

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

Keywords: Subjective norm, behavioural intention, electronic information resources, MBA students, Nigeria universities. .

INTRODUCTION

Electronic information resources (EIRs) are information stored digitally in a 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

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becoming the major resource in every university library. The emergence of electronic information resources have transformed information handling and management in the academic environment and 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 are 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 print resources. Electronic information resource is more of a tool to assist in conducting research and offer the 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 organizations and invariably contributing positively to the nation's economic growth. The MBA students' academic work is undoubtedly very cumbersome as they have to keep abreast of information pertinent to their coursework on past and current issues in the field of management and economic realities. They are expected to be able to forecast, analyze 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 is 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 organizations. 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 are 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 the 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 visits 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).

Kwafoa and Afful-Arthur (2014) in their study on the frequency of use of electronic information resources and the challenges encountered in accessing EIRs among library users of Cape Coast University. The study established clearly that students depend highly on online electronic resources for better academic performance. However, patronage of the library's online databases was reported to be very low because of the charges to access EIRs, absence of proper guidance on the use of facilities provided, slow nature of the internet as well as a lack of knowledge about the tools and techniques used for searching and retrieving EIRs.

The study also supported the claims of Aregbesola and Oguntayo (2014) on the frequency of access to EIRs by library users in Landmark University, Nigeria. The researchers noted that motivation, convenience, academic discipline were the major predictors of the use of electronic resources among the various groups of users. Findings showed that the use of EIRs for academic purpose was due to their unlimited access to a wide range of e-books and journals, increased access to current materials for research. Mumitie and Kelefa (2019) in their study which examined the acceptance and use of EIRs at the institute of finance and management Tanzania. The study confirms that over two-thirds of the respondents were very frequent users of EIRs, however, The results show that a large proportion (74.5%) of the students cited poor quality of Internet services and network on campus, and inadequacy of computers and information literacy as factors that limit the use of EIRs and the study recommended that the library should increase the number of EIRs subscriptions.

Arshad and Ameen (2018) in their study on the purpose of using EIRs and services in the DAVV central library, Indore; they opined that factors such as easy access to EIRs have reduced physical visits to the library. The user-friendly features of EIRs offer a comfortable platform for MBA students to use e-books, e-journals, e-magazines, e-theses etcetera. Many MBA students rely on EIRs as their sources of information because they provide many advantages over traditional print-based resources.

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Another study conducted in Australia by Deng, (2010) found that there were various purposes for using e-resources which include: gathering information on a specific topic, gaining general information, obtaining answers to specific questions, completing assignments, reviewing the literature, writing essays and for decision making. It also found that respondents use e-resources for each of the above purposes. Such an observation reflects the fact that currently, users are dependent on the availability of e-resources for meeting many of their academic needs.

In addition, A study conducted by Obaje and Camble (2018) at the University of Jos Library reported that EIRs were mostly used for literature searches during projects, dissertation and thesis writing for students. At the time the focus was the use of CD-ROM databases. Findings revealed that students were not properly informed of the existence of CD-ROM databases in the library. Therefore, they used inappropriate search terms thereby retrieving irrelevant information.

Tan et 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 leads 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 costs (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. The study also identified the subjective norm of the students as a primary determinant of their behavioural intention to use EIRs.

Erasmus, Rothmann, and Eeden (2015) structural model with a cross-sectional survey design to test technology acceptance among South African teachers. They confirmed that there are significant paths from the perceived usefulness of the information system to behavioural intentions to use it. Furthermore, they submitted that behavioural intention to use a system predicted the actual use thereof. In the same vein, Sinh and Nhung (2012) argued that users' behavioural intentions will influence the use of EIRs. Thus, in a survey on the searching

behaviour of users of six online databases subscribed to by the Central Vietnam National University in 2012 reported that 87.5% requested full-text articles as compared with 12.5% who requested abstracts. Similar findings were reported by Coombs (2015) that full-text databases were preferred to other databases. Even among the full-text databases some are preferred to others because of the information architecture of the sites.

The subjective norm can be seen as the perceived social force to exhibit a particular behaviour. Subjective norms could also be stated as a form of belief that individuals approve or disapprove of certain behaviour when performing a task. Individuals not only perform tasks under social pressure, but the subjective norm also provides them with information about the appropriateness of the behaviour under consideration. Subjective norm is perceived to affect EIRs use and MBA students' behavioural intention to use it because of pressure exerted by friends, parents and those who have an influence on them (Robinson and Doverspike, 2016).

In the context of this study, the subjective norm is perceived as the social pressure to use or not use EIRs. It could result from how MBA students perceive the pressure placed on them to use or not use EIRs. MBA students' perception of social pressure put on them by others could affect their use of EIRs. This social pressure could come from the people who influence the MBA student; these individuals may be family members, friends, classmates, lecturers or parents. In a study on the use of EIRs at Ghent University, Belgium by Vermeir and Verbeke (2016) on the relationship between subjective norm and behavioural intention to use EIRs, findings of the study revealed that there is a significant and positive relationship between subjective norm and behavioural intention to use EIRs.

Also, a study on the intention to adopt and use e-journals among e-library users revealed that subjective norm has a significant effect on behavioural intention to use e-journals (Zhang and Liu, 2011). Other studies have also proved that the subjective norm of EIRs has a significant effect on behavioural intention to use EIRs (Fishbein and Ajzen 2010). Venkatesh (2000) revealed that usage intention of students in choosing electronic resources product are influenced by subjective norms of their supervisors; these are the norms of the local circle of influence. Subjective norms therefore, influence the use of EIRs by MBA students.

A study examined the influence of subjective norms on behavioural intention to use EIRs in Indonesia found that subjective norm has a significant and positive influence on the behavioural intention to use EIRs (Syamsul, et.al 2020). Subjective norms have also been recognised to play an important role in determining the adoption of mobile technologies. It was reported that subjective norms and perceived behavioural control have a positive effect on behavioural intentions of students in Finland to use e-books (Tarkiainen and Sundqvist, 2015).

Other studies have also proved that the subjective norm of EIRs has a significant effect on behavioural intention to use EIRs (Fishbein and Ajzen 2010; Rana and Dwivedi, 2015). Another study on the acceptance and use of EIRs in Hong Kong also confirmed that subjective norm of EIRs had a significant effect on behavioural intention to use EIRs (Lau and Woods, 2017). The study by Chiason and Lovato (2011) shows that students' subjective norm affects their behavioural intention to use and EIRs usage, while Venkatesh et al, (2013) revealed that usage intention of students in choosing an electronic resources product are influenced by subjective norms of their supervisors; these are the norms of the local circle of influence. Eugene and Khalil (2020) in their study on

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behavioural intention of Ghanaian Technical University students to use EIRs found that subjective norm has a positive and significant influence behavioural intention to use EIRs.

OBJECTIVES OF THE STUDY

The main objective of this study was to examine the influence of subjective norms on the behavioural intention to use electronic information resources among Master of Business Administration students in federal universities in Nigeria. The specific objectives were to:

- ✓ determine the frequency of use of electronic information resources by MBA students of federal universities in Nigeria;
- ✓ determine the purpose of use of electronic information resources by MBA students of federal universities in Nigeria;
- ✓ ascertain the behavioural intention of MBA students towards the use of electronic information resources of federal universities in Nigeria;
- ✓ determine the level of subjective norm of electronic information resources used by MBA students of federal universities in Nigeria;

RESEARCH QUESTIONS

The study provided answers to the following research questions:

1. What is the frequency of use of electronic information resources by MBA students of federal universities in Nigeria?
2. What is the purpose of use of electronic information resources by MBA students of federal universities in Nigeria?
3. What is the behavioural intention of an MBA students to use electronic information resources of federal universities in Nigeria?
4. What is the level of subjective norm of MBA students towards use of electronic information resources of universities in Nigeri

Hypothesis

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

There is no significant relationship between subjective norms 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 a 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. A stratified random sampling technique based on probability proportionate to size was used to select 60% of the total population of MBA students across the 10 federal universities offering the programme. The choice of a 60% sampling fraction was in line with Hammed and Popoola (2006) that the sampling fraction for samples selected in survey research must be, at least, up to 60 percent before generalization could be made on the population of the study. The data were collated and analyzed using Pearson Product Moment

Correlation Analysis, Multiple Regression Analysis using Partial Least Square Method (PLSEM), Mean, Standard Deviation and Percentages. Cronbach Alpha method was used to establish the reliability coefficients of the scales. The measurement scale established the psychometric properties of Subjective Norms of Electronic Information Resources ($\alpha = 0.87$) and Behavioural intention to Use Electronic Information Resources ($\alpha = 0.95$).

Research question one: What is the frequency of use of electronic information resources by MBA students of federal universities in Nigeria?

Table 1 Frequency of use of electronic information resources by MBA students

S/N	E-Resources	N	VRU	RU	MU	HU	VHU	\bar{x}	S.D
1	E-Mail	85 8.4%	25 2.5%	53 5.2%	175 17.2%	314 30.9%	363 35.8%	4.67	0.48
2	E-Reference sources (dictionary, encyclopaedia etc.)	80 7.9%	57 5.6%	44 4.3%	126 12.4%	338 33.3%	370 36.5%	4.67	0.52
3	E-Maps	80 7.9%	31 3.1%	67 6.6%	152 15.0%	333 32.8%	352 34.7%	4.66	0.48
4	E-Magazines	80 7.9%	35 3.4%	64 6.3%	172 16.9%	304 30.0%	360 35.5%	4.64	0.49
5	Multimedia and moving Image Resources	83 8.2%	59 5.8%	50 4.9%	144 14.2%	320 31.5%	359 35.4%	4.61	0.54
6	World Wide Web (www)	79 7.8%	57 5.6%	58 5.7%	171 16.8%	276 27.2%	374 36.8%	4.61	0.54
7	E-books	63 6.2%	51 5.0%	82 8.1%	174 17.1%	314 30.9%	331 32.6%	4.59	0.45
8	E-Research Reports	83 8.2%	39 3.8%	68 6.7%	160 15.8%	347 34.2%	318 31.3%	4.58	0.49
9	E-Newspapers	71 7.0%	54 5.3%	81 8.0%	176 17.3%	316 31.1%	317 31.2%	4.54	0.48
10	Open access resources	79 7.8%	44 4.3%	94 9.3%	171 16.8%	315 31.0%	312 30.7%	4.51	0.50
11	E-Tutorials	92 9.1%	39 3.8%	88 8.7%	163 16.1%	303 29.9%	330 32.5%	4.51	0.55
12	E-Theses/Dissertation	76 7.5%	54 5.3%	67 6.6%	213 21.0%	306 30.1%	299 29.5%	4.49	0.48
13	Online Databases	94 9.3%	45 4.4%	74 7.3%	200 19.7%	268 26.4%	334 32.9%	4.48	0.56
14	E-journals	61 6.0%	42 4.1%	133 13.1%	189 18.6%	307 30.2%	283 27.9%	4.47	0.43
15	E-Data Archives	95 9.4%	71 7.0%	68 6.7%	178 17.5%	335 33.0%	268 26.4%	4.37	0.56
16	CD-ROM Databases	93 9.3%	62 6.2%	102 10.2%	204 20.4%	260 26.0%	294 29.4%	4.34	0.57

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		9.2%	6.1%	10.0%	20.1%	25.6%	29.0%		
17	OPAC	111 10.9%	64 6.3%	98 9.7%	159 15.7%	314 30.9%	269 26.5%	4.29	0.62
18	E-Government Publications	107 10.5%	84 8.3%	97 9.6%	190 18.7%	245 24.1%	292 28.8%	4.24	0.65
19	E-Annual Reports	110 10.8%	71 7.0%	107 10.5%	173 17.0%	294 29.0%	260 25.6%	4.23	0.62
20	E-indexes and Abstracts	112 11.0%	91 9.0%	94 9.3%	190 18.7%	240 23.6%	288 28.4%	4.20	0.67
21	E-Government proceedings	129 12.7%	72 7.1%	118 11.6%	167 16.5%	255 25.1%	274 27.0%	4.15	0.69
Weighted mean=4.47									

Key: N= Never, VRU= Very Rarely Used, RU= Rarely Used, MU= Moderately Used, HU= Highly Used, VHU= Very Highly Used

The summary of the data on the frequency of use of electronic information resources by MBA students of federal universities in Nigeria are presented in Table 1. The ranking of the frequency of use of electronic information resources in the table as perceived by the respondents indicated that E-Mail was ranked highest with a mean score rating of ($\bar{x} = 4.67$), while the lowest mean score was the frequency of use of E-Government proceedings with ($\bar{x} = 4.14$),

The implication of these findings is that; E-Mail, E-Reference sources (dictionaries, encyclopedia etc.), E-Maps, E-Magazines, Multimedia and moving images resources, World Wide Web (WWW), E-books, E-Research reports, E-Newspapers, Open access resources, E-Tutorials, E-Theses/Dissertation, Online Databases and E-journals are the major electronic information resources used by MBA students in federal Universities in Nigeria.

Therefore, based on the threshold of a weighted mean of 4.47 it could be concluded that the level of frequency of use of electronic information resources by MBA students of Federal Universities in Nigeria was high. In addition, the result of the test norm that was carried out showed an overall mean index of 93.86 which falls within the “Highly Used range” The result is presented in Table 1.2

Table 1.2 Test Norm showing the frequency of use of electronic information resources by MBA students of federal universities in Nigeria

Interval	Mean index	Attitude	Frequency	Percentage
1-42		Rarely used	92	9.1
43-85		Moderately used	220	21.7
86-126	93.86	Highly used	703	69.2

Responses to the question on the frequency of use of EIRs by MBA students revealed that a significant number of MBA students use EIRs very frequently. This result is an encouraging development because of the fast-paced changing nature of technology and innovation and MBA students are expected to keep abreast of new developments

in order to be world-class graduates. The result aligns with the previous findings by Kwafoa, Osman and Afful-Arthur (2014) in their study on the frequency of use of electronic information resources and the challenges encountered in accessing EIRs among library users of Cape Coast University. The study established clearly that students depend highly on online electronic resources for better academic performance. However, patronage of the library’s online databases was reported to be very low because of the charges to access EIRs, absence of proper guidance on the use of facilities provided, slow nature of the internet as well as a lack of knowledge about the tools and techniques used for searching and retrieving EIRs.

The study also supported the claims of Aregbesola and Oguntayo (2014) on the frequency of access to EIRs by library users in Landmark University, Nigeria. The researchers noted that motivation, convenience, and academic discipline were the major predictors of the use of electronic resources among the various groups of users. Findings showed that the use of EIRs for academic purposes was due to their unlimited access to a wide range of e-books and journals increased access to current materials for research. Also, the study aligns with the position of Mumitie and Kelefa (2019) in their study which examined the acceptance and use of EIRs at the Institute of Finance and Management Tanzania. The study confirms that over two-thirds of the respondents were very frequent users of EIRs, however, The results show that a large proportion (74.5%) of the students cited poor quality of Internet services and network on campus, and inadequacy of computers and information literacy as factors that limit the use of EIRs and the study recommended that libraries should increase the number of EIRs subscriptions.

Research question two: What is the purpose of the use of electronic information resources by MBA students of federal Universities in Nigeria?

Table 2: Purpose of use of electronic information resources by MBA students of federal universities in Nigeria

S/N	Purpose of EIRs use	SD	D	A	SA	\bar{x}	S.D
1	I use electronic information resources for my research work	109 10.7%	81 8.0%	385 37.9%	440 43.3%	3.14	0.96
2	I use electronic information resources to obtain general knowledge	131 12.9%	88 8.7%	320 31.5%	476 46.9%	3.12	0.99
3	I use electronic information resources for both independent and collaborative study	144 14.2%	63 6.2%	332 32.7%	476 46.9%	3.12	0.98
4	Overall, electronic information resources are very much applicable to my studies	130 12.8%	88 8.7%	351 34.6%	446 43.9%	3.10	0.95
5	Electronic information resource use enables me to prepare seminar and conference papers	121 11.9%	55 5.4%	467 46.0%	372 36.7%	3.07	0.94
6	I use electronic information resources for literature review	139 13.7%	128 12.6%	355 35.0%	393 38.7%	2.99	0.98
7	I use electronic information resources for self-development	153 15.1%	140 13.8%	319 31.4%	403 39.7%	2.96	0.91
8	I use electronic information resources for theses/dissertation writing	163 16.1%	117 11.5%	338 33.3%	397 39.1%	2.95	0.07

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9	I use electronic information resources to gather information on specific topics	180 17.7%	119 11.7%	322 31.7%	394 38.8%	2.92	0.10
10	I use electronic information resources for assignment and class work	200 19.7%	115 11.3%	317 31.2%	383 37.7%	2.87	0.12
11	I use electronic information resources for professional development	205 20.2%	124 12.2%	315 31.0%	371 36.6%	2.84	0.13
Weighted mean = 3.01							

Key: SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree

The result of purposes of the purpose of use of electronic information resources by MBA students of Federal Universities in Nigeria are presented in Table 2. The result of the analysis determined the mean and standard deviation. Use of electronic information resources for research work ($\bar{x} = 3.14$) was ranked highest by the mean score rating as the main purpose for using EIRs, while the least ranked mean score rating was the use of electronic information resources for professional development ($\bar{x} = 2.84$). The analysis further indicated a threshold of weighted mean of 3.01

The findings imply that items with a mean score greater than 3.1 which are EIRs used for research work, obtaining general knowledge, independent and collaborative study and applicability of EIRs to studies is the major purpose of the use of electronic information resources in the study.

Overall, the findings revealed that MBA students made use of EIRs for academic activities. The result aligns with the submission of Arshad and Ameen (2018) in their study on the purpose of using EIRs and services in DAVV central library, Indore; they opined that factors such as easy access to EIRs have reduced physical visits to the library. The user-friendly features of EIRs offer a comfortable platform for MBA students to use e-books, e-journals, e-magazines, e-theses etcetera. Many MBA students rely on EIRs as their sources of information because they provide many advantages over traditional print-based resources.

Mumitie and Kelefa (20019) found that the principal reason for using e-resources in Tanzania Institute of Finance and Management was that more than 75% of the respondents use e-resources for research. Another study conducted in Australia by Deng, (2010) found that there were various purposes for using e-resources which include: gathering information on a specific topic, gaining general information, obtaining answers to specific questions, completing assignments, reviewing literature, writing essays, and decision-making. It also found that respondents use e-resources for each of the above purposes. Such an observation reflects the fact that currently, users are dependent on the availability of e-resources for meeting many of their academic needs.

In addition, A study conducted by Obaje and Camble (2018) at the University of Jos The library reported that EIRs were mostly used for literature searches during projects, dissertations and thesis writing for students. At the time the focus was the use of CD-ROM databases. Findings revealed that students were not properly informed of the existence of CD-ROM databases in the library. Therefore, they used inappropriate search terms thereby retrieving irrelevant information.

Research question three: What is the behavioural intention of MBA students to use electronic information resources of federal universities in Nigeria?

Table 3: 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

The summary of the behavioural intention of MBA students to use electronic information resources in Nigerian Universities is presented in Table 3. 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 were ranked highest by a mean score rating of (\bar{x} = 3.28), and was followed in succession by the intention to continue using electronic resources 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).

Hence, the major contributors to behavioural intention to use EIRs by MBA students are; using EIRs for class work and assignments, academic work, and information needs even after the completion of the programme, while the least contributor to behavioural intention was planning to use EIRs in the next month. Generally, one could conclude that the respondents have good behavioural intention to use EIRs.

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The findings are in line with Erasmus, Rothmann, and Eeden (2015) who used a structural model with a cross-sectional survey design to test technology acceptance among South African teachers. They confirmed that there are significant paths from the perceived usefulness of the information system to behavioural intentions to use it. Furthermore, they submitted that behavioural intention to use a system predicted the actual use thereof. In the same vein, Sinh and Nhung (2012) argued that users' behavioural intentions will influence the use of EIRs. Thus, a survey on the searching behaviour of users of six online databases subscribed to by the Central Vietnam National University in 2012 reported that 87.5% requested full-text articles as compared with 12.5% who requested abstracts. Similar findings were reported by Coombs (2015) that full-text databases were preferred to other databases. Even among the full-text databases, some are preferred to others because of the information architecture of the sites.

Research question four: What is the level of subjective norm of MBA students towards use of electronic information resources of universities in Nigeria?

Table 4: Subjective norm of MBA students towards the use of EIRs

S/N	Subjective norm of EIRs	NT	ST	T	VT	\bar{x}	S.D
1	It is expected of me as a postgraduate student to use electronic information resources	87 8.6%	128 12.6%	355 35.0%	445 43.8%	3.14	0.94
2	The trend of using e-resources among people around me is increasing	99 9.8%	115 11.3%	347 34.2%	454 44.7%	3.14	0.97
3	My close friends think that I should use electronic information resources	98 9.7%	169 16.7%	331 32.6%	417 41.1%	3.05	0.98
4	People whose opinion I value prefer that I use electronic information resources	103 10.1%	155 15.3%	351 34.6%	406 40.0%	3.04	0.98
5	People who are important to me think that I should use electronic information resources	103 10.1%	170 16.7%	370 36.5%	372 36.7%	3.00	0.97
6	My colleagues think using electronic information resources would enhance my academic performance	135 13.3%	148 14.6%	353 34.8%	379 37.3%	2.96	0.93
7	People who influence my behaviour think that I should use electronic information resources	135 13.3%	144 14.2%	416 41.0%	320 31.5%	2.91	0.99
8	My immediate supervisor thinks that I should use electronic information resources	147 14.5%	164 16.2%	354 34.9%	350 34.5%	2.89	0.94
9	I would get all the required supports from friends and family if I use electronic information resources	147 14.5%	167 16.5%	369 36.4%	332 32.7%	2.87	0.93
Weighted mean = 3.00							

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

The result presented in Table 4. reveals the subjective norm of MBA students towards the use of electronic information resources in Federal universities in Nigeria with a threshold mean of 3.00. It shows that expectation of a postgraduate student to use electronic information resources had the highest mean score rating of ($\bar{x} = 3.14$) and was followed by the trend of using EIRs increasing ($\bar{x} = 3.14$) while the lowest mean score rating of ($\bar{x} = 2.87$) was that MBA students got all the required support from friends and family to use EIRs

Test norm was carried out to establish the subjective norm of MBA students towards the use of electronic information resources and the maximum mean score was 36. The analysis indicated that the overall mean index for the subjective norm of EIRs by MBA students was 27.01 which fell within the high range. Generally, it could therefore be concluded that MBA students have a highly subjective norm to use EIRs in federal universities in Nigeria. The result of the subjective norm of EIRs use is further presented in Table 4.1

Table 4.1: Test norm showing the subjective norm of MBA Students towards the use of electronic information resources

Interval	Mean index	Subjective norm	Frequency	Percentage
1-12		Low	26	2.6
13-24		Moderate	304	30.0
25-36	27.01	High	685	67.5

The findings is in line with a study on the use of EIRs at Ghent University by Vermeir and Verbeke (2016) on the relationship between subjective norms and students’ behavioural intention to use EIRs, the study revealed that there is a significant and positive relationship between subjective norms and behavioural intention to use EIRs. Also, a study on the intention to adopt and use e-journals among e-library users revealed that subjective norm has a significant effect on behavioural intention to use e-journals (Zhang and Liu, 2011). Other studies have also proved that the subjective norm of EIRs has a significant effect on behavioural intention to use EIRs (Fishbein and Azen 2010). Subjective norms have also been recognised to play an important role in determining the adoption of mobile technologies. It was reported that subjective norm and perceived behavioural control have a positive effect on behavioural intentions of students in Finland to use e-books as argued by (Tarkiainen and Sundqvist, 2015). This study also finds support in Venkatesh (2000) who revealed that the usage intention of students in choosing electronic resources products is influenced by the subjective norms of their supervisors; these are the norms of the local circle of influence. Subjective norms, therefore, influence the use of EIRs by MBA students.

Hypothesis

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

Subjective norm was correlated with the behavioural intention to use electronic information resources. The hypothesis was tested at a 0.05 level of significance using Pearson correlation and the result are presented in Table 4.

Table 5: Relationship between subjective norm of EIRs and behavioural intention of use of EIRs in federal universities in Nigeria.

Variable	Mean	Std. Dev.	n	R	Sig. p	Remark
Subjective norm of EIRs	27.0069	6.5174				
Behavioural intention of use of EIRs	31.2631	7.7379	1015	.222*	.000	Sig.

* Sig. at 0.05 level

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The test of a relationship reveals a positive relationship between the subjective norm of electronic information resources and MBA students' behavioural intention to use electronic information resources ($r = .222$, $n = 1015$, $p(0.000) < 0.05$). However, the study establishes that there is a significant relationship between the subjective norm of electronic information resources and MBA students' behavioural intention to use electronic information resources. This result is supported by a study on the use of EIRs in Ghent University, Belgium by Vermeir and Verbeke (2016) on the relationship between subjective norms and students' behavioural intention to use EIRs, findings of the study revealed that there is a significant and positive relationship between subjective norm and behavioural intention to use EIRs. Also, a study on the influence of subjective norm on behavioural intention to use EIRs in Indonesia found out that subjective norm has a significant and positive influence on behavioural intention to use EIRs (Syamsul, et.al 2020). Other studies have also proved that the subjective norm of EIRs has a significant effect on behavioural intention to use EIRs (Fishbein and Ajzen 2010; Rana and Dwivedi, 2015). Another study on the acceptance and use of EIRs in Hong Kong also confirmed that the subjective norm of EIRs had a significant effect on behavioural intention to use EIRs (Lau and Woods, 2017). Subjective norms have also been recognised to play an important role in determining the adoption of mobile technologies. It was reported that subjective norm and perceived behavioural control have a positive effect on behavioural intentions of students in Finland to use e-books (Tarkiainen and Sundqvist, 2015).

The study by Chiason and Lovato (2011) shows that students' subjective norm affects their behavioural intention to use and EIRs usage, while Venkatesh et al, (2013) revealed that the usage intention of students in choosing an electronic resources product are influenced by subjective norms of their supervisors; these are the norms of the local circle of influence. Eugene and Khalil (2020) in their study on behavioural intention of Ghanaian Technical University students to use EIRs found that subjective norm has a positive and significant influence behavioural intention to use EIRs.

CONCLUSION AND RECOMMENDATIONS

The results of the study established that MBA students' subjective norm predicted their behavioural intention to use electronic information resources, and which play a vital role in their academic and research endeavours. The quality and advantages of EIRs in terms of access to information resources around the clock, research output availability and global 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 a 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 used 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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