



Primary School Teachers' Attitude and Usage of E-Library as... (Ogunjimi, 2021)

Primary School Teachers' Attitude and Usage of E-Library as Educational Resources in Ilorin Metropolis, Nigeria

Mayowa OGUNJIMI, Ph. D.

Email: ogunjimi.mo@unilorin.edu.ng;

Tel: +2348033912362

Department of Adult and Primary Education, University of Ilorin, Ilorin, Nigeria.

Abstract

This study investigated primary school teachers' attitude and usage of e-library as educational resources in Ilorin Metropolis, Kwara State, Nigeria. A descriptive survey research design was adopted for this study. The population of the study consist of 7,468 primary school teachers in Ilorin Metropolis while the target population was all the public primary school teachers in three local government areas that constitute the metropolis. The sample for the study consisted of three hundred teachers selected from thirty public primary schools in the metropolis. Multistage and simple random sampling techniques were used to select ten teachers each from the public primary schools. A self-constructed questionnaire titled: Teachers Attitude and Use of E-Library Questionnaire (TAUEQ) was used for data collection. TAUEQ was validated for face and content validity while a reliability value of 0.85 was established using Cronbach's Alpha reliability method. Data collected was analysed using Frequency Count, Simple Percentage and Multiple Analysis of Variance (MANOVA). Results of the findings showed that the attitude of primary school teachers towards e- library as educational resources was positive and teachers' usage level of e-library as educational resources was low. Also, there was significant difference between teachers' attitude and usage of e-library as educational resources based on years of teaching experience, level of education and gender. The study recommended, among others, that the managements of public primary schools need to cultivate a school environment that is internet friendly and invest on professional development of teachers by organizing workshop and training in digital acquisition, effective search strategies and techniques which will help to cushion the impact of lack of ICT skills.

Keywords: Education; Educational Resources; E-Library; Attitude.



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Introduction

Education is the key to sustainable social and economic development. It is the set of all planned activities (or processes) intended for personal and/or societal development. It is important in every stage of a person's life, for social and personal development. It brings about the development of knowledge, skills and attitudes that individuals need for optimal participation in society. The objective of education is learning which hypothetical construct is and which can only be observed indirectly (i.e. through changed behaviours/values/attitudes etc.). It is a cognitive process and inherent in all real-life activities. It could happen due to a planned act or due to chance and can also come almost every day: at home, at school, through the internet, at work.

Educational resources are essential and significant tools needed for teaching and learning of school subjects to promote teachers' efficiency and improve students' performance. According to Abdu-Raheem (2011), they make learning more exciting, practical, realistic, appealing, and also enable both the teachers and learners to participate actively and effectively in lesson sessions. They give room for acquisition of skills, knowledge, development of self- confidence and self- actualization. Mohammad (2012) posited that it is very important to use these resources for instructional delivery to make learners acquire more knowledge and to promote academic standard. In addition, Owo and Isaac (2021) stressed that availability of educational resources in schools help to achieve effectiveness in educational delivery and supervision in the school system. Oluwagbohunmi and Abdu-Raheem (2014) observed that these materials help teachers to teach conveniently and the learners to learn easily without any problem because they have direct contact with all sense organs.

From the definitions cited above, there is no denying the multiplicity of learning advantages derivable from the use of educational resources. Hence, educational resources are all devices and materials that are made available and put to use by teachers and learners, thereby resulting in emergent permanent change in behaviour. These include traditional materials such as libraries, chalkboards, printed materials (hand-outs, books and worksheets), display boards, charts, slides, overheads, real objects or models, and video tape or film, as well as information and communication technology materials such as computers, DVDs. CD-ROMs, interactive white board, internet, interactive video conferencing, etc. All of these helps to make learning concrete and enhance understanding in learners.

Library as one of the educational resources consisted of printed and non-printed materials available for dissemination of information. Libraries have been the guardians and distributors of books, journals, maps and other materials that are used by educators in the learning process. They are hub of knowledge mines and hence a central and integral part of academic life (Rao, 2011). The first Library dates back almost 5000 years and consisted of the collection of clay tablets later replaced by the printed book. This was gradually transformed into paper and other printed materials that have been kept in the library. Today, libraries still play the primary function in scholarly environment by imparting knowledge through learning, teaching and research (Rao, 2011). The role of libraries in both past and present times makes them the backbone of educational institutions. In the public and private sector of developing countries, educational institutions are now using libraries as the most suitable institutions that can make a powerful change in society (Vilgi & George, 2017; Shafique, Rehman & Mukhtar, 2011).



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Over the years, libraries have expanded their collections beyond traditional print resources to include those of an electronic nature. The IT revolution, especially in the area of internet and computer technology, has heralded the development and implementation of new and innovative curriculum delivery strategy in the education sector. In recent times, the content of libraries is not restricted to physical formats such as books, magazines or journals. Libraries are now shifting from traditional printed resources to the use of Information and Communication Technology (ICT) and other electronic-driven services. However, the use of electronic resources does not take the place of printed resources but facilitate it through access to large stock of library materials (Okazie, 2016). The changes that have occurred in the world of ICT are what have shifted the content of library resources from printed information to online information resources. Libraries resources have already been introduced to the scene of computer-based learning in the mid-twentieth century, and now they support e-learning by offering carefully selected information resources and a variety of ICT supported services to facilitate access to varieties of learning materials. These ICT supported services include online bibliographic instruction, computerized library catalogues, digital libraries, distance learning services, e-databases, instant messaging services, etc.

The use of Information and Communication Technology (ICT) to enhance teaching and learning cannot be overemphasized. According to Adeniran (2013) it increases learner motivation and engagement, by facilitating the acquisition of basic skills, and by enhancing teacher training. It is also a transformational tool which, when used appropriately, can promote the shift to a learner-centered environment. This transformation results in increased learning gains for students, creating and allowing opportunities for learners to develop their creativity, problem-solving abilities, informational reasoning skills, communication skills, and other higher-order thinking skills.

Studies of teaching and learning (Adeniran & Unuigboje, 2018; Ogbondah, 2008) identified four broad stages in the way that teachers and learners gain confidence in the use of ICT. These four stages are: discovering, learning how, understanding how and when, and specializing in the use of ICT tools. ICTs are now exerting pressure on the orthodox structures of the educational systems in several African countries. Many countries in Africa have advocated for a review of their various curricula to facilitate the infusion of ICT literacy from early stages of education to tertiary levels. According to Mufutau, Afolake and Oluwadamilare (2012), the dynamism in the use of ICT resulted in a tidal wave of information that has resulted into getting information from electronic resources such as 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 via network such as the internet. Having access to these electronic resources is highly essential for teachers and learners, who are significant components in an information system. This recent global advances in communication infrastructure, digital media, network services, and electronic commerce present transformational opportunities for development and increase in library service offerings and improving organizational performance (Bakare, Onah & Okereke, 2018).

Consequently, an Electronic or Digital Library which is also referred to as E-Library is a managed collection of information, with associated services, where the information is stored in digital formats and accessible over a network. Daniel (2012) remarked that e-library is a collection of networked digital information resources and associated technical and managerial infrastructure. Well-designed digital library software has the potential to enable non-specialist people to conceive, assemble,



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build and disseminate new information collections. This has great social impact because it democratizes the dissemination of information. In particular, it revolutionizes the way in which education is conducted and educational materials are prepared. In terms of characteristics, electronic libraries contain diverse collections of information for use by many different users. Their sizes range from very small to huge. They can use any type of computing devices and suitable software. The underlying fact is that information is organized on computers and made available over a network, with guidelines to select the material in the collections, to organize it, make it available to users and to archive it. Although e-libraries are different from traditional libraries, however, there are similarities between them. The shift from traditional to electronic libraries is not only a technological evolution, but also has required a change in the way people access or handle information.

E-library is indispensable for education because it offers up-to-date materials, immediate access to a wide range of sources which not exist physically, provides resources via the internet. Tanner and Deegan (2011) analyzed the values and benefits of using e-library resources in teaching and learning, and concluded that the increasing availability of digitized resources allows educational institutions to provide learners with more varied, more accessible and richer teaching materials than ever before. This encourages a more exploratory research-based approach to teaching and learning. Entirely new topics and subjects can be studied, new modes of assessment are possible, and learners are given a richer educational experience.

E-library, no doubt, has brought new dimensions to teaching and learning; dimensions that have unlocked for teachers, access to technologies and methodologies which will, in no small measure, promote efficiency and effectiveness of classroom teaching. The successful integration of e-library resources in the school system depends largely on the competence and right attitude of teachers towards the role of modern technologies in teaching and learning. Attitudes are the feelings and beliefs that largely determine how people perceive their environment, commit themselves to intended actions and ultimately behave accordingly. Paul, Rosnold and Adeyinka (2007) stated that an attitude is a mental and neutral state of readiness organized through experience, exerting a directive or dynamic influence on individual's response or situations with which it is associated. Attitude regarding environment and electronic information resources vary among people. Abu-Qudais, Al-Adaile and Al-Omari (2010) argued that while reading an e-journal is not the same as reading a printed issue and that many students acknowledged that electronic documents offer users advanced features and novel forms of functionality beyond those in printed format. Olatokunbo (2012) confirmed through his study on electronic information resources awareness, attitudes, and use by academic staff members of the University of Lagos, Nigeria, that 55% of academic staff members indicated that the level of awareness of the subscribed electronic information resources by the Library Management is rather low.

Moreover, Bakare, Onah and Okereke (2018) conducted a study to investigate the capacity building needs of lecturers in e-teaching for effective delivery of computer and electrical/electronic technology courses in tertiary institutions in southwestern Nigeria. The findings of the study indicated that respondents are still heavily dependent on printed sources, although about 50.4% of them "have access to, and are using the internet in their teaching/research. The study attributed non-use of the internet to problems of accessibility, ease of use, analysis of internet use by academic staff and cost. Bayugo and Agbeko (2007) reported on a survey convenient access to, and use of, electronic databases (CD-ROM/Online) with full text journals, and their effect on Information seeking behavior of health



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sciences academics at the College of Health Sciences of the University of Ghana. The survey documented academic preferences of print and electronic resources, and the specific databases and full text journals. The results showed that academics were unaware of the two full text databases (HINARI and PERI), available at the Library. Hence, they resorted to the use of PUBMED as their source of access to full text articles. They concluded that most academics now prefer using electronic access to information (CD-ROM/Online), to traditional print indexes and abstracts.

In addition, Azubuike (2016) carried out a study on information literacy skills and awareness of electronic information resources as influencing factors of their use by postgraduate students in two Universities in South-West Nigeria. His study also identified lack of ICT and power supply outage as constraints to use of electronic resources. Personal demographic variables have been investigated also to have influence on the usage of Electronic Information Resources (EIR). In this context, studies found out that, personal demographic variables such as age, income level, gender, professional qualification, and country level of development have the influential role on the usage of the EIR (Adeoye, Adanikin, & Adanikin, 2020; Mufutau, Afolake & Oluwadamilare, 2012; Abu-Qudais, Al-Adhaileh & Al-Omaril, 2010).

There is no doubt that e-library can have a positive impact on teaching and learning, if it used under the right conditions including suitable sources, training and support. It offers to meet the learning needs of individual learner, promote equal opportunity, and also promote interdependence of learning among learners (Teo, 2008). The present and future teachers must be prepared to provide technology-supported opportunities for the learners, and therefore need to have adequate ICT skills and digital competence themselves. In order to use e-library resources in the classroom effectively, teachers must have a good perception; understanding and the right attitude towards technology, and they should be trained in using modern technologies in the field of education.

The changes in the education sector have exerted pressure upon the traditional teaching; thereby causing changes in the teaching and learning methods, towards a greater emphasis on learner centered learning, due to technology developments. This has led to an increase in the availability of electronic information sources all of which have been significant in the teaching and learning enterprise. The relevance of e-library lies in the accessibility of its resources. Now, it is one thing for e-library to be accessible, usability is another thing. These two factors determine whether e-library resources are fully utilized or not. In order to make full utilization of e-library resources, teachers need to develop positive attitude towards them and invest their time in learning how to use them. This seems to be one of the biggest challenges faced by teachers in primary schools. Some primary school teachers seem to be easily intimidated by new and unfamiliar tasks, and tend to avoid doing anything that requires them to learn something very different from the things to which they are accustomed.

Consequently, the question is: what is the nature of attitude and use of e-library resources by primary school teachers in Nigeria? Do they have a positive attitude towards e-library and how well are these resources used? The world has become a global village and there is dire need for us Nigerian primary school teachers to catch up with the rests of the world by showing a positive attitude and great use of e-library resources. Besides, if we must observe this positive attitude and the use of e-library, then the integration must begin from primary education which is the bedrock for other levels of education. It is against this background that this study examines primary school teachers' attitude and usage of e-library as educational resources.



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Objectives of the Study

The general purpose of this study was to investigate primary school teachers' attitude and usage of e-library as educational resources in Ilorin Metropolis. Specifically, the study attempted to determine:

1. The attitude of primary school teachers towards e-library as educational resources.
2. Level of the use of e-library as educational resources among primary school teachers.
3. Whether teachers' attitude and usage of e-library depend on years of teaching experience, level of education and gender.

Research Questions

1. What is the attitude of primary school teachers towards e-library as educational resources?
2. What is the teachers' usage level of e-library as educational resources in primary schools?

Research Hypothesis

1. There is no significant difference in teacher's attitude and usage of e-library based on years of teaching experience, level of education and gender.

Methodology

This study adopted the use of descriptive survey research design. This design is appropriate because the study explored primary school teachers' attitude and usage of e-library as educational resources, and an attempt was made to determine whether or not a significant difference exist between attitude of teachers and usage of e-library as educational resources based on years of teaching experience, level of education and gender. The population of the study consist of 7,468 primary school teachers in Ilorin Metropolis while the target population was all the public primary school teachers in the three local government areas that constitute the metropolis, with characteristics of gender, years of teaching experience and level of education being requested in order to determine whether teachers' attitude towards e-library and use of e-library resources significantly depend on these characteristics. Multistage sampling technique was used to select three hundred public primary school teachers used as sample size for the study. In the first stage, hat and draw method of simple random sampling technique was used to select ten public primary schools in each of the three Local Government Area in Ilorin Metropolis. In the second stage, using gender as the basis for stratification, proportionate stratified random sampling technique was used to select ten teachers (both males and females) in each of the selected thirty public primary schools in Ilorin Metropolis.

The instrument used for this study was a structured self-constructed questionnaire titled: Teachers Attitude and Use of E-Library Questionnaire (TAUEQ). The questionnaire was based on the two variables of attitude and usage of e-library as educational resources. It was divided into three sections. The first section (Section A) solicited the demographic details of respondents while the second section (Section B) which contained fifteen items was attributed to determining teachers' attitude towards e-library resources and the third section (Section C) which also contained fifteen items was based on teachers' usage of e-resources. The response format scale used in section B was anchored on four-point Likert scale ranging from Strongly Agree (4 points) to Strongly Disagree (1 point) while in section C the response format ranges from Very Often (4 points) to Never (1 point). The content validity



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of the questionnaire was ensured using two experts in the area of Educational Measurement and Educational Technology. After trial testing the instrument on a separate sample different from the study sample, the internal consistency reliability estimate of the instrument was established using Cronbach Alpha Method. Hence, a reliability value of 0.859 was derived which indicates that the instrument was reliable. The data collected were analysed using descriptive and inferential statistics. Descriptive statistics of frequency count and simple percentage were used to provide answer to the two research questions while inferential statistics of Multivariate Analysis of Variance (MANOVA) was used to test the stated research hypothesis.

Results

Research Question 1

What is the attitude of primary school teachers towards e- library as educational resources?

To answer the research question, attitude of primary school teachers towards e- library as educational resources were summed and subjected to percentage analysis. The minimum score, maximum score and range score of the respondents were 15, 60 and 45. The range was divided by the two levels of attitude (positive and negative) and the cut off was 22.5. Scores between 15-38 and 39-60 were categorized as negative and positive attitude respectively. The result is presented in table 1.

Table 1: Attitude of primary school teachers towards e-library as educational resources

Attitude	Cutoff Range	Frequency	Percentage (%)
Positive	39-60	184	61.3
Negative	15-38	116	38.7
Total		300	100.0

Result in table 1 indicates that 116 (38.7%) of the sampled respondents had negative attitude towards e- library as educational resources, while 184 (61.3%) had positive attitude towards e-library as educational resources. This means that the attitude of primary school teachers towards e- library as educational resources is positive.

Research Question

What is the teachers' level of use of e-library as educational resources?

To answer this research question, responses on teachers' level of use of e-library as educational resources were summed and subjected to percentage analysis. The minimum score, maximum score and range score of the respondents were 15, 60 and 45. The range was divided by the three levels of usage (high, average and low) and the cut off was 15. Scores between 15-30, 31-45 and 46-60 were categorized as low, average and high levels respectively. The result is presented in table 2.



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Table 2: Teachers' level of use of e-library as educational resources

Levels	Cutoff Range	Frequency	Percentage (%)
High	46-60	88	29.3
Average	31-45	54	18
Low	15-30	158	52.7
Total		300	100.0

Result in table 2 indicates that 158 (52.7%) of the sampled respondents had low level usage of e-library as educational resources, 54 (18%) had average level usage of e-library as educational resources while 88 (29.3%) had high level usage of e-library as educational resources. From the foregoing, it means that the teachers' level of usage of e-library as educational resources is low.

Hypothesis

There is no significant difference in teacher's attitude and usage of e-library based on years of teaching experience, level of education and gender.

To test this hypothesis, the data collected from the respondents to the questionnaire were analysed using Multivariate Analysis of Variance to determine whether teacher's attitude and usage of e-library depend on years of teaching experience, level of education and gender. The result of the analysis is presented in tables 3 and 4.

Table 3: MANOVA of years of teaching experience, level of education and gender on teacher's attitude and usage of e-learning as educational resources in public primary schools

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.975	5420.699 ^b	2.000	280.000	.000
	Wilks' Lambda	.025	5420.699 ^b	2.000	280.000	.000
	Hotelling's Trace	38.719	5420.699 ^b	2.000	280.000	.000
	Roy's Largest Root	38.719	5420.699 ^b	2.000	280.000	.000
Years of Teaching Experience	Pillai's Trace	.118	5.870	6.000	562.000	.000
	Wilks' Lambda	.885	5.893 ^b	6.000	560.000	.000
	Hotelling's Trace	.127	5.915	6.000	558.000	.000
	Roy's Largest Root	.095	8.911 ^c	3.000	281.000	.000
Level of Education	Pillai's Trace	.210	11.018	6.000	562.000	.000
	Wilks' Lambda	.790	11.682 ^b	6.000	560.000	.000
	Hotelling's Trace	.266	12.347	6.000	558.000	.000
	Roy's Largest Root	.264	24.698 ^c	3.000	281.000	.000
Gender	Pillai's Trace	.033	4.748 ^b	2.000	280.000	.009
	Wilks' Lambda	.967	4.748 ^b	2.000	280.000	.009
	Hotelling's Trace	.034	4.748 ^b	2.000	280.000	.009
	Roy's Largest Root	.034	4.748 ^b	2.000	280.000	.009

a. Design: Intercept + Years of Teaching Experience + Level of Education + Gender

b. Exact statistic

Result in Table 3 shows that there is significant influence of years of experience, level of education and gender on teacher's attitude and usage of e-learning as educational resources in public primary schools. This is evident with the F-calculated value of 5.893 and p-value of 0.00 for years of experience, F-calculated value of 11.682 and p-value of 0.00 for level of education, and F-calculated



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value of 4.748 and p-value of 0.01 for gender which are less than 0.05 level of significance. Since the p-values are less than 0.05 level of significance, the null hypothesis is not accepted which signifies that there is a significant difference in teacher's attitude and usage of e-library based on years of experience, level of education and gender.

Table 4: Tests of Between-Subjects Effects (Differences)

Source	Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	Attitude	4828.674 ^a	18	268.260	9.006	.000
	Usage	8102.065 ^b	18	450.115	7.102	.000
Intercept	Attitude	157109.728	1	157109.728	5274.377	.000
	Usage	107492.672	1	107492.672	1696.034	.000
Years of Teaching Experience	Attitude	338.413	3	112.804	3.787	.011
	Usage	1153.094	3	384.365	6.065	.001
Level of Education	Attitude	1907.621	3	635.874	21.347	.000
	Usage	333.912	3	111.304	3.178	.007
Gender	Attitude	38.294	1	38.294	2.614	.013
	Usage	381.914	1	381.914	6.026	.015

Result in table 4 shows significant difference in teacher's attitude and usage of e-learning as educational resources across years of teaching experience. This is evident in the F-value of 3.787 and 6.065 with p-value of 0.011 and 0.01 for teacher's attitude and usage of e-learning as educational resources. Also, significant difference was observed in teacher's attitude and usage of e-learning as educational resources across level of education. This is evident in the F-value of 21.347 and 3.178 with p-value of 0.000 and 0.007 for teacher's attitude and usage of e-learning as educational resources. Furthermore, the significant difference observed with respect to gender was also in the area of teacher's attitude and usage of e-learning as educational resources which is evident in the F-value of 2.614 and 6.026 with p-value of 0.013 and 0.015.

Discussion of Findings

The finding of this study revealed that primary school teachers generally have a positive attitude towards e-library as educational resources. This is attributed to the fact that teachers believed that the use of e-library resources have the potential to improve learner participation. This finding was supported by Olatokunbo (2012) who confirmed that university teaching staff showed positive disposition and support for electronic information resources by the Library Management. It was revealed that a positive attitude towards e-library facilitate ability to get direct link of information services and dissemination in the digital era. It also provides opportunities for the teachers to access and utilize online resources to interact with multiple levels of information on objects. However, the percentage of teachers whose attitude are negative to e-library (37%) poses a concern. The reasons for this negative outcome may be due to unreliable internet connection, lack of an adequate ICT infrastructure and affordable online access, absence of in-depth ICT skills and information searching skills among the teachers, inadequate power supply and lack of awareness of some e-library resources (Mufutau, Afolake, & Oluwadamilare, 2012 & Azubuike, 2016).

Moreover, this study found out that primary school teachers' usage level of e-library is low. This revealed that many of the teachers (52.7%) are not using e-library as educational resources. It was revealed that primary school teachers use e-library as educational resources sparingly. This corroborate



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the findings of Eze, Chinedu-Eze and Bello (2018), Adeniran (2013) and Ndinoshiho (2010) who observed that many e-library resources were substantially under-utilized by their respondents. The possible reasons identified were inadequate knowledge and skills in the use of e-library, lack of awareness of the available e-journals, textbooks and other e-library resources, shortage of computers, lack of adequate computer laboratory facilities and lack of computer skills, unreliable internet connections, lack of adequate fund allocation to subscriptions, lack of knowledge about the links to e-library resources, and lack of training and orientation programs for the teachers. According to Adeniran (2013) on electronic library utilization among students of Redeemer's University, Nigeria, the challenges faced by the respondents include difficulty to identify relevant database to meet their information needs, lack of access to e-resources, persistent power failure and limited bandwidth. It was reported that many teachers prefer the use of print out textbook materials as teaching resources than electronic resources because of the discomfort of reading from the screen (Bakare, Onah & Okereke, 2018)

Furthermore, the study revealed that there is a significant difference in teacher's attitude and usage of e-library on the basis of years of experience, level of education and gender. This means that the attitude of primary school teachers and their usage of e-library resources depend significantly on years of teaching experience, level of education and gender. This finding was supported by Abu-Qudais, Al-Adaile and Al-Omari (2010) who linked positive attitude to teaching experience and made a suggestion that teachers' professional development programme must bring out enthusiasm for learning the subject and improve teachers' subject knowledge that would motivate them to use educational resources for improved learning outcome. Also, the findings of Mufutau, Afolake & Oluwadamilare (2012) maintained that personal demographic variables such as age, income level, gender, professional qualification have the influential role on the usage of the EIR. Apart from these variables determining teachers' attitude and usage of e-library, Adeniran (2013) pointed out that the usage of e-library depend on factors such as poor network connectivity, inadequate facilities such as bandwidth, epileptic power supply, lack of search skills and improper guidance on use of electronic resources.

Conclusion

Based on the findings of this study, it is concluded that majority of primary school teachers in Ilorin metropolis, Kwara State have a positive attitude towards e-library resources. However, if nothing is done to help teachers maintain a positive attitude towards e-library, it is very possible that the percentage of those with negative attitude will increase and they will dominate those whose attitude is positive. Though the attitude towards e-library is positive, the level of public primary school teachers' usage of e-library as educational resources is low. This study has linked the low-level usage to a number of factors among which are bad network connectivity, lack of awareness, epileptic power supply, lack of skills in using e-library resources, preference for printed materials and lack of computers infrastructures. It is also evident from this study that attitude towards e-library resources among primary school teachers is a function of the variables of years of teaching experience, level of education and gender. More so, it is evident that years of teaching experience, level of education and gender influences the usage of e-library resources among primary school teachers in Kwara State, giving credence to the fact that teachers with higher qualifications and teaching experience are better with the use of e-library as educational resources than their counterparts with lower academic qualifications and teaching experience.



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Recommendations

The following recommendations were made based on the findings of the study.

1. The management of public primary schools (State Ministry of Education) need to cultivate a school environment that is internet friendly, make adequate provision for efficient bandwidth so that teachers are able to download learning materials from the internet, supply computers and provide soft loans to staff for the purchase of personal computers and ensure that there is an alternative source of power supply to take their care of the epileptic nature of electricity.
2. School Managements should invest on professional development of teachers by organizing workshop and training in digital acquisition, effective search strategies and techniques which will help to cushion the impact of lack of ICT skills. This also call for increase in the procurement of ICT facilities and their installation so as to enhance access and use of e-library. Also, a reinforcement mechanism should be put in place for teachers to use e-library educational resources. This will result into an effective teaching and learning process among teachers and students, thereby building them to become competent users of ICT in the teaching and learning process.
3. There should be a massive awareness creation that will illuminate the technicality of most of the electronic resources across different level of teaching experience, level of education and gender of teachers. The knowledge about the existence of an invention across all levels will increase the chances of seeking the knowledge of their use. In essence, awareness will improve the usage of e-library resources.

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