



SELF-CONCEPT AND LOCUS OF CONTROL AS CORRELATES OF ELECTRONIC INFORMATION RESOURCES USE AMONG LECTURERS IN PRIVATE UNIVERSITIES IN NIGERIA

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ABSTRACT

This paper was carried out because of the gap which existed between the locus of control and self concept as determinants of database information or electronic database in private higher institutions. The sample statistical tools used were correlation and regression. The study employ random sampling to select 2086 academic staff (lecturers) from fourteen higher institutions while 3308 population size were used out of twenty one private institutions. The data generated through with the instrument of questionnaire. Analysis of the findings was carried out by employ frequency, means and percentage. Analysis of finding shows that self concept ($r = .883^{**}$, $p < .05$) while locus of control ($r = .969^{**}$, $p < .05$) which was highly important and related ti the use of online and database information sources. The study found that self-concept and locus of control relatively contribution were ninety-nine (99%) to the use of online information. It was recommended that management of this higher institution should provide current internet facilities to enhance lecturers' standard for effective communication to improve students' careers

KEYWORDS: Electronic information resources, Lecturers, Locus of Control, Private University, Self- concept

I. INTRODUCTION

The rapid technological development of electronic information resource has changed the traditional ways of accessing and using information. The use of information material involved collection and accessibility of data processing for utilization in an electronic format. An electronic resource (e-resource) on the other hand can be a bibliography of full text database that allows one to search for relevant articles in its subject area such as a book or journal that is available in electronic format-a set of web pages-a CD-ROM. The library makes all its e-resources available to people via its own web pages. E-Resources (also known as online Databases) include articles from magazine, encyclopedias or professional publications which can be accessed on internet-connected devices such as computers, tablets or smart phones, as well as text information, audio and video clips. E-Resources include: full text e-data base, journals, newspapers, company information, e-books, dictionaries, encyclopedias, economic data, digital images, industry profiles, market research and career information. Academics in developing countries including Nigeria are fast adapting to the use of online database as a information resource academic development (Ani & Ahiauzu, 2008; Badu & Markwei, 2005).

It is generally acknowledged that faculty members from humanities, economics, and social sciences use online catalogues, full-text electronic journal databases, and abstracting and indexing databases most frequently and they expect to use them more extensively in the future (Finholt & Brooks 1997). Electronic database for tertiary institution teachers in

the developing century are with opinion that Lecturers' use of information systems can be in the form of communicating or sending out information or material by way of electronic mail, bulletin boards, World Wide Web (Internet), or other electronic tools (Salako & Tiamiyu, 2000, Lent, 1993). It is argued that most institutions lecturers do not justify the advantage of various electronic information resources like E- journals, E- magazines, E-books, E-mail, E-research, E-theses, E-cataloguing, E-database, E-newspapers, E-exams, E-Granary Digital Library E-Dbases brought. One should know that the utilization of database sources did not only give improvement but also increase the usage among academic staffs. There is good transformation and communication of electronic database which enhances high environmental and lecturers academic performances (Ani & Ahiauzu, 2008). Past studies have revealed that there are several factors influencing the utilization of database and information by academicians which we have the self-concept and locus of control.

Self concept is an internal model which consists of self-assessments to define one's self schemas. Features assessed include but is not limited to: personality, skills and abilities, occupation(s), hobbies and physical characteristics (Ogunrewo 2014). For example, the statement "I am lazy" is a self assessment that contributes to the self-concept. However, the statement "I am tired" would not be part of someone's self-concept, since being tired is a temporary state and a more objective judgment. A person's self- concept may change with time as reassessment occurs, which in extreme cases can lead to identity crises.

Locus of control is a psychological construct. It is a construct in a social learning theory of personality theory in referring to the extent to which individual's beliefs that they can control events that affect them (Levenson, 1981). A person's locus Latin word for "place "or "location" can be either internal (meaning the person believes that they control their life) or external (meaning they believe that their environment, some higher power or other people control their decisions and their life). It has been argued that individuals with a high internal locus of control believe that events result primarily from their own behavior and locations. Locus of control has also been included as one of the four dimensions that comprise core self-evaluation, on one's fundamental appraisal of oneself, along with neuroticism, self efficacy, and self-esteem (Asaomah-Hassan 2007).

Many articles written on electronic database and information resource were based on the importance of its relevant to the users but neglecting the psychological aspect such as self-concept and locus of control that could enhance or influence the use of electronic information resources. Therefore, this work tends to make research on self-concept and locus of control as determinant of electronic database among academic staff in private institutions in Nigeria. It is against this background that this study investigates self-concept and locus of control as determinants of use of electronic information resources among private universities' lecturers in South-West Nigeria.

2. LITERATURE

Electronic Information Resources

Electronic Information resources or database are the fundamental types of written document which was converted to electronic format for users' consumption. Obuma and Magara (2008) opines that digitization and other sources of information can also be in form of bibliographical means of checking full information which can help researchers to look for adequate, relevant and reliable online databases. Such usable database includes textbooks and article for research. E-Resources (also referred to as online Databases) include articles from magazine's encyclopedias or professional publications which can be accessed on internet-connected devices such as computers, tablets or smart phones, as well as text information, audio and video clips. E-Resources also include: full text e-data base, journals, newspapers, company information, e-books, dictionaries, encyclopedias, economic data, digital images, industry profiles, market research and career information. In recent years, the use of electronic information has become prominent in the drive for making information and data transfer available to users, especially among universities lecturers. The need for electronic information for the purpose of research and learning in various institutions has posed challenges in relation to system connections, working ability, and access. Electronic information has many functions and benefits which can be of immense use to students in schools and educational sectors, particularly research institutions. Once the user is connected to the internet, the user can link up with any part of the world for whatever purpose the user intends (Bernroiders 2013, Osunrinde, Adekiya and Adeyemo, 2002).

Self-Concept

Self concept is for both present, past and future selves. Future or possible selves represent individuals' ideas of what they might become, what they would like to become or what they are afraid of becoming. Tiedman (2000), On his own indicates that parents' expectations for their children impact and understanding of themselves start from age 3 while others suggest that selves concept develop later around 7 or 8 as children are developmental prepared to begin interpreting their own feelings, abilities and interpretation of feedback they receive from parents, teachers and peers about themselves. Self-concept (also called self-construction, self-identity or self-perspective) is a multi-dimensional construct that refers to an individual's perception of "self" in relation to any number of characteristics, such as academics (and non- academics), gender roles and sexuality, racial identity and many others. Each of these characteristic is a research domain (i.e. academic self-concept) within the larger spectrum of self-concept although no characteristics exist in isolation as one's self-concept is a collection of beliefs about oneself. While closely related with self-concept clarity which "refers to the extent to which self-knowledge is clearly and confidently defined, internally consistent, and temporally stable", it presupposes but is distinguishable from self-awareness, which is simply an individual's awareness of their self. Despite different opinions from the onset of self-concept, researchers agree on the importance of one's self concept influencing people's behaviors and cognitive emotional outcomes including but not limited to academic achievement level of happiness, anxiety social integration self esteem and life satisfaction. They correspond to hopes, fears standards, goals and threats. Possible selves may function as incentives for future behavior and they also provide an evaluative and interpretive context for the current view of self. Evidence of self concept is apparent in the study of Benner & Mistry (2007) and Tiedman (2000). Research also indicated that adolescent whose mother and teacher had high expectations for their future educational attainment experience more academic success than those whose adult influences had lower expectations. Academic self concept (ASC) refers to personal beliefs someone develops about his/her academic abilities or skills as they age, some research suggest that academic self concept begins developing in early child hood, from age 3 to 5 due to parental /family and early educators' influences while others believe that academic self concept does not develop until age 7 – 8 when the children are capable of evaluating their own academic abilities based on the parents, teachers and peers feedback's.

Locus of Control

It is sometimes assumed that as people age, they will become less internal and more external, but data has proved this to be ambiguous. Data collected by Cosijn and Ingwersen (2000) imply that internal locus of control may increase up to middle age and later decrease. Noting the ambiguity of data in this area, Aldwin and Gilmer (2004) cite Lachman's claim that locus of control is ambiguous. Investigation shows that changes in locus of control in later life relate more visibly to increased external locus of control rather than reduced internal locus of control. If the two concepts are said to be orthogonal, this then confirmed the evidence cited by Schulz & Schultz (2005) and referenced by Saade & Bahli (2005) and Rusch Feja & Siebeky (1999) in suggesting that locus of control increases in internality up until middle age. The authors at this point also note that environment becomes pronounced between the age of eight and fourteen. Rotter (1966) locus of control reveals individual's perception about the main causes of events in one's life or like whether one's life is controlled by his destiny or internal/external force. The concept of core self-evaluations was first examined by Rotter (1966) and since the concept has proven to have the ability to predict several work outcomes, specifically, job satisfaction and job performance. Rotter (1966) propounded that locus of control is to bridge the behavioral and cognitive psychology of one's ability, knowing fully that the character has to be guided jealously for rewards or loosely for punishments. Locus of control is the framework of Rotter's (1966) similarly; others tried to incorporate social learning theory of personality to one's attitude for raising one's ability to see success as rewards of their appropriate application of attitude.

Theoretical Framework

This study is based on Technology Acceptance Model and Theory of Reasoned Action. Past records have shown that over two decades ago, a way to improve the user acceptance is through the application of the technology acceptance model (TAM) that had been formulated (Chuttur, 2009). Based on the theory of reasoned action, TAM suggests that users 'acceptance of technology is based on the perceptions of the ease of use. The usefulness of technology acceptance of technology is driven by users' and the consequences of that usage. In particular, TAM predicts that users embrace a new technology when their perceptions of the ease of use and the usefulness of technology are positive (Davis, 1989). The Technology Acceptance Model (TAM) shows how users accept and use new technology. On the other hand, Theory of

reasoned action posits that an individual's willingness, rational decision-making, attitude, and subjective norms will affect his/her behavioral intention. Subjective norms refer to an individual's belief that she or he should perform certain behavior because this is expected of him/her by others important to the individual (Fishbein and Ajzen, 1975). According to TRA, attitude and subjective norms independently affect intentions.

Review of Related Studies

Findings have suggested that evaluating online behavior in the context of an individual's locus of control may have important consequences for Internet policy. It was found that an internal locus of control was positively related to acquiring information. It is believed that Internals who use the Internet may make better decisions and feel more empowered in general and as student in particular, than Internals who do not use the Internet (Hoffman, Novak and Schlosser, 2000). Understanding what underlying function the Internet serves for Internals and Externals can assist scholars in important applications such as the design of more effective, educative and policy-oriented Web sites. Hoffman, Novak and Schlosser (2000) stated that for Internals, navigational ease in the search process and cross-references between on- and offline sources may be most positively related to the ability to influence these students. For Externals, navigational ease in browsing seamlessly without needing to make choices may be positively related to influence. Furthermore, the primary communication goal for university students made up primarily of Internals versus Externals may be different according to Ludwick and Glazer (2000). For example, the more relevant goal for Internals may be to enhance on/offline activism while for Externals; the primary goal may be to build a large online audience, which can be influenced through creative, carefully targeted content.

Welsh (1999) investigated the relationship between Internet use, coping style, expectancies, and locus of control among undergraduates at a large private university in the northeast where Internet dependence was defined as students demonstrating at least 3 criteria from a list of 7 items. From an initial sample of 1006 participants, 83 students were identified as scoring in the Internet dependent range, 42 of which completed the entire study. Using the Rotter (1966) internal-external control scale, no difference was found between the 42 dependent and a matched sample of 42 nondependent Internet users. However, there was a tendency for dependent users to have a more external locus of control, a finding which approached significance. Work in the field led to the hypothesis that people with typical expectancy shifts were displayed more often by those who attributed their outcome to ability when the other groups attributed their own outcome to chance. Weidman (2003) argued that rather than ability versus luck, locus may differ in attribution to stable. It is argued that internality is linked with effort while externality is linked with luck.

Looking at Weidman's work, this has implication on both internal and externals outcomes in terms of their achievement and motivation. People with external locus of control tend to be more stressed and prone to clinical depression (Ani and Ahiauzu, 2008, Pajare 2002, Reiner and Plomp 1997). Internals as a concept were believed by Rotter (1966) to have exhibited two characteristics; High achievement motivation and Low outer directedness. This was the conceptual construct underlining Rotter's belief that locus of control is a unidirectional component. Although this concept was challenged by Leveson (1981) who argued that different dimensions of locus of control such as belief that events in one's life are self-determined are organized by powerful influence and that chance-based must be separated. The conceptual construct of Rotter's (1966) therefore formed the conceptual framework for this study that drives motivation of use's choice.

3. METHODOLOGY

The survey research design was employed for this study. Single stage was used as random sampling technique in order to ascertain the relationship between two variables. This design was used to find the use of database and information sources by the academic staff in private institution. 2086 academic staffs were selected from (14) institutions with a population size of 3308. Questionnaire was used to collect data while mean and regression analysis at 0.05 was employed to test the significant level.

4. FINDINGS

4.1 The Utilization of EIRs by Academic Staff

Table 4.1: The Utilization of Electronic Information Resources by Academic Staff

S/N	Utilization of Electronic Resources	Very often	Often	Occasionally	Never	Undecided	\bar{X}	S.D
1	E-journals	761 (47.2%)	428 (26.6%)	215 (13.3%)	117 (7.3%)	90 (5.6%)	3.65	1.42
2	E-mail	714 (44.3%)	551 (34.2%)	284 (17.6%)	13 (0.8%)	49 (3.0%)	3.21	0.94
3	E-encyclopedia	610 (37.9%)	547 (34.0%)	287 (17.8%)	151 (9.4%)	16 (1.0%)	3.19	0.97
4	E-cataloguing	629 (39.0%)	432 (26.8%)	240 (14.9%)	178 (11.0%)	132 (8.2%)	3.08	1.43
5	E-indexes\abstracts	591 (36.7%)	690 (42.8%)	220 (13.7%)	62 (3.8%)	48 3.0%	3.01	1.12
6	E-conference papers\proceedings	588 (36.5%)	676 (42.0%)	231 (14.3%)	59 (3.7%)	57 (3.5%)	2.80	1.42
7	E-library	554 (34.4%)	604 (37.5%)	279 (17.3%)	159 (9.9%)	15 (0.9%)	2.62	1.26
8	E-magazines	551 (34.2%)	617 (38.3%)	178 (11.0%)	167 (10.4%)	98 (6.1%)	2.41	0.90
9	E-books	548 (34.0%)	602 (37.4%)	281 (17.4%)	161 (10.0%)	19 (1.2%)	2.32	1.26
10	E-database e.g EBSCOHOST, JSTOR, HINARI, AGORA, BOONE and TEAL	551 (34.2%)	611 (37.9%)	283 (17.6%)	153 (9.5%)	13 (0.8%)	2.29	1.10
11	E-directory	488 (30.3%)	475 (29.5%)	362 (22.5%)	271 (16.8%)	15 (0.9%)	2.23	1.29
12	E-theses & Dissertations	479 (29.7%)	604 (37.5%)	215 (13.3%)	159 (9.9%)	154 (9.6%)	2.16	1.18
13	E-newspapers	284 (17.6%)	555 (34.5%)	611 (37.9%)	152 (9.4%)	9 (0.6%)	2.07	1.01
14	DOAJ	379 (23.5%)	511 (31.7%)	115 (7.1%)	553 (34.3%)	53 (3.3%)	2.05	1.00
15	E-dictionary	387 (24.0%)	363 (22.5%)	343 (21.3%)	221 (13.7%)	297 (18.4%)	2.05	0.98
16	E-research report	284 (17.6%)	147 (9.1%)	453 (28.1%)	718 (44.6%)	9 (0.6%)	2.02	1.01
17	Silver platter	238 (14.8%)	120 (7.4%)	220 (13.7%)	426 (26.4%)	607 (37.7%)	1.96	0.99
18	E-examines	101 (6.3%)	270 (16.8%)	524 (32.5%)	660 (41.0%)	56 (3.5%)	1.94	0.96
19	High Wire Press	88 (5.5%)	267 (16.6%)	538 (33.4%)	662 (41.1%)	56 (3.5%)	1.84	0.95

The

finding revealed that 2086 copies of questionnaire were disseminated to the respondents (academic staff) in the study area, while 1,610 copies representing 77% was completed. About four hundred and seventy six (476) which is 23% was not recovered. This shows that the findings and result was completely depend or based on the instruments filled or recovered from the respondents. The table 4.1 shows the utilization database and information sources by academic staff in study area. The result further revealed that majority of these academic staff in higher institutions used online articles ($\bar{X}=3.65$, $SD=1.42$) than digitization or other electronic format. The use of database information is expected in private institution in other to enhance the flow of communication and career upliftment. Apart from electronic database, many academic staff also emphasized that e-mail ($\bar{X}=3.21$, $SD=0.94$), e-encyclopedia ($\bar{X}=3.19$, $SD=0.97$), cataloguing ($\bar{X}=3.08$, $SD=1.43$), indexing ($\bar{X}=3.01$, $SD=1.12$) among other sources of information are useful for academic staff in private institutions.

It was also observed from the result that other electronic resources such as e-conference, e-books, e-databases, e-theses, and e-newspaper are very important and seriously utilized for academic purpose including passing instruction to the students during and after the class lectures. The academic staff uses the advantage of e-resources and databases for further publication or articles in reputable journals. The use of hardcopy in form of books and other hard publications are reducing and even substituted for e-resource (Borroego et.al, 2007) and Yoo, (2004). The use of internet and social media is necessary for lecturers when submitting paper or articles for conference or publication. The communication and feedback to and fro students are done via networking processes.

4.2 Relationship between Self-Concept, Locus of Control and Use of EIRs

Table 4.2: Correlation Analysis showing the relationships of Self-Concept and Locus of Control with use of Electronic Information Resources by Private University lecturers in South-West, Nigeria.

	Utilization of Elec. Resources	Self Concept	Locus of Control	\bar{X}	S.D
Utilization of Electronic Resources	1			176.79	18.74
Self Concept	.883**	1		73.38	14.27
Locus of Control	.969**	.927**	1	88.11	19.98

p<.05

The above Table 4.2 showed correlation coefficients and significant values of self concept and locus of control including the utilization of electronic data resources for academic staff in higher institution. The findings shows the correlation which occur between self-concept and locus of control for database and other resources including use of digitization. The use of correlation was based on two tailed and important at (p<.05). Hence, self concept (r=.883**, P<.05) and locus of control (r=.969**, P <.05) were very dynamic and useful in various online and data sources of information. Thus the two factors are relative important for good conduct and communication that can be used by the academic staff in private higher institution. The finding also revealed that the two key factors which are locust of control and self-concept are determinant of online and other information sources (database) used in tertiary institutions by academic staff Southwest ($\bar{X}=88.11$, $SD=19.98$). It contain the higher rating score, including their self concept.

4.3 Relative Effect of Self-Concept and Locus of Control to Use of EIRs

Table 4.3 Relative Contribution of Self-Concept and Locus of Control to Use of Electronic Information Resources by the Private University lecturers in South-west, Nigeria.

Model	Unstandardized Coefficient		Standardized Coefficient	T	P	R ²	F	Sig.
	B	Std. Error	B					
(Constant)	123.994	.616		201.188	.000			
Self Concept	.144	.011	.109	13.189	.000	.988	26.148	.000
Locus of Control	.129	.016	.138	7.960	.000			

Table 4.3 disclosed the relative contribution of self-concept and locus of control for utilization of database and digitization information by academic staff of private higher institution. The finding figured out shows self-concept ($\beta = .109$, $P < .05$) and locus of control ($\beta = .138$, $P < .05$) were positively contributed with the use of electronic information resources. This indicates that self-concept and locus of control have positive significant contribution to the database and other sources of data provided academic staff in the private higher institution in Nigeria.

The finding deduced and show self concept and locus of control have joint relative contributions to online database and other information resources used by academic staff ($F_{(5,1605)} = 26.148$; $R = .994$, $R^2 = .988$, $P < .05$). Statistically, R^2 value of .998 signifies that 99% of the variation was accounted for by psychological factors. Therefore, this indicates that self concept and locus of control jointly predict information use by the lecturers in the tertiary institution of higher learning.

4. CONCLUSIONS AND RECOMMENDATIONS

The utilization of database resources by academic staff in the private institution cannot only be over emphasizing by are also controlled by self-concept and locust of control. The two key important elements of electronic sources are not easy to put into effective use because many academic staff cannot display ICT skills for communication instruction and searching. It was discovered that locust of control and self-concept shows correlation of using e-journals and database information. The institutions therefore, should provide adequate and current network in terms of good internet and online database to improve academic staff knowledge. Provision of effective seminars and attending conferences give room for updating academic staff knowledge in private institution.

The use of electronic information resources by private universities lecturers depend on their locus of control and their self-concept. These factors were determinant of EIR use. Levels of such determinant and correlation is virtually not easy and not friendly for private university lecturers in Southwest Nigeria to use electronic information resources due to their inability to understand information provided by e-journal and inability to apply the help messages always displayed on the screen during their search. Therefore, the study recommended that university management should provide more effective use of current internet education systems to increase individual internet knowledge by having a sort of seminars/workshop to intimate and update the lecturers on the help messages always displayed on the screen during search.

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