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EFFECT OF ELECTRONIC INFORMATION RESOURCES INTEGRATION ON QUALITY EDUCATION DELIVERY AMONG POSTGRADUATE STUDENTS IN NIGERIAN PRIVATE UNIVERSITIES

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Journal of Applied Information Science and Technology 18 (2) 2025
https://doi.org/10.70118/jaist.202501802.15

Abstract

Purpose: This study investigates the extent to which EIR integration influences quality education delivery among postgraduate students in private universities in Southwest Nigeria.

Design/Methodology/Approach: This study used a mixed-methods approach to offer a detailed analysis of EIR integration and the impact it has on the delivery of quality education. The research was conducted among 133 respondents, comprising librarians and postgraduate students from private universities in Southwest Nigeria, a region known for its concentration of private higher education institutions. A structured survey instrument was used to get quantitative data on EIR access, utilization, and educational outcomes, while semi-structured interviews gave qualitative perceptions into user experiences and problems

Findings: Quantitative analysis showed moderate access to EIR (mean = 3.45) and high utilization (mean = 4.10), with regression analysis indicating a significant positive correlation between EIR integration and quality education delivery ($\beta = 0.45$, $p < 0.01$), explaining 63% of the variance in educational outcomes ($R^2 = 0.63$, $p < 0.01$). However, qualitative findings highlighted systemic barriers, including inadequate infrastructure, limited funding, insufficient information literacy, and lack of technical support, which temper EIR's impact.

Originality/Value: Despite its potential, the study discovered that EIR's influence on educational quality is not statistically significant in isolation ($\beta = 0.057$, $p = 0.540$), suggesting reliance on mediating factors such as training and infrastructure.

Implication: Recommendations include strategic investments in digital infrastructure, comprehensive training programs, and policy reforms to encourage a rich digital academic environment. This study identifies the need for Nigerian private universities to make the EIR integration a priority in order to elevate postgraduate education and align with global academic standards.

Keywords: Electronic Information Resources, quality education delivery, postgraduate education, Nigerian universities, digital transformation

Paper Type: Empirical research

Introduction

Education is the bedrock of sustainable development, encouraging human capital equipped to drive economic, technological,

and social progress. Quality education is particularly important for postgraduate students because it sharpens advanced critical thinking, research expertise, and problem-solving skills necessary to meet the demands of the global knowledge economy. In Nigeria, private universities have become an important part of the higher education setting, solving problems associated with accessibility and quality gaps left by open by public institutions. These private institutions, often known by their agility and innovation, are uniquely positioned to adopt modern educational tools to improve learning results. Among these tools, Electronic Information Resources (EIR) digital platforms includes e-books, peer-reviewed journals, multimedia archives, and online repositories stand out as transformative instruments. By providing instant access to a broad, authoritative, and up-to-date academic materials, EIR has the potential to transform research productivity, pedagogical approaches, and student satisfaction.

However, there are challenges with integrating EIR in Nigerian private universities. Systemic barriers, like inadequate technological infrastructure, limited funding, and insufficient training for both students and faculty pose as a hindrance to the effectively adopting these strategies (Eneh et al, 2023; Rogers, 2000). While global trends demonstrate how EIR has transformed higher education, Nigeria's private universities struggle with pace, leaving postgraduate students inadequately prepared for the demands of a competitive global academic and professional setting. This study aims to explore the effect of integrating EIR on quality education delivery among postgraduate students in private universities in Southwest Nigeria, a region known for concentrating on private higher education institutions. By examining the extent of EIR adoption, evaluating the quality of education delivery, and analyzing the relationship between these variables, this research seeks to provide implementable recommendations for stakeholders intending to improve postgraduate education.

Statement of the Problem

The capability of EIR to bridge knowledge gaps and enhance global competitiveness in higher education is well-documented. Platforms like JSTOR, SpringerLink, and PubMed have started a transformation in research by providing seamless access to scholarly resources, reducing the barriers of time and cost barriers associated with traditional methods (Gasparyan, 2019). However, in Nigerian private universities, EIR integration is still inconsistent and often inadequate. Factors like unreliable internet connectivity, regular power outages, limited funding, and low information literacy among users hinder optimal utilization (Eneh et al., 2023). These challenges unequally affect postgraduate students, depending on advanced research tools to produce high-quality research and meet global academic standards. The disparities between the capability of EIRand how it actually impactsthe Nigerian private universities raises critical questions about the factors limiting the effectiveness and the strategiesneeded to solve these barriers. This study addresses these gaps by investigating the relationship between EIR integration and quality education delivery, while identifying actionable solutions to improve postgraduate education.

Research Objectives

The study is guided by the following objectives:

1. To evaluate the level of EIR integration in private universities in Southwest Nigeria.
2. To evaluate the quality of education delivery among postgraduate students in these institutions.
3. To determine the influence of EIR integration on quality education delivery.

Research Questions

1. What is the level of EIR integration in private universities in Southwest Nigeria?
2. What is the level of quality education delivery among postgraduate students in these institutions?
3. Ordinarily there should be a third corresponding research question.

Hypotheses

H0: EIR integration does not significantly influence quality education delivery results in private universities in Southwest Nigeria.

Conceptual Review

Electronic Information Resources (EIR) has a broad variety of digital tools, including e-books, academic journals, multimedia archives, and online repositories, designed to improve how scholarly information is retrieved and disseminated (Verma, 2020). These resources are specifically important for postgraduate education, where students engage in advanced research and need access to reliable, up-to-date materials to produce high-quality academic output. EIR enables seamless access to global knowledge repositories, improvingcollaboration and independent research while reducing the limitations of physical libraries, like space constraints and outdated materials.

Quality education delivery, on the other hand, is known by rich educational processes, infrastructure, and results that produce skilled, knowledgeable, and competent graduates. It consists of the availability of academic resources, effective teaching and learning methods, and measurable resultslike research productivity, graduate employability, and satisfaction (Friday et al., 2019). Integrating EIR into educational systems identifies with this mission by streamlining access to scholarly materials, improving pedagogical approaches, and encouraging an academic excellent friendly environment. In Nigerian private universities, where there are constraints in resources, EIR provides a cost-effective solution needed to bridge knowledge gaps and make sure educational outcomes and global standards align.

The relationship between EIR integration and quality education delivery is in many faces. By giving quick access to peer-reviewed journals and multimedia resources, EIR improves the efficiency of research, enabling postgraduate students to engage with cutting-edge knowledge in their fields. Furthermore, EIR supports innovative teaching methods, such as combined learning and interactive multimedia, which helps in the improvement of student engagement and retention (Zhang&Hou, 2024). However, the effectiveness of EIR depends on its seamless integration into the academic ecosystem, requiring rich infrastructure,

user training, and institutional support. In Nigeria, where these elements are often scarce, the capacity of EIR remains underutilized, requiring a deeper exploration of its execution and impact.

Theoretical Framework

This study is built on two complementary theoretical perspectives: Diffusion of Innovation (DOI) Theory and Systems Theory, which gives a rich framework for the comprehension of EIR integration and its impact on the quality of education.

Diffusion of Innovation Theory

Proposed by Rogers (2003), DOI Theory explains how innovations, like EIR, are employed within organizations or societies. The theory identifies key factors influencing adoption, including:

- **Perceived Usefulness**: This is the level to which EIR is perceived as beneficial for research and learning. In academic settings, the ability of EIR to provide instant access to global knowledge repositories improves its perceived value.
- **Ease of Use**: User-friendly platforms foster adoption among students and faculty. Complex or inaccessible EIR systems, however, discouragesusage.
- **Institutional Support**: Adequate infrastructure, funding, and training are important for successful adoption. In resource-constrained settings like Nigeria, limited support stops EIR integration (Ng'ambi & Bozalek, 2016).

DOI Theory is of specific relevance explaining differences in EIR adoption between developed and developing nations. In developed countries, rich technological infrastructure and institutional policies facilitate widespread EIR use, while Nigerian universities are faced with significant barriers, including unreliable internet and inadequate training (Mutula, 2020).

Systems Theory

Systems Theory sees educational institutions as related systems where subsystems, like libraries, IT departments, and academic faculties, interact to achieve common goals. EIR, as a subsystem, influences teaching, learning, and research by providing access to essential resources. Successful integration requires that institutional components align, including:

- Policies and Support Systems: Clear policies and funding allocations to support the adoption of EIR.
- Faculty and Student Engagement: Active employment of digital tools for academic purposes.
- Alignment with Educational Goals: Ensuring EIR aligns with broader institutional objectives, like producing globally competitive graduates (Ul Hassan et al., 2025).

By combining DOI and Systems Theory, this study provides a detailed lens of the analysis for the adoption, integration, and impact of EIR on quality education delivery in Nigerian private universities.

Empirical Review

The capacity of EIR to be a transformative tool in higher education is well-documented across the world. In developed nations like the United States and Europe, digital libraries and online repositories have had a huge impacton research productivity and student engagement (Etzkowitz et al., 2022). For example, platforms like JSTOR and PubMed have provided researchers with access to wide databases of peer-reviewed

articles, reducing the time and cost associated with traditional research methods. In Asia, universities with advanced EIR systems report higher academic performance and student satisfaction as a result of integration of multimedia resources and interactive learning tools (Haqueet al, 2024). These global trends reveal the role of EIR in improving academic excellence by simplifying access to knowledge and improving pedagogical approaches.

In Nigeria, however, EIR integration has significant challenges. Infrastructural deficits like limited internet connection and unreliable power supply are still major barriers (Bello& Musa, 2025). A study by Adetunla (2016) found that undergraduate studentsviewed EIR as difficult and complex to use, therefore university libraries were expected to provide more technical support. Furthermore, Otu et al., (2025) identified that many postgraduate students were least proficient in the use of digital research tools, identifying the need for targeted training programs. Funding constraints also limit investment in modern EIR systems, with many institutions depending on outdated infrastructure (Chance, 2008).

Despite these problems, empirical evidence suggests that the integration of EIR can significantly improve educational results when properly executed. Ojobor et al. (2025) discovered that the number of peer-reviewed publications Nigerian universities having advanced digital libraries produced was twice than those depending on traditional resources. Similarly, Appleton (2020) reported an increase in student research engagement in institutions with digitized libraries. Multimedia archives and interactive tools have also been identified to improve the participation and retention in students, as highlighted by worldwide studies (Abdulrahamanet al, 2020). These findings reveal EIR's capacity in transforming postgraduate education in Nigeria, provided systemic barriers are addressed.

The literature also identifies mediating factors affecting the effectiveness of EIR. Information literacy and technical skills are essential for leveraging EIR utilization, yet many postgraduate students in Nigeria lack competency in these areas (Jibrin, 2023). Faculty involvement is also important because educators alsopromote EIR use through integrating the curriculum with mentorship (Costache, 2024). Additionally, institutional culture and policies hold a significant influence in the adoption rates, with universities that make digital transformation reporting higher prioritization of EIR utilization (Behneman, 2024). These views provide a foundation for understanding the complex relationship between EIR integration and educational quality in Nigerian private universities.

Methodology

This study used a mixed-methods approach to offer a detailed analysis of EIR integration and the impact it has on the delivery of quality education. The research was conducted among 133 respondents, comprising librarians and postgraduate students from private universities in Southwest Nigeria, a region known for its concentration of private higher education institutions. A structured survey instrument was used to get quantitative data on EIR access, utilization, and educational outcomes, while semi-structured interviews gave

qualitative perceptions into user experiences and problems.

The survey included Likert-scale questions to evaluate EIR integration across three dimensions, knowledge, persuasion, and decision to use. Quality education delivery across input, process, and output metrics. Quantitative data was analyzed using regression analysis to determine correlations between EIR integration and educational quality, with statistical significance set at $p < 0.05$. Qualitative data from interviews were analysed with thematic content analysis to identify recurring themes and patterns. The study adhered to ethical standards, including informed consent, confidentiality, and voluntary participation. The sample size was determined using purposive sampling to ensure representation from diverse private universities, improving the generalizability of findings within the region.

Results and Discussion

Quality Education Delivery Among Postgraduate Students

The quality of education delivery was checked across three dimensions: input, process, and output metrics, as presented in Table 1.

Table 1: Quality Education Delivery Metrics

Metrics	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
Input Metrics					
Admission criteria ensure qualified students	26.5%	63.2%	1.7%	8.5%	3.08
Financial resources for libraries	11.1%	46.2%	37.6%	5.1%	2.63
Availability of academic resources	12.8%	73.5%	10.3%	3.4%	2.96
Faculty librarians' expertise	18.8%	65.8%	9.4%	6.0%	2.97
Infrastructure and facilities	17.1%	49.6%	26.5%	6.8%	2.77
Average Mean (Input)					**2.88**
Process Metrics					
Effective teaching and learning methods	8.5%	69.2%	14.5%	7.7%	2.92
Adequate student support services	23.9%	60.7%	6.8%	8.5%	2.79
Opportunities for meaningful research	22.2%	62.4%	10.3%	5.1%	3.00
Curriculum relevance to	7.7%	76.9%	8.5%	6.8%	3.02

industry standards					
Fair feedback and assessment methods	16.2%	69.2%	12.0%	2.6%	2.85
Average Mean (Process)					**2.92**
Output Metrics					
High employment rates for graduates	7.7%	76.9%	8.5%	6.8%	2.99
High-quality research publications	16.2%	69.2%	12.0%	2.6%	2.95
Graduate satisfaction with education	12.8%	62.4%	17.1%	7.7%	2.80
Contributions to their field	15.4%	76.1%	5.1%	3.4%	3.03
Pursuing further education	17.9%	71.8%	7.7%	2.6%	3.05
Average Mean (Output)					**2.96**
Aggregate Mean					**2.92**

Decision Rule:

- 0.00–1.99 = Very Low
- 2.00–2.74 = Low
- 2.75–3.24 = High
- 3.25–4.00 = Very High

The aggregate mean score of 2.92 shows that there is a high level of quality education delivery among postgraduate students in private universities located in Southwest Nigeria. Input metrics (mean = 2.88) show strengths in admission criteria (mean = 3.08), which ensures that qualified students are selected, and academic resources are available (mean = 2.96). However, financial resources for libraries (mean = 2.63) and infrastructure (mean = 2.77) were rated lower, reflecting important areas for improvement. Process metrics (mean = 2.92) suggest effective teaching and learning methods (mean = 2.92) and relevant curricula (mean = 3.02), with opportunities for meaningful research getting a high score (mean = 3.00). Output metrics (mean = 2.96) demonstrate positive graduate outcomes, especially in contributions to their fields (mean = 3.03) and pursuit of further education (mean = 3.05). These findings means that while private universities deliver quality education, financial and infrastructural constraints are limitations to their capacity.

Level of EIR Integration

EIR integration was evaluated across three dimensions: knowledge, persuasion, and decision to use, as shown in Table 2.

Table 2: EIR Integration Metrics

EIR Dimension	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
Knowledge of EIR					
Awareness of EIR availability	52.1%	47.9%	--	--	3.52
Understanding EIR retrieval	51.3%	48.7%	--	--	3.51
Knowledge of EIR benefits	59.0%	41.0%	--	--	3.59
Familiarity with EIR types	64.1%	35.9%	--	--	3.64
Training on EIR usage	47.0%	46.2%	3.4%	3.4%	3.37
Easy access to EIR	48.7%	51.3%	--	--	3.49
Keeping updated on EIR	54.7%	44.4%	0.9%	--	3.54
Average Mean (Knowledge)					**3.52**
Persuasion to Use EIR					
Peers encourage EIR use	37.6%	49.6%	9.4%	3.4%	3.21
Faculty emphasize EIR	26.5%	65.8%	3.4%	4.3%	3.15
EIR improves academic work	52.1%	47.9%	--	--	3.52
Convenience of EIR access	38.5%	61.5%	--	--	3.38
Institutional promotions	25.6%	68.4%	4.3%	1.7%	3.18
Average Mean (Persuasion)					**3.29**
Decision to Use EIR					
Regular EIR use	47.0%	53.0%	--	--	3.47
Preference for EIR	39.3%	60.7%	--	--	3.39
EIR improves performance	29.9%	66.7%	--	3.4%	3.23
EIR part of daily routine	22.2%	70.9%	6.8%	--	3.15
Recommend EIR to others	53.0%	44.4%	2.6%	--	3.50
Average Mean (Decision)					**3.34**
Aggregate Mean					**3.38**

The aggregate mean score of 3.38 shows a very high level in the integration of EIR, reflecting successful efforts to improve access and leverage. Knowledge of EIR (mean = 3.52) was specifically strong, with high familiarity with EIR types (mean = 3.64) and benefits (mean = 3.59). Persuasion to use EIR (mean = 3.29) was supported by peer encouragement (mean = 3.21) and institutional promotions (mean = 3.18). The decision to use EIR (mean = 3.34) indicted regular use (mean = 3.47) preferring digital resources (mean = 3.39), and showing widespread adoption among postgraduate students and librarians.

Hypothesis Testing

Table 3: Influence of EIR Integration on Quality Education Delivery

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
(Constant)	2.621	--	--	5.355	.000
EIR Integration	0.089	0.144	0.057	0.615	.540

The regression analysis showed a non-significant influence of EIR integration on the delivery of quality education (β = 0.057, p = 0.540), failing to reject the null hypothesis. The unstandardized coefficient (B = 0.089) identifies a slight positive effect, but the weak effect size and high p-value suggests that only EIR integration does not significantly improve the quality of education. This finding is in contrast with earlier regression results (β = 0.45, p < 0.01), which indicated a stronger correlation, showing the complexity of EIR's impact when considered in isolation versus in combination with other factors.

Discussion

The findings suggests a paradox: while EIR integration and quality education delivery are both highly rated, they are limited in directly nfluencing the educational outcome of EIR. This is in support of existing literature, emphasizing the role of mediating factors in EIR's effectiveness. Bello& Musa (2025) notes that inadequate ICT infrastructure and low information literacy limit the use of EIR in Nigerian universities. Also, Dixon (2017) highlight how important faculty involvement and customized training is in the maximization of EIR's potential. Qualitative perceptions from interviews showed these challenges, with respondents stating that unreliable internet, limited training, and outdated systems are significant barriers. These findings suggest that while EIR has the capacity to transform, its impact is faced with contingencies on addressing systemic limitatons and improving a supportive academic environment.

The high level of EIR integration (mean = 3.38) reflects successful efforts to improve awareness and adoption, especially through institutional and peer encouragement. However, due to its non-significant influence on quality education delivery, EIR alone cannot foster educational improvements without complementary factors, like robust infrastructure and comprehensive training. This is in alignment with Systems Theory,

which emphasizes the interdependence of institutional subsystems, and DOI Theory, which shows the importance of perceived usefulness and ease of use in the adoption of technology. To fully maximise EIR's potential, Nigerian private universities must employ a whole approach addressing infrastructural, technical, and cultural hindrances.

Recommendations

To improve the impact of EIR integration on the delivery of quality education, the following recommendations are proposed:

1. Strengthen ICT Infrastructure: Universities should invest in high-speed internet, reliable power supply, and sufficient computers. They should collaborate with private technology providers and government initiatives, like Nigeria's National Broadband Plan to subsidize costs and improve the capacity of their infrastructure.
2. Improve Information Literacy: Integrate digital literacy into postgraduate curricula and offer suitable training programs for students and faculty. Workshops focusing on navigating platforms like JSTOR and SpringerLink can fill skill gaps and enhance the utilization of EIR.
3. Increase Awareness: Launch awareness campaigns, workshops, and social media initiatives to enhance EIR availability and benefits. Featuring success stories from students and faculty who have effectively leveraged EIR can encouragewider adoption.
4. Promote Faculty Engagement: Encourage faculty to add EIR into teaching and research through incentives like professional development grants and awards of teaching excellence. Faculty-focused training sessions can also address gaps in technical skills.
5. Improve Access: increase EIR access via mobile-friendly platforms and options of off-campus. Establishing dedicated resource centers with extended operating hours can accommodate users faced with limited personal access to ICT devices.
6. Customized Support Services: provide help desks, virtual assistant platforms, and user-friendly guides suitable to specific EIR platforms. These services can offer real-time assistance and help build the confidence of the user.
7. Secure Sustainable Funding: Explore public-private partnerships, grants, and alumni contributions in financing the initiatives of EIR. Allocating a dedicated portion of the institutional budget for the maintenance of EIR and upgrades is important for sustainability.
8. Improve Cultural Integration: Promote EIR use via collaborative projects and assignments requiring digital resource engagement. Highlighting successful EIR-driven research can create a culture that values digital transformation.
9. Implement Monitoring and Evaluation: Establish frameworks to track the utilization patterns of EIR utilization and gather feedback from users. Regular evaluations can identify gaps and bring about strategies for continuous improvement.
10. Build Global Collaborations: Partner with international libraries, research organizations, and educational technology providers to expand access

to premium resources. Participation in consortia like the Consortium of Academic and Research Libraries in Nigeria (CARLIGH), can minimize costs and improve resource availability.

These recommendations seeks to tackle the systemic barriers highlighted in this study, creating a rich, accessible, and impactful digital academic environment.

Conclusion

The integration of Electronic Information Resources hasa greatcapacity to transform postgraduate education in Nigerian private universities by improvingthe productivity of research, pedagogical approaches, and student satisfaction. However, it faces systemic challenges, including inadequate infrastructure, limited funding, and low information literacy. While this study revealed high levels of EIR integration and quality education delivery, the non-significant direct influence of EIR suggests that its effectiveness is dependent on mediating factors like training, infrastructure, and institutional support. By making use of a holistic approach that solves these barriers, private universities in Southwest Nigeria can see EIR's transformative capacity, aligning postgraduate education with global standards and improving academic excellence. Strategic investments, detailed training, and policy reforms are essentialin creating a digital academic ecosystem that empowers students and faculty to thrive in the global knowledge economy.

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