – 3.49 (High), 3.50 – 4.00 (Very High)

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**Source: Field Survey, 2022**

The third research question in this study has to do with the level of self-efficacy of secondary school students in Oyo state. Three indicators was used to determine the level of self-efficacy in this study. They are: performance accomplishment, vicarious experience and verbal persuasion. Performance accomplishment attracted a mean score of 2.49 on a scale of 4. Vicarious experience attracted a mean score of 2.79 on a scale of 4 while verbal persuasion attracted a mean score of 2.68 on a scale of 4 as well. In summary, the level of self-efficacy through the grand mean was 2.77 on a scale of 4. What this implies is that the level of self-efficacy of secondary school students in Ibadan, Oyo state is very much okay.

### 4.3 Test of Hypotheses

**H<sub>01</sub>:** There will be no significant influence of peer influence on use of electronic information resources by secondary school students in Ibadan, Oyo State.

#### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.279 <sup>a</sup>	.078	.075	.68926

a. Predictors: (Constant), Peer Influence

#### ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	13.451	1	13.451	28.313	.000 <sup>b</sup>
	Residual	159.154	335	.475		
	Total	172.604	336			

a. Dependent Variable: Use of EIR

b. Predictors: (Constant), Peer influence

#### Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	1.653	.195		8.465	.000
	Peer influence	.398	.075	.279	5.321	.000

a. Dependent Variable: use of EIR

Source: Field Survey, 2022

The first null hypothesis in this study is about determining the influence of peer influence on use of EIR. The outcome of the null hypothesis prompted the researcher to reject the null hypothesis. This is because the outcome of the null hypothesis showed that peer influence will significantly influence use of EIR. The significant influence level showed a .000 level of influence. The  $r$  value in the model summary table indicated a .279 level of relationship. This means that the level of relationship between peer influence and use of EIR is 27.9%. This means that the relationship is positive but weak. As regards the adjusted r square value, from the model summary table showed a value of .075. This means that peer influence of secondary school students will bring about a 75% variation to use of EIR. The remaining 25% will be as a result of other external factors.

**Ho2:** There will be no significant influence of self-efficacy on use of electronic information resources among secondary school students in Ibadan, Oyo State.

#### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.037 <sup>a</sup>	.001	-.002	.71730

a. Predictors: (Constant), self-efficacy

#### ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.240	1	.240	.467	.495 <sup>b</sup>
	Residual	172.364	335	.515		
	Total	172.604	336			

a. Dependent Variable: use of EIR

b. Predictors: (Constant), self-efficacy

### Coefficients

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	2.825	.227		12.460	.000
	Self-efficacy	-.054	.080	-.037	-.684	.495

a. Dependent Variable: use of EIR

**Source: Field Survey, 2022**

The second null hypothesis is about determining the influence of self-efficacy on use of electronic information resources among secondary school students in Ibadan, Oyo State. The null hypothesis was accepted because the outcome of the null hypothesis has it that the independent variable – self-efficacy did not significantly influence the dependent variable – use of EIR. The probability significant value was at .495. This actually buttressed the fact that self-efficacy did not significantly influence use of EIR. From the model summary table, there was a .037 value for the  $r$  value. This means that there is a 37% relationship level between self-efficacy and use of EIR. This relationship level indicates that the relationship is positive but weak. The adjusted  $r^2$  has a value of -.002. This indicates that self-efficacy has no contribution to use of EIR.

**H03:** There will be no significant combined influence of influence of peer influence and self-efficacy on use of electronic information resources in secondary school students in Ibadan, Oyo State.

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.287 <sup>a</sup>	.082	.077	.68859

a. Predictors: (Constant), Peer influence, self-efficacy

### ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.234	2	7.117	15.010	.000 <sup>b</sup>
	Residual	158.370	334	.474		
	Total	172.604	336			

a. Dependent Variable: use of EIR

b. Predictors: (Constant), peer influence, self-efficacy

### Coefficients

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	1.903	.276		6.899	.000
	Self-efficacy	-.099	.077	-.068	-1.285	.200
	peer influence	.409	.075	.286	5.433	.000

a. Dependent Variable: use of EIR

**Source: Field Survey, 2022**

The third hypothesis in this study has to do with examining the influence of peer pressure and self-efficacy on use of EIR. The outcome of the hypothesis has it that only peer influence will influence use of EIR. Self-efficacy will not in any way bring use of EIR. The relationship level of peer influence and self-efficacy with use of EIR has a value of .287. This is from the model summary table. This implies that there is just a 28.7% relationship of peer influence and self-efficacy with use of EIR. This also indicates that the relationship is positive but weak. Finally, the adjusted r square value which is in the model summary table has a value of .077. This means that a combination of both peer influence and self-efficacy will bring about a 77% contribution to use of EIR, however the remaining 23% will contribute to use of EIR by other factors.

#### **4.4 Discussion of Findings**

The first research question in this study has to do with identifying the level of use of EIR. From the findings, it was discovered that the level of use of EIR is quite okay. This is seen from the grand mean score of 2.67 on a scale of 4. Two indicators were used to determine the level of use of EIR. They are perceived usefulness and perceived ease of use. Perceived usefulness as a construct attracted a mean score of 2.70 on a scale of 4 while perceived ease of use attracted a mean score of 2.64 on a scale of 4. Studies have revealed that to a large extent perceived ease of use and usefulness do to a large extent do contribute to use of EIR 1, 2, 3, 4, 5. The second research question has to do with determining the level of peer influence among secondary school students in Ibadan, Oyo state. The grand mean score for this was 2.55 on a scale of 4. This means that the level of peer influence is just at an average level. Two indicators were used to determine the level of peer influence among these category of respondents. They are: students' personality

and student's behavior. Student's behavior attracted a mean score of 2.51 while student's personality attracted a mean score of 2.60. Studies have reported that students who have positive personality to their studies and who also have good behavior will always excel in their studies through consistent use of EIR <sup>6, 7, 8, 9</sup>. The third research question has to do with determining the level of self-efficacy of secondary students in Ibadan, Oyo state. The overall self-efficacy of secondary school students in Ibadan is at a mean score level of 3.04 on a scale of 4. This implies that the self-efficacy of these students is very much okay. Three indicators were used to determine self-efficacy in this study. They are performance, accomplishment, vicarious experience and verbal persuasion. Each of these indicators attracted a mean score of 2.49, 2.79 and 2.77 on a scale of 4 respectively. Studies have shown that each of the indicators used in measuring self-efficacy can to a large extent affect use of EIR positively <sup>10, 11, 12, 13, 14, 15</sup>. The first null hypothesis in this study is about determining if peer influence will significantly influence use of EIR. The outcome of this null hypothesis is that peer influence will indeed influence use of EIR. Empirical studies reviewed in this study have actually shown that truly peer influence will indeed determine use of EIR <sup>16, 17, 18</sup>. The second null hypothesis in this study has to do with investigating if self-efficacy will influence use of EIR. The study found that self-efficacy will not significantly influence use of EIR. This finding contradicts the report of studies reviewed in this work. Many of the studies reported in this study have it that self-efficacy will definitely bring about use of EIR <sup>19, 20, 21, 22</sup>. The last hypothesis tested in this study is from a combined perspective. The hypothesis was to test if peer influence and self-efficacy will bring about use of EIR. The outcome of the null hypothesis was that only peer influence will bring about use of EIR.

## Endnotes

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## Chapter Five

### Conclusion

#### 5.1 Summary of Findings

This is centered on the influence of peer influence and self-efficacy on use of Electronic Information Resources (EIR) among secondary school students in Oyo state. The study made use of over 300 secondary school students in Oyo state. The following were the key findings:

- i. The use of EIR by secondary school students in Oyo state is very much above average level.
- ii. Peer influence among by secondary school students in Oyo state is very much at an average level.
- iii. Self-efficacy of secondary school students in Oyo state is very much high.
- iv. Peer influence significantly influenced use of EIR among of secondary school students in Oyo state.
- v. Self –efficacy did not significantly influence use of EIR by secondary school students in Oyo state.
- vi. From a joint hypothetical point of view, only peer influence significantly influence use of EIR.

#### 5.2 Conclusion

This study has actually shown that peer influence has a whole lot to do with use of EIR. Especially if students have a positive belief and attitude to their school work, there will

definitely be high use of EIR. It is also concluded in this study that if performance accomplishment is low, there will also be a situation whereby self-efficacy in general will be low. Conclusively, it is hereby concluded that peer influence will have a whole lot to do with use of EIR.

### **5.3 Recommendations**

Based on the findings of this study, the following recommendations are hereby made:

- i. Secondary school students should always be orientated on the need to develop a positive attitude to the use of EIR. This has a whole lot to do with their self-efficacy.
- ii. Principals of secondary schools in Oyo state should always encourage their students to massively engage in much reading exercises and making use of the library from time to time. This will also boost their confidence and use of EIR.
- iii. Oyo state government should always make adequate funding available for secondary school libraries.
- iv. Secondary schools in Oyo state should always purchase the latest Electronic Information Resources for secondary school libraries in the state.
- v. Secondary schools in Oyo state should always allot special time for use of EIR by their students. This will bring about ICT skill development in the lives of their secondary school students.

### **5.4 Contribution to Knowledge**

The study has actually shown that self-efficacy does not necessarily bring about use of EIR. Peer influence to a large extent can actually contribute to the use of EIR.

When students have a positive attitude to their academic work, it also goes a long way in contributing to use of EIR.

### **5.5 Suggestions for Further Studies**

The following are suggestions to other researchers as to how the scope of this study can be broadened.

- i. Use of EIR in contributing to the promotion of perceived academic performance among secondary school students in Oyo state.
- ii. Availability, access and use of EIR among secondary school students in Oyo state.
- iii. Demographic factors and use of EIR on perceived academic performance of secondary school students in Oyo state.

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### **Theses/Dissertation**

Zhang, G. Technology uses in creating second language learning environments: When learners are creators. **Unpublished doctoral dissertation**. 2015.

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**Department of Library Information Science**

Dear Respondent,

I am a Master’s student of the above named Institution gathering data for the purpose of academic research on the topic “Peer Influence, Self-Efficacy and Use of Electronic Information Resources by Secondary School Students in Ibadan, Metropolis”. To achieve this, your optimum cooperation is needed; there is no right or wrong answer. All your responses will be kept confidential and used for research purpose alone.

Thank you.

**Section A: Demographic Information**

1. Gender: Male [  ], Female [  ]
2. Age: 25–35 years [  ], 36–45 years [  ], 46-55 years [  ], 56 years and above [  ]
3. Class:
4. School:

**Section B: Use of Electronic Information Resources among students of Secondary Schools in Ibadan**

The statement in this section concerns rate of use of electronic information resources among secondary school students in Ibadan. Using the four Likert-type scale below.

**Please tick the appropriate response that indicates your opinion on level of use of electronic information resources**

**Strongly Agree (SA) – 4. Agree (A) – 3. Disagree (D) – 2. Strongly Disagree (SD) – 1.**

S/N	In what way have you engaged in the following:	SA 4	A 3	D 2	SD 1
<b>Perceived Usefulness</b>					
1	I use the Electronic catalogue (OPAC) for sourcing information in the library				
2	I use the Internet in the library to generally source materials and information				
3	I use the electronic books provided by the library to complement my class notes				
4	Information are easy to source from the catalog through the e-library				
<b>Perceived Ease of Use</b>					
5	I use the library’s electronic information resources to solve my assignments				
6	I use the electronic information resources to augment my				

	class works				
7	I use the Internet facilities in my library to send e-mail				
8	I use the Internet facilities in my library to chat with friends				
9	I use the e-resources in my library to update my knowledge in subject areas of interest				

### Section C: Peer Influence among Secondary School Students in Ibadan

The statement in this section concerns peer influence among secondary school students in Ibadan. Using the four Likert-type scale below.

**Please tick the appropriate response that indicates your opinion of peer influence as observed by your institution.**

**Strongly Agree (SA) – 4. Agree (A) – 3. Disagree (D) – 2. Strongly Disagree (SD) – 1.**

S/N		SA 4	A 3	D 2	SD 1
<b>Students' Personality</b>					
1	I can only use the school library with my friends				
2	Using the school library without my friends is not always interesting				
3	Going to the library with my friends allows me read for a longer period of time				
4	My friends always request we read together in the school library				
<b>Students Behaviour</b>					
5	I engage in group discussion with my friends before examination				
6	I prefer going out with my friends to studying my books				
7	Since I started going out with my friends, I no longer read my books				
8	I enjoy studying with my friends in school				

### Section D: Self – Efficacy of Secondary School Students towards the use of electronic information resources in Ibadan.

The statement in this section concerns self – efficacy of secondary school students in Ibadan. Using the four-point likert scale provided below.

**Please tick the appropriate choice that indicates your opinion.**

**Strongly Agree (SA) – 4. Agree (H) – 3. Disagree (D) – 2. Strongly Disagree (SD) – 1.**

S/N	In what way have you engaged in the following:	SD 4	A 3	D 2	SD 4

	<b>Performance accomplishment</b>				
1	I can always manage to solve difficult problems if I try enough.				
2	I remain calm when facing difficulty because I can rely on my coping abilities.				

3	It is easy for me to always stick to my aim and accomplishment.				
	<b>Vicarious Experience</b>				
4	I can solve most problems if I invest the necessary effort				
5	No matter what comes my way, I am able to handle it				
6	If I try hard enough, I know that I can exert a positive impact on my classmates.				
	<b>Verbal Persuasion</b>				
7	I have been opportune to receive positive encouragement from my teachers.				
8	I have been opportune to receive face-to-face information from my teachers.				
9	I have been opportune to receive positive encouragement from my peers as regards my ability to use EIR.				
10	I have been opportune to receive positive encouragement from my parents as regards my ability to use EIR.				

Thank you for your time in responding to this instrument.

**Biodata**

## 1. Personal Data

Name:	Funke Mary AJAYI
Address:	E 29, Abadina Orita Chapel Road U.I, Ibadan
E-mail:	<a href="mailto:ajayifunke50@gmail.com">ajayifunke50@gmail.com</a>
Phone No:	08052706948/08166412074
Date and Place of Birth:	February 15, 1970, Ibadan
Nationality:	Nigerian
State of Origin:	Oyo State
Local Government:	Ibadan North
Sex:	Female
Marital Status:	Married

## 2 Schools attended with Dates

- |      |  |           |
|------|--|-----------|
| i.   | Lead City University, Ibadan           | 2021-2022 |
| ii.  | University of Ibadan                   | 2010-2011 |
| iii. | University of Ibadan                   | 2001-2005 |
| iv.  | University of Ibadan                   | 2012-2014 |
| v.   | St Augustine Comprehensive High School | 1983-1988 |
| vi.  | St. Williams Secondary Schools         | 1976-1982 |

## 3 Academic Qualification with Dates

- |    |  |      |
|----|--|------|
| 1. | Result Awaiting University Senate Approval | 2022 |
| 2. | Postgraduate Diploma                       | 2011 |
| 3. | Bachelor in Library Studies                | 2005 |

- |    |                              |      |
|----|------------------------------|------|
| 4. | Secondary School Certificate | 1988 |
| 5. | Primary School Certificate   | 1982 |

**Reference**

This will be provided on Request

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**Signature**

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**Date**

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**University Compliance Certification**

This is to certify that this Thesis written by **Mary Funke AJAYI** with Matriculation No. **LCU/PG/001052** in the Department of Information Management of the Faculty of Communication and Information Sciences, Lead City University, Ibadan is in full compliance with the approved University format and style.

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**Signature**

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**Date**

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