

# Analyzing Demographic Influence, Usage and Availability of Electronic Resources among Baptist Theological Seminary Students, Ogbomoso, Nigeria

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**Abstract** - The primary aim of the study is to identify whether there are any significant or major differences among demographic variables such as gender, age group, faculty, usage and experience of users among the Baptist Theological Seminary student of Ogbomoso.

The study adopted a descriptive survey research method. Questionnaires were used as the main instrument for data collection after a detailed literature review. The questionnaire was designed and distributed to 238 respondents in Nigerian Baptist Theological Seminary, Ogbomoso. The sampling method adopted for this study was Systematic Random Technique. The researcher made use of 238 and 207 were returned, given a response rate of 87.0%.

Simple percentage was used to analyze the collected questionnaires through presentations of simplified tables. The findings revealed that there was significant relationship between availability of electronic resources and utilization of electronic library resources. Demographic factors were also analyzed to see if it has effect on usage of electronic library resources. There was no significant relationship between gender and use of electronic library resources though the respondents were more of males. The internet, e-journals and other electronic resources were important sources of information for the students. Majority of users centered their usage of electronic resources on Internet usage only. Students' demographic factors should not be a barrier to e-resources use and as a result, students of all ages and gender should endeavor to acquire knowledge required to enable them make effective use of online library resources anytime and anywhere. Both young and old students should be encouraged and sensitized on the benefits available in the use of library electronic resources.

The great majority of the faculties use printed sources more than e-sources, but they also use e-sources quite frequently. Use is mostly of books, websites and printed journals. It was also found that the use of e-resources is higher in some faculties than others and also, the results indicated that the use of e-resources is positively influenced by the respondents' perceived usefulness of resources, the convenience of access to the sources and their academic productivity. This study would hopefully benefit the academicians, researchers, policy makers, and practitioners that has interest on electronic library resources and demographic related data.

**Keywords:** Demographic Influence, Theological Students, Electronic Resources (ER)

## I. INTRODUCTION

In the 21st century, advancement of computer and networking technologies had revolutionized information usage and access across the globe in a systematic way. In this context, electronic information resources (EIR) like e-books, digital libraries, online journal, magazine, e-learning tutors, on line test e-journals, e-discussions, e-news, data archives and e-mail on line chatting can be accessed through computers or other electronic devices directly connected to the computer such as a CD-ROM drive or remotely via network such as the internet. New modes of accessing information have emerged as a result of the Internet and World Wide Web. This has been profound, especially on academic institutions (Gakibayo, Odongo, & Obura, 2013). Furthermore, recent global advances in communications infrastructure, digital media, network services, and electronic commerce present transformational opportunities and fundamental challenges for libraries. Developments in these areas appear to offer opportunities for increasing and enhancing library service offerings, reducing costs, and for improving organizational performance (Young, 2001)

In the world today information technology has facilitated the provision of virtual delivery of programs and conduct of research. In an academic arrangement, both education and library are inseparable indivisible concepts, working for the promotion and evolution of teaching, learning and research for greater use of the academia. A library is a repository of resources and an integral part of the educational system whose primary function is to serve users (students, researchers and staff). A library comprise of school libraries at the primary and secondary levels, college libraries, and university libraries whose prime objective is to meet the academic needs of the particular institution for which it is created to serve (Shubhendu S. Shukla, 2013). Theological institutions in Nigeria are established to support specialized teaching, learning and research.

The Nigerian Baptist Convention is considered the second largest convention affiliated to the Baptist World Alliance and the 3<sup>rd</sup> largest in the world after the Southern Baptist Convention, USA. More than six million people/parishioners are estimated to be regular worshippers in the various local churches of the NBC across Nigeria. To

provide adequate leadership for these parishioners, the NBC operates nine theological training Centers for pastors, the largest being the Nigerian Baptist Theological Seminary, Ogbomoso which grants First Degree, Master's and doctoral degree. Ogbomosho seminary has been in existence for more than 100 years and is at the forefront of providing theological training for Christian leaders in Nigeria and beyond.

Students in theological institutions make use of the library to satisfy their social and psychological needs and to promote and enhance their academic pursuit during their period of schooling/course of study in the seminary. The purpose of the seminary libraries is to provide adequate and relevant information resources both in print and non-print formats. The print information resources like journals, textbooks, magazines, newspapers and reference materials and non-print like CD-ROM, audio-visual materials, microfilms, micro fiches, databases and e-resources are to support class assignments, project work, term papers, and seminar presentation by providing relevant information and services provision for effective and efficient achievement of academic per excellence. Seminary libraries provide services for their users to meet their information needs. The services provided in the seminary library would go a long way in achieving desired goals and objectives in the seminary. The services provided in seminary libraries includes internet and e-mail services, reference services, lending services, selective dissemination of information (SDI) services.

## II. LITERATURE REVIEW

The emergence of electronic technology has cut the barriers to valuable information resources which until now were difficult to access especially by students in theological institutions in Nigeria. Electronic resources are invaluable research tools that complement the print-based resources in a traditional library. Their benefits include access to information that might be restricted to the user due to geographical location or finances, access to more current information, and provision of extensive links to additional resources or related content (Dadzie, 2005). Salaam (2008), attributed the popularity of electronic resources to flexibility in searching than their paper-based counterpart and that they can be accessed remotely at anytime. Tenopir (2003) in a survey analyzed the findings of over 200 studies on the use of e-resources in Libraries that were published between 1995 and 2003 and the results revealed that e-resources have been rapidly adopted in academic spheres, however behavior varies according to discipline.

According to Agyeman, (2007), who stated that the overall objectives of developing electronic resources are summed up as follows; access to high quality and relevant literature, increase in the quality and effectiveness of research and training and increase in the awareness of research in other parts of the world. The literature of e-resources reports the

following user-centered barriers to e-resources use: lack of skills in how to use information sources, lack of appropriate reward for electronic scholarly communication, lack of consistent technical support and provision and lack of time to be spent on searching for information. Other disadvantages of electronic journals mentioned include lack of back issues and problems with reading a text from the computer screen (Tompsett and Alsop 2003).

Graham (2003), says that, electronic resources are the mines of information that are explored through modern ICT devices, refined and redesigned and more often stored in the cyber space in the most concrete and compact form and can be accessed simultaneously from infinite points by a great number of audience. The phrase "electronic resources", has broadly been defined as, information accessed by a computer, may be useful as bibliographic guides to potential sources but, as of yet, they infrequently appear as cited references in their own right. E-resources, therefore, refer to that kind of documents in digital formats which are made available to library users through a computer based information retrieval system. The Internet is said to be the right and most extensively used channel to catch hold of the majority of e-resources through different search engines (e.g. Google, AltaVista, MSN, Yahoo, etc.) and Webopac and, of course, some offline databases in CD/DVD formats that can even be accessed without the help of internet (Swain and Panda, 2009)

Many studies have found that users believe the main benefit of electronic journals is convenience of accessing articles any time from their desktop computer (Palmer and Sandler, 2003). Storing articles electronically, then printing out a portable print copy, appeals to frequent e-journal users (Palmer and Sandler 2003). The benefits of electronic information sources are often faster than consulting print indexes, especially when searching retrospectively and are straighter forward when wishing to use combinations of keywords. They open up the possibility of searching multiple files at one time, a feat accomplished more easily than when using printed equivalents. Electronic resources can be printed and searches saved to be repeated at a later date they are updated more often than print resources (Ray and Day, 2004). Experienced users also like the ease of skimming and searching, the possibility of downloading or printing the desired document or segment, the currency of information, the speed of access, and the ability to send articles to their colleagues instantly (Palmer 2003). Storing articles electronically, then printing out and portable print copy, appeals to frequent e-resources users. (Palmer and Sandler, 2003).

Ali (2005), found out that 83% of students surveyed felt that using this source saved them time, and found it relatively easy to use. Two thirds of those surveyed stated that if the CD-ROM was busy, they would wait for it to become free rather than use the print tool. However, a study of online searching of scientific information in science and

technology libraries of Delhi reveals a sizeable number of users (almost 60%) are facing numerous problems while browsing electronic information, such as lack of knowledge about the resources, lack of trained staff and inadequate terminals).

Odewale (2005), in his study on the use of Internet use by students of the Baptist College of Theology, Lagos revealed that internet resources was provided for students through the College's cyber café. Availability of relevant resources affects how frequently students make use of them. (Eason, 2004). The provision of electronic resources varies among disciplines. They are most available in science and medicine and least in social sciences, and humanities. It is evident that it is not only the characteristics of a discipline, but also availability of electronic resources in the discipline, that explains the use of electronic resources.

Le Cornu (2008), opined that the provision discovery for religion and philosophy by Ebscohost has boosted the use of electronic resources by students of theological institutions. He further stated that it took some time before online resources for religion, theology and philosophy was made available to students in theological institutions. Odewale, 2004 in his study of students in theological institutions in Lagos, Eku and Kaduna posited that the ATLA online database for religion and theological literature has been widely accepted and put to utmost use by the students of these institutions.

Ojo and Akande (2005) in a survey of 350 respondents examined student's access, usage and awareness of electronic information resources at the University College Hospital (UCH) Ibadan, Nigeria. The study revealed that the level of usage of the electronic information resources is not high. A major problem however identified is lack of information retrieval skills for exploiting electronic resources, thus making the level of usage of resources by medical students very low. Jagboro (2003) had also emphasized the emerging reliance and attitude of users to electronic resources. In a study she conducted in some Nigerian Universities, it was found that 45.2% of respondents accessed electronic resources from cybercafés. Though this attitude, according to her is due to the proximity of cybercafés to user facilities.

Demographic variables are the characteristics of human population. It can also be seen as statistical socio-economic characteristics or variables of a population these includes age, gender, educational level, income level, marital status, occupation, religion, birth rate, death rate, average size of a family, average age at marriage etc. (Longman Dictionary, 2007). Gender refers to the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for men and women educational qualification are the degree, diplomas, certificates, professional titles and so forth that an individual has acquired whether by full time study or part time study or

private study, whether conferred in the home country or abroad, and whether conferred by educational authorities, special examining bodies of professional bodies. Marital status is the civil status of each individual in relation to the marriage laws or customs of the country, i.e. single, married, widowed, divorced while age is the length of time that one has existed; duration of life (WHO 2011).

The introduction of ICT into the educational sector created new social stereotypes and gender inequalities (Markauskaite, 2005). She adds that since the invention of the computer, ICT-related activities have been viewed as a male domain. Several research reviews state that males are more interested in ICT than the females (Akman and Rehan, 2010, Hassan, Samah, Shaffril); more frequent users of computers, have more positive attitudes about computers and consequently outperform females in ICT use (Shakpa and Ferrari, 2003). They further admit that a number of recent studies evidenced that ICT-related differences between females and males lessen mainly in the access to ICT and basic computer skills. Income is another important factor that constitutes a positive attitude to ICT usage by students and this is not surprising as it is in tandem with what have been completed by Akman and Rehan, (2010) and Lenhart and Horrigan, (2003). They all submitted that total available; amount at hand would determine the extent at which ICT resources would be adopted by students.

Another influencing factor is age. According to Bar-Ilan, Bluma, Peritz, and Wolman, (2003), the most active users of electronic resources are the younger students. Odewale, (2004), stated that students of theological institutions are relatively advanced in age but with the changes in pattern of learning the younger ones have taken up studies in theological institutions. He further stated that the elderly ones seldom consult electronic resources. In Nigeria, the federal Ministry of education with an intention of improving the quality of education and facilitating national development set up a committee in 1988 to ensure the democratization of computer literacy at the national level. One of the recommendations is that computer literacy should be introduced to lecturers and students at all levels of education. In the same vein the authorities of theological institutions have deemed it fit to introduce into the system the teaching of the use of ICTs and Library to educate the students on the relevance and importance of electronic resources (Odewale, 2004). Therefore, given this background, this study is poised to determine the extent to which students of the Nigerian Baptist Theological Seminary, Ogbomosho use the available resources for research and other academic related activities, also the influence which socio-demographic factors like age, gender, qualification, income, and others have on the use of electronic resources.

Madden and Savage (2000) found that the individuals who tended to use the Internet early were young males, with high level of income and education. Choudrie and Dwivedi

(2005) also confirmed that the economic status for individuals influences their ability to own and then use a technology. Moreover, Rogers (2003) showed that demographic attributes play an important role in predicting adoption and that economic status (income) is highly correlated to initial adoption. Rogers, in his diffusion of innovation (DOI) theory proposes that new technologies are initially adopted by those who have more resources. Taylor, et al., (2003) listed some factors such as geographical location, gender, education level, marital status, family income, employment status as affecting the usage of the Internet at home in Central Queensland, Australia. The location of one's residence, whether urban or rural, also affects the home usage of the Internet (Taylor, et al., 2003).

Okiki (2011) examined the factors that influence the use of online information resources among postgraduate and undergraduate students. The study covered six Universities in the South West, Nigeria namely; University of Ibadan, University of Lagos, Olabisi Onabanjo University, Ogun State; Federal University of Technology, Akure; University of Agriculture Abeokuta and Lagos State University. The results show that males seem to enjoy browsing on the internet for enjoyment while female tend to only use it for work related purpose.

### III. OBJECTIVE OF THE RESEARCH

The main objective of this study is to investigate the demographic factors, availability and usage of electronic library resources by students users in theological student of Ogbomoso library

1. The Specific objectives is to: determine the extent demography Influence on the use of Electronic Resources among Theological Student Of Ogbomoso
2. To ascertain the types of electronic resources available for use of the students of Nigerian Baptist Theological Seminary, Ogbomoso
3. To know the purpose(s) for which the students of Nigerian Baptist Theological Seminary use electronic resources

#### A. Research Questions

The following research questions were formulated to guide the study. This study sought answers to the following questions;

1. What are the demographic status and evaluation of the respondents?
2. To what extent are the measures of Electronic resources available to users in these schools?
3. What is the Purpose of Electronic resources provided?
4. What is the Frequency of electronic resources use by respondents?
5. What are the Benefits of using these Electronic resources?

## IV. METHODOLOGY

The population for this study comprises of all the registered students of the Nigerian Baptist Theological Seminary, Ogbomoso. The statistical data collected from the registry of the seminary indicated an estimate of nine hundred and fifty two (952) students exists. The sampling method adopted for this study was simple random sampling technique. A sample fraction of 25% was used to get a sample size of 238 respondents in the Nigerian Baptist Theological Seminary, Ogbomoso.

The study adopted a descriptive survey research method. Questionnaire was used as the main instrument for data collection after a detailed literature review. The questionnaire was designed and distributed to 238 respondents in Nigerian Baptist Theological Seminary, Ogbomoso. The sampling method adopted for this study was Systematic Random Technique. The researcher made use of 238 and 207 were returned given a response rate of 87.0%. Simple percentage was used to analyze the collected questionnaires through presentations of simplified tables.

## V. SIGNIFICANCE OF THE STUDY

This study will contribute significantly to the existing literatures in the area of demographic related research. It will also assist policy makers, librarians to know factors that may inhibit electronic resources in an Institution. It will serve as a readily available source of information for researchers that are interested in the demographic related and Electronic resources.

## VI. RESULTS AND DISCUSSIONS

A total of two hundred and thirty-eight (238) copies of the questionnaire were administered to respondents in Nigerian Baptist Theological Seminary, Ogbomoso. Two hundred and seven (207) copies were duly filled and returned giving a response rate of 86.97%.

The findings revealed the demographic characteristics of the respondents which comprise their faculties, level, gender, age, and religion. Table 1 revealed that the largest number of respondents 74 (35.9%) were from the Faculty of Theological Studies while the least 63 (30.4%) were from Church Music. The academic qualifications also revealed that the largest number of the respondents 92 (44.4%) were undergraduates, 70 (33.9%) were postgraduates while the least respondents were from diploma with 45 (21.7%). On the gender side, the table revealed that the largest number of the respondents 124 (59.9%) were male while the rest 83 (40.1%) were female.

TABLE 1 DEMOGRAPHIC OF RESPONDENTS

Variables		Nigerian Theological No	Baptist Seminary %
Faculties	Church Music	63	30.4
	Education	70	33.7
	Theological Studies	74	35.9
Academic level	Diploma	45	21.7
	Undergraduate	92	44.4
	Postgraduate	70	33.9
Gender	Male	124	59.9
	Female	83	40.1
Marital Status	Single	63	30.4
	Married	144	69.9
	Divorced	0	0
Age (years)	20 - 24	0	0
	25 – 29	44	21.3
	30 – 34	59	28.5
	35 - 39	50	24.2
	Above 40	54	26.0
Religion	Christianity	202	97.6
	Islam	5	2.4
	African Traditional Religion	0	0
			N = 207

It further revealed the age distributions, the largest number of respondents 124(59) were between the ages of 30-34 years category while the least were students between the ages of 20-24 years having nil (0). Highest percentage of 144(69.9%) of respondents was married while the least 63(30.4%) were single. The table also showed that the largest number of respondents 202 (97.6%) were Christians while the least 5 (2.4) were Muslims.

**What are the types of electronic resources available for use of the students of Nigerian Baptist Theological Seminary, Ogbomoso?**

The scales used in measuring the availability of electronic resources were; Very Readily Available, Readily Available,

Not Readily Available and Not Available, but for the purpose of writing the result, Very Readily Available and Readily Available were merged to become Readily Available so the scales used were Readily Available, Not Readily Available and Not Available. Table 2 revealed that largest number of respondents indicated internet 140(67.7%) as the electronic resources that was readily available to the respondents.

From the table 2, it was noticed that all the electronic resources as listed above are available for consultation and a use by the respondent.

TABLE 2 AVAILABILITY OF ELECTRONIC RESOURCES

Electronic Resources	Faculties	VRA		RA		NRA		NA	
		No.	%	No.	%	No.	%	No.	%
E-Journals	Church Music	17	8.2	21	10.1	11	5.3	8	3.9
	Education	19	9.2	25	12.1	13	6.3	11	5.3
	Theological studies	23	11.1	29	14.0	16	7.7	14	6.8
E- Books	Church Music	17	8.2	21	10.1	8	3.8	8	3.9
	Education	20	9.7	25	12.1	12	5.8	11	5.3
	Theological studies	25	12.1	29	14.0	16	7.7	15	1.2
CD-ROM	Church Music	16	10.2	20	9.6	11	5.3	12	5.7
	Education	18	8.7	23	11.1	12	5.9	15	7.3
	Theological studies	21	7.7	26	12.6	15	7.2	18	8.7
Online Databases	Church Music	20	9.6	20	9.7	11	5.3	8	3.8
	Education	23	11.1	21	10.1	12	5.9	12	5.8
	Theological studies	26	12.6	23	11.1	15	7.2	16	7.7
OPAC	Church Music	20	9.7	19	9.2	10	4.8	11	5.3
	Education	21	10.1	22	10.6	11	5.3	14	6.8
	Theological studies	23	11.1	25	12.1	14	6.8	17	8.2
Internet	Church Music	30	14.5	11	5.3	10	4.8	9	4.4
	Education	33	15.9	14	6.8	11	5.3	10	4.8
	Theological studies	36	17.4	16	7.7	14	6.8	13	6.3

### Rating of the purpose(s) for which the students of Nigerian Baptist Theological Seminary use electronic resources

Table 3 revealed different purpose(s) of using electronic resources by respondents. The largest number of respondents indicated that assignment 61(29.5%) was the main purpose of using electronic resources by respondents,

while Others (Social Media) was the least purpose of using electronic resources 13(6.3%). From the analysis it is obvious that students in the seminary uses electronic resources more on academic related works such as assignment, research, projects, term papers, seminars and class work which constitute about 93.7% as against using it for leisure's such as social media or videos streaming.

TABLE 3 PURPOSE OF USAGE OF ELECTRONIC RESOURCES

Purpose	FACULTIES						Total	
	Church Music		Education		Theological studies		No.	%
	No.	%	No.	%	No.	%		
Assignment	17	8.2	20	9.7	24	11.6	61	29.5
Research/Project	14	6.8	18	8.7	21	10.1	53	25.6
Term Paper	8	3.9	11	5.3	14	6.7	33	15.9
Seminar	6	2.9	9	4.3	12	5.8	27	13.0
Class work	4	1.9	7	3.4	9	4.4	20	9.7
Others,(social media, music, films)	2	1.0	4	1.9	7	3.4	13	6.3
Total							207	100.0

### What is the level and frequency of use of electronic resources by students of Nigerian Baptist Theological Seminary, Ogbomoso?

Table 4 gives the summary of frequency of electronic resources used by respondents. The parameter used was

Daily, Twice a week, Once a week, Twice Monthly, Once a month, Occasionally and Never. The table revealed that daily usage of electronic resources was 100%. Respondents have need to use electronic resources at one point or the other during the day and at least twice during the week as shown by table 4.5

TABLE 4 FREQUENCY OF ELECTRONIC RESOURCES USE BY RESPONDENTS

Electronic Resources	Faculties	Daily		Twice a week		Once a week		Twice Monthly		Once a month		Occasionally		Never	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
E-Journals	Church. M	9	4.3	9	4.3	6	2.9	5	2.5	4	1.9	10	4.8	6	2.9
	Education	12	5.9	12	5.8	9	4.3	9	4.3	7	3.4	12	5.9	8	3.9
	Theological	15	7.2	14	6.8	12	5.8	12	5.8	10	4.8	15	7.2	11	5.3
E- Books	Church. M	14	6.8	7	3.4	6	2.9	5	2.4	5	2.4	14	4.8	0	0
	Education	17	8.2	10	4.8	9	4.4	8	3.9	7	3.4	19	6.3	0	0
	Theological	19	9.2	13	6.3	11	5.3	10	4.8	9	4.3	24	7.2	0	0
CD-ROM	Church. M	9	4.3	8	3.9	6	2.9	13	2.9	4	1.9	10	4.8	0	0
	Education	12	5.9	10	4.8	9	4.3	18	3.9	8	3.9	12	5.9	0	0
	Theological	15	7.2	13	6.3	12	5.8	23	4.8	10	4.8	15	7.2	0	0
Online Databases	Church. M	12	5.8	7	3.4	8	3.9	10	4.8	4	2.0	15	4.8	0	0
	Education	15	7.2	9	4.3	10	4.8	8	3.9	6	2.9	21	6.3	0	0
	Theological	17	8.3	13	6.3	13	6.3	5	2.4	8	3.9	26	7.7	0	0
OPAC	Church. M	16	7.8	6	2.9	6	2.9	4	1.9	4	2.0	8	3.9	8	3.9
	Education	19	9.2	8	3.9	8	3.9	6	2.9	6	2.9	11	5.3	11	5.3
	Theological	21	10.1	10	4.8	11	5.3	9	4.3	8	3.9	13	6.3	14	6.6
Internet	Church. M	26	11.1	6	2.9	16	3.9	3	1.5	0	0	0	0	0	0
	Education	31	13.1	8	3.9	22	5.3	7	3.4	0	0	0	0	0	0
	Theological	38	15.9	11	5.3	27	6.3	10	4.8	0	0	0	0	0	0

TABLE 5 BENEFITS OF USING ELECTRONIC RESOURCES

Benefits	Faculties	SA		A		SD		D	
		No.	%	No.	%	No.	%	No.	%
Easy access to information resources	Church Music	36	17.4	14	6.8	11	5.3	-	-
	Education	39	18.8	17	8.2	13	6.3	-	-
	Theological. S	42	20.3	19	9.2	16	7.7	-	-
Better users satisfaction	Church Music	26	12.5	24	11.6	-	-	11	5.3
	Education	29	14.0	27	13.1	-	-	13	6.3
	Theological. S	32	15.5	29	14.0	-	-	16	7.7
Access to more online-based resources	Church Music	26	12.5	23	11.1	-	-	11	5.3
	Education	30	14.6	26	12.6	-	-	14	6.8
	Theological. S	33	15.9	28	13.5	-	-	16	7.7
Access to library services off campus	Church Music	17	8.2	14	6.8	11	5.3	17	8.1
	Education	20	9.7	17	8.2	14	6.8	18	8.7
	Theological. S	23	11.1	19	9.2	17	8.3	20	9.7
Bringing users into greater contact with library collections	Church Music	25	12.1	25	12.1	11	5.3	-	-
	Education	28	13.5	27	13.0	14	6.8	-	-
	Theological. S	31	15.0	30	14.5	16	7.7	-	-
Possibility of searching multiple file at one time	Church Music	26	12.5	23	11.1	12	5.8	-	-
	Education	29	14.0	25	12.1	15	7.2	-	-
	Theological. S	32	15.5	28	13.5	17	8.3	-	-
Printed and searches saved to be repeated at a later date	Church Music	21	10.1	21	10.1	8	3.9	7	3.4
	Education	25	12.1	23	11.1	11	5.3	10	4.8
	Theological. S	28	13.5	26	12.6	14	6.6	13	6.3
Enabled linkages by hypertext and hyper-media format	Church Music	21	10.1	22	10.6	8	3.9	8	3.9
	Education	23	11.1	24	11.6	11	5.3	11	5.3
	Theological. S	26	12.6	27	13.0	13	6.3	13	6.3
Saves time of the users in searching	Church Music	29	14.0	20	9.6	12	5.8	-	-
	Education	31	15.0	23	11.1	14	6.8	-	-
	Theological. S	34	16.4	26	12.6	18	8.7	-	-
Feat accomplished more easily than when using printed equivalent	Church Music	21	10.2	22	10.7	8	3.8	7	3.4
	Education	23	11.1	23	11.1	12	5.8	10	4.8
	Theological. S	27	13.0	27	13.0	14	6.8	13	6.3

The parameters used for measuring the benefits of using electronic resources were Strongly Agree, Agree, Strongly

Disagree and Disagree. But for the purpose of writing the result, strongly agree and agree were merged to become

agree, while disagree and strongly disagree were merged to become disagree. Table 4.6 revealed that largest number of respondents 167(80.67%) agreed that they benefitted from easy access to information resources while 40 (19.33%) were of a different opinion

From the analysis of the ten (10) users benefits highlighted from the questionnaire in table 4.6, respondents of over 73.6% (this was a respondent rate of 1524 from the 10 fields from a possible output of 2070) opined various benefits derived from using electronic resources in the institute. They believe that using electronic resources in one way or another has contributed to their access to information and has saved their time.

## VII. CONCLUSIONS AND RECOMMENDATIONS

The ever growing usage of electronic resources among students of theological institutions assists in teaching, learning and research. It was clear from the findings that students in theological institutions make use of electronic resources for assignments, research and project work this was indicated in their responses as against other specified purposes that were least used. Theological institutions in Nigeria need to have a mutual interaction that would enhance information sharing and exchange of ideas. There should also be a provision for inter-library cooperation which would give room for exchange of electronic resources. The use of the library should be taught as a course in theological institutions as it would expose students to the immense volume of electronic resources that have been made available by the institution.

This study investigates the demographic factors, availability and usage of electronic library resources by students' users in theological student of Ogbomoso library. The findings revealed that there was significant relationship between availability of electronic resources and utilization of electronic library resources. Demographic factors were also analyzed to see if it has effect on usage of electronic library resources. There was no significant relationship between gender and use of electronic library resources though the respondents were more of males. The internet, e-journals and other electronic resources were important sources of information for the students. Majority of users centered their usage of electronic resources on Internet usage only. Students' demographic factors should not be a barrier to e-resources use and as a result, students of all ages and gender should endeavor to acquire knowledge required to enable them make effective use of online library resources anytime and anywhere. Both young and old students should be encouraged and sensitized on the benefits available in the use of library electronic resources.

The great majority of the faculties uses printed sources more than e-sources, but they also use e-sources quite frequently. Use is mostly of books, websites and printed journals. It was also found that the use of e-resources is higher in some

faculties than others and also, the results indicated that the use of e-resources is positively influenced by the respondents' perceived usefulness of resources, the convenience of access to the sources and their academic productivity.

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