Effects of Reprography and Use of Electronic Resources on Book Buying by Students of Tertiary Institutions in Niger State

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Abstract

Purpose: This study examined effects of reprography and use of e-resources on book buying by students in selected tertiary institutions in Niger state. The objectives of the study were to determine: the rate of reprography on the campuses of tertiary institutions in Niger state, the effect of reprography (photocopy and other means of reproducing) work on book trade, the benefits of using e-resources, challenges of book trade in Niger state and to find out the rate of using e-resources by the students of tertiary institutions in Niger state.

Design/Methodology/Approach: Descriptive survey was used for the study in three selected tertiary institutions in Niger state, these were Federal University of Technology (FUT) Minna, Federal Polytechnic, Bida and Federal College of Education, Kontagora. The population of the study comprised of students of the institutions which was 23,061.300 respondents were sampled using Simple random technique, that is, 100 respondents from each institution. Structured questionnaire was designed and used to collect data. Data collected was analysed using frequency count and simple percentage.

Findings: Findings revealed that the respondents photocopy book materials and also make use of electronic resources when searching for information, for this majority of the respondents do not buy ebooks.

Implications: The study recommends that students should develop the culture of buying books, rather than photocopying so as to promote reading culture, academic and professional excellence in higher institutions.

Originality/Value: the study recommended that electronic information resources should be made available and should be effectively utilized by the students.

Keywords: Reprography, Electronic Resources, Book buying, Students, Tertiary Institutions, User studies

Paper type: Empirical research

Introduction

Civilization started several centuries BC and writing is one of the constructs of civilization, which ensures the continuity of civilization. Tangible records of the human race are carried from generation to generation through writing". The earliest writings can be traced to various ancient settlements prominent among them were Mesopotamia and Egypt. The ancient writings were pictographic in nature since there were no alphabets in use; the pictographs were symbols representing familiar objects. The development of alphabets by the Phoenicians between 1700 and 1500 BC brought revolution to writing and recording of human knowledge. The collection of the recorded knowledge of man marked the beginning of libraries.

The major constitute of the library are books which come in different forms and features, in fact some individuals have likened books to libraries or see libraries as just collection of books. In any academic institutions, libraries are key players and often regarded as the heart of an institution. The advent of Information technology brought a high degree of revolution to library and information services and has brought considerable changes in the information-seeking behaviour of users. The library offers several services such as reference, circulation, bibliographic and reprographic services.

Nganga (1984), defined reprography as the "in-plant reproduction of two dimensional visual communication media (e.g. document) through administrative operations". Copies reproduced are usually very few and are not for commercial purposes. Nganga (1984), further categorized the processes or types of reprography into Microcopy, Photocopy, Duplicating and In-plant printing (Office printing).

According to International Federation of Reproduction Rights Organisations (IFRRO) (2010) "reprography is a form of reproduction, i.e. the duplication of a work". Reprography involves reproduction of a document on a graphic surface, for example printing or Photocopying, and the reproduction of a work by digital means such as scanning, digital copying for instance on CDs and DVDs and electronic storage in databases. Reprography plays a very important role in the transmission of knowledge from library resources and services because it helps to preserve rare and special materials and collections that may have been stolen or mishandled and, therefore, maintain availability of the resources.

Maintaining availability of library resources is very critical in library services, however, the dwindling budgetary allocations has always pose threat to it until electronic resources came to the rescue. E-resources is a collection of elecronic and online pulications that are in electronic format. According to Saye (2001), "electronic resources are the resources that are generated through some electronic medium and made available to a wide range of viewers both on-site and off-site via some electronic transferring machine or internet". E-resources are generally in the form of E-Books, E-Journals, OPACs, CD-ROMs, Online databases, e-books, internet resource, print-on-demand (POD), e-mail publishing, wireless publishing, electronic link and web publishing etc.

The U.S. National Library of Medicine (2012) defines electronic resources as "works which are encoded and made accessible through a computer, online or in a physical format. This category includes an ever-growing array of electronic journals, monographs, reports, articles, databases, digital collections, still and moving images, sound, and interactive resources."

There is no doubt that e-resources provide greater access to information and thus preference

photographic and non-photographic processes of image creation at a very rapid rate, but at a low cost for the purpose of executing business and is shifting towards it. For example Kumar and Kumar (2008) reported that 70.33% of respondents from University of Allahabad, agreed that electronic information sources provide more comprehensive information, and 58% of respondents agreed that they can now do better research because of availability of electronic information resources.

Okello-Obura and Magara (2008) investigated access and utilization of electronic information at the East African School of Library and Information Science, Makerere University, Uganda and submitted that users derived a lot of benefits from electronic resources, because it provides access to a wider range of information thereby improving the academic performance of students. Egberongbe (2011) investigated the use and impact of electronic resources at the University of Lagos and found that both faculty and students used e-resources to access information available worldwide for teaching, learning and research. The study by Alhassan and Macaulay (2015) on the availability and utilization of electronic resources by university undergraduates in Niger State of Nigeria revealed that the resources were often used to support their academic course work, online application/registration, research, communication with friends and colleagues, sourcing for project writing, completing assignments and for other personal purposes.

Letchumanan and Tarmizi (2011) investigated eBooks utilization among mathematics students of Universiti Putra Malaysia and reported that "participants use one common e-book reading habit. Factors such as easy access reduce physical visits to the library and user-friendly features offer a comfortable platform for the participant to use the mathematics e-books. However, unreliable service, eye fatigue, lack of manipulability of online features and flaws in the physical design and insufficient e-book collection cause the participants to feel uncomfortable with the service."

Reprography and E-resources have changed the way that informationis stored and disseminated and consequently threatened the traditional approaches to the library and itsservices.Reprography and E-resources are constantly influencing the development of new

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modes of scholarly communication including book trade.

The term book trade may be used to describe the collective or individual activities of writers, printers, publishers, booksellers, readers and libraries. According to Free Online Encyclopedia (2015) Book Trade is the distribution by sale of non-periodical printed publications, such as books, pamphlets, posters, postcards, and sheet music. As a special type of commerce the book trade is an aspect of culture and serves as an effective means of ideological influence. The invention of printing laid the foundation for the development of the book trade.

There is no doubt that the advent of information and communication technology has revolutionized the way information is been stored, disseminated and retrieved and this has brought about the decline on the use of book material couple with the fact that internet is readily accessible to all users leading to poor reading habit. Users can no longer stand the stress of going through pages of books to get fact needed to generate information because of the development of new technological devices especially reprography, their is an increase induplication of books (advantage to reproduce each book material in large quantity and selling them to users at cheaper rate thereby depriving the original authors of this book material the benefits of their work).

Most importantly, the students of tertiary institutions that engage in buying books to meet their academic needs are found to patronize more electronic resources than printed. It is in the view of these problems that the researcher decided to embark on this study to discover effect of reprography and E-resourcesuse on book buying in selected tertiary institutions in Niger state.

Objectives of the study

1. To determine the kind of materials photocopied by students in campuses of tertiary institutions in Niger state.
2. To determine the effect of reprography (photocopy and other means of reproducing) work on book buying by students

3. To find out the rate at which e-resources are used by students of tertiary institutions in Niger state.
4. To find out the effects of using e-resources on book buying by students of tertiary institutions in Niger state

Research Methodology

The study adopted the survey research design. The population of this study is made up of the students of the selected tertiary institutions in Niger state which is 23,061.A total of 300 students were sampled from the three selected tertiary institutions in the state,100 students were sampled from each of the institutions using simple random technique. Were Federal Polytechnic Bida has a total population of 5,437 students, Federal University of Technology Minna has a total population of 14,000 students and Federal College of Education Kontagora has a total population of 3,624 students. The main instrument for data collection is a structured questionnaire. The data gathered for the study was analyzed using frequencies and simple percentage.

Data Analysis

The response rate of the questionnaire administered to thethree (3) academic institutions of higher learning in Niger State is presented in Table 1 below.

From table1, a total of 300copies of the questionnaire were administered to the students and 238 were retrieved and found usable, representing 79.3% response rate which is a very high rate.

Table2 shows that137 (57.5%) of the respondents photocopy materials from the library 92(38.7%) do not photocopy from the library while 9(3.7%) of the respondents were undecided.

Table3shows that49(that 49 (20.6%) of the respondents make photocopy daily, 69(29.0%) make photocopy weekly,113(47.5%) of the respondents photocopy whenever the need arrises while7(2.9%) were undecided. This implies that most of the respondents make photocopy when the need arises.

Table 1: Response rate of the respondents

Name of Institution	Questionnaire Administered	Questionnaire Retrieved	Overall Percentage (%)
FUT Minna	100	86(86%)	36.1

Fed. Poly. Bida	100	79(79%)	33.2
FCE Kontagora	100	73(73%)	30.7
Total	**300**	**238(79.3%)**	**100**

Table 2: Photocopying of materials from the library

	FUT MINNA	FED POLY BIDA	FCE KONTAGORA	Total
Yes	51(59.3%)	52(65.8%)	3446.6 (%)	137(57.5%)
No	35(40.7%)	18(22.8%)	39(53.4%)	92(38.7%)
Undecided	-	9(11.4%)	-	9(3.78%)
Total	**86(100%)**	**79(100%)**	**73(100%)**	**238(100%)**

Table 3: Frequency of photocopy from the Library

	FUT MINNA	FEDPOLY BIDA	FCE KONTAGORA	Total
Daily	18(20.9%)	18(22.8%)	13(17.8%)	49(20.6%)
Weekly	26(30.2%)	21(26.6%)	22(30.1%)	69(29.0%)
When ever the need arises	39(45.3%)	40(50.6%)	34(46.6%)	113 (47.5%)
Undecided	3(3.5%)	-	4(5.5%)	7(2.9%)
Total	**86(100%)**	**79(100%)**	**73(100%)**	**238(100%)**

Table 4: Kind ofmaterials photocopied by respondents

Materials	FUT MINNA	FED POLY BIDA	FCE KONTAGORA	TOTAL
Whole book				
Yes	32(37.2%)	35(44.3%)	29(39.7%)	96(40.3%)
No	54(62.8%)	44(55.7%)	44(60.3%)	142(59.7%)
Total	**86(100%)**	**79(100%)**	**73(100%)**	**238(100%)**
Lecture notes				
Yes	63(73.3%)	59(74.7%)	51(69.9%)	173(72.7%)
No	23(26.7%)	20(25.3%)	22(30.1%)	65(27.3%)
Total	**86(100%)**	**79(100%)**	**73(100%)**	**238(100%)**
Documents				
Yes	35(40.7%)	36(45.6%)	39(53.4%)	110(46.2%)
No	51(59.3%)	43(54.4%)	34(46.6%)	128(53.8%)
Total	**86(100%)**	**79(100%)**	**73(100%)**	**238(100%)**
Reference materials				
Yes	47(54.7%)	52(65.8%)	47(64.4%)	146(61.3%)
No	39(45.3%)	27(34.2%)	26(35.6%)	92(38.7%)
Total	**86(100%)**	**79(100%)**	**73(100%)**	**238(100%)**
Newspaper pages				
Yes	25(29.1%)	24(30.4%)	18(24.7%)	67(28.2%)
No	61(70.9%)	55(69.6%)	55(75.3%)	171(71.8%)
Undecided	-	-	-	-
Total	**86(100%)**	**79(100%)**	**73(100%)**	**238(100%)**

From table4, it is shown that96(40.3%) of the respondents photocopy whole book as against 142(59.7%) who do not. Also 173(72.7%) of the respondents photocopy their lecture notes while 65(27.3%) did not. Documents are photocopied by 110(46.2%) of the respondents as against 128(53.8%) who do not. The table also shows that 146(61.3%) of the respondents photocopied reference materials, while 92(38.7%) did. Newspapers are photocopied by 67(28.2%) respondents while 171(71.8%) never photocopied newspapers.

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Table 5: Reasons for photocopying information materials

	FUT MINNA	FED POLY BIDA	FCE KONTAGORA	Total
It is cheaper				
Yes	52(60.5%)	51(64.6%)	41(56.2%)	144(60.5%)
No	34(39.5%)	28(35.4%)	32(43.8%)	94(39.5%)
Total	**86(100%)**	**79100 (%)**	**73(100%)**	**238(100%)**
It is convenient				
Yes	39(45.3%)	42(53.2%)	24(32.9%)	105(44.1%)
No	47(54.7%)	37(46.8%)	49(67.1%)	133(55.9%)
Total	**86(100%)**	**79(100%)**	**73(100%)**	**238(100%)**
Original material not available				
Yes	37(43.0%)	33(41.8%)	38(52.1%)	108(45.4%)
No	49(57.0%)	46(58.2%)	35(47.9%)	130(54.6%)
Total	**86(100%)**	**79(100%)**	**73(100%)**	**238(100%)**
So that i can have a personal copy				
Yes	51(59.3%)	40(51.9%)	47(64.4%)	138(57.9.0%)
No	32(37.2%)	38(48.1%)	26(35.6%)	96(40.3%)
Undecided	3(3.5%)	1(1.3%)	-	4(1.7%)
Total	**86(100%)**	**79(100%)**	**73(100%)**	**238(100%)**

Table5shows that 144(60.5%) of respondents photocopied information materials because they believe it's cheaper, while 94(39.4%) did not consider it cheaper, 105(44.1%) photocopied materials because they find it more convenient but 133(55.9%) believed it's not convenient, 108(45.4%) respondents photocopied materials because the original copies are not readily available, but for 130(54.6%) availability is not a reason for photocopying. Finally, 138(57.9%) of the respondents photocopied materials because they want to have their personal copy of the document while 96(40.33%) did not photocopy to have personal and 4(1.7%) respondents were undecided.

Table6 shows that 198(83.2%) of the respondents used e-resources to search for information while 28 (11.8%) did not with 12(5%) respondents not responding the item. This implies that majority of the respondents used e-resources when searching for information.

Table7 shows the various e-resources used by respondents. From the table social network with 187(78.6%) is most used followed by email 165(69.3%), electronic books 143(60.1%) and CD-ROM 112(47.1%). Electronic journals has 107(45.0%) respondents using it and online databases 100(42.0%). File Transfer Protocol (FTP) with 97(40.8%) and OPAC with 79(33.2%) are the least used. This indicates a reasonable level of utilization of the various resources by respondents.

Table8 shows frequency of use the e-resources by respondents. From the table, only social networks 181(76.1%) and email services 153(64.3%) were either very often or often used by more than 60% of the respondents. CD-ROM 113(47.5%), E-journals 106(445%) and e-books 104(43.7%) were very often or often used by over 40% respondents, while online databases 89(37.4), FTP 80(33.6%) and OPAC 61(25.7%) were very often or often used by less than 40% of the respondents. E-book with 93(39.15%) respondents is the most occasionally used e-resources, followed by CD-ROM 73(30.7%) respondents, e-journals 72(30.3%) respondents, File transfer protocol 65(27.3%) respondents, online databases 57(24.0%) respondents, OPAC 53(22.3%) respondents and social networks 34(14.3%) respondents. The table further shows that 124(52.1%) respondents attested to rarely using OPAC, followed by FTP with 93(39.1%) respondents and Online databases with 92(38.7%) respondents. Electronic journals was rarely used by 59(24.8%) respondents, CD-ROM 52(21.8%), e-books 41(17.2%) respondents email services 32(13.5%) respondents and social networks 23(9.7%). This implies that social networks are the most frequently used e-resources by respondents and least rarely used signifying its popularity among the respondents.

Table6: You use e-resources to search for information

	FUT MINNA	**FED POLY BIDA**	**FCE KONTAGORA**	**TOTAL**
Yes	73(84.9%)	71(89.9%)	54(74.0%)	198(83.2%)
No	8(9.3%)	8(10.1%)	12(16.4%)	28(118%)
Undecided	5(5.8%)	-	7(9.6%)	12(5.0%)
Total	**86(100%)**	**79(100%)**	**73(100%)**	**238(100%)**

Table7: You use the following types of e-resources

Electronic Inf res	FUT MINNA	FED POLY BIDA	FCE KONTAGORA	TOTAL
CD-ROM databases				
Yes	44(51.2%)	33(41.8%)	35(47.9%)	112(47.1%)
No	42(48.8%)	46(58.2%)	38(52.1%)	126(52.9%)
Total	**86(100%)**	**79(100%)**	**73(100%)**	**238(100%)**
File Transfer Protocol				
Yes	37(43.0%)	29(36.7%)	31(42.5%)	97(40.8%)
No	49(57.0%)	50(63.3%)	42(57.5%)	141(59.2%)
Total	**86(100%)**	**79(100%)**	**73(100%)**	**238(100%)**
E-mail services				
Yes	65(75.6%)	61(77.2%)	39(53.4%)	165(69.3%)
No	21(24.4%)	18(22.8%)	34(46.6%)	73(30.7%)
Total	**86(100%)**	**79(100%)**	**73(100%)**	**238(100%)**
Electronic journals				
Yes	47(54.7%)	31(39.2%)	29(39.7%)	107(45.0%)
No	39(45.3%)	48(60.8%)	44(60.3%)	131(55.0%)
Total	**86(100%)**	**79(100%)**	**73(100%)**	**238(100%)**
OPAC				
Yes	29(33.7%)	24(30.4%)	26(35.6%)	79(33.2%)
No	**57**(66.3%)	55(69.6%)	47(64.4%)	159(66.8%)
Total	**86(100%)**	**79(100%)**	**73(100%)**	**238(100%)**
Online databases				
Yes	38(44.2%)	43(54.4%)	19(26.0%)	100(42.0%)
No	48(55.8%)	36(45.6%)	54(74.0%)	138(58.0%)
Total	**86(100%)**	**79(100%)**	**73(100%)**	**238(100%)**
Electronic books				
Yes	53(61.6%)	52(61.6%)	38(61.6%)	143(60.1%)
No	33(38.4%)	27(34.2%)	35(47.9%)	95(39.9%)
Total	**86(100%)**	**79(100%)**	**73(100%)**	**238(100%)**
Social network				
Yes	71(82.6%)	**67**(84.8%)	49(67.1%)	187(78.6%)
No	15(17.4%)	12(15.2%)	24(32.9%)	51(21.4%)
Total	**86(100%)**	**79(100%)**	**73(100%)**	**238(100%)**

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Table8: frequency of use of e-resources

Elect Inf res	FUT MINNA	FED POLY BIDA	FCE KONTAGORA	TOTAL
CD-ROM databases				
Very often	18(20.9%)	16(20.3%)	12(16.4%)	46(19.3%)
Often	22(25.6%)	28(35.4%)	17(23.3%)	67(28.2%)
Occationally	34(39.5%)	13(16.5%)	26(35.6%)	73(30.7%)
Rarely	12(14.0%)	22(27.8%)	18(24.7%)	52(21.8%)
Total	**86(100%)**	**79(100%)**	**73(100%)**	**238(100%)**
FTP				
Very often	14(16.3%)	8(10.1%)	7(9.6%)	29(12.2%%)
Often	26(30.2%)	14(17.7%)	11(15.1%)	51(21.4%)
Occationally	18(20.9%)	25(31.6%)	22(30.1%)	65(27.3%)
Rarely	28(32.6%)	32(40.5%)	33(45.2%)	93(39.1%)
Total	**86(100%)**	**79(100%)**	**73(100%)**	**238(100%)**
E-mailservices				
Very often	32(37.2%)	37(46.8%)	21(28.8%)	90(37.8%)
Often	23(26.7%)	21(26.6%)	19(26.0%)	63(26.5%)
Occationally	20(23.3%)	13(16.5%)	20(27.4%)	43(18.1%)
Rarely	11(12.8%)	8(10.1%)	13(17.8%)	32(13.5%)
Total	**86(100%)**	**79(100%)**	**73(100%)**	**238(100%)**
Electronic journals				
Very often	19(22.1%)	18(22.8%)	8(11.0%)	45(18.9%)
Often	24(27.9%)	23(29.1%)	14(19.2%)	61(25.6%)
Occationally	34(39.5%)	17(21.5%)	21(28.8%)	72(30.3%)
Rarely	9(10.5%)	21(26.6%)	29(39.7%)	59(24.8%)
Total	**86(100%)**	**79(100%)**	**73(100%)**	**238(100%)**
OPAC				
Very often	8(9.3%)	6(7.6%)	4(5.5%)	18(7.6%)
Often	17(19.8%)	17(21.5%)	9(12.3%)	43(18.1%)
Occationally	26(30.2%)	9(11.4%)	18(24.7%)	53(22.3%)
Rarely	35(40.7%)	47(11.4%)	42(57.5%)	124(52.1%)
Total	**86(100%)**	**79(100%)**	**73(100%)**	**238(100%)**
Online databases				
Very often	5(5.8%)	17(21.5%)	12(16.4%)	34(14.3%)
Often	14(16.3%)	26(32.9%)	15(20.5%)	55(23.1%)
Occationally	24(27.9%)	12(15.2%)	21(28.8%)	57(24.0%)
Rarely	43(50.0%)	24(30.4%)	25(34.2%)	92(38.7%)
Total	**86(100%)**	**79(100%)**	**73(100%)**	**238(100%)**
Electronicbooks				
Very often	19(22.1%)	7(8.9%)	14(19.2%)	40(16.8%)
Often	25(29.1%)	20(25.3%)	19(26.0%)	64(26.9%)
Occationally	31(36.0%)	39(49.4%)	23(31.5%)	93(39.15%)
Rarely	11(12.8%)	13(16.5%)	17(23.3%)	41(17.2%)
Total	**86(100%)**	79**(100%)**	**73(100%)**	**238(100%)**
Socialnetwork				
Very often	44(51.2%)	44(55.7%)	17(23.3%)	105(44.1%)
Often	21(24.4%)	17(21.5%)	38(52.1%)	76(32.0%)
Occationally	14(16.3%)	9(11.4%)	11(15.1%)	34(14.3%)
Rarely	7(8.4%)	9(11.4%)	7(9.6%)	23(9.7%)
Total	**86(100%)**	**79(100%)**	**73(100%)**	**238(100%)**

Table 9: Reasons for not buying books

Items	Yes	No	Undecided	Total
Institution does not have a book shop	123(51.7%)	107(45.0%)	8(3.4%)	238(100%)
There are no current books	79(33.2%)	148(62.2%)	11(4.6%)	238(100%)
The books are expensive	124(52.1%)	114(47.9%)	-	238(100%)
E-resources replace books buying by you	141(59.2%)	97(40.8%)	-	238(100%)
Photocopy of materials replaces book buying by you	146(61.3%)	81(34.0%)	11(4.6%)	238(100%)

Table 9 shows that 123(51.7%) of the respondents did not buy books because their institution had no bookshop, 107(45.0%) believe that does not affect their book buying while 8(3.4%) were undecided. The table also shows that 79(33.2%) of the respondents were of the

view that they don't buy books because there were no current books, 148(62.2%) believed currency of books had nothing to do with their book buying while 11(4.6%) were undecided. From the same table, it is also shown that 124(52.1%) of the respondents did not buy books because of the high cost which to 114(47.9%) is not a factor for their not buying books. The table 9 further shows that 141(59.2%) of the respondents attested that e-resources has replaced book buying, but to 97(40.8%) of the respondents, it is not a factor for them not buying books. The table also revealed that 146(61.3%) of the respondents agreed to the fact that photocopy of materials replace buying of books while 81(34.0%) of the respondents disagreed that photocopy replaces book buying. However, 11(4.6%) of the respondents did not respond to the item. This implies that lack of bookshops in the institutions, high cost of books, e-resources and photocopy have great influence on the rate of book buying by students

Summary of Findings

It was revealed from the findings that majority of the respondents photocopy materials from libraries and these photocopy are done daily, weekly and whenever the need arises. The respondents photocopy lecture notes, reference materials, whole book and documents. Majority of the respondents indicated that they photocopy materials because it is cheaper and also so that they can have a personal copy. This revelation is based on the majority of the respondent's indication on the need to photocopy information materials.

The study further revealed that the rate at which the respondents make use of e-resources when searching for information materials is very high. Respondents make use of the following information resources social network, electronic books, e-mail services, OPAC, online databases, electronic databases, electronic journals, file transfer protocol and CD-ROM databases. The most often use of the e-resources are the social networks and email services. Electronic resources are widely used by respondents when searching for information materials and these resources are frequently used. This collaborates the finding of Alhassan and Macaulay (2015), that University academics undergraduates often use electronic resources and submission of Kumar and Kumar (2008) that Electronic

information sources are becoming more and more important for the academic community.

The study also revealed that majority of the respondents benefit from using electronic resources such as improving their academic performance as a result of access to quality information, access to wider range of information and easier access to information. This collaborates the submission of Alhassan and Macaulay (2015) that resources were often used to support their academic course work, online application/registration, research, communication with friends and colleagues, sourcing for project writing, completing assignments and for other personal purposes.

The study further revealed that lack of bookshops in institutions, high cost of books; e-resources and photocopy have great effect on the rate of book buying by respondents collaborating the study by Letchumanan and Tarmizi (2011) which found that factors such as easy access reduced physical visits to the library and user-friendly features offer a comfortable platform for students to use e-books.

Conclusion

The availability of reprographic machine (photocopy machine) has increased the rate of photocopying information materials in tertiary institutions. The photocopy of book materials has reduced the number of books purchase by the students, this is because the photocopied books replaces the book bought by students and this affect book trade in Niger state. The use of electronic resources such as electronic books, electronic journals, CD-ROM databases etc. has reduced the number of books purchased by the students.

Recommendations

Based on the findings of the study and conclusions drawn, the following recommendations are made:

1. The findings recommends that operators of photocopying machine should adhere strictly to the number of pages stipulated for copying inorder to prevent plagiarism.
2. The research recommends that electronic information resourcesuch as world wide web-based databases, electronic journals, OPAC and search engines should be made available for

adequate accessibility and effective utilization by students.

3. The research recommends that more books should be bought in to the library so as to promote reading culture as well as academic and professional excellence.

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