



**INTERNET ACCESS, LIBRARY WEBSITE AND INSTITUTIONAL REPOSITORIES
AS CORRELATES OF UTILIZATION OF OPEN EDUCATIONAL RESOURCES
BY POSTGRADUATE STUDENTS OF LIBRARY AND INFORMATION
SCIENCE IN RIVERS STATE UNIVERSITIES, NIGERIA**

Isaac Mbolo

Polytechnic Library

Federal Polytechnic Ekowe Bayelsa State, Nigeria

isaacmbolo@gmail.com

Abstract

This study examined internet access, library website and institutional repository as correlates of the utilization of Open Educational Resources (OER) by postgraduate students of Library and Information Science in Rivers State-owned universities. The study adopted a correlational survey design. The population of the study was 44 postgraduate students of library and information in Rivers State owned universities. Census sampling technique was used since the population was not large. Questionnaire was used for data collection. Out of 44 copies of the questionnaire distributed, 35 copies were found valid for analysis. Data analysed using mean, standard deviation and Pearson Product Moment Correlation (PPMC) at the 0.05 level of significance. The findings revealed that internet access had a positive, strong and significant relationship with the utilization of OER. Library website access also had a positive, weak and significant relationship with OER utilization. Similarly, institutional repository access had a positive, strong and significant relationship with OER utilization. The findings indicate that access to reliable internet facilities, functional library websites and accessible institutional repositories enhances postgraduate students' opportunities to discover and utilize OER for academic and research purposes. The study concludes that these information access platforms are important correlates of OER utilization among postgraduate students of Library and Information Science. It recommends that Rivers State-owned universities should strengthen internet connectivity, improve the usability and accessibility of library websites, and establish, regularly update and promote institutional repositories to facilitate greater access to OER.

Keywords: Internet access, library website, institutional repository, Open Educational Resources, postgraduate students, Library and Information Science



Introduction

The cost of scholarly and educational publications has continued to constitute a major challenge to students and researchers in higher education institutions. The high cost of textbooks, journals and other academic publications may limit students' access to materials required for teaching, learning and research. This situation has encouraged the search for alternative educational resources that are affordable and easily accessible. One of such alternatives is Open Educational Resources (OER), which provide opportunities for students and researchers to access educational materials freely or at little cost. OER have therefore become increasingly relevant in higher education because of their potential to promote equitable access to educational resources and support teaching, learning and research activities. Open Educational Resources are materials used for teaching and learning that are freely available online for users.

According to Mutwiri and Muhinja (2018), OER include online courses, course modules, syllabi, lectures, assignments, quizzes, classroom activities, laboratory materials, simulations, games and other educational materials contained in digital collections. OER seek to reduce barriers to educational access and encourage the sharing of educational content. Their availability can help students reduce dependence on costly textbooks and other conventional educational materials while providing opportunities for independent and lifelong learning. The increasing use of the Internet and other digital technologies in higher education has further expanded the availability of OER. The World Wide Web provides opportunities for institutions, lecturers and students to share, access and reuse teaching and learning materials. OER have consequently gained attention because of their potential to reduce economic and geographical barriers to education and provide learners with access to a wide range of educational materials.

The utilization of OER provides postgraduate students with additional materials for coursework, research, seminars, assignments and other academic activities. Internet access is particularly important to the utilization of OER because most OER are made available through online platforms. Okeke and Nsirim (2024) described the Internet as a global network of interconnected computers and devices that enables the exchange of information and communication across vast



distances. It provides access to websites, databases, online repositories and other digital resources, making it an important resource for research, learning and information sharing in academic environments. Access to the Internet enables students to search for, retrieve, download and use educational and scholarly materials available from different online sources. Consequently, the level of Internet access available to postgraduate students may be associated with their utilization of OER. For postgraduate students of Library and Information Science, Internet access is particularly important because their academic activities involve extensive information searching, literature review, research and knowledge creation. Through the Internet, students can access open textbooks, online courses, lecture materials, research publications, tutorials and other educational resources that can complement materials provided by their institutions. The Internet therefore provides an important avenue through which postgraduate students can discover and utilize OER for their academic work.

Library websites also provide an important avenue for accessing educational and scholarly information. A library website is a collection of interlinked web pages hosted on the Internet through which a library provides information about its services, collections and resources. Library websites can provide users with access to electronic resources, library catalogues, research guides, links to useful information sources and other online services. They can also direct students to freely available educational resources and other scholarly materials relevant to their academic needs. A functional and accessible library website can therefore make it easier for postgraduate students to discover and utilize OER. It is therefore necessary to establish whether the availability and use of library websites are related to the utilization of OER among postgraduate students.

Institutional repositories constitute another important source of educational and scholarly materials in universities. An institutional repository is a digital archive managed by an academic institution to collect, preserve and disseminate the scholarly output of its faculty, researchers and students. Institutional repositories provide access to theses, dissertations, research articles and other academic materials and enhance the visibility and accessibility of scholarly content within and beyond the institution (March et al., 2019). Institutional repositories can be particularly useful to postgraduate students because they provide access to previous research conducted within their institutions and related academic communities. Theses, dissertations, conference papers, journal articles and other materials available through repositories can provide useful information for



literature reviews, research projects and academic assignments. In addition, repositories may expose students to scholarly materials that they may not otherwise encounter through conventional library collections. The availability and utilization of institutional repositories may therefore be related to the extent to which postgraduate students utilize OER and other freely accessible educational resources.

The utilization of OER is particularly important among postgraduate students of Library and Information Science because postgraduate education requires continuous access to current and diverse information resources. Students are expected to undertake extensive reading, participate in academic discussions, conduct research, prepare assignments and produce scholarly works. OER can supplement subscribed and locally available library resources by providing students with additional educational materials. Effective utilization of OER can consequently support independent learning, research productivity and knowledge acquisition among postgraduate students.

Statement of the Problem

Despite the growing availability of OER and the increasing use of online platforms in higher education, the extent to which postgraduate students utilize these resources may vary. Access to the Internet, availability of functional library websites and the presence of institutional repositories may provide important opportunities for students to discover and access OER. However, the existence of these facilities does not necessarily establish that students utilize OER extensively. It is therefore necessary to empirically examine the relationship between these variables and OER utilization among postgraduate students of Library and Information Science.

Objectives



The objective of the study is to investigate Internet Access, Library Website and Institutional Repositories as Correlates of Utilization of Open Educational Resources by Postgraduate Students of Library and Information Science in Rivers State Universities. Specifically, the study seeks to:

1. identify the relationship between internet and the utilization of open educational resources by postgraduates of library and information science in River's State-owned universities.
2. determine the relationship between library website and the utilization of open educational resources by postgraduates of library and information science in River's State-owned universities.
3. examine the relationship between institutional repository and the utilization of open educational resources by postgraduates of library and information science in River's State-owned universities.

Research Questions

The following research questions guided the study:

1. What is the relationship between Internet access and the utilization of Open Educational Resources by postgraduate students of Library and Information Science in Rivers State-owned universities?
2. What is the relationship between library website and the utilization of Open Educational Resources by postgraduate students of Library and Information Science in Rivers State-owned universities?
3. What is the relationship between institutional repository and the utilization of Open Educational Resources by postgraduate students of Library and Information Science in Rivers State-owned universities?

Hypotheses



The following null hypotheses were formulated and tested at the 0.05 level of significance:

Ho1: There is no significant relationship between Internet access and the utilization of Open Educational Resources by postgraduate students of Library and Information Science in Rivers State-owned universities.

Ho2: There is no significant relationship between library website and the utilization of Open Educational Resources by postgraduate students of Library and Information Science in Rivers State-owned universities.

Ho3: There is no significant relationship between institutional repository and the utilization of Open Educational Resources by postgraduate students of Library and Information Science in Rivers State-owned universities.

Literature Review

Utilization of Open Educational Resources

Open Educational Resources (OER) have become increasingly important in higher education because they provide learners with access to educational and scholarly materials that can be freely accessed, reused, adapted and shared. For postgraduate students, OER provide opportunities to supplement formal coursework, support independent learning and facilitate research activities. Such resources include open textbooks, scholarly articles, lecture materials, multimedia resources, research reports, theses and dissertations, and other openly available academic materials. Cox and Trotter (2017) observed that students utilize OER to complement formal coursework, obtain relevant research materials and engage in collaborative learning. The flexibility of OER is particularly valuable to postgraduate students because their academic activities often require specialized, current and interdisciplinary information. Clements et al. (2017) further noted that the collaborative nature of OER creation and sharing facilitates the exchange of ideas and knowledge across disciplinary boundaries. Effective utilization of OER requires more than their availability. Students need to be able to identify relevant resources, evaluate their quality, understand licensing conditions and use the materials ethically. Olcott Jr. and Ober (2018) emphasized the importance of institutional support and training in promoting the effective adoption and use of OER. Thus,



postgraduate students' utilization of OER may depend partly on the availability of appropriate information infrastructure and platforms through which such resources can be discovered and accessed.

Internet and Utilization of Open Educational Resources

The internet has transformed education by making information and learning resources more accessible beyond the traditional classroom and physical library. Ahuja (2023) noted that the internet has contributed to the democratization of knowledge by enabling people to access educational information regardless of geographical location or socioeconomic background. Through e-learning platforms, digital libraries, educational websites and other online resources, students can access learning materials at their convenience. Affum (2022) similarly observed that internet-based resources enable students to explore subjects extensively and enhance the learning experience. For postgraduate students, internet access is particularly important because research requires extensive and timely access to information. Siraji (2015) observed that the internet facilitates information searching, assignment completion and communication among students. Daniels et al. (2023) noted that internet connectivity has become an important component of the academic environment, while Omehia and Nsirim (2022) found that students' access to the internet, including through mobile phones, broadens their academic information and facilitates communication within the academic community. These capabilities create opportunities for postgraduate students to locate and utilize OER from different sources and geographical locations. The academic benefits of internet use depend largely on how students use the facility. Torres-Díaz et al. (2016) similarly reported that internet use for educational purposes can positively influence academic performance, particularly when students use online tools for coursework and interaction with peers and teachers. However, inadequate access, poor connectivity, distractions and difficulty distinguishing credible information from unreliable sources can constrain effective utilization.

Library Website and Utilization of Open Educational Resources



Academic library websites have become important gateways to electronic information and educational resources. Through their websites, libraries can provide remote access to catalogues, electronic databases, digital collections, research guides, reference services, tutorials and links to OER. Okwu and Nsirim (2023) noted that library websites facilitate access to remote library collections and services, thereby extending library services beyond the physical library. Library websites can support OER utilization by organizing and directing students to relevant educational and scholarly resources. Baba and Ganaine (2019) found that library websites commonly organize electronic resources alphabetically, by subject and by resource type. Such organization can simplify resource discovery.

However, the effectiveness of a library website depends on its usability, currency and ease of navigation. Cappel and Hung (2017) emphasized that usability is an important feature of effective website design, while Cohen and Still (2019) noted that library websites provide gateways to online catalogues, electronic databases, digital collections and other academic services. Okwu and Nsirim (2022) further observed that academic library websites support research and teaching by providing access to online research tools and full-text resources. March et al. (2019) recommended clear navigation, effective organization and user-centred categorization for library websites. These features are relevant to OER because postgraduate students are more likely to discover and utilize open resources when they are clearly identified, well organized and easily accessible. Consequently, the quality and usability of the library website can influence students' access to and utilization of OER.

Institutional Repository and Utilization of Open Educational Resources

Institutional repositories (IRs) provide universities with platforms for collecting, preserving and disseminating their intellectual outputs. Lynch (2003) described an institutional repository as a set of services through which an institution manages and disseminates digital materials created by its community. IRs commonly contain theses and dissertations, journal articles, conference papers, seminar presentations, lecture materials, books and other academic publications. Institutional repositories are particularly relevant to postgraduate students because they provide access to research and educational materials generated within their institutions and beyond. Adeyemi et al. (2017) noted that repositories preserve and provide access to the intellectual outputs of higher



education and research institutions. Ogbomo and Muokebe (2015) further observed that IRs enhance the visibility of digital resources and support teaching, learning and research.

Similarly, Oguche (2018) argued that repositories can address the problem of valuable university-generated literature remaining unpublished and underutilized. March et al. (2019) noted that institutional repositories facilitate the archiving, discovery and sharing of scholarly activities and can enhance collaboration and research dissemination. Anenene et al. (2017) also emphasized that making university research accessible increases its potential for dissemination and utilization. The literature suggests that the utilization of OER by postgraduate students is facilitated by the information infrastructure through which such resources are accessed. The internet provides the connectivity required to discover and retrieve OER, library websites serve as organized gateways to electronic and open resources, while institutional repositories preserve and disseminate institutional scholarly materials. Therefore, the availability and effective use of these three facilities may be important correlates of postgraduate students' utilization of OER.

Methodology

The study adopted a correlational design. A correlational research design investigates relationships between variables. The population of the study is 44 comprised all the postgraduate students including Doctorate students, Masters, Mphil and Postgraduate Diploma in Rivers State owned universities. They are Rivers State University (10) and Ignatius Ajuru University of Education, Port Harcourt (34) for 2023 and 2024 academic session. The census sampling technique was used to select the entire population of 44. The census sampling technique was adopted because the population is not large and is easier to sample all the entire population. Questionnaire was used to collect data. Copies of questionnaire were administered to all the library and information science postgraduate students in the rivers state-owned university libraries. A structured questionnaire titled: Digital Access Tools and Utilization of Open Educational Resources Questionnaire (DATUOERQ) was used with 4 point likert scales. The response options on the instrument were: Strongly Agree (SD) (4), Agree (A) (3), Disagree (D) (2), Strongly Disagree (SD) (1). Forty-four (44) copies of the questionnaire were administered during school period when the postgraduate students were readily available. The questionnaire was administered to the students with the help of a staff in each of the institutions and will be collated from time to time within a week. Forty-



four (44) copies were administered, however thirty-five (35) were used for analysis. The data was analyzed using the mean and standard deviation for research questions and Pearson Product Moment Correlation for hypotheses testing. The decision to agree or disagree on research question is based on the criterion mean of 2.5. This implies that any item less than mean rating of 2.5 is disagreed and agreed when it is 2.5 and above. On the hypothesis, when the probability value is less than ($P < 0.05$), the null hypothesis will be rejected but will be accepted when ($P > 0.05$).

RESULTS AND DISCUSSION

Research Question 1: What is the relationship between internet and the utilization of open educational resources by postgraduates of library and information science in River's State-owned universities?

Table 1: Summary of Mean and Standard Deviation on the Relationship between Internet and the Utilization of Open Educational Resources by Postgraduates of Library and Information Science

Item	$\bar{x}$	$\pm$	Decision
internet connectivity gives access to e-books	3.4	3.5	Agree
internet connectivity facilitates access to e-journals	3.5	3.5	Agree
Internet connectivity provides access e-lecture materials	2.5	3.0	Agree
Access to online modules is facilitated through internet connectivity	2.3	2.9	Disagree
Internet connectivity enhances access to electronic conference materials	3.3	3.3	Agree
Weighted mean	3.0 > 2.5	3.2	Agree

The result from table 1 shows the relationship between internet and the utilization of open educational resources by postgraduates of library and information science in River's State-owned universities, Port Harcourt. It indicates that access to internet connectivity facilitates access to e-journals (3.5), access to internet connectivity gives access to e-books (3.4), Internet connectivity enhances access to electronic conference materials (3.3.), internet connectivity provides access e-lecture materials (2.5). On the other hand, it indicates that most respondents disagreed that access to online modules is facilitated through internet connectivity (2.3). However, the weighted mean



of 3.0 which is greater than the criterion mean of 2.5 indicates that Internet connectivity enhances the utilization of open educational resources by postgraduates of library and information science.

Table 2: Summary of Pearson Product Moment Correlation on the relationship between internet and the utilization of open educational resources by postgraduates of library and information science in River's State-owned universities.

Variables		Internet connectivity	Utilization of Open Educational Resources	Decision
Internet connectivity	Pearson Correlation	1	.857	Reject
	Sig. (2-tailed)		*.001	
	N	35	35	
Utilization of Open Educational Resources	Pearson Correlation	.857	1	
	Sig. (2-tailed)	.001		
	N	35	35	

*. Correlation is significant at the 0.05 level (2-tailed).

The Table 2 shows the pair of internet connectivity with the utilization of open educational resources obtained a correlation coefficient of $r = 0.857$. This indicates a positive and strong relationship and is statistically significant at 0.05 alpha level (Sig. $0.001 < 0.05$). Thus, the null hypothesis which stated that there is no significant relationship between internet and the utilization of open educational resources by postgraduates of library and information science in River's State-owned universities, is rejected. It can therefore, be stated that there is a positive, strong and significant relationship between access to internet and the utilization of open educational resources by postgraduates of library and information science in River's State-owned universities,

Research Question 2: What is the Relationship between Library Website and the Utilization of Open Educational Resources by Postgraduates of Library and Information Science in Rivers state owned Universities?



Table 3: Summary of Mean and Standard Deviation on the Relationship between Library Website and Utilization of Open Educational Resources by Postgraduates of Library and Information Science

Item	$\bar{x}$	$\pm$	Decision
library website gives access to e-books	2.3	2.9	Disagree
library website facilitates access to e-journals	2.4	3.0	Disagree
library website provides access e-lecture materials	2.1	2.7	Disagree
Access to online modules is facilitated through access to library website	2.0	2.5	Disagree
Library website enhances access to electronic conference materials	2.4	2.9	Disagree
Weighted mean	2.2<2.5	2.8	Disagree

The result from table 3 indicates the respondents' disagreement that library website facilitates access to e-journals (2.4), library website enhances access to electronic conference materials (2.4), library website gives access to e-books (2.3.), library website provides access e-lecture materials (2.1), access to online modules is facilitated through library website (2.0). The weighted mean of 2.2 indicates that library website was not utilized by postgraduate students to enhance the utilization of open educational resources.

Hypothesis Two: There is no significant relationship between library website and the utilization of open educational resources by postgraduates of library and information science in Rivers state owned universities.



Table 4: Summary of Pearson Product Moment Correlation on the relationship between Library Website and the utilization of open educational resources by postgraduates of library and information science in Rivers state owned universities.

Variables		Library website	Utilization of Open Educational Resources	Decision
Library website	Pearson Correlation	1	.136	Reject
	Sig. (2-tailed)		*.003	
	N	35	35	
Utilization of Open Educational Resources	Pearson Correlation	.136	1	
	Sig. (2-tailed)	.003		
	N	35	35	

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4 shows the pair of library website with the utilization of open educational resources obtained a correlation coefficient of $r = 0.136$. This indicates a positive but weak relationship and is statistically significant at 0.05 alpha level (Sig. $0.003 < 0.05$). Thus, the null hypothesis which stated that there is no significant relationship between library website and the utilization of open educational resources by postgraduates of library and information science in Rivers state owned universities, is rejected. It can therefore, be stated that there is a positive, but weak and significant relationship between access to library website and the utilization of open educational resources by postgraduates of library and information science in River's State-owned universities.

Research Question 3: What is the Relationship between Institutional Repository and the Utilization of Open Educational Resources by Postgraduates of Library and Information Science in Rivers State Owned Universities?



Table 5: Summary of Mean and Standard Deviation on the Relationship Between institutional repository and Utilization of Open Educational Resources by Postgraduates of Library and Information Science

Item	SA	A	D	SD	$\bar{x}$	$\pm$	Decision
institutional repository gives access to e-books	15	20			3.4	3.5	Agree
institutional repository facilitates access to e-journals	18	17			3.5	3.5	Agree
institutional repository provides access e-lecture materials	9	15	11		2.9	3.2	Agree
online modules is facilitated through access to institutional repository	3	10	18	4	2.3	2.8	Disagree
Institutional repository enhances access to electronic conference materials	4	20	21		2.6	2.8	Agree
Weighted Mean					2.9>2.5	3.1	Agree

The result from table 4.3 indicates the respondents' agreement that access to institutional repository facilitates access to e-journals (3.5), institutional repository gives access to e-books (3.4), institutional repository provides access e-lecture materials (2.9), institutional repository enhances electronic conference materials (2.6). On the other hand, the study shows the respondents disagreed that online module is facilitated through access to institutional repository (2.3). The weighted mean of 2.9 indicates that institutional repository was used by postgraduates of library and information science to enhance the utilization of open educational resources.

Hypothesis Three: There is no significant relationship between institutional repository and the utilization of open educational resources by postgraduates of library and information science in River's State-owned universities.



Table 6: Summary of Pearson Product Moment Correlation on the relationship between Institutional Repository and the utilization of open educational resources by postgraduates of library and information science in Rivers state owned universities.

Variables		Institutional Repository	Utilization of Open Educational Resources	Decision
Institutional Repository	Pearson Correlation	1	.775	
	Sig. (2-tailed)		*.001	Reject
	N	35	35	
Utilization of Open Educational Resources	Pearson Correlation	.775	1	
	Sig. (2-tailed)	.001		
	N	35	35	

*. Correlation is significant at the 0.05 level (2-tailed).

The Table 4.10 shows the pair of institutional repositories with the utilization of open educational resources obtained a correlation coefficient of $r = .775$. This indicates a positive and strong relationship, and is statistically significant at 0.05 alpha level (Sig. $0.001 < 0.05$). Thus, the null hypothesis which stated that there is no significant relationship between institutional repository and the utilization of open educational resources by postgraduates of library and information science in River's State-owned universities is rejected. It can therefore, be stated that there is a positive, strong and significant relationship between institutional repository and the utilization of open educational resources by postgraduates of library and information science in River's State-owned universities.

Discussion of the Findings

Internet and the Utilization of Open Educational Resources

The result from hypothesis one shows that there is a positive, strong and significant relationship between access to internet and the utilization of open educational resources by postgraduates of library and information science in River's State-owned universities. Undoubtfully, the internet has brought about a major revolution in the field of education and learning. The impact of the internet on education and learning has been far-reaching and profound, transforming the way students access open educational resources, learn and acquire knowledge. This study is therefore, in support of the study by Okwu and Nsirim (2023) who investigated digital access tools and



provision of open educational resources by librarians in academic libraries in Rivers State and discovered that the use of internet enabled students to access education resources for research ahead of time, tackle multiple homework, widens the scope of reading and learning, promotes self-learning. This finding of this study could be attributed to the provision of Internet connectivity in the library which gives postgraduate students to have access to open educational resources.

Library Website and the Utilization of Open Educational Resources

The result from hypothesis two revealed that there is a positive but weak and significant relationship between access to library website and utilization of open educational resources by postgraduates of library and information science in River's State-owned universities. Obviously, library website has become a significant aspect of the higher educational institutions. It becomes difficult for users to access and retrieve open educational resources and information if the website is not properly designed (Baba & Ganaine, 2019). This study corroborates with that of Mungwabi (2023) on students' usage of electronic resources available on the UDSM Library's website and found that most respondents frequently accessed and used the website to access educational resources including electronic books, electronic journals, digital collections, multimedia. The result of weak relationship could be due to lack of adoption of library website in university libraries in Rivers State which could have limited postgraduate students from accessing open educational resources from through library website.

Institutional Repository and the Utilization of Open Educational Resources

The result from hypothesis three revealed that there is a positive, strong and significant relationship between access to institutional repository and the utilization of open educational resources by postgraduates of library and information science in River's State-owned universities. March et al (2019) states that, institutional repositories allow the archiving of institutional research and scholarly activities which enables the academy to find and access the previous and current projects of the institution at one place and enhances the quality of scholarship through sharing and collaboration and this fundamentally creates the basis for new ideas for teaching and research dissemination and sharing in academic institutions. This study correlates with the study of Ibrahim et al (2020) examined the perception of graduate students in the use of the institutional repositories particularly in relation to the institutional repository of the University for Development Studies



(UDS), Tamale, Ghana and revealed that majority of graduate students use the IR to access open educational resources (theses and dissertations). This could be due to the provision of access to open educational resources by that enables postgraduate students to have access to and utilize them.

Conclusion

This study examined internet access, library websites and institutional repositories as correlates of the utilization of Open Educational Resources (OER) by postgraduate students of Library and Information Science in Rivers State-owned universities. The findings demonstrate that these information access platforms play important roles in supporting students' use of OER for learning and research. Specifically, internet access had a positive, strong and significant relationship with OER utilization, indicating that reliable internet access enhances students' ability to discover and use open educational materials. Access to library websites also had a positive, weak and significant relationship with OER utilization, suggesting that although library websites provide useful gateways to academic resources, their contribution may be limited by issues of accessibility, usability and adoption.

Similarly, institutional repository access had a positive, strong and significant relationship with OER utilization, demonstrating the importance of repositories in providing postgraduate students with accessible scholarly and educational materials. The study therefore concludes that strengthening internet connectivity, improving library website functionality and usability, and developing accessible institutional repositories are important measures for enhancing the utilization of OER among postgraduate students of Library and Information Science in Rivers State-owned universities.

Recommendations

Based on the findings of the study, the following recommendations were made:



1. University libraries should continue to provide Internet connectivity to facilitate the utilization of open educational resources.
2. University libraries should create and provide access to library website to promote the use of open educational resources.
3. University libraries should actively curate and expand the collection of open educational resources within the institutional repository. Collaborate with faculty members, librarians, and educational technologists to identify and include high-quality OER that align with the curriculum and research needs of postgraduate programs.

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