Influence of Information Retrieval Skills 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 information retrieval skills on behavioural intention to use electronic information resources by MBA students in Nigeria federal universities. Cluster sampling technique was adopted for the study and systematic sampling technique was used to select 60% of the total population of the MBA students across the ten federal universities offering the programme based on probability and proportionate size. Data were collected using questionnaire designed to elicit response from respondents and analysed using Pearson Product Moment Correlation Analysis, Multiple Regression Analysis using Partial Lease Square Method (PLSEM), Mean, Standard Deviation and Percentages. However, out of one thousand two hundred and seventy (1,270) copies of questionnaire administered to the respondents, one thousand and fifteen copies (1,015) were returned which represents 79.9% response rate for the study. Findings revealed that the level of information retrieval skills among MBA students in Nigeria universities was high. However, the results of the study established that information retrieval skills of MBA students predicted their behavioural intention to use electronic information resources, which an important and life-long skill in the current information economy.*

Keywords: *Information Retrieval Skill, Attitude, behavioural intention, electronic information resources, MBA students, Nigeria universities.*

Introduction

Electronic information resources (EIRs) are information stored digitally in computer or computer related-facilities such as CD-ROMs, flash drives, digital repositories or the Internet. Electronic information resources could be defined as resources in which information is stored digitally or any electronic product that delivers a collection of data, such as full-text databases, electronic journals, image collections and multi-media products which are accessible through electronic systems and networks. Electronic information resources (EIRs) are gradually becoming the major resources in every university library. The emergence of electronic information resources has transformed information handling and management in the academic environment and in university libraries (Bamidele, 2024).

According to the International Federation of Library Associations and Institutions (IFLA, 2015), EIRs consist of materials that are computer-controlled or by using peripheral devices directly connected to the computer, such as a CD-ROM drive, or remotely via a network, such as the Internet. The category includes software applications, electronic texts, bibliographic databases, institutional repositories, Web sites, e-books, and the collection of e-journals. EIRs not publicly available free of charge usually require licensing and authentication.

Electronic information resources have the potential to increase the learning opportunities offered to students including Master of Business Administration (MBA) students, by providing them access to a variety of resources and making learning more lively and interactive. Electronic information resources promote efficiency in disseminating information for learning and research purposes in universities, through the use of EIRs, MBA students can have access to global electronic information resources to enhance their academic performance (Thanuskodi, 2012). Furthermore EIRs are more easily updated than the print resources. Electronic information resource is more of a tool to assist in conducting research and offer an advantage of searching for materials quickly. As the role of libraries continues to change, librarians are intensifying efforts to make more electronic information resources available for use by students, particularly MBA students.

However, MBA students are specifically trained to be world-class managers capable of turning around the management of their various organisations and invariably contributing positively to the economic growth of the nation. The academic work for the MBA students is no doubt very cumbersome as they have to keep abreast of information pertinent to their course work both on past and current issues in the field of management and economic realities. They are expected to be able to forecast, analyse and speculate possible outcomes over a range of policy issues, strategic planning and decision making within their industry, country and international boundaries. Thus, they require much information and a mix of resources to enhance their intellectual capacity to cope with the challenges they face in the course of their studentship. EIRs are therefore a very crucial tool for MBA students, and how they acquire and use the information are key determinants of their academic performance (Emmanuel and Jegede, 2011).

The MBA programme can be as rigorous as any postgraduate degree, and the most successful students are the ones who are committed to the programme and their career goals. MBA students should have a clear idea of why they want the degree and keep a strong focus on their goals because the business world are for those who can think "outside the box" and develop ingenious solutions to common problems. The MBA candidate should be very creative and be able to come up with innovative and realistic ideas for their organisations. The most successful MBA students and business leaders have a strong sense of entrepreneurship. They are interested in being innovative and have a strong commitment to success. However, it has been noted from personal observation that MBA students do not use the library as frequently as other postgraduate students, probably because they are business executives or managers with tight time schedules. Hence, the need for them to use subscribed EIRs from their respective university libraries because it is more convenient and access to these resources can be made anywhere and at any time as long as they have the required password and user login (Bamidele, 2024).

Given the potential advantages of EIRs (such as ease of access and currency of information) over print resources in a modern electronic information environment, the use of electronic information resources is fast becoming a norm in research and scholarship in universities around the world. Consequently, MBA students should not be left behind in the use of the different types of EIRs which include; e-journals, e-books, online databases, e-theses/e-dissertations, electronic conference proceedings, electronic technical reports, electronic reference documents, CD-ROM databases and Internet resources. University libraries must develop appropriate strategies to provide EIRs towards efficiency in research. Thus, books, journals and theses should be complemented with their electronic counterparts in the university libraries for the use of MBA students through networks within the campus and other terminals (Bamidele, 2024).

Many MBA students rely on EIRs as their sources of information because they provide many advantages over traditional print based resources. They contain current information because they are updated frequently and offer advanced search capabilities and flexibility in the storage of results. EIRs enable use of information without restriction of time and location. The new paradigm is that MBA students can now use library resources stored electronically such as full text electronic journals at their desks. It is noteworthy that ease of access to EIRs has reduced physical visit to the library.

The user-friendly features of EIRs offer a comfortable platform for students to use e-books, e-journals, e-magazines, e-theses etcetera (Bamidele, 2024).

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 lead users to display a higher probability of low use, engage in negative word of mouth to discourage other users, and display unwillingness to pay for access cost (Chang, 2013).

Jeong (2011) studied the EIRs use and acceptance behaviour among postgraduate students in Korea and the study found that the interface characteristics such as colourful displays and interactive features can indirectly influence their behavioural intention to use EIRs. However, the researcher found a significantly positive relationship between usage intention and usage behaviour. Content relevance and system quality influenced the actual use of EIRs by the students.

To corroborate the influence of behavioural intention on the use of electronic information resources, Lin et al, (2010) examined how users perceive the influence of recommendations on the intention to use e-books for academic purposes. They also measured the level of the perception of trust and perceived risk when users receive e-book recommendations from peers, advertisers, and experts. They gathered data from 382 electronic information resources users between the ages of 18 and 25. The result of the multiple regression analysis indicates that among the three recommendation sources (word-of-mouth, advertising, and expert recommendations) the word-of-mouth (WOM) played a more important role than other recommendations in determining the intention to use e-books in an academic digital library. In addition, they submitted that perceived trust and reducing the risk towards the use of e-books can mediate the relationship between recommendation sources and the individual's behavioural intentions to use e-books.

A study was conducted by Wu and Chen (2012) in Taiwan to investigate the behavioural intention of graduate students on the use and management of electronic resources. The study noted that graduate students are frequent users of electronic information resources, and they perceive that the resources are important to their studies. They further, noted that the library could support most documents they need in digital format. Another study conducted by Kaur & Verma (2019) at IIT, Delhi observed that the main users of library electronic resources are postgraduates, research scholars and faculty members. The maximum number of users prefer to use both the formats of the documents, i.e. print as well as electronic information. The electronic journals are generally used two to three times a week by those who responded to the survey. They access the information more from their respective department, hostels and Computer Centres than they do the library. The study about e-Journals at the Indian Institute of Technology, Delhi, India, Kaur & Verma (2019) observe the undergraduates, who are not the main users, are also trying their hand finding out whether the information in these electronic resources is useful to them or not.

Pinfield (2011) explores the behavioural intention to use online databases and user perceptions in Moratuwa University as a low usage level was observed for the online journals compared to print

journals. Also, the study stated that academic members and the postgraduate students had higher online resource usage than the undergraduate students. The major difficulties examined within the study included lack of computer and Internet facilities, lack of awareness of electronic resources provided by the library, ineffective communication channels, inefficient support of the library and irrelevancy of articles in the provided databases. In the University of Colombo, lack of computers, low internet connection speed, less reliable network and lack of training and awareness were among common problems in electronic learning functionalities. Lack of funds, staff development, user training, promotion, technical issues, and faculty-library collaboration are other obstacles to electronic learning (Moody and Siponen, 2013).

Punchihewa (2018) explores the behavioural intention to use online databases and user perceptions in Moratuwa University as a low usage level was observed for the online journals compared to print journals. Also, the study stated that academic members and the postgraduate students had higher online resource usage than the undergraduate students. The major difficulties examined within the study included lack of computer and Internet facilities, lack of awareness of electronic resources provided by the library, ineffective communication channels, inefficient support of the library and irrelevancy of articles in the provided databases. In the University of Colombo, lack of computers, low internet connection speed, less reliable network and lack of training and awareness were among common problems in electronic learning functionalities. Lack of funds, staff development, user training, promotion, technical issues, and faculty-library collaboration are other obstacles to electronic learning (Millawithanachchi, 2019).

Piniga and Cleopa Phir (2017) surveyed the behavioral intention to use EIRs by students in Zimbabwe State University libraries. The result of the study indicates that attitude towards EIRs and cost of access were found to be the most notable factors affecting the intention to use EIRs. Facilitating conditions and intrinsic motivation were also found to be significant on the intention to use EIRs. Obat, (2019) examine how the use of EIRs influence students in Nigeria. The findings of the study revealed that e-books, e-journals, free web resources, CDROMs, and online databases were freely available to students. More than half of the respondents indicate that the use of EIRs has significant influence on their academic performance in writing and presentation, performance in class, tests, as well as performance in-class assignments and examinations.

MBA students should patronise their university libraries to retrieve accurate and current information from electronic information resources available in their area of study. However, the optimal use of these resources by MBA students will depend on their information retrieval skills. Information retrieval skills are the ability MBA students possess to find information in such a way that non-relevant data are excluded while useful information is found. Ekenna and Mabawonku (2013) observed that students' efforts to complement their work with EIRs may be limited due to lack of skills. Therefore, students must acquire the necessary skills to effectively retrieve relevant and up-to-date information that is stored electronically. MBA students therefore, need skills such as, information retrieval skills which comprise operational retrieval and strategic retrieval skills for speedy retrieval of the exact information needed from electronic sources.

Information retrieval skills are those technical skills and knowledge needed to explore and use information retrieval tools to identify available resources and distinguish them from other resources not needed. Information retrieval skills are the skills to seek relevant information on the subject from different sources. Comprehensive, effective and up to date information retrieval skills will add to the overall quality of MBA students' use of EIRs. Emphasizing the importance of information retrieval skills, Prasad (2014) stated that information retrieval skills are the stepping stones of all academic processes. Atanda and Ugwulebo (2017) stated that students' skills (including MBA students) in using information retrieval tools can be acquired through user education, library tours, library orientations, seminars, lectures, workshops, library staff and library handbooks among others.

Information retrieval skills acquisition is very crucial to the use of EIRs because information in electronic forms can only be used if MBA students possess the skills to retrieve the exact information needed for learning and research. Ozoemelem (2009) argued that students must acquire and practice

the skills necessary to retrieve information from electronic sources. Electronic information resources, are beneficial for teaching, learning and research, however lack of information retrieval skills would probably inhibit students' retrieval of EIRs. Therefore, strategic skills are necessary for retrieval of relevant and up- to-date information for MBA students' work. Atanda and Ugwulebo (2017) stated that students' skills (including MBA students) in using information retrieval tools can be acquired through user education, library tours, library orientations, seminars, lectures, workshops, library staff and library handbooks among others.

However, Echem and Odo-Anyanwu (2018) is of the opinion that level of computing and internet experience gained by students prior to entering the university might influence their behavioural intentions to use library's EIRs. Students also need to have strategic skills for retrieving information from EIRs. Furthermore, Okwoughae and Ogiamien, (2016) noted that skill is improved through practice and frequent use of information retrieval system. There is a need for well-defined development programmes that could help users to be competent in the use of information retrieval system.

Kari (2014) explained that the skills required to use EIRs are higher than the one required for traditional library use and that students need to master certain skills to exploit and use the growing range of EIRs. There are varieties of electronic information resources and all of them may not be relevant, therefore, MBA students should have knowledge about relevance of the needed information. MBA students therefore, need information retrieval skills for speedy retrieval of the exact information needed from online databases. Furthermore, the researcher posited that students require adequate knowledge of information retrieval skills to sufficiently retrieve the right and timely information when needed. The proliferation of sources and overwhelming information now available can be confusing and can discourage MBA students from searching for specific information but with the elimination of what is unnecessary he can finally appreciate the findings. (Ekenna and Mabawonku, 2013) revealed that to effectively retrieve electronic information, students must possess information retrieval skills as this would have a positive effect on their behavioural intention to use electronic information resources. MBA students equipped with these skills will be able to recognise, and distinguish ways of addressing the gap and locating information stored electronically; as a result of this, they will be able to conduct literature searches, organise and communicate information retrieved satisfactorily in their research work.

Objectives of the study

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

2. To determine the level of information retrieval skills of MBA students in federal universities in Nigeria;

Research questions

The study provided answers to the following research questions:

1. What is the behavioural intention of MBA students to use electronic information resources of federal universities in Nigeria?

2. What is the level of information retrieval skills of MBA students in federal universities in Nigeria?

Hypothesis

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

1. There is no significant relationship between information retrieval skills and behavioural intention to use electronic information resources among MBA students of federal universities in Nigeria.

Methodology

The research design adopted for the study was descriptive survey design of correlational type and

questionnaire was used to collect data for the study. The population size of the study consisted of 1,015 MBA students in ten federal universities in Nigeria. Stratified random sampling technique based on probability proportionate to size was used to select 60% of the total population of the MBA students across the 10 federal universities offering the programme. The choice of 60% sampling fraction was in line with Hammed and Popoola (2006) that the sampling fraction for samples selected in a survey research must be, at least, up to sixty per cent before generalisation could be made on the population of study. The data were collated and analysed using Pearson Product Moment Correlation Analysis, Multiple Regression Analysis using Partial Lease Square Method (PLSEM), Mean, Standard Deviation and Percentages. Cronbach Alpha method was used to establish the reliability coefficients of the scales. The measurement scale established the psychometric properties of Information retrieval skills ($\alpha = 0.87$) and Behavioural intention to Use Electronic Information Resources ($\alpha = 0.95$).

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

Table 1: Behavioural intention of MBA students towards use of EIRs in Nigeria Universities

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

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

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

resources to for academic work ($\bar{x} = 3.16$) the analysis further showed that the least mean score rating was planning to use electronic information resources in the next one month ($\bar{x} = 3.06$).

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

The findings are in line with Wu and Chen (2012) in Taiwan to investigate the behavioural intention of graduate students on the use and management of electronic resources. The study noted that graduate students are frequent users of electronic information resources, and they perceive that the resources are important to their studies. They further, noted that the library could support most documents they need in digital format. Another study conducted by Kaur & Verma (2019) at IIT, Delhi observed that the main users of library electronic resources are postgraduates, research scholars and faculty members. The maximum number of users prefer to use both the formats of the documents, i.e. print as well as electronic information. The electronic journals are generally used two to three times a week by those who responded to the survey. They access the information more from their respective department, hostels and Computer Centres than they do the library.

Punchihewa (2018) explores the behavioural intention to use online databases and user perceptions in Moratuwa University as a low usage level was observed for the online journals compared to print journals. Also, the study stated that academic members and the postgraduate students had higher online resource usage than the undergraduate students. The major difficulties examined within the study included lack of computer and Internet facilities, lack of awareness of electronic resources provided by the library, ineffective communication channels, inefficient support of the library and irrelevancy of articles in the provided databases. In the University of Colombo, lack of computers, low internet connection speed, less reliable network and lack of training and awareness were among common problems in electronic learning functionalities. Lack of funds, staff development, user training, promotion, technical issues, and faculty-library collaboration are other obstacles to electronic learning (Mulla, 2011.).

Piniga and Cleopa Phir (2017) surveyed the behavioral intention to use EIRs by students in Zimbabwe State University libraries. The result of the study indicates that attitude towards EIRs and cost of access were found to be the most notable factors affecting the intention to use EIRs. Facilitating conditions and intrinsic motivation were also found to be significant on the intention to use EIRs. Obat, (2019) examine how the use of EIRs influence students in Nigeria. The findings of the study revealed that e-books, e-journals, free web resources, CDROMs, and online databases were freely available to students. More than half of the respondents indicate that the use of EIRs has significant influence on their academic performance in writing and presentation, performance in class, tests, as well as performance in-class assignments and examinations.

Research question two: What is the level of information retrieval skills of MBA students in federal universities in Nigeria?

Table 2. Information Retrieval Skills of MBA students towards use of electronic information resources in Nigeria

S/N	Information Retrieval skills	NT	ST	T	VT	$\bar{x}$	S.D
1	I can identify potential electronic sources of information	148 14.6%	158 15.6%	381 37.5%	328 32.3%	2.88	0.92
2	I formulate questions based on my information needs	151 14.9%	188 18.5%	389 38.3%	287 28.3%	2.80	0.91

		NT	ST	T	VT		
3	I use electronic collections for critical thinking and problem-solving	196 19.3%	164 16.2%	350 34.5%	305 30.0%	2.75	0.92
4	I can use electronic information resources even if there is no one around to show me how to use them	225 22.2%	124 12.2%	357 35.2%	309 30.4%	2.74	0.92
5	There is compatibility between electronic library technology (software and hardware) and the one's I am familiar with	234 23.1%	143 14.1%	339 33.4%	299 29.5%	2.69	0.91
6	I can access electronic sources using the Boolean search strategy	197 19.4%	197 19.4%	341 33.6%	280 27.6%	2.69	0.97
7	I have the skills and the search ability to explore electronic information resources	274 27.0%	153 15.1%	304 30.0%	284 28.0%	2.59	0.96
8	I do not use electronic information resources due to ICT incompetence	282 27.8%	192 18.9%	260 25.6%	281 27.7%	2.53	0.97
9	I find it difficult to use electronic information resources due to their complex terms	297 29.3%	155 15.3%	316 31.1%	247 24.3%	2.51	0.95
10	I do not use electronic information resources due to poor information literacy skills	315 31.0%	130 12.8%	315 31.0%	255 25.1%	2.50	0.97
Weighted mean = 2.67							

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

The summary of data on Information Retrieval Skills of MBA students towards the use of electronic information resources in Federal Universities in Nigeria is presented in Table 4.17 with a weighted threshold mean of 2.67. The highest contributor to Information Retrieval Skills was "identifying potential electronic sources of information" with a mean score rating of ($\bar{x} = 2.88$) and was followed in succession by 'formulating questions based on information needs' ($\bar{x} = 2.80$) while the least contributor was "not using electronic information resources due to poor information literacy skills" with a mean score rating of ($\bar{x} = 2.50$).

However, the test norm of the level of information retrieval skills of MBA students towards EIRs use in federal universities in Nigeria had a maximum mean score of 40. The result of the analysis indicated that the overall mean index for information retrieval skills of MBA students was 26.68 which fell within the moderate range. It could be concluded therefore, that the level of intrinsic motivation (information retrieval skills) of MBA students towards the use of EIRs in federal universities in Nigeria was moderate. The result of intrinsic motivation (information retrieval skills) of MBA students is presented in Table 3.

Table 3. Test norm showing the level of Information Retrieval Skills of MBA students towards use of electronic information resources in Nigeria

Interval	Mean index	Level of information retrieval skills	Frequency	Percentage
1-13		Low	20	2.0
14-27	**26.68**	Moderate	450	44.3
28-40		High	545	53.7

The outcome of the analysis on information retrieval skills of EIRs use by MBA students had a positive influence on their use of EIRs. Information retrieval skills are crucial for information search in this era of technology and that most of the information needed for research can be retrieved from EIRs. The findings of this study on information retrieval skills align with the position of Ekenna and Mabawonku (2013) who observed that students' efforts to complement their work with EIRs may be limited due to lack of skills. Therefore, knowledge of skills necessary to selectively retrieve accurate, relevant and up-to-date information stored in documents instead of all the information

that may not be relevant for their academic work. Therefore, information retrieval skill's acquisition is in fact very crucial to the use of EIRs because information in electronic forms can only be used if students possess the skill to retrieve the exact information needed for teaching, learning and research. Ozoemelem (2009) argued that students must acquire and practice the skills necessary to retrieve information from EIRs. To surmount the problem of retrieving information, students may require a combination of skills which include information retrieval, operational retrieval and strategic retrieval skills to make the process of retrieving a simple process.

Information retrieval skills are those technical skills and knowledge needed to explore and use information retrieval tools to identify available resources and distinguish them from other resources not needed. Information retrieval skills are the skills to seek relevant information on the subject from different sources. Comprehensive, effective and up to date information retrieval skills will add to the overall quality of MBA students' use of EIRs. Emphasizing the importance of information retrieval skills, Prasad (2014) stated that information retrieval skills are the stepping stones of all academic processes. Atanda and Ugwulebo (2017) stated that students' skills (including MBA students) in using information retrieval tools can be acquired through user education, library tours, library orientations, seminars, lectures, workshops, library staff and library handbooks among others.

However, Echem and Odo-Anyanwu (2018) is of the opinion that level of computing and internet experience gained by students prior to entering the university might influence their behavioural intentions to use library's EIRs. Students also need to have strategic skills for retrieving information from EIRs. Furthermore, Okwoughae and Ogiamien, (2016) noted that skill is improved through practice and frequent use of information retrieval system. There is a need for well-defined development programmes that could help users to be competent in the use of information retrieval system.

EIRs are beneficial for teaching, learning and research. However, lack of skill would probably inhibit students' retrieval of information from EIRs. Therefore, skill is necessary for retrieval of relevant and up-to-date information for students' work. Kari (2014) explained that skills required to use e-resources are higher than the one required for searching printed sources and that students need to master certain skills to exploit and use the growing range of e-resources. Undergraduates therefore, need skills such as informational retrieval, operational retrieval and strategic retrieval skills for speedy retrieval of the exact information needed form e-resources. Undergraduates equipped with these skills should be able to recognise, distinguish ways of addressing the gap and locating information stored in e-resources.

Hypothesis

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

Information Retrieval Skills was correlated with the behavioural intention to use electronic information resources. The hypothesis was tested at 0.05 level of significance using Pearson correlation and the result is presented in Table 4

Table 4: Relationship between the information retrieval skills and behavioural intention to use of EIRs

Variable	Mean	Std. Dev.	n	r	Sig. P	Remark
Information retrieval skills	26.68	6.06	1015	.273	.000	Sig.
Behavioural intention to use EIRs	31.23	7.74				

* Sig. at 0.05 level

The test of relationship shows a positive relationship between information retrieval skills (r = .273, n= 1015, p.000 <0.05) of EIRs and behavioural intention to use EIRs in Nigeria universities. This study establishes that there is significant relationship between information retrieval skills and behavioural intention to use EIRs by MBA students. Thus, in an electronic information environment, it is presumed that individual perceived motivation such as information retrieval skills can

encourage the individual to use prior knowledge in pursuing new knowledge and encourage him develop behavioural intention to use EIRs. In regard to MBA students' behavioural intention, however, a more thorough review information retrieval skills of the cognitive and affective aspects of intrinsic motivation and the capacity to evaluate MBA students' information retrieval skills while interacting with EIRs, promises to fuel fresh insights into the various EIRs use. information retrieval skills exerts a crucial influence on behavioural intention to use EIRs, and eventual use of EIRs. As a result, a student appropriates various search strategies that are based on his or her own knowledge, skills and experiences. Through a greater understanding of information retrieval skills, librarians are able to focus on electronic information delivery modes, and reading environments that promote MBA students' use of EIRs.

Theoretical implications and research findings have supported these arguments and have clarified that information retrieval skills have influence on behavioural intention to use electronic information resources. In regard to students' behavioural intention, however, research focusing on information retrieval skills is fragmented and provides little direction. A more thorough review of the cognitive and affective aspects of information retrieval skills and the capacity to interact with and evaluate the available EIRs. As a result, a student appropriates various information retrieval strategies that are based on his or her own knowledge and experiences. Therefore, it is imperative that we understand the implications of EIRs use and factors supporting individual student's information retrieval skills. The theoretical implications and research findings have supported these arguments and have clarified the construct of information retrieval skills in an electronic information environment both conceptually as well as empirically (Mwatela, 2013).

CONCLUSION AND RECOMMENDATIONS

The results of the study established that information retrieval skills of MBA students predicted their behavioural intention to use electronic information resources, and which plays which is an important and life-long skill to maneuver the current information economy, and improve their academic and research endeavours. The quality and advantages of EIRs in terms of access to information resources round the clock, research output availability and 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 retrieval skills of electronic information resources by MBA students `in Nigerian Universities. Although the benefits derived from using EIRs are not debatable; however, to sustain high level of use of electronic information resources by MBA students in Nigeria federal universities, there is need for an enhanced perception and a favourable opinion of the use of electronic information resources that could lead to a positive intention for EIRs use, meaning that an enhanced information retrieval skills will offer an improved behavioural intention for electronic information resources use by MBA students. However, University libraries should develop appropriate strategies to provide EIRs towards efficiency in research. Thus, books, journals and theses should be complemented with their electronic counterparts in the university libraries for the use of MBA students through networks within the campus and other terminals.

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