RESEARCH ARTICLE

INFLUENCE OF ATTITUDE ON BEHAVIOURAL INTENTION TO USE ELECTRONIC INFORMATION RESOURCES BY MASTER OF BUSINESS ADMINISTRATION STUDENTS IN FEDERAL UNIVERSITIES IN NIGERIA

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ABSTRACT

The focus of this research work was to investigate the influence of attitude on behavioural intention to use electronic information resources by MBA students in Nigeria federal universities. Cluster sampling technique was adopted for the study and systematic sampling technique was used to select 60% of the total population of the MBA students across the ten federal universities offering the programme based on probability and proportionate size. Data were collected using questionnaire designed to elicit response from respondents and analysed using Pearson Product Moment Correlation Analysis, Multiple Regression Analysis using Partial Lease Square Method (PLSEM), Mean, Standard Deviation and Percentages. However, out of one thousand two hundred and seventy (1,270) copies of questionnaire administered to the respondents, one thousand and fifteen copies (1,015) were returned which represents 79.9% response rate for the study. Findings revealed that the attitude of MBA students towards the use of electronic information resources in Nigeria federal universities was high. However, the results of the study established that MBA students' attitude predicted their behavioural intention to use electronic information resources, which plays a vital role in their academic and research endeavours.

INTRODUCTION

Electronic information resources (EIRs) are information stored digitally in computer or computer related-facilities such as CD-ROMs, flash drives, digital repositories or the Internet. Electronic information resources could be defined as resources in which information is stored digitally or any electronic product that delivers a collection of data, such as full-text databases, electronic journals, image collections and multi-media products which are accessible through electronic systems and networks. Electronic information resources (EIRs) are gradually becoming the major resources in every university library. The emergence of electronic information resources has transformed information handling and management in the academic environment and in university libraries (Bamidele, 2024). According to the International Federation of Library Associations and Institutions (IFLA, 2015), EIRs consist of materials that are computer-controlled or by using peripheral devices directly connected to the computer, such as a CD-ROM drive, or remotely via a network, such as the Internet.

The category includes software applications, electronic texts, bibliographic databases, institutional repositories, Web sites, e-books, and the collection of e-journals. EIRs not publicly available free of charge usually require licensing and authentication. Electronic information resources have the potential to increase the learning opportunities offered to students including Master of Business Administration (MBA) students, by providing them access to a variety of resources and making learning more lively and interactive. Electronic information resources promote efficiency in disseminating information for learning and research purposes in universities, through the use of EIRs, MBA students can have access to global electronic information resources to enhance their academic performance (Thanuskodi, 2012). Furthermore EIRs are more easily updated than the print resources. Electronic information resource is more of a tool to assist in conducting research and offer an advantage of searching for materials quickly. As the role of libraries continues to change, librarians are intensifying efforts to make more electronic information resources available for use by students, particularly MBA students. However, MBA students are specifically trained to be world-class managers capable of turning around the management of their various organisations and invariably contributing positively to the economic growth of the nation.

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The academic work for the MBA students is no doubt very cumbersome as they have to keep abreast of information pertinent to their course work both on past and current issues in the field of management and economic realities. They are expected to be able to forecast, analyse and speculate possible outcomes over a range of policy issues, strategic planning and decision making within their industry, country and international boundaries. Thus, they require much information and a mix of resources to enhance their intellectual capacity to cope with the challenges they face in the course of their studentship. EIRs are therefore a very crucial tool for MBA students, and how they acquire and use the information are key determinants of their academic performance (Emmanuel and Jegede, 2011). The MBA programme can be as rigorous as any postgraduate degree, and the most successful students are the ones who are committed to the programme and their career goals. MBA students should have a clear idea of why they want the degree and keep a strong focus on their goals because the business world are for those who can think "outside the box" and develop ingenious solutions to common problems. The MBA candidate should be very creative and be able to come up with innovative and realistic ideas for their organisations. The most successful MBA students and business leaders have a strong sense of entrepreneurship. They are interested in being innovative and have a strong commitment to success. However, it has been noted from personal observation that MBA students do not use the library as frequently as other postgraduate students, probably because they are business executives or managers with tight time schedules. Hence, the need for them to use subscribed EIRs from their respective university libraries because it is more convenient and access to these resources can be made anywhere and at any time as long as they have the required password and user login (Bamidele, 2024).

Given the potential advantages of EIRs (such as ease of access and currency of information) over print resources in a modern electronic information environment, the use of electronic information resources is fast becoming a norm in research and scholarship in universities around the world. Consequently, MBA students should not be left behind in the use of the different types of EIRs which include; e-journals, e-books, online databases, e-theses/e-dissertations, electronic conference proceedings, electronic technical reports, electronic reference documents, CD-ROM databases and Internet resources. University libraries must develop appropriate strategies to provide EIRs towards efficiency in research. Thus, books, journals and theses should be complemented with their electronic counterparts in the university libraries for the use of MBA students through networks within the campus and other terminals (Bamidele, 2024). Many MBA students rely on EIRs as their sources of information because they provide many advantages over traditional print based resources. They contain current information because they are updated frequently and offer advanced search capabilities and flexibility in the storage of results. EIRs enable use of information without restriction of time and location. The new paradigm is that MBA students can now use library resources stored electronically such as full text electronic journals at their desks. It is noteworthy that ease of access to EIRs has reduced physical visit to the library. The user-friendly features of EIRs offer a comfortable platform for students to use e-books, e-journals, e-magazines, e-theses etcetera (Bamidele, 2024). Tanet al, (2012) argued that the most important factor that could determine students'

acceptance and use of EIRs is their behavioural intention. Intentions are defined as plans or goals. People sometimes fall short of achieving their goals, which raises the question of whether respondents consider some factors into consideration when stating their intentions. Therefore, behavioural intention to use EIRs reflects how hard a person is willing to try and how motivated he or she is to use EIRs.In this case, it could describe MBA students' perceived likelihood to make use of EIRs. Behaviour can be determined from the intention with considerable accuracy. Historically, intention has been assumed to be a strong predictor of behaviour but in some cases it may not act consistently. However, it serves as the most proximate predictor of behaviour. Behavioural intention has been used as the dependent variable in many studies perhaps because of its robust ability to predict behaviour which is the central goal of behavioural intention models (Ajzen, 2011). Behavioural intention of students to use EIRs can be either favourable or unfavourable. Favourable behavioural intention often results in bonding with the electronic information resources provided, increased frequency of use, and a willingness to pay for the cost of access. On the contrary, unfavourable behavioural intention lead users to display a higher probability of low use, engage in negative word of mouth to discourage other users, and display unwillingness to pay for access cost (Chang, 2013).

Jeong (2011) studied the EIRs use and acceptance behaviour among postgraduate students in Korea and the study found that the interface characteristics such as colourful displays and interactive features can indirectly influence their behavioural intention to use EIRs. However, the researcher found a significantly positive relationship between usage intention and usage behaviour. Content relevance and system quality influenced the actual use of EIRs by the students. To corroborate the influence of behavioural intention on the use of electronic information resources, Linet al, (2010) examined how users perceive the influence of recommendations on the intention to use e-books for academic purposes. They also measured the level of the perception of trust and perceived risk when users receive e-book recommendations from peers, advertisers, and experts. They gathered data from 382 electronic information resources users between the ages of 18 and 25. The result of the multiple regression analysis indicates that among the three recommendation sources (word-of-mouth, advertising, and expert recommendations) the word-of-mouth (WOM) played a more important role than other recommendations in determining the intention to use e-books in an academic digital library. In addition, they submitted that perceived trust and reducing the risk towards the use of e-books can mediate the relationship between recommendation sources and the individual's behavioural intentions to use e-books.

A study was conducted by Wu and Chen (2012) in Taiwan to investigatethe behavioural intention of graduate students on the use and management of electronic resources. The study noted that graduate students are frequent users of electronic information resources, and they perceive that the resources are important to their studies. They further, noted that the library could support most documents they need in digital format. Another study conducted by Kaur & Verma (2019) at IIT, Delhi observed that the main users of library electronic resources are postgraduates, research scholars and faculty

members. The maximum number of users prefer to use both the formats of the documents, i.e. print as well as electronic information. The electronic journals are generally used two to three times a week by those who responded to the survey. They access the information more from their respective department, hostels and Computer Centres than they do the library. The study about e-Journals at the Indian Institute of Technology, Delhi, India, Kaur & Verma (2019) observe the undergraduates, who are not the main users, are also trying their hand finding out whether the information in these electronic resources is useful to them or not. Pinfield (2011) explores the behavioural intention to use online databases and user perceptions in Moratuwa University as a low usage level was observed for the online journals compared to print journals. Also, the study stated that academic members and the postgraduate students had higher online resource usage than the undergraduate students. The major difficulties examined within the study included lack of computer and Internet facilities, lack of awareness of electronic resources provided by the library, ineffective communication channels, inefficient support of the library and irrelevancy of articles in the provided databases. In the University of Colombo, lack of computers, low internet connection speed, less reliable network and lack of training and awareness were among common problems in electronic learning functionalities. Lack of funds, staff development, user training, promotion, technical issues, and faculty-library collaboration are other obstacles to electronic learning (Moody and Siponen, 2013).

Piniga and Cleopa Phir (2017) surveyed the behavioral intention to use EIRs by students in Zimbabwe State University libraries. The result of the study indicates that attitude towards EIRs and cost of access were found to be the most notable factors affecting the intention to use EIRs. Facilitating conditions and intrinsic motivation were also found to be significant on the intention to use EIRs. Attitude towards the use of EIRs which is the first variable of TPB that contribute to behavioural intention has been defined as a person's general evaluation or feeling towards EIRs and specific computer and Internet related activities (Smithet al, 2010). MBA students' attitude towards electronic information resources measures his/her disposition to its usage. In the context of this study, attitude as a construct refers to behavioural traits of MBA students such as like or dislike, positive or negative disposition, thought and feelings towards the use of EIRs leading to their acceptance or rejection. It is a predisposition and evaluated beliefs to act based on past experience. MBA students' attitude, therefore, may result from observing fellow MBA students being frustrated in the search for information using the electronic medium.

Attitude could be positive, negative or neutral given the behaviour of a person. The implication is that, if a person has a negative attitude towards the use of EIRs, the expected outcome is already known as he/she would either not use it for academic development. Given the increased availability of EIRs in university libraries, it is important to understand how the attitude of MBA students is affecting the use of these resources. A major reason for studying MBA students' attitude toward electronic resources is that it is assumed that it could be a major predictor of their behavioural intention to use EIRs. However, attitude is difficult to change as people are generally more comfortable with what they have learnt or

known due to stereotyping, fear of taking risks, intolerance to ambiguity, and possibly the need to maintain tradition. However, MBA students should adopt a positive attitude towards the use of EIRs, They especially need to be trained and re-trained in the use of EIRs in order to be active participants in modern technology, particularly in the use of search tools such as e-database, online catalogues, etc. Before EIRs came to be broadly used in libraries, print sources were the only means of disseminating academic information and current research findings. However, advancement in information and communication technology (ICT) has enhanced information services in libraries. "The development of information communication and technology (ICT), and its consequent usage within the library, dissemination of most journals are electronically managed via the net and listed, accessed from databases (Bamidele, 2019). MBA students are increasingly using computer services such as the Internet for their various information needs because it enables them to have access to an array of learning opportunities offered by diverse electronic sources (Zeng and Liu, 2011). Armstrong, (2011), conducted a study on students' attitude towards electronic information resources. A quantitative study on undergraduate students on the use of electronic information resources; the purpose of this study was to find out undergraduate students' attitude towards electronic information resources. Although the study aligned with previous research findings, it is believed that a more thorough study will provide additional data on students' behavioural intention to use electronic information resources. Karthryn, (2018), studied Students' attitude towards the use of electronic information resources. The findings suggest that most of the respondents use electronic information resources because of the benefits. Also, a majority (96.4%) of respondents acknowledged that they have access to a networked computer in the university, although some of them stated that poor computer availability deterred them from using the resources. The most popular electronic resources were the online databases and CD-ROMs. Other resources were accessed by some groups more than others. Limited time and lack of effective information retrieval skills form the main barriers to using electronic information resources. Conversely, faster access to information was noted as the main advantage of using electronic information resources. 70.3% of respondents perceived them-selves being able to effectively use electronic information resources available. 60.3% of respondents felt that they could acquire significant information from the Internet. Most of them acquired the skills necessary to explore the electronic resources via trial and error or through guidance from other students, raising the question of the effectiveness of these skills.

Christina et.al, (2012), in their study on students' attitude towards the use of electronic information resources in university education. Findings show that attitude play a crucial role in students' use of electronic information resources. Further studies on electronic information resources use in higher education should include the student perspective and behavioural intention to use electronic information resources in higher education need to be researched into. Ibrahim, et.al, (2014), conducted a study on "User and user's attitude towards electronic information resources use in the United Arab Emirates University." They measured the use and attitude of students and faculty members on the use of electronic information resources. Reasons cited as barriers to the use of

EIRs were lack of awareness of electronic resources provided by the library, ineffective communication channels and language differences. Jagboro, (2013), in a study on electronic information resources Usage in Nigerian Universities: A case study of Obafemi Awolowo University", emphasized the emerging reliance and attitude of users of electronic resources. It was found that 45.2% of respondents accessed electronic resources from cybercafés. This attitude, according to her is due to the proximity of cybercafés to users of the facilities. Rogers, (2011), in his study on attitude towards the use of electronic information resources at Ohio State University College and research Libraries. Finding of the study showed that there is a significant positive relationship between attitude and and behavioural intention to use EIRs. Natarajan et al. (2018) studied the "Use and user's attitude towards the use of electronic resources in Annalmalai University." They found from the statistical inference of the study that there was a positive correlation between attitude and electronic information resources use by the students. However, 58.97 percent of the respondents were using electronic sources while the rest of them were not using EIRs. Some of the reasons cited for not using EIRs are non-familiarity with e-resources, lack of training and lack of confidence on the computer. It was also observed that more than 50 percent of the users were of the opinion that the relevance of the e-resources covered by e-journals consortium of Annamalai University was satisfactory. The use of electronic resources is found to be significant among the users of the Annamalai University. This is quite natural and expected in the present day of information environment. Some of the resources such as e-book, e-encyclopedia and e-dictionaries are less used. To further maximize the use of e-resources, wide publicity and periodical training are found to be necessary.

Ukachi (2015) explored students' attitude as a determining factor in electronic information resources used in university libraries in Nigeria and discovered that electronic information resources were not adequately utilized due to student's negative attitude towards e-resources usage. Awwad and Al-Majali (2015) investigated the determinants of user behaviour regarding electronic library services and the moderating effects of gender, age, experience, education level, and academic discipline in public Jordanian universities and found that the intention to use electronic library services is dependent on performance expectancy, effort expectancy, and social influence, while students' use behaviour is dependent on facilitating conditions and intention to use. The findings of the study by Kwafoaet al. (2019) showed that students had positive attitude towards the use of electronic on formation resources provided in the University library but do not adequately utilize the resources to support their academic endeavour due to the lack of information literacy skills. Very few students were able to participate in the information literacy programme organised by the library. The result further revealed that the majority of the postgraduate students access electronic information resources on the campus using desktop computers, laptops, IPads and mobile phones. Alkahtani, (2016) investigated the attitude of Princess Nora University Students towards using electronic information resources of the library. The study explored the student's attitude towards EIRs. The study targets both graduate and undergraduate students of the University with 380 samples. The findings revealed that the majority (98%) indicated that they were using the library EIRs and

(49%) spent 1 hour and (45.1%) spent between 2-4 hours using the EIRs. The purpose of using e-resources varies among the students. Some used the EIRs for academic purposes, and the majority used them for non-academic purposes such as chatting and sending of email. The study further revealed that the students had a positive attitude towards the use of library EIRs. The study also establishes that there is a positive correlation between attitude and use of e-resources among the students.

Okello-Obura and Magara (2010) on electronic information access and use by Makerere University in Uganda. The findings were analysed using simple descriptive statistics (frequency and percentages). The findings revealed that the respondents have positive attitude towards the use of EIRs as 80% and another 72% of them disagreed simultaneously with the statements that given the opportunity to choose between EIRs and printed resources at Makerere University to do their course work and research, they would choose printed materials and that they can avoid EIRs and still perform well in their academic work' It also revealed that majority (72%) of the respondents strongly feel that the standard of their academic work would suffer without EIRs. A favourable attitude towards EIRs add to sustainable usage behaviour as pointed out in several studies (Tanner and Kast, 2013; Vermeir, and Verbeke, 2016). The attitude towards EIR acts as an important antecedent to the behavioural intention to use EIRs which is described as the degree of favourable or unfavourable evaluation of EIRs use (Ajzen, 2011). Chen and Tung (2014) concluded that a person willing to display a specific behaviour may undertake the cost benefit analysis as a consequence of the action undertaken and favourable attitude is linked with positive evaluation of the action (Ajzen, 2011; Chen and Tung, 2014). Ajzen (2011) emphasized that positive attitude towards EIRs use strengthens the intention to use EIRs.

Eugene and Khalil (2020) in their study on behavioural intention of Ghanaian Technical University students to use EIRs found that attitude has a positive and significant influence behavioural intention to use EIRs. Findings reveals that characteristics of the students like personality, past experience, value, habits and needs may all influence perpetual use of the library. An individual can be competent and possess all the skills required to effectively use electronic information resources but fails to do so because of lack of desire resulting possibly from a student's attitude towards EIRs. Tella (2009) discovers that attitude develops as a result of perception. He further stated that though students may perceive the usefulness of the library EIRs, the ease of use but their enthusiasm and attitude affects the use of the resources. Adel and Ali (2020) in their study on the on attitude towards EIRs on their computer self-efficacy and academic motivation of students of Sultan Qaboos University, Oman found that there is a positive and significant relationship between attitude and behavioural intention to use EIRs.

Objectives of the study

- To ascertain the behavioural intention of MBA students towards use of electronic information resources of federal universities in Nigeria;

- To determine the level of attitude towards the use of electronic information resources by MBA students of federal universities in Nigeria;

Research questions

The study provided answers to the following research questions:

- What is the behavioural intention of MBA students to use electronic information resources of federal universities in Nigeria?
- What is the level of attitude of MBA students towards the use of electronic information resources of universities in Nigeria?

Hypothesis

The following null hypothesis was tested in the study at 0.05 level of significance

There is no significant relationship between attitude towards the use of EIRs and behavioural intention to use electronic information resources among MBA students of federal universities in Nigeria.

METHODOLOGY

The research design adopted for the study was descriptive survey design of correlational type and questionnaire was used to collect data for the study. The population size of the study consisted of 1,015 MBA students in ten federal universities in Nigeria. Stratified random sampling technique based on probability proportionate to size was used to select 60% of the total population of the MBA students across the 10 federal universities offering the programme. The choice of 60% sampling fraction was in line with Hammed and Popoola (2006) that the sampling fraction for samples selected in a survey research must be, at least, up to sixty per cent before generalisation could be made on the population of study. The data were collated and analysed using Pearson Product Moment Correlation Analysis, Multiple Regression Analysis using Partial Lease Square Method (PLSEM), Mean, Standard Deviation and Percentages. CronbachAlpha method was used to establish the reliability coefficients of the scales. The measurement scale established the psychometric properties of Attitude towards the use of Electronic Information Resources (α = 0.83) and Behavioural intention to Use Electronic Information Resources (α = 0.95).

Research question one: What is the behavioural intention of MBA students to use electronic information resources of federal universities in Nigeria?. The summary of the behavioural intention of MBA students to use electronic information resources in Nigerian Universities is presented in Table 1.The mean ranking of the behavioural intention of MBA students to use EIRs in the table as perceived by the respondents shows that intention to use electronic information resources for class work and assignment was ranked highest by a mean score rating of ($\bar{x}$ = 3.28), and was followed in succession by intention to continue using electronic resources to for academic work ($\bar{x}$ = 3.16) the analysis further showed

that the least mean score rating was planning to use electronic information resources in the next one month ($\bar{x}$ = 3.06). The analysis of the data on behavioural intention of MBA students towards the use of electronic information resources revealed that only three (major contributors) of the 10 variables in the behavioural intention scale were above the mean score of 3.13. These were intention to use electronic information resources for class work and assignment with mean score of 3.28, intention to continue using electronic resources for academic work with mean score of 3.16 and intention to continue using electronic resources to meet information needs even after the completion of programme which has 3.13 as mean score. The data on the behavioural intention of MBA students to use EIRs has revealed a high level of usage intentions with the overall mean of 3.13.

The findings are in line withLinet al, (2010) who examined how users perceive the influence of recommendations on the intention to use e-books for academic purposes. They also measured the level of the perception of trust and perceived risk when users receive e-book recommendations from peers, advertisers, and experts. They gathered data from 382 electronic information resources users between the ages of 18 and 25. The result of the multiple regression analysis indicates that among the three recommendation sources (word-of-mouth, advertising, and expert recommendations) the word-of-mouth (WOM) played a more important role than other recommendations in determining the intention to use e-books in an academic digital library. In addition, they submitted that perceived trust and reducing the risk towards the use of e-books can mediate the relationship between recommendation sources and the individual's behavioural intentions to use e-books. Also a by Wu and Chen (2012) in Taiwan to investigate the behavioural intention of graduate students on the use and management of electronic resources. The study noted that graduate students are frequent users of electronic information resources, and they perceive that the resources are important to their studies. They further, noted that the library could support most documents they need in digital format. Another study conducted by Kaur & Verma (2019) at IIT, Delhi observed that the main users of library electronic resources are postgraduates, research scholars and faculty members. The maximum number of users prefer to use both the formats of the documents, i.e. print as well as electronic information. The electronic journals are generally used two to three times a week by those who responded to the survey. They access the information more from their respective department, hostels and Computer Centres than they do the library.

Punchihewa (2018) explores the behavioural intention to use online databases and user perceptions in Moratuwa University as a low usage level was observed for the online journals compared to print journals. Also, the study stated that academic members and the postgraduate students had higher online resource usage than the undergraduate students. The major difficulties examined within the study included lack of computer and Internet facilities, lack of awareness of electronic resources provided by the library, ineffective communication channels, inefficient support of the library and irrelevancy of articles in the provided databases. In the University of Colombo, lack of computers, low internet connection speed, less reliable network and lack of training and awareness were among common problems in electronic learning functionalities.

Table 1. Behavioural intention of MBA students towards use of EIRs in Nigeria universities

S/N	Behavioural intention	NT	ST	T	VT	$\bar{x}$	S.D
1	I intend to use electronic information resources for my class work and assignment	41 4.0%	101 10.0%	403 39.7%	470 46.3%	3.28	0.80
2	I intend to continue using electronic resources to for my academic work	116 11.4%	86 8.5%	328 32.3%	485 47.8%	3.16	0.90
3	I intend to continue using electronic resources to meet my information needs even after the completion of my programme	117 11.5%	114 11.2%	300 29.6%	484 47.7%	3.13	0.92
4	I can predict that I will use electronic information resources in the text for one month	87 8.6%	143 14.1%	359 35.4%	426 42.0%	3.11	0.94
5	I would also recommend electronic information resources to my colleagues for their academic work	122 12.0%	107 10.5%	324 31.9%	462 45.5%	3.11	0.96
6	If my library provides use electronic information resources I expect that I will use them	121 11.9%	105 10.3%	334 32.9%	455 44.8%	3.11	0.95
7	I will try to use electronic information resources as often as possible	112 11.0%	122 12.0%	323 31.8%	458 45.1%	3.11	0.97
8	I intend to frequently use electronic information resources for my academic work	138 13.6%	113 11.1%	281 27.7%	483 47.6%	3.09	0.98
9	Whenever possible, I intend to use electronic information resources as often as needed	125 12.3%	109 10.7%	327 32.2%	454 44.7%	3.09	0.99
10	I plan to use electronic information resources in the next one month	153 15.1%	104 10.2%	285 28.1%	473 46.6%	3.06	0.98
					Weighted mean = 3.13		

Key: NT = Not True, ST= Sometimes True, T= True, VT= Very True

Table 2. Attitude towards use of electronic information resources (EIRs) by MBA students

S/N	Attitude towards EIRs	NT	ST	T	VT	$\bar{x}$	S.D
1	The standard of my academic work would suffer if I did not use electronic information resources	108 10.6%	98 9.7%	299 29.5%	510 50.2%	3.19	0.99
2	Learning to use electronic information resources has been fascinating to me	260 25.6%	133 13.1%	269 26.5%	353 34.8%	2.70	0.19
3	EIRs provide more records that I need than the printed formats	206 20.3%	191 18.8%	316 31.1%	302 29.8%	2.70	0.10
4	Augmenting my lecture notes with electronic information resources seems relevant to me	293 28.9%	137 13.5%	228 22.5%	357 35.2%	2.64	0.23
5	In my field, there are more records in EIRs formats than in printed formats	307 30.2%	213 21.0%	265 26.1%	230 22.7%	2.41	0.14
6	I spend less time in the library to get what I need because of the available electronic information resources	364 35.9%	169 16.7%	210 20.7%	272 26.8%	2.38	0.22
7	There is no need to subscribe to paid journals since open access journals relevant to my field are available in large numbers	345 34.0%	310 30.5%	178 17.5%	182 17.9%	2.19	0.09
8	I will prefer CD-ROM databases to printed resources	408 40.2%	283 27.9%	159 15.7%	165 16.3%	2.08	0.91
9	My friends experience with the use of electronic information resources does not encourage me to use them	525 51.7%	145 14.3%	164 16.2%	181 17.8%	2.00	0.88
10	I can avoid electronic information resources and still work ell	405 39.9%	317 31.2%	201 19.8%	92 9.1%	1.98	0.98
11	The search method for electronic information resources does not make it interesting to me	539 53.1%	175 17.2%	108 10.6%	193 19.0%	1.96	0.87
12	Given the opportunity to choose between electronic information resources and physical books for my coursework and research I would choose physical books	450 44.3%	307 30.2%	142 14.0%	116 11.4%	1.93	0.92
13	I think the use of electronic information resources is too technical for me to understand	628 61.9%	147 14.5%	109 10.7%	131 12.9%	1.75	0.99
14	I avoid the use of electronic information resources in the library whenever I can	641 63.2%	145 14.3%	116 11.4%	113 11.1%	1.71	0.95
15	I consider the use of electronic information resources as a waste of time	673 66.3%	124 12.2%	108 10.6%	110 10.8%	1.66	0.94
16	I dislike the idea of using electronic information resources	728 71.7%	118 11.6%	85 8.4%	84 8.3%	1.53	0.96
17	I do not know how to use the computer and so stay away from electronic information resources	725 71.4%	126 12.4%	80 7.9%	84 8.3%	1.53	0.95
	Weighted mean = 2.14						

Key: NT = Not True, ST= Sometimes True, T= True, VT= Very True.

Lack of funds, staff development, user training, promotion, technical issues, and faculty-library collaboration are other obstacles to electronic learning (Millawithanachchi, 2019). Piniga and Cleopa Phir (2017) surveyed the behavioral intention to use EIRs by students in Zimbabwe State University libraries.

The result of the study indicates that attitude towards EIRs and cost of access were found to be the most notable factors affecting the intention to use EIRs. Facilitating conditions and intrinsic motivation were also found to be significant on the intention to use EIRs. Okorie, et al, (2018) examine how the use of EIRs influence students in Nigeria.

Table 2.1:Test norm showing the attitude towards the use of electronic information resources by MBA students in Nigeria universities

Interval	Mean index	Attitude	Frequency	Percentage
1-23		Poor	92	9.1
24-46	36.35	Fair	908	89.5
47-68		Good	15	1.5

Table 3. Relationship between MBA students' attitude towards EIRS and behavioural intention to use EIRs in Nigeria universities

Variable	Mean	Std. Dev.	N	r	Sig. p	Remark
Attitude towards EIRs	36.3468	7.0266		.		
Behavioural intention to use EIRs	31.2631	7.7379	1015	498*	.002	Sig.

* Sig. at 0.05 level

The findings of the study revealed that e-books, e-journals, free web resources, CDROMs, and online databases were freely available to students. More than half of the respondents indicate that the use of EIRs has significant influence on their academic performance in writing and presentation, performance in class, tests, as well as performance in-class assignments and examinations.

Research question two: What is the level of attitude of MBA students towards the use of electronic information resources of universities in Nigeria? Table 1 shows the attitude towards the use of electronic information resources by MBA students in Nigeria universities. The highest ranked mean score of ($\bar{x} = 3.19$) was that standard of my academic work would suffer if I did not use electronic information resources while the lowest mean ranking of ($\bar{x} = 1.53$) was that the respondents did not know how to use a computer and so stayed away from electronic information resources. Test norm was carried out on the attitude of MBA students towards the use of electronic information resources and the maximum mean score was 68. The findings indicated that the mean index for attitude towards EIRs was 36.35 which fell within the fair range. Therefore, the respondents (MBA students of federal universities in Nigeria) had a fair attitude towards the use of electronic information resources.

The result of attitude towards EIRs use is presented in Table 2.1. The result on attitude of MBA students towards the use EIRs in this study was positive. This means that MBA students were favourably disposed towards the use of EIRs. This may be as a result of their general acceptance and positive disposition to electronic information resources. Electronic information resources are inseparable part of today's educational system. This is because EIRs have exploded in popularity and use resulting from the numerous benefits of timeliness, ease of use, up-to-datedness and remote access associated with their use. These findings are in line with the position ofKarthryn, (2018), on Students' attitude towards the use of electronic information resources. The study suggests that most of the respondents use electronic information resources because of the benefits. Also, a majority (96.4%) of respondents acknowledged that they have access to a networked computer in the university, although some of them stated that poor computer availability deterred them from using the resources. The most popular electronic resources were the online databases and CD-ROMs. Other resources were accessed by some groups more than others. Limited time and lack of effective information retrieval skills form the main barriers to using electronic information resources.

Conversely, faster access to information was noted as the main advantage of using electronic information resources. 70.3% of respondents perceived them-selves being able to effectively use electronic information resources available. 60.3% of respondents felt that they could acquire significant information from the Internet. Most of them acquired the skills necessary to explore the electronic resources via trial and error or through guidance from other students, raising the question of the effectiveness of these skills. Also, Jagboro, (2013), in a study on electronic information resources Usage in Nigerian Universities: A case study of Obafemi Awolowo University", emphasized the emerging reliance and attitude of users of electronic resources. It was found that 45.2% of respondents accessed electronic resources from cybercafés. This attitude, according to her is due to the proximity of cybercafés to users of the facilities. Rogers, (2011), in his study on attitude towards the use of electronic information resources at Ohio State University College and research Libraries. Finding of the study showed that there is a significant positive relationship between attitude and and behavioural intention to use EIRs. Natarajan et al. (2018) studied the "Use and user's attitude towards the use of electronic resources in Annalmalai University." They found from the statistical inference of the study that there was a positive correlation between attitude and electronic information resources use by the students. However, 58.97 percent of the respondents were using electronic sources while the rest of them were not using EIRs. Some of the reasons cited for not using EIRs are non-familiarity with e-resources, lack of training and lack of confidence on the computer. It was also observed that more than 50 percent of the users were of the opinion that the relevance of the e-resources covered by e- journals consortium of Annamalai University was satisfactory. The use of electronic resources is found to be significant among the users of the Annamalai University. This is quite natural and expected in the present day of information environment. Some of the resources such as e-book, e-encyclopedia and e-dictionaries are less used. To further maximize the use of e-resources, wide publicity and periodical training are found to be necessary.

Ukachi (2015) explored students' attitude as a determining factor in electronic information resources used in university libraries in Nigeria and discovered that electronic information resources were not adequately utilized due to student's negative attitude towards e-resources usage. Awwad and Al-Majali (2015) investigated the determinants of user behaviour regarding electronic library services and the moderating effects of gender, age, experience, education level, and academic discipline in public Jordanian universities and found that the intention to use electronic library services is dependent on

performance expectancy, effort expectancy, and social influence, while students' use behaviour is dependent on facilitating conditions and intention to use. The findings of the study by Kwafoaet al. (2019) showed that students had positive attitude towards the use of electronic on formation resources provided in the University library but do not adequately utilize the resources to support their academic endeavour due to the lack of information literacy skills. Very few students were able to participate in the information literacy programme organised by the library. The result further revealed that the majority of the postgraduate students access electronic information resources on the campus using desktop computers, laptops, IPads and mobile phones.

Hypothesis: There is no significant relationship between attitude towards the use of EIRs and behavioural intention to use electronic information resources among MBA students of federal universities in Nigeria. Attitude towards the use of EIRs was correlated with the behavioural intention to use electronic information resources. The hypothesis was tested at 0.05 level of significance using Pearson correlation and the result is presented in Table 3. In Table 3 the statistical analysis used reveals that there is a positive significant relationship between MBA students' attitude towards electronic information resources and behavioural intention to use electronic information resources in Nigeria universities ($r = .498$, $n= 1015$, $p(.002) <0.05$). Hence, it could be deduced from the study that MBA students' attitude positively influenced behavioural intention to use electronic information resources in federal Universities in Nigeria. The hypothesis is rejected. The test of relationship between attitude of MBA students towards use EIRs and behavioural intention shows that there is a positive significant relationship between MBA students' attitude towards electronic information resources and behavioural intention to use electronic information resources in Nigeria Universities ($r = .498$, $n= 1015$, $p(.002) <0.05$). To this end, the study establishes that the relationship between MBA students' attitude and behavioural intention to use electronic information resources is significant.

The result of this study is supported by a survey carried out by Okello-Obura and Magara (2010) on electronic information access and use by Makerere University in Uganda. The findings were analysed using simple descriptive statistics (frequency and percentages). The findings revealed that the respondents have positive attitude towards the use of EIRs as 80% and another 72% of them disagreed simultaneously with the statements that given the opportunity to choose between EIRs and printed resources at Makerere University to do their course work and research, they would choose printed materials and that they can avoid EIRs and still perform well in their academic work' It also revealed that majority (72%) of the respondents strongly feel that the standard of their academic work would suffer without EIRs. A favourable attitude towards EIRs add to sustainable usage behaviour as pointed out in several studies (Tanner and Kast, 2013; Vermeir, and Verbeke, 2016). The attitude towards EIR acts as an important antecedent to the behavioural intention to use EIRs which is described as the degree of favourable or unfavourable evaluation of EIRs use (Ajzen, 2011). Chen and Tung (2014) concluded that a person willing to display a specific behaviour may undertake the cost benefit analysis as a consequence of the action undertaken and favourable

attitude is linked with positive evaluation of the action (Ajzen, 2011; Chen and Tung, 2014). Ajzen (2011) emphasized that positive attitude towards EIRs use strengthens the intention to use EIRs. Eugene and Khalil (2020) in their study on behavioural intention of Ghanaian Technical University students to use EIRs found that attitude has a positive and significant influence behavioural intention to use EIRs. Findings reveals that characteristics of the students like personality, past experience, value, habits and needs may all influence perpetual use of the library. An individual can be competent and possess all the skills required to effectively use electronic information resources but fails to do so because of lack of desire resulting possibly from a student's attitude towards EIRs. Tella (2009) discovers that attitude develops as a result of perception. He further stated that though students may perceive the usefulness of the library EIRs, the ease of use but their enthusiasm and attitude affects the use of the resources. Adel and Ali (2020) in their study on the on attitude towards EIRs on their computer self-efficacy and academic motivation of students of Sultan Qaboos University, Oman found that there is a positive and significant relationship between attitude and behavioural intention to use EIRs.

CONCLUSION AND RECOMMENDATION

The results of the study established that MBA students' attitude predicted their behavioural intention to use electronic information resources, and which plays a vital role in their academic and research endeavours. The quality and advantages of EIRs in terms of access to information resources round the clock, research output availability and globally access through the use of electronic information resources, access to current and up-to-date information, access to quality literature, cheap cost of access and lastly, unhindered access to electronic information resources have necessitated the high frequency of use of electronic information resources by MBA students in Nigerian Universities. Although the benefits derived from using EIRs are not debatable; however, to sustain high level of use of electronic information resources by MBA students in Nigeria federal universities, there is need for an enhanced perception and a favourable opinion of the use of electronic information resources that could lead to a positive intention for EIRs use, meaning that a perceived negative or positive view of EIRs will offer either a positive or negative intention for electronic information resources use by MBA students. However, University libraries should develop appropriate strategies to provide EIRs towards efficiency in research. Thus, books, journals and theses should be complemented with their electronic counterparts in the university libraries for the use of MBA students through networks within the campus and other terminals.

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