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# Student Perspectives on the Ease of Use and Acceptance of Electronic Resources

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**Abstract.** This study aimed to investigate the ease of use and acceptance of electronic resources among 372 students across eight colleges at Kalinga State University's Main Campus. Grounded in the Technology Acceptance Model (TAM), the research explored the influence of perceived ease of use, perceived benefits, and external variables like technological proficiency and resource accessibility on e-resource adoption. Data was collected via surveys and informal interviews using a self-made questionnaire covering perceived ease of use, acceptance levels, and user-encountered problems. The sample size was determined using Slovin's formula with a 5% margin of error and a 95% confidence level. Data analysis employed weighted mean, normality testing using the Kolmogorov-Smirnov test, and the one-way ANOVA test to find significant differences. Findings revealed that while e-resources are generally perceived as easy to use and acceptable, open-access options are strongly preferred. E-resource acceptance was usually consistent across colleges. Significant barriers include slow internet connection, difficulties in information retrieval, limited access, and computer facilities. The study recommends significant investment in internet infrastructure and computer availability, prioritization of open-access resources, targeted ICT training programs, backup power solutions, and feedback mechanisms for continuous improvement, including targeted support for colleges with lower usage scores.

**Keywords:** Digital literacy; Electronic resources; Technology Acceptance Model; University students.

## 1.0 Introduction

The rapid progress of Information Communication and Technology (ICT) has sparked transformative changes in how information is managed, offering a range of convenient and efficient options for handling diverse data sources. According to Dukper et al. (2018), the exponential advancement of emerging technologies has revolutionized users' information retrieval patterns, resulting in a significant decrease in both the financial and temporal investment required for doing research in libraries. Electronic information resources refer to the digital representation of information that may be accessed through electronic systems and computer networks.

The integration of computers has not only altered the operational dynamics of libraries but has also become an indispensable tool for information retrieval. In modern library collections, the electronic resources constitute a significant portion, and their value and utilization have grown. A study by Ansari (2020) examines the awareness and utilization of e-resources among research scholars of literature subjects in Banaras Hindu University. The initial phase of the study focuses on users' resource utilization, with subsequent attention from research scholars. It seeks to identify users' challenges and constraints in accessing e-resources and provides purposeful suggestions for improvement.

Conventional libraries have transformed into digital and virtual counterparts, where tangible formats of books, journals, and magazines have transitioned into electronic versions such as e-books, e-journals, and e-magazines. As defined by Olarongbe and Ibrahim (2009), electronic resources are information-bearing materials in electronic form available in libraries. These materials include electronic books (e-books), electronic newspapers (e-newspapers), electronic journals (e-journals), and Internet resources. These resources are digitally preserved and can be accessed through electronic systems and computer networks (Adetunla, 2016).

According to Dukper et al. (2018), e-resources effectively address storage challenges and systematically manage the influx of information. Electronic resources have rapidly become a vital part of academic and research libraries. These resources allow users to access diverse digital resources that may be utilized for various purposes, including research, instruction, and study. However, the acceptance and utilization of these resources are contingent upon several factors, including users' habits and preferences.

Incorporating computers and telecommunication technologies into libraries during the final quarter of the previous century has revolutionized the notion of a library and the associated profession. According to Reitz (2005), the 21st-century library is a virtual library characterized as a "library without walls." This means the library does not have physical collections in paper, microform, or other tangible materials in a specific place. Instead, the collections are electronically available digitally over computer networks (Anyira, 2011). In the 21st century, the effective operation of academic libraries heavily relies on electronic resources. Libraries and information centers that neglect integrating suitable information technology into their services risk becoming obsolete and potentially closing (Tyckoson, 2011). Information and Communication Technologies (ICTs) are the foundation for accessing electronic resources (e-resources). The academic libraries play a pivotal role in universities by leveraging ICT to advance modern teaching, learning, and research endeavors. They serve as vital components of higher education systems, facilitating enhanced learning experiences and disseminating knowledge to fulfill the information needs of universities and their communities through timely information.

In the Philippines, then President Rodrigo Duterte issued a directive to suspend the operations of various institutions, such as schools, museums, and businesses, in reaction to the rapid spread of the COVID-19 pandemic. This sudden move also affected educational institutions (Yap et al., 2022). Despite the substantial impact of the pandemic and lockdown on the library, the library must continue to fulfill its function in meeting students' information needs. Users should be provided with materials and services that are readily accessible and easy to use. Irrespective of the circumstances, every library must possess sufficient information resources to facilitate instruction and ensure uninterrupted learning during the pandemic. The rapid integration of electronic resources in higher education institutions' libraries has changed the traditional way information is accessed and used. The effectiveness of these resources in addressing users' varied demands is poorly understood. This study intends to assess ease of use and acceptance when accessing electronic resources to tackle significant difficulties and gaps in knowledge in this field. The study by Ankrah and Atuase (2018) revealed that most postgraduate students preferred to access information from Google Scholar and other web-based databases more frequently than from the databases in the library. Joshua (2014) emphasized the need to provide equitable access to all library consumers. He expressed that certain users who utilized assistive technology to access electronic resources encountered difficulties.

Thus, it is evident that there is a need to study the effectiveness as well as importance of electronic resources such that this research titled "Ease of Use and Acceptance of Electronic Resources in Kalinga State University-Main Campus" aimed to investigate the usage patterns, and acceptance of students towards electronic resources in Kalinga State University-Main Campus. With the increasing availability of electronic resources, libraries have been undergoing significant changes, and understanding how users interact with these resources is crucial to improving the quality of library services. Further, the study aimed to better understand how users utilize electronic resources and the factors that impact their acceptance. This research will ultimately contribute to developing more effective library strategies and services. This study directly addresses this requirement by examining utilization trends and student acceptability of electronic resources at Kalinga State University. The study intends to aid in the creation of more efficient library tactics and services by learning more about how students utilize these resources and the elements that affect their acceptance. This will result in better library services and better decision-making on training initiatives, resource allocation, and the general layout of library services in the digital era.

## 2.0 Methodology

### 2.1 Research Design

The study utilized a mixed-methods approach to thoroughly explore how easy it is to use and how well students accept electronic resources. Specifically, surveys were administered to diverse users at Kalinga State University-Main Campus. This quantitative method allowed for the collection of structured data from a larger population, enabling the identification of trends, patterns in usage, and the measurement of user perceptions on a broader scale. Complementing the surveys, informal interviews were conducted with a subset of users. This qualitative component provided rich, in-depth insights into individual experiences, attitudes, and the nuances behind their survey responses. By combining these methods, the study aimed for a more complete and detailed understanding of student behavior and acceptance of these resources.

### 2.2 Research Participants

This study's participants were 372 college students across various academic levels in the eight (8) colleges of Kalinga State University (KSU)-Main Campus. The study's sample size was based on the number of enrollees per college, and Slovin's Formula was utilized to select the target participants.

### 2.3 Research Instrument

This study used a self-made structured questionnaire to measure the ease of use and acceptance of electronic resources in Kalinga State University-Main Campus. It comprises four (4) parts: part 1 is gathering the respondent's college affiliation; part 2 was on the perceived level of ease of use; part 3 was on the level of acceptance of electronic resources, and lastly, part 4 was on the problems encountered by users. To ensure the accuracy and reliability of the questionnaire, a pre-test was administered to 30 students of Saint Tonis College, Incorporated (STCI) to guarantee the questionnaire's accuracy and dependability. The instrument utilized in this study has outstanding internal consistency and reliability of the data gathered, as evidenced by the high Cronbach alpha coefficient of .96. This suggests that the instrument's items consistently assess the same underlying construct and have a strong relationship.

### 2.4 Data Gathering Procedure

This study employed a systematic data-gathering process involving several key steps. First, permission to conduct the research and administer questionnaires to students at KSU Main Campus was obtained through a letter to the head of the institution. Subsequently, the questionnaires were distributed to students via each course's deans and program chairpersons. Finally, follow-up interviews were conducted with a random population to verify the questionnaires' findings. This approach helped to confirm the patterns observed in the questionnaires and uncover the "why" behind the "what," ultimately strengthening the trustworthiness and depth of the study's conclusions. The data collected through the questionnaire were tabulated, ranked, and interpreted using appropriate statistical tools.

### 2.5 Ethical Considerations

This study adheres to the standard of ethical conduct in research by prioritizing the rights, welfare, and privacy of all participants. In compliance with R.A. 10173, or the Data Privacy Act, the confidentiality of personal information is strictly observed and protected. All information collected is utilized solely for this study and will not be shared or used beyond the scope of educational objectives.

## 3.0 Results and Discussion

### 3.1 Ease of Use of the Available Electronic Resources

Table 1 presents the survey results assessing the perceived ease of use of various electronic resources. The study found that respondents generally perceived electronic resources as easy to use, with a mean of 2.93, indicating that the library's current interface and platform are intuitive, potentially leading to increased utilization and improved learning and research outcomes. This preference for easy-to-use resources highlights a growing demand for free and readily accessible digital content, where affordability and convenience are highly valued. The ease and speed of digital delivery and open licensing further support this trend by providing timely access to recent information.

**Table 1.** *Perceived Level of Ease of Use of the Available Electronic Resources*

| Indicators | Mean | Interpretation |
|---|---|---|
| IGI Publishing E-Books | 2.85 | Easy |
| Open-Access E-Books (Offline) | 3.09 | Easy |
| Philippine E-Journals subscription | 2.77 | Easy |
| Open-Access E-Journals (Offline) | 2.97 | Easy |
| E-Articles (Offline) | 2.97 | Easy |
| Gale Databases | 2.73 | Easy |
| Government websites | 3.01 | Easy |
| Open-access websites (.org, .com) | 3.08 | Easy |
| **Overall** | **2.93** | **Easy** |

Legend: 3.25 to 4.00 Very Easy (VE), 2.50 to 3.24 Easy (E), 1.75 to 2.49 Difficult (D), 1.00 to 1.74 Very Difficult (VD)

Electronic books were perceived as easy to use, with a weighted mean of 3.09. Students gain from more convenient, customizable note-taking, increased portability of their whole library, cost-effectiveness, and improved accessibility features. Teachers find eBooks interactive, flexible, handy, and cost-effective, allowing for more engaging and meaningful learning opportunities. Ultimately, this preference for open-access e-books suggests a future in which knowledge will be more easily accessible and freely available. Findings of Haque and Hoq (2018) revealed that students of Rajshahi University generally regard e-books favorably as study tools.

Open-access websites follow the respondents' ease of use with a weighted mean of 3.08. Open-access websites frequently accord with respondents' perceptions of usability due to a combination of design principles and accessibility. One key factor is the emphasis on simplicity and clarity. Prominent open-access websites with ".org" domains, such as the Directory of Open Access Journals (DOAJ), PubMed (for medical research), CORE (Connecting Repositories), and others, are examples of open-access websites that offer extensive collections of freely accessible scholarly articles and research data across diverse disciplines. While websites' dependability as study aids has been questioned in numerous investigations, notably Sahin et al. (2010), many students still prefer open-access websites for their academic work. According to Brieflands (2023), DOAJ, as an open-access website, manages its goal of improving access to scholarly content through its rigorous curation and indexing process. It is an international platform that thoroughly catalogs and indexes open-access, peer-reviewed journals across various disciplines, reinforcing the evidence that open-access websites are among the most user-friendly electronic resources.

On the other hand, other students consider government websites unimportant because of the information and services they provide to citizens, with a weighted mean of 3.01. Finding information is the purpose of a government website in the minds of citizens. As a matter of experience, professionals tend to locate information through government websites when dealing with facts and technical know-how of a specific topic, since government websites have up-to-date publications nowadays. Though not every government paper is academic or subject to peer review, government agencies and departments produce numerous publications for various reasons. While some government websites and papers are technical reports for professionals, others are meant to educate the public. According to Williams (n.d.) of the TAFE NSW Libraries, government records and websites are generally considered authoritative, credible sources of information. The latter are the types of publications that would be regarded as scholarly, whilst the former are excellent for background knowledge and study assistance.

The study respondents indicated that paid subscriptions were the least easy to use, with Philippine Gale Databases ranking lowest (mean 2.73). This difficulty could stem from ineffective search functionalities, unclear information organization, insufficient training, or technical problems. Similarly, Philippine E-Journals subscription ranked low (mean 2.77), potentially due to a complex interface, user unfamiliarity, limited features, technical issues, including limited computer skills, accessibility barriers, and a lack of clear organization or training.

IGI Publishing E-books also ranked among the lowest in perceived ease of use (mean 2.85). While paid resources offer specialized content, their cost and accessibility limitations make them less appealing than free alternatives for users seeking quick and convenient information. The financial cost, perceived lack of added value, limited features, poor user experience, or budget constraints can deter users from paid subscriptions, as observed in the low usage of subscribed resources at Kalinga State University. Users might also have concerns about copyright, format limitations, information retrieval, and a general lack of knowledge on accessing these resources. Libraries

face the burden of escalating subscription costs alongside considerations like digital preservation, loss of traditional library experiences, copyright restrictions, and information security risks (Ashikuzzaman, 2023).

Moreover, the evident preference for freely and readily available resources, as demonstrated by the high ratings of electronic books and open-access websites, emphasizes the increasing significance of open educational resources and open science endeavors. Libraries should prioritize acquiring and promoting such materials to effectively serve user needs and optimize the value of their holdings. Conversely, the lower perceived usability of paid subscription databases necessitates that libraries offer sufficient training, simplify interfaces where feasible, and reassess the value proposition of resources that present user navigational challenges. Addressing these usability concerns will ensure that all resources, irrespective of their acquisition method, are effectively utilized by the academic community.

**3.2 Differences in the Level of Ease of Use of the Available Electronic Resources**

Table 2 presents the significant difference in the ease of use of the available electronic resources across different colleges at Kalinga State University-Main Campus.

**Table 2.** *Difference in the Level of Ease of Use of the Available Electronic Resources*

| Indicators | Mean | Interpretation |
|---|---|---|
| College of Agriculture | 158.26 | 0.113 / Not Significant |
| College of Forestry | 176.27 | |
| College of Entrepreneurship, Tourism, & Hotel Management | 188.09 | |
| College of Public Administration and Indigenous Governance | 175.95 | |
| College of Engineering and Information Technology | 211.93 | |
| College of Health and Natural Sciences | 184.21 | |
| College Criminal Justice Education | 187.48 | |
| College Teacher Education | 162.04 | |

The failure to reject the null hypothesis ($p = 0.113 > 0.05$) indicates that the observed variations in perceived ease of use of electronic resources across the colleges at Kalinga State University are not statistically significant. However, a more analytical discussion moves beyond this statistical conclusion to explore the potential underlying mechanisms contributing to this lack of significant difference. It acknowledges the nuances that might still exist.

The influence of proactive interventions, such as information literacy programs facilitated by librarians and easily accessible technical support from IT personnel, likely plays a crucial role in homogenizing the perception of ease of use. These initiatives, by equipping users across all colleges with the necessary skills for information retrieval and providing timely assistance, actively work to mitigate potential disparities arising from varying levels of prior digital literacy or familiarity with electronic resources. This suggests a strategic institutional effort to create a level playing field regarding user competence.

Therefore, while the statistical test suggests no significant difference, the analysis points towards the proactive measures implemented by Kalinga State University—specifically targeted support and the adoption of unifying technologies—as key drivers in creating a generally similar perception of ease of use across its colleges. These merging factors likely outweigh any inherent differences arising from institution-specific resources or localized variations in web connectivity.

However, it is important to acknowledge that the absence of statistical significance does not necessarily imply complete uniformity. The discussion correctly notes that minor differences may still exist due to college-specific resources or subtle variations in web connectivity. Future research could delve deeper into these potential micro-level differences through qualitative studies or more granular quantitative analysis focusing on specific resources or user demographics within each college. This would provide a richer understanding of the nuances in user experience that an overall measure of ease of use might not capture.

In conclusion, the lack of statistically significant difference in perceived ease of use is likely a testament to the university's efforts in providing consistent support and leveraging unifying technologies. While acknowledging the potential for minor variations, the analysis suggests that these proactive measures have been effective in

creating a relatively equitable and user-friendly experience with electronic resources across the different colleges of Kalinga State University.

### 3.3 Acceptance of the Available Electronic Resources

Table 3 presents the findings on the perceived acceptability of different electronic resources.

**Table 3.** *Perceived Level of Acceptance of the Available Electronic Resources*

| Indicators | Mean | Interpretation |
|---|---|---|
| IGI Publishing E-Books | 3.16 | Acceptable |
| Open-Access E-Books (Offline) | 3.22 | Acceptable |
| Philippine E-Journals subscription | 3.14 | Acceptable |
| Open-Access E-Journals (Offline) | 3.19 | Acceptable |
| E-Articles (Offline) | 3.20 | Acceptable |
| Gale Databases | 3.04 | Acceptable |
| Government websites | 3.20 | Acceptable |
| Open-access websites (.org, .com) | 3.24 | Acceptable |
| **Overall** | **3.17** | **Acceptable** |

Legend: 3.25 to 4.00 Very Acceptable (VA), 2.50 to 3.24 Acceptable (A), 1.75 to 2.49 Less Acceptable (LA), 1.00 to 1.74, Not Acceptable (NA)

Findings revealed that the available resources are acceptable, as evidenced by the weighted mean of 3.17. The findings indicate that students at Kalinga State University-Main Campus generally believe the represented electronic resources adequately address their academic requirements. According to respondents' perceptions of acceptance, most undergraduate students agreed that using electronic resources is effective. With a minor bias for open-access and offline-accessible content, the data indicates a generally positive attitude towards various electronic resources. Even publisher-specific e-books and subscription-based databases, but with somewhat lower ratings, were still acceptable. The linguistic interpretation of "Acceptable" is consistent across all resource kinds, which shows a sufficient degree of user experience. Respondents from this study revealed that open-access resources are more acceptable to use than paid subscriptions, thus supporting the findings on the level of acceptance of the available electronic resources across colleges in Kalinga State University-Main Campus.

Open-access websites received the highest perceived acceptance (mean 3.24), indicating the critical role of trust and credibility in user adoption. According to Ngo and Eichelberger (2019), convenience, free access, and transparency contribute to this high acceptance within academia. Despite institutional subscriptions, students often favor freely available resources (Mollel & Mwantimwa, 2019). Domain names also influence user trust, with ".org" domains associated with non-profit and educational institutions often conveying more legitimacy than ".com" domains, typically linked to business and professionalism.

Open-access e-books ranked second in perceived acceptance (mean 3.22), valued for their reliability, affordability, and ease of navigation in modern education. Users appreciate their convenience, especially for accessing topics not readily available in the physical library, aligning with findings that open-access e-books are well-received in academic settings. Students and teachers perceive e-books as credible and current, as stated by Mahinay et al. (2016), with students preferring their practicality, accessibility, and portability over potentially outdated print resources. Open-access websites and e-articles both ranked third (mean 3.20), likely due to their accessible design and the trustworthiness associated with domains like ".gov" (Lundin, 2024). In contrast, paid subscriptions such as Gale databases (mean 3.04), Philippine E-Journals (mean 3.14), and IGI Publishing e-books (mean 3.16) had lower acceptance, potentially due to cost, access limitations, limited internet and devices, lack of awareness and training, questionable content relevance, limited subscriptions, and a preference for print materials (Msagati, 2014).

### 3.4 Differences in the Level of Acceptance of the Available Electronic Resources

Table 4 examines the significant difference in the level of acceptance of the available electronic resources when grouped according to college. While the p-value of 0.080 indeed leads to the failure to reject the null hypothesis at the conventional $\alpha=0.05$ level, concluding that there is "no statistically significant difference" requires a more nuanced analytical approach. The statement that variations in acceptance scores are "likely due to random chance" is a direct consequence of the statistical test but does not delve into potential underlying reasons or the practical implications of the observed trend.

**Table 4.** *Difference in the Level of Acceptance of the Available Electronic Resources*

| Indicators | Mean | Interpretation |
|---|---|---|
| College of Agriculture | 156.77 | 0.080 / Not significant |
| College of Forestry | 176.27 | |
| College of Entrepreneurship, Tourism, & Hotel Management | 176.52 | |
| College of Public Administration and Indigenous Governance | 206.89 | |
| College of Engineering and Information Technology | 207.40 | |
| College of Health and Natural Sciences | 161.90 | |
| College Criminal Justice Education | 185.86 | |
| College Teacher Education | 181.38 | |

Drawing upon Mollel and Mwantimwa's (2019) framework, the analysis should consider how the three key factors—users' perceptions, capabilities, and supportive conditions—might be operating similarly across the colleges, leading to the observed lack of statistically significant difference. Instead of agreeing on resources' convincing and practical nature, the discussion could explore *why* these perceptions, capabilities, and conditions might be consistent.

For instance, the shared recognition of electronic resources' inherent utility for academic success could stem from a university-wide emphasis on digital literacy initiatives, consistent access policies across colleges, or a centralized library system that ensures a baseline level of resource quality and accessibility for all students. The argument regarding standardized curricula and research methodologies across disciplines offers a plausible explanation for similar acceptance levels. The example of science and humanities students utilizing common databases and online journals, regardless of their college affiliation, strengthens this point. This suggests that the *nature of academic work* might be a homogenizing factor in accepting electronic resources.

However, it is crucial to acknowledge the limitations of solely relying on a non-significant p-value. While the statistical test does not provide sufficient evidence to claim a difference, it does not definitively prove sameness. The p-value of 0.080 suggests a trend that warrants further investigation with a larger sample size or qualitative methods. It is possible that subtle yet meaningful differences in acceptance exist but were not detected with the current data.

### 3.5 Problems Encountered

Table 5 shows the respondents' issues when using electronic resources.

**Table 5.** *Problems Encountered while using Electronic Resources*

| Indicator (multiple responses) | f | % |
|---|---|---|
| Not user-friendly interface | 45 | 12.10 |
| Slow internet connection | 290 | 77.96 |
| Struggle in finding related information | 131 | 35.22 |
| Limited computer facilities | 130 | 34.95 |
| Lack of ICT skills (poor user ability in manipulating e- resources) | 110 | 29.57 |
| Limited access to e-resources | 135 | 36.29 |
| Excessive and misleading information on the internet | 98 | 26.34 |
| Power outage | 64 | 17.20 |

The overwhelming prominence of slow internet connection as a barrier, affecting 77% of respondents, underscores a fundamental infrastructural deficit at Kalinga State University-Main Campus. This aligns with broader challenges faced by State Universities and Colleges (SUCs) in regions with limited market competition, as evidenced in the studies by Edem and Egbe (2016) and Salac and Kim (2016). Their findings likely highlight a systemic issue where insufficient investment in internet infrastructure directly impedes access to and utilization of digital resources within academic settings.

The second most significant obstacle, limited access to e-resources (36.29%), reveals a multifaceted problem extending beyond mere connectivity. This limitation, potentially stemming from restricted licensing agreements and a lack of user proficiency and adequate facilities, is particularly acute in rural regions like the mountainous Cordillera, where low digital literacy further exacerbates the issue. This suggests a need to address not only the availability of resources but also the capacity of users to engage with them effectively.

The struggle to find related information due to information overload and insufficient digital literacy, reported by 35.22% of respondents and supported by Kinengyere et al.'s (2012) research, points to a critical gap in information literacy skills. This challenge is compounded by access restrictions and equipment shortages, with limited computer facilities affecting 34.9% of respondents, potentially reflecting budgetary priorities that favor traditional print materials over digital infrastructure. This situation creates a double bind: even when resources are available, users may lack the skills and tools to navigate them effectively.

Furthermore, the identified barrier of lacking ICT skills, affecting 29.57% of respondents, directly hinders their ability to utilize electronic resources. This deficiency likely contributes to the challenges of information overload and limited access, creating a cycle of disengagement. The concern regarding excessive and misleading online information, impacting 26.34% of respondents and potentially eroding trust in reliable sources (De Ridder, 2021), highlights the importance of critical evaluation skills alongside basic ICT proficiency. While less prevalent, the impact of power outages (17.20%) and non-user-friendly interfaces (12.10%) should not be dismissed. Power outages, a common challenge in developing nations like the Philippines due to infrastructural limitations, directly disrupt access. Non-user-friendly interfaces can create unnecessary friction, discouraging use even when other barriers are absent.

Collectively, these findings, further supported by the call for investment in reliable internet, improved search functionality, better computer access, and comprehensive ICT training (Alghabban & Hendley, 2022), paint a clear picture of the interconnected challenges hindering the effective utilization of electronic resources at Kalinga State University-Main Campus. Addressing these barriers requires a multi-pronged approach that considers infrastructural improvements, the development of students' digital and information literacy skills, and a strategic prioritization of digital resources alongside traditional formats. To summarize, a higher acceptance of electronic resources, driven by perceived usefulness, ease of use, positive attitudes, strong intentions, and enabling facilitating conditions, typically leads to greater actual use. Conversely, if users find electronic resources difficult to use, irrelevant to their needs, or lacking the necessary support to access them, their acceptance will be low, resulting in underutilization.

## 4.0 Conclusion

In summary, this study makes several important contributions to understanding the landscape of electronic resource engagement. First, it establishes a general perception of ease of use among the surveyed population, highlighting the potential effectiveness of existing platform designs and support mechanisms. Second, the clear preference for open-access resources underscores a significant user demand for readily available and unrestricted scholarly materials, providing valuable direction for library acquisition and resource development strategies.

Moving forward, several avenues for related research emerge from these findings. Further investigation into the specific factors driving the preference for open access could inform strategies for promoting and developing such resources. In-depth studies on the usability of electronic resource platforms would provide actionable insights for optimizing user experience, and additionally, exploring the nuanced role of information literacy training in shaping both the perceived ease of use and the effective utilization of electronic resources warrants further attention. Longitudinal studies tracking the evolving trends in e-resource adoption and user behavior within this institution and across similar contexts would also be beneficial.

Future research could compare the usability, acceptance, and utilization of electronic resources across diverse types of academic institutions, such as research-intensive universities and community colleges, to gain a broader understanding of digital resource engagement in academia. Such comparative analyses could uncover broader trends, identify institution-specific challenges and successes, and ultimately contribute to developing best practices for fostering effective and equitable engagement with digital resources in higher education.

## 5.0 Contributions of Authors

The author declares sole authorship of this study.


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## 7.0 Conflict of Interests

The author declares no conflict of interest.

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