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# Technophobia and electronic resources use among law students at Redeemer's University, Ede, Nigeria

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## Abstract
This study investigated technophobia and use of electronic resources among law students at Redeemer's University, Nigeria. Correlational survey design was adopted, and the study involved 231 undergraduate law students. Data were collected using a structured questionnaire which was administered to the entire 231 students but 166 copies returned and found usable, representing a 71.9% response rate. Data were analysed using frequency, percentage, mean, standard deviation and Pearson's Product-Moment Correlation. Findings revealed a low level of technophobia among the students, with a grand mean of 1.82. Electronic resources were often used for academic and legal research purposes, particularly conducting legal research for assignments and academic work, preparing for examinations, locating case law and judicial precedents, legislation, statutes and regulations, and accessing scholarly publications, with an overall mean of 3.35. The study further revealed a significant negative relationship between technophobia and electronic resource use among the students ($r = -0.461$, $p < .001$). The null hypothesis was therefore rejected, indicating that higher levels of technophobia were associated with lower use of electronic resources. The study concluded that although law students generally demonstrated low technophobia and meaningful use of electronic resources, technological attitudes remain important in shaping electronic information behaviour. It recommended continuous practical orientation, user education, and supportive training on electronic legal resources to further reduce technology-related apprehension and enhance effective use of electronic resources among law students.

**Keywords:** Technophobia, electronic resources, law students, electronic resource use, legal research, Redeemer's University.

## Introduction
Digital technology has changed the way students access, retrieve, evaluate and use information for academic purposes. Electronic information resources such as electronic books, electronic journals, online databases, institutional repositories, library websites and online catalogues are increasingly being used by college and university students to facilitate their learning and research. In courses that require access to up-to-date, reliable information, these resources are especially vital. Legal education, for example, needs legislation, case law, law reports, legal journals, commentaries, and other legal information sources to facilitate academic study and legal research. Recent findings from South-West Nigeria confirm the relevance of electronic information resources to legal education; utilisation of these resources is associated with factors such as availability and accessibility among law undergraduates (Alabi, Yahaya, & Bayero, 2025).

Electronic resources offer law students access to diverse, current legal information that goes beyond what is possible with traditional print resources. They can be used to find legal authorities, access legal information and research, read case law, refer to legislation, consult law reports, and use scholarly literature for academic work. Studies conducted in Nigerian universities revealed that law students are avid consumers of resources such as electronic journals, open access materials, and legal databases, while awareness, accessibility, and support are significant for the effective use of these resources (Ezema & Akpom, 2018). In the same vein, studies on digital reference

services for law postgraduate students have emphasised the need for conditions that will enable students to interact with digital information services (Hamzat & Fadare, 2024). The studies show the importance of electronic resources in legal education, but also indicate that students' use patterns may not be explained solely by their availability.

Psychological factors may also impact students' interactions with technology. Technophobia, which is fear, anxiety, discomfort or apprehension towards technology or technology use, is one such factor. Technophobia in educational settings can decrease students' self-confidence when presented with unknown technology, dishearten attempts at experimentation and technology activities, and foster avoidance of technology. However, recent findings among undergraduate students in Nigeria suggest that computer experience is negatively related to technophobia and high computer experience is correlated with a low level of technophobia among the students (Oyeniran & Ogundokun, 2024). In the same way, Awodoyin and Ogungbade (2024) conducted a study on 910 undergraduates of Ogun State, Nigeria, and found that the respondents were technophobic and felt the need to provide opportunities to enhance students' practical interaction with technology.

The importance of technophobia to electronic resource use is particularly significant in legal education, where students are now expected to search electronic databases, find electronic case law and legislation, consult electronic journals, and otherwise navigate technology-based legal information systems. While accessibility, digital skills, information literacy, and technological competence may affect the use of electronic resources, students' attitudes toward technology may also influence their attitudes toward using these resources. Students may be deterred from regular and/or confident use of electronic resources due to associated fear or anxiety. Therefore, a study of technophobia alongside electronic resource use can provide a more comprehensive picture of the factors related to students' engagement with electronic legal resources.

Previously, researchers have discussed technophobia among undergraduate students in Nigeria and the availability, accessibility and use of electronic resources by law students. However, these areas have been studied rather individually. Awodoyin and Ogungbade (2024) studied Technophobia in Social media use among undergraduates in Nigeria; for instance, Oyeniran and Ogundokun (2024) studied Factors associated with technophobia among undergraduates in Ibadan. Studies of electronic resources among law students, on the other hand, have focused mainly on issues such as availability, accessibility, awareness, facilitating conditions and utilisation (Alabi, Yahaya, & Bayero, 2025; Hamzat & Fadare, 2024). Thus, the correlation between technophobia and the use of electronic resources by law students seems to have received little empirical research. This is especially salient at Redeemer's University, where law students are required to use electronic information resources in their academic research and legal work.

In view of this background, the study focused on technophobia and the use of electronic resources among law students of Redeemer's University. In particular, the study aims to determine the extent of technophobia among law students, the frequency and purpose of using electronic resources, and the relationship between technophobia and the use of electronic resources.

**Research questions**

The following questions are answered in the study:

1. What is the level of technophobia among law students at Redeemer's University?
2. What are the purposes and frequency of electronic resource use among law students at Redeemer's University?
3. What relationship exists between technophobia and electronic resource use among law students at Redeemer's University?

**Hypothesis**

The following hypothesis is tested in the study:

**H0:** There is no significant relationship between technophobia and electronic resource use among law students at Redeemer's University.

**Literature review**

Technophobia refers to fear, anxiety, apprehension, discomfort or uneasiness associated with encountering or using technology. In educational settings, these emotional reactions can affect students' willingness and confidence to access information through technology. Students who suffer from anxiety while using technology may not be inclined to learn about new technology, may prefer to learn technologies that they already know, or may need extra support when they are involved in technology-mediated academic tasks. As a result, technophobia can be a barrier to the use of electronic resources, especially when effective use requires independent interaction with unfamiliar systems. The relevance of these affective factors can be evidenced by the Nigerian higher education. In a study of social science students, Popoola and Adedokun (2023) found a significant positive relationship among computer self-efficacy, computer anxiety, cognitive skills, and the use of electronic library resources. Based on their results, they suggest that students' psychological and cognitive attitude towards computers is related to their involvement with electronic library resources.

Recent studies also show that differences in technological competence can coexist with technophobia in Nigeria. In a study on librarians in higher education institutions in Nigeria, Busayo, Adekoya, and Fasae (2025) discovered that there existed age differences in technophobia and ICT skills of the librarians. While older librarians reported higher levels of technophobia and lower levels of ICT skills, the reverse was the case for younger librarians. The results indicate that technological competence and affective responses to technology are two conceptually distinct aspects of technology engagement. In the same study, Oyeniran and Ogundokun (2024) examined computer self-efficacy, computer experience, and other individual factors related to technophobia among undergraduate students in Ibadan. Their results validate prior technological experiences and students' confidence regarding the differences in technophobic undergraduates.

However, the problem of technophobia should not be confused with techno literacy. While a student might have the technical skills to access an electronic resource, he or she may feel anxious or apprehensive when asked to use it independently in a new environment. On the other hand, familiarity with technology might lessen apprehension but not necessarily effective information use. The distinction is significant in the case of electronic resources, as there is no necessary connection between access and confident, sustained engagement with a digital resource. Recent studies conducted by Nigerian postgraduate students further support the role of affective factors in the use of digital information. In the same vein, Adeoye, Adeoye, and Awoojuola (2025) reported that postgraduate students across selected Nigerian universities showed a significant relationship between

ICT anxiety and institutional library use, with other factors identified as challenges to institutional library use being slow internet connection and software compatibility issues. The results show that affective or environmental factors can be related to students' use of digital information platforms. Nonetheless, there is no evidence that technophobia is consistently linked to all uses of technology. In a study of 910 undergraduates across selected universities in Ogun State, Awodoyin and Ogungbade (2024) found a high level of technophobia, but noted no significant relationship between ICT-phobia and social media use. This finding is significant because it indicates that the relationship between technophobia and technology use may depend upon the type, purpose, and context in which the technology is utilised. For instance, social media applications could be more familiar to students than specialised electronic information systems and be less academically demanding.

This difference is important for law students, who conduct academic work that involves interaction with specialised electronic information resources like legal databases, electronic law reports, case-law platforms, legislative resources, electronic journals, and institutional repositories. In contrast to other daily-used digital tools, students might need to become familiar with specific search interfaces, legal terminology, database formats and information retrieval systems. Therefore, the emotional responses of students to technology can be important in understanding their confidence and frequency levels in using this technology. This does not mean that technophobia is always correlated with lower use of electronic resources, but it does establish a foundation to investigate whether students' technophobia correlates with the way they use electronic resources.

The present study thus views technophobia as an attitudinal attitude toward technology, not technological incompetence. It acknowledges that the use of electronic resources can be affected by many factors such as technological competence, experience, access to the electronic resources, information literacy and the nature of the resources. In the general context, the study examines the relationship between the use of electronic resources and technophobia among law students at Redeemer's University. This conceptualisation reinforces the correlational design of the study, which aims to identify the presence and nature of a relationship between the two variables, rather than to establish a cause-and-effect relationship from technophobia to electronic resource use.

Electronic resources are vital tools for supporting students' academic learning and legal research, offering access to a wide and up-to-date range of materials not available in traditional print formats. These can be used for research on assignments, exam preparation, moot court, searching for laws and court decisions, reading law reports, and using electronic journals, e-books, and other scholarly publications, among other activities, in legal education. A recent fact sheet from Nigeria shows the diversity of such uses. In a study conducted by Adebayo and Akintonde (2026) on the use of digital library resources by law undergraduates at Ajayi Crowther University, the students accessed the digital libraries primarily for assignments, examination preparations and general law research. The resources used most frequently were e-books, e-journals, and legal case databases, while more specialised activities such as moot court preparation and legal document drafting were used less frequently. The results indicate that e-resources are used in various research activities across both academic and legal research, but their frequency and use may vary based on students' immediate research needs.

The use of electronic resources in legal education also applies to accessing specialised legal information. In a study of postgraduate law students in selected Nigerian University law libraries, Obuezie and Echedom (2023) identified electronic legal information resources, professional law websites, online legal textbooks, electronic legal journals, LexisNexis, and Quicklaw as resources available to assist the students with their information needs. Their findings also indicated that post-graduate law students need information on academic journals, current affairs, new laws and recent enactments, among others. This is especially important for legal education, where legal research often involves accessing authoritative, up-to-date sources available across multiple digital platforms. Electronic resource use in legal education is not limited to general information-seeking but also involves interacting with specialised resources to meet students' academic and legal information needs.

Therefore, the why and how of student usage of electronic resources are significant in defining the nature of students' interaction with digital information. Students can access electronic resources for general academic purposes, including assignment completion and preparation for examinations, and for specific legal research purposes, including finding legislation, judicial decisions, law reports and scholarly legal literature. The use of electronic resources, however, is not evenly distributed across all resources or uses. Some of the resources found to be used more often by the final year law students at selected federal universities in South-West Nigeria were Nigeria Weekly Law Reports, LawPavilion and library websites, as reported by Omole, Oketunji and Adeoye (2025). The overall frequency of the use of electronic information resources was low, although the use of selected resources was relatively high, indicating a selective rather than intensive engagement with specific resources in the face of the range of available electronic resources. Also, the finding that students' engagement with electronic resources is not necessarily determined by frequency of use applies to the present study. Two students can be using electronic resources at similar frequencies but differently, and on different types of resources. For instance, one student might mainly be using e-books and e-journals to do their assignments and prepare for examinations, while another might be frequently accessing legal databases and law reports for case law and statutory research. Similarly, Adebayo and Akintonde (2026) discovered that the use of these tools was concentrated on specific resources and academic objectives, while more specialised applications were used less frequently by law students.

Therefore, an analysis of both the purpose and frequency of electronic resource use offers a more complete picture of law students' use of electronic resources. The difference is significant for the present study because complete avoidance of electronic resources does not necessarily mean that an individual is technophobic. Instead, students' anxiety about technology might be linked to their use of electronic resources, the types of resources they are familiar with, and the kinds of educational tasks they use them for. For these reasons, the present study examines the use of electronic resources for both purposes and frequency of access and investigates if technophobia is significantly related to overall electronic resource use among law students at Redeemer's University.

The use of electronic resources can be examined with regard to which resources students consult and how often they use them for study and research. These resources could be e-journals, e-books, legal databases, electronic and open database of law reports and cases, institutional repositories, open repositories,

online library catalogues and websites, electronic reference materials, and online newspapers and news databases in the context of legal education. Their use however, could differ based on the academic needs of the students, their level of experience with specific platforms, access and other contextual factors. For instance, Mommoh and Gomina (2023) reported moderate use of electronic resources among University of Abuja undergraduate students, particularly for academic activities. The authors noted that the problems faced included infrastructure, Internet access and users' skills, and suggested that ongoing training is needed to help students use electronic resources effectively. A study conducted among postgraduate students in South-West Nigeria also shows differences in the use of various types of electronic information resources. In a study of postgraduate students of public universities, Osun State, Olaiya, Akintobi, and Omatola (2024) identified some of the resources accessed by the respondents as electronic databases, institutional repositories, e-journals and e-books. The study found a significant amount of electronic database and institutional repositories use, but rates were different depending on the type of resource. The study also revealed internet service quality as an important issue in accessing electronic information resources. The results indicate that access to a variety of electronic resources does not always mean access to all the types of resources.

This selective pattern is further illustrated by evidence specific to law students. Omole, Oketunji and Adeoye (2025) in their study on the use of electronic information resources among final year students in selected universities in the South-West region of Nigeria, focused on the use of electronic information resources among final year students in selected Federal Universities in the South-West region of Nigeria in relation to selected variables. The study was based on 552 final year law students from the Federal University of Oye-Ekiti, University of Ibadan and University of Lagos. The students reported using Nigeria Weekly Law Reports, LawPavilion and library websites as the most prominent resources examined, and low use of electronic information resources. The significance of this finding is that it shows that students can use certain electronic resources more heavily than others, even when those resources are available

Patterns of electronic resource use, however, may be more of a product of a learner's access to electronic information than a true reflection of e-resource use. There is the possibility that students use familiar and accessible resources repeatedly that are closely related to their present academic needs, and other resources may be used less frequently. Frequency differences do not necessarily mean that there is a lack of ability to use less frequently accessed resources, but that information needs, previous experiences, perceived usefulness, accessibility and familiarity with certain platforms vary. Patterns may be especially important for law students, since legal research is conducted across a variety of information sources, such as case law, legislation, law reports, legal scholarship and other specialised legal materials.

In the present study, therefore, the frequency of electronic resource use is regarded as one of the behavioural aspects of electronic resource engagement. This study investigated the use of various types of electronic resources by law students and thus also provides evidence of their prevalence in their academic and legal research practices. This is supported by the analysis of the purpose for which the resources are being used, as discussed in the previous section. When combined, purpose and frequency offer a wider picture of the use of electronic resources and can serve as a foundation for discussing whether technophobia is

significantly related to students' overall usage of electronic resources.

**Theoretical framework**

This study is anchored on Social Cognitive Theory (SCT) developed by Bandura (1986). The theory addresses human behaviour as a product of personal factors, behaviour, and environmental influences. One key aspect of SCT is that one's psychological disposition and experiences may affect one's approach to and engagement in specific behaviours. The concept of self-efficacy, defined as a person's confidence in their ability to perform a specific task or behaviour, is particularly relevant to the present study. Technology-related beliefs and emotional reactions can affect how people engage in technology-mediated activities in technology-related contexts. Therefore, SCT is relevant to the present study, as law students use electronic resources that involve interaction with technology, and technophobia is a feeling that could influence their interaction with technology-based information resources.

Technophobia, as an affective factor in the use of electronic resources, is defined in the present study. This includes anxiety, nervousness, apprehension, discomfort, tension, intimidation and uneasiness when interacting with technology. These emotional reactions can be especially significant when students are being asked to conduct academic and legal research on electronic journals, e-books, legal databases, electronic law reports, case-law databases, institutional repositories and other electronic information sources. The relevance of psychological factors to information behaviour in the context of technology is supported by empirical evidence. For instance, Popoola and Adedokun (2023) reported highly significant correlations between computer self-efficacy and the use of electronic library resources, and between computer anxiety and the use of electronic library resources among social science undergraduates in Nigeria. The present study, therefore, tests whether differences in students' affective responses to technology relate to differences in their use of electronic resources from the behavioural perspective of SCT.

Technophobia is the independent variable, and electronic resource use is the dependent variable in this study. Technophobia is assessed through students' self-reported anxiety, nervousness, worry, discomfort, intimidation, tension, uneasiness, and apprehension toward technology, and electronic resource use is explored through the purposes and frequency of students' use of selected electronic resources for academic and legal research. However, SCT is used as a theoretical perspective and is not employed in its entirety, as the study does not directly assess all SCT constructs, specifically, self-efficacy. The study does not, therefore, presume that technophobia leads to a specific level of electronic resource use. Instead, it addresses whether there is a meaningful correlation between technophobia and law students' use of electronic resources at Redeemer's University, consistent with its correlational design. By doing so, SCT offers a behavioural and psychological foundation for the link between students' experiences with technology and their interactions with electronic information resources.

**Methods**

The study adopted correlational survey design to determine the relationship between technophobia and the use of electronic resources among law students at Redeemer's University, Ede, Osun State, Nigeria. A total of 231 undergraduate law students constituted. the population. Total enumeration sampling was employed. Data were collected using a self-constructed questionnaire There were three sections to the questionnaire. Section A collected

demographic information from the respondents. Technophobia was assessed with the eight items on a four-point Likert scale from Strongly Agree (4) to Strongly Disagree (1) in Section B. In this study, electronic resource use was assessed in two areas of purpose and frequency of use (Section C). Information regarding the purpose of electronic resource use was measured by electronic resource use for academic research and legal research activities, and information regarding frequency of use was measured for selected electronic resources, such as e-journals, e-books, legal databases, electronic law reports and case-law databases, online repositories, library catalogues and websites, electronic reference resources, and online newspapers and news databases. Both were assessed on the four-point scale of Never (1) to Rarely (2), Sometimes (3) and Often (4). Frequency, percentages, mean and standard deviations are used to answer the research questions while Pearson's Product-Moment Correlation Coefficient (r). is used to test the hypothesis at the 0.05 level of significance.

## Results

The results of the study are presented in this section.

**Table 1: Questionnaire response rate**

| Questionnaire status | Frequency | Percentage (%) |
|---|---|---|
| Questionnaire administered/sample size | 231 | |
| Questionnaire returned and usable | 166 | 71.9 |
| Questionnaire not returned | 65 | 28.1 |
| **Total** | **231** | **100.0** |

**Source:** Field Survey, 2026.

Table 1 shows that 231 questionnaires constituted the study sample, while 166 completed questionnaires were obtained and found usable for analysis, representing a response rate of 71.9%. The remaining 65 questionnaires, representing 28.1%, were not returned. The 71.9% response rate was considered adequate for the analysis because a substantial proportion of the target respondents participated in the study.

**Research question one:** What is the level of technophobia among law students at Redeemer's University?

**Table 2: Level of technophobia among the law students**

| S/N | Technophobia | SA (%) | A (%) | D (%) | SD (%) | Mean | SD | Decision |
|---|---|---|---|---|---|---|---|---|
| 1. | I feel anxious When I have to use an unfamiliar electronic legal resource | 5 (3.0) | 28 (16.9) | 57 (34.3) | 76 (45.8) | 1.77 | 0.84 | Low |
| 2. | I feel nervous when using a new electronic resource for the first time | 5 (3.0) | 25 (15.1) | 73 (44.0) | 63 (38.0) | 1.83 | 0.79 | Low |
| 3 | I worry that I may make mistakes when searching for information using electronic resources | 2 (1.2) | 36 (21.7) | 64 (38.6) | 64 (38.6) | 1.86 | 0.80 | Low |
| 4 | I feel uncomfortable when my academic work requires me to use unfamiliar technology | 5 (3.0) | 22 (13.3) | 73 (44.0) | 66 (39.8) | 1.80 | 0.78 | Low |
| 5 | I find some electronic | 5 (3.0) | 28 (16.9) | 56 (33.7) | 77 (46.4) | 1.77 | 0.84 | Low |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | legal resources intimidating when I do not immediately understand them | | | | | | | |
| 6 | I become tense when I encounter difficulties while searching electronic resources | 2 (1.2) | 32 (19.3) | 70 (42.2) | 62 (37.3) | 1.84 | 0.77 | Low |
| 7 | I feel uneasy when I have to use an electronic legal resource without assistance | 4 (2.4) | 25 (15.1) | 77 (46.4) | 60 (36.1) | 1.84 | 0.77 | Low |
| 8 | I feel apprehensive about carrying out academic tasks that require technology | 4 (2.4) | 18 (10.8) | 89 (53.6) | 55 (33.1) | 1.83 | 0.71 | Low |
| **Grand mean** | | | | | | **1.82** | **0.59** | **Low** |

Decision rule: 1.00–1.49= Very Low, 1.50–2.49 = Low, 2.50–3.49 = High Extent, 3.50–4.00 = Very High

Table 2 shows the responses of the 166 law students to the eight statements measuring technophobia. The results indicate that respondents generally disagreed with the statements expressing anxiety, nervousness, discomfort, intimidation, tension, uneasiness and apprehension towards technology. For example, 76 respondents (45.8%) strongly disagreed that they felt anxious when using an unfamiliar electronic legal resource, while 57 (34.3%) disagreed. Similarly, 77 respondents (46.4%) strongly disagreed that they found some electronic legal resources intimidating, while 56 (33.7%) disagreed. The strongest pattern of disagreement was observed for the statement that respondents felt apprehensive about carrying out academic tasks requiring technology, with 89 (53.6%) disagreeing and 55 (33.1%) strongly disagreeing. Overall, the grand mean of 1.82 (SD = 0.59), which is below the decision benchmark of 2.50, indicates a low level of technophobia among the law students.

**Research question two:** What are the purposes and frequency of electronic resource use among law students at Redeemer's University?

**Table 3: Purpose of electronic resource use among the law students**

| S/N | Purposes | Never (%) | Rarely (%) | Sometimes (%) | Often (%) | Mean | SD | Decision |
|---|---|---|---|---|---|---|---|---|
| 1 | Preparing for moot court | 13 (7.8) | 10 (6.0) | 72 (43.4) | 71 (42.8) | 3.21 | 0.87 | Often |
| 2 | Conducting legal research for assignments and academic work | 7 (4.2) | 6 (3.6) | 50 (30.1) | 103 (62.0) | 3.50 | 0.76 | Often |
| 3 | Preparing for examinations | 6 (3.6) | 10 (6.0) | 50 (30.1) | 100 (60.2) | 3.47 | 0.77 | Often |
| 4 | Locating relevant case law and judicial precedents | 11 (6.6) | 9 (5.4) | 52 (31.3) | 94 (56.6) | 3.38 | 0.86 | Often |
| 5 | Locating relevant legislation, statutes, and regulations | 12 (7.2) | 6 (3.6) | 70 (42.2) | 78 (47.0) | 3.29 | 0.85 | Often |
| 6 | Locating legal journal articles and other scholarly publications | 9 (5.4) | 12 (7.2) | 71 (42.8) | 74 (44.6) | 3.27 | 0.82 | Often |
| **Grand mean** | | | | | | **3.35** | **0.66** | **Often** |

Decision rule: 1.00–1.75= Never, 1.76–2.50 = Rarely, 2.51–3.25 = Sometimes, 3.26–4.00 = Often

Table 3 shows that the respondents generally used electronic resources often for the purposes identified in the study, as indicated by the grand mean of 3.35 (SD = 0.66). The highest mean was recorded for conducting legal research for assignments and academic work (M = 3.50, SD = 0.76), followed by preparing for examinations (M = 3.47, SD = 0.77) and locating relevant case law and judicial precedents (M = 3.38, SD = 0.86). The respondents also often used electronic resources to locate relevant legislation, statutes, and regulations (M = 3.29, SD = 0.85), as well as legal journal articles and other scholarly publications (M = 3.27, SD = 0.82). Preparing for moot court recorded the lowest mean (M = 3.21, SD = 0.87), which falls within the "Sometimes" category. The result indicates that electronic resources were used predominantly for academic and legal research activities, particularly for assignments, examination preparation, case-law searches, and locating legal authorities.

**Table 4: Frequency of electronic resource use among law students**

| S/N | Electronic Resource | Never (%) | Rarely (%) | Sometimes (%) | Often (%) | Mean | SD | Decision |
|---|---|---|---|---|---|---|---|---|
| 1 | E-journals | 9 (5.4) | 13 (7.8) | 75 (45.2) | 69 (41.6) | 3.23 | 0.81 | Sometimes |
| 2 | E-books | 9 (5.4) | 11 (6.6) | 69 (41.6) | 77 (46.4) | 3.29 | 0.82 | Often |
| 3 | Legal databases | 10 (6.0) | 18 (10.8) | 60 (36.1) | 78 (47.0) | 3.24 | 0.88 | Sometimes |
| 4 | Electronic law reports/ case-law databases | 11 (6.6) | 9 (5.4) | 63 (38 .0) | 83 (50.0) | 3.31 | 0.85 | Often |
| 5 | Online repositories | 10 (6.0) | 19 (11.4) | 71 (42.8) | 66 (39.8) | 3.16 | 0.86 | Sometimes |
| 6 | Library catalogues/websites | 9 (5.4) | 24 (14.5) | 69 (41.6) | 64 (38.6) | 3.13 | 0.86 | Sometimes |
| 7 | Electronic reference resources | 9 (5.4) | 20 (12.0) | 71 (42.8) | 66 (39.8) | 3.17 | 0.84 | Sometimes |
| 8 | Online newspapers/news databases | 7 (4.2) | 23 (13.9) | 79 (47.6) | 57 (34.3) | 3.12 | 0.80 | Sometimes |
| **Grand mean** | | | | | | **3.21** | **0.67** | **Sometimes** |

Decision rule: 1.00–1.75= Never, 1.76–2.50 = Rarely, 2.51–3.25 = Sometimes, 3.26–4.00 = Often

Table 5 indicates that the overall frequency of electronic-resource use was relatively high, with a grand mean of 3.21 (SD = 0.67). Electronic law reports and case-law databases recorded the highest mean (M = 3.31, SD = 0.85), followed by e-books (M = 3.29, SD = 0.82). The lowest mean was recorded for online newspapers and news databases (M = 3.12, SD = 0.80), followed by library catalogues/websites (M = 3.13, SD = 0.86). The result suggests that respondents engaged with electronic resources to a reasonable degree, although the frequency varied across resource types. This pattern is particularly relevant to the study because legal education requires students to interact with specialised resources such as legal databases, case law, legislation, law reports and electronic journals.

**H0:** There is no significant relationship between technophobia and electronic resource use among law students at Redeemer's University.

**Table 6: Relationship between technophobia and electronic resource use**

| Variables | N | Mean | SD | r | p-value | Decision |
|---|---|---|---|---|---|---|
| Technophobia | 166 | 1.82 | 0.59 | | | |
| Electronic resource use | 166 | 3.27 | 0.62 | -0.461 | < .001 | Significant |

Table 5 shows a moderate negative and statistically significant relationship between technophobia and electronic-resource use among law students at Redeemer's University ($r = -0.461$, $p < .001$). This means that higher levels of technophobia are associated with lower levels of electronic resource use, while lower levels of technophobia are associated with higher levels of electronic resource use. The relationship is statistically significant at the 0.05 level. Consequently, the null hypothesis, which states that there is no significant relationship between technophobia and electronic resource use among law students at Redeemer's University, is rejected. The result provides empirical evidence that students' affective responses to technology are significantly associated with their engagement with electronic information resources.

## Additional relationship analysis

When the two components of electronic-resource use were examined separately:

| Relationship | Pearson's r | p-value | Interpretation |
|---|---|---|---|
| Technophobia × Purpose of electronic-resource use | -0.376 | < .001 | Significant negative relationship |
| Technophobia × Frequency of electronic-resource use | -0.474 | < .001 | Significant negative relationship |
| Technophobia × Overall electronic-resource use | -0.461 | < .001 | Significant negative relationship |

## Discussion

The study's findings provide useful evidence on the relationship between technophobia and the use of electronic resources among law students at Redeemer's University. The study found that the respondents exhibited a low level of technophobia, with an overall mean of 1.82. The individual mean scores for the eight indicators of technophobia ranged from 1.77 to 1.86, indicating that most respondents generally disagreed with statements expressing anxiety, nervousness, worry, discomfort, intimidation, tension, uneasiness, and apprehension when using electronic technology. This finding suggests that although the students may encounter difficulties when using unfamiliar electronic legal resources, such experiences do not amount to a high level of technophobia. The finding is important because the study conceptualised technophobia as an affective response to technology rather than as an indication of technological incompetence. The result therefore suggests that the law students are generally comfortable with technology-based academic activities and are not strongly characterised by fear or anxiety towards electronic resources.

The finding of low technophobia is consistent with the argument of Oyeniran and Ogundokun (2024) that students' experiences with computers and their confidence in using technology are important in understanding technophobia. Their study among undergraduates in Ibadan found that computer experience was associated with lower technophobia, suggesting that repeated interaction with technology can contribute to greater confidence. The present finding can similarly be understood within the context of law students' increasing exposure to electronic information systems for assignments, examinations and legal research. It also differs from the high level

of technophobia reported by Awodoyin and Ogungbade (2024) among undergraduates in South-West Nigeria. The difference may be explained by the nature of technology examined, the academic context and students' level of exposure to technology. Whereas the earlier study considered technophobia in relation to social media use, the present study focused specifically on electronic resources used for academic and legal research. Thus, the present findings reinforce the argument that technophobia may vary according to the type of technology and the context in which it is used.

The finding also has relevance to the study by Busayo, Adekoya, and Fasae (2025), which reported differences in technophobia and ICT skills among librarians in Nigerian higher education institutions. Their findings showed that younger librarians reported lower technophobia and higher ICT skills than older librarians. Although the population and context differ from those of the present study, the result supports the broader position that exposure, experience and familiarity with technology can shape affective responses to technology. The low technophobia observed among the law students may therefore reflect their regular exposure to digital technologies as part of contemporary university education and legal research.

With respect to the purpose of electronic resource use, the findings showed that the respondents used electronic resources often for most of their academic and legal research activities, with a grand mean of 3.35. The most prominent purpose was conducting legal research for assignments and academic work (M = 3.50), followed by preparing for examinations (M = 3.47), locating relevant case law and judicial precedents (M = 3.38), locating legislation, statutes and regulations (M = 3.29), and locating legal journal articles and other scholarly publications (M = 3.27). Preparing for moot court recorded the lowest mean (M = 3.21), although this still indicated that the activity was undertaken sometimes. The pattern demonstrates that electronic resources have become important components of the students' academic and legal research activities. This finding is consistent with the position of Adebayo and Akintonde (2026), who found that law undergraduates used digital library resources mainly for assignments, examination preparation and general law research. Their finding that e-books, e-journals and legal case databases were important resources also supports the present evidence that students' electronic resource use is strongly connected to immediate academic and legal information needs.

The finding is further supported by Obuezie and Echedom (2023), who identified electronic legal information resources, professional law websites, electronic legal textbooks and electronic legal journals among the resources available to meet the information needs of postgraduate law students. Their findings indicate that legal education increasingly requires students to obtain current information from a variety of digital sources. The current research takes this one step further and demonstrates that law students at the undergraduate level at Redeemer's University have an even greater need for electronic resources when conducting research for assignments, preparing for exams, and locating authoritative legal information such as case law, legislation, and scholarly publications. The findings also corroborated those of Ezema and Chizoba (2018), which highlighted the need for electronic library resources and support services in Nigerian university libraries for law students.

The results for frequency of use are somewhat different from the results for purpose, however. Students' usage of

electronic resources was generally moderate, with a grand mean of about 3.21, or "Sometimes" on the response scale; although they were more likely to use electronic resources for specific academic and legal tasks, the frequency of use for the various electronic resources was not significantly different from one another. This means that the use of these electronic resources is not necessarily heavy on all aspects of the student's use. Instead, they seem to rely on specific resources when they have specific academic or legal information needs that are relevant to those resources. This selective use is in line with the findings of Omole, Oketunji and Adeoye (2026) which indicated that some electronic resources were used more than others by the law students such as Nigeria Weekly Law Reports, LawPavilion and websites of the library. It also corroborates the findings of Olaiya, Akintobi and Omatola (2024) which revealed differences between the usage of electronic databases, institutional repositories, e-journals and e-books among post-graduate students in public universities, Osun State.

It is important to note that there is a difference between purpose and frequency. A student might need electronic resources for assignments and legal research, but not use all of the electronic resources often. The pattern indicates that besides the availability of resources, perceived usefulness, familiarity, accessibility and type of research task and student's information needs also affect electronic resource use. This finding is in line with Mommoh and Gomina (2023) who reported that the electronic resources were used moderately by the undergraduate students of University of Abuja and that the factors that influenced the effective use of the electronic resources were the skills of the users, internet access and infrastructure. The same is the case with Hamzat and Fadare (2024) who highlighted the need to create conducive environment for the use of digital reference tools by law postgraduate students. The current results suggest that access to electronic resources alone does not ensure high levels of use of all resources, as students must also see the resources as relevant and must be able to access and use them effectively.

The third major finding was a statistically significant negative correlation between law students' technophobia and their use of electronic resources ($r = -0.461$, $p < .001$). The result shows a moderate negative correlation; technophobes tended to report less use of electronic resources, and non-technophobes tended to report more use of electronic resources. Therefore, the null hypothesis that there is no significant relationship between technophobia and electronic resource use was rejected. The study's key assumption that students' affective reactions to technology are linked to their use of electronic information resources is supported by this finding. The result should, however, be interpreted as a relationship rather than a causal effect, as the study employed a correlational design.

The negative relationship is consistent with the psychological explanation advanced in the study and with Social Cognitive Theory (Bandura, 1986). SCT proposes that behaviour is influenced by the interaction of personal factors, behaviour and environmental conditions. In the present context, technophobia is an affective or personal factor, whereas the use of electronic resources is a technology-mediated behaviour. A student who experiences anxiety, nervousness or apprehension when interacting with technology may be less willing to explore unfamiliar electronic resources or may avoid using them independently. Conversely, students who experience less anxiety may be more willing to engage with electronic databases, electronic journals, law reports, repositories and other digital information systems. The

present finding, therefore, provides empirical support for the relevance of SCT to understanding technology-related information behaviour among law students.

The finding is also broadly consistent with Popoola and Adedokun (2023), who reported significant relationships involving computer self-efficacy, computer anxiety and the use of electronic library resources among social science undergraduates in Nigeria. Although the present study did not directly measure self-efficacy, the negative relationship between technophobia and electronic resource use points in a similar direction: students' psychological dispositions towards technology are related to their technology-mediated information behaviour. The result also corresponds with Adeoye, Adeoye and Awoojuola (2025), who found a significant relationship between ICT anxiety and institutional library use among postgraduate students. These findings collectively suggest that affective responses to technology should not be overlooked when examining students' engagement with electronic library resources.

At the same time, the finding differs from Awodoyin and Ogungbade (2024), who found no significant relationship between ICT-phobia and social media use among undergraduates in South-West Nigeria. This difference is understandable because the technologies and contexts involved are different. Social media platforms are generally familiar and frequently used for everyday communication, whereas legal databases, electronic law reports, legislative databases and scholarly information systems may require specialised searching skills and familiarity with legal terminology and retrieval interfaces. The significant negative relationship found in the present study, therefore, suggests that technophobia may be more relevant to students' engagement with specialised academic information technologies than to their use of familiar social technologies.

The findings demonstrate that the relatively low level of technophobia among the respondents does not mean that technophobia is irrelevant. Instead, the high negative correlation suggests that, despite relatively low levels of technophobia, differences in electronic resource usage correlate with differences in technophobia. This is a significant finding of the study, as it demonstrates that the effective use of electronic resources among law students should be considered not only in relation to availability, accessibility, and technical skills, but also in relation to students' psychological disposition towards technology. The results, therefore, justify the use of the Social Cognitive Theory in the study and highlight the importance of academic law libraries in creating supportive environments that foster confidence, familiarity, and continued use of electronic legal information resources.

## Conclusion

The study found that, generally, law students at Redeemer's University are not technophobic and are not highly defined by fear, anxiety, or apprehension about technology. Even though they are not particularly technophobic, the students can use electronic resources effectively for academic and legal research. They are especially utilising electronic resources to research for assignments, study for exams, find case law and judicial precedent, find legislation and regulations, and access scholarly legal publications. The use of these electronic resources, however, is not uniform across the resources and suggests that students are selective in their use of electronic resources to meet their current academic and legal information needs. The most important finding of the study is a significant negative correlation between technophobia and the use of electronic

resources. The findings indicate a negative correlation between technophobia and engagement with electronic resources, and a positive correlation between low technophobia and high engagement with electronic resources. Thus, the null hypothesis was rejected. This finding is consistent with the other findings, indicating that students' feelings and emotions towards technology are significant in their electronic information behaviour. The study also concludes that availability alone is insufficient to explain law students' use of electronic resources. Students' psychological attitudes, technological literacy, experiences, perceived usefulness, accessibility and academic and legal information needs may affect their use of electronic resources. The results show that, from a Social Cognitive Theory perspective, personal factors and behaviour are related within the technology-mediated learning environment. Therefore, the enhancement of electronic resource utilisation by law students must be accompanied by appropriate training, guidance and supportive library services to build students' confidence and positive attitudes to the use of electronic resources.

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

1. The university library should strengthen electronic resource orientation programmes. Regular orientation should be organised for law students, particularly newly admitted students, to introduce them to the electronic resources available through the university library.
2. Practical training should be provided to reduce technology-related anxiety. Since technophobia was found to be significantly and negatively related to electronic resource use, the library should organise practical, hands-on training sessions that allow students to practise searching electronic legal resources in a supportive environment.
3. Law librarians should provide continuous research support. The library should strengthen personalised and point-of-use assistance for students undertaking assignments, preparing for examinations, participating in moot court activities, and conducting legal research. Librarians should be readily available to guide students in searching for case law, statutes, regulations, law reports and scholarly publications, especially when students encounter unfamiliar interfaces.
4. Electronic resource instruction should be integrated into legal education. The Faculty of Law and the University Library should collaborate to incorporate practical electronic legal research activities into relevant law courses. The faculty should therefore provide specialised sessions on legal databases, electronic law reports, case-law databases and legislative information systems so that students can move beyond familiar resources and develop confidence in using a wider range of authoritative sources.
5. The library should monitor patterns of electronic resource use. Usage statistics should be regularly examined to identify resources that are heavily used and those that receive limited attention. Such evidence can guide user education, database promotion, subscription decisions and the development of targeted interventions for resources that students may be underutilising.
6. A supportive technology-learning environment should be maintained. Since the findings show that

affective responses to technology are associated with the use of electronic resources, students should be encouraged to experiment with unfamiliar electronic resources without fear of making mistakes. Librarians should provide patient and non-judgmental assistance so that difficulties encountered during electronic searching become learning opportunities rather than sources of anxiety.

**Contribution to knowledge**

This study contributes to the body of knowledge by providing empirical evidence on the relationship between technophobia and the use of electronic resources among law students at Redeemer's University. While previous studies have examined technophobia and electronic resource utilisation separately, this study brings the two variables together within the context of legal education. The finding that technophobia has a significant negative relationship with electronic resource use demonstrates that students' psychological disposition towards technology is an important consideration in understanding their engagement with electronic legal information resources. The study also provides evidence that electronic resources are used primarily for academic and legal research, while usage frequency varies across resource types. These findings extend the application of Social Cognitive Theory to electronic information behaviour in an academic law library context.

**Implications for librarians and law library practice**

The findings imply that librarians should recognise students' attitudes and emotional responses to technology as part of effective electronic resource service delivery. Beyond providing access to electronic databases and other digital resources, law librarians should organise practical, ongoing user education programs that build students' confidence in using unfamiliar electronic legal resources. Training should focus particularly on searching legal databases and locating case law, legislation, law reports, and scholarly publications. Librarians should also provide supportive, hands-on assistance to reduce anxiety and encourage students to explore electronic resources independently. In law library practice, this suggests a shift from providing access alone towards a more user-centred approach that combines resource accessibility, research guidance, technology support and confidence-building to promote effective and sustained use of electronic legal information resources.

**Study limitations**

The study has some limitations that should be considered when interpreting its findings. First, the study was limited to undergraduate law students at Redeemer's University; therefore, the findings may not be directly generalisable to law students in other universities or to students in other disciplines. Second, the study employed a correlational survey design and relied on self-reported responses to questionnaires. Consequently, the findings establish an association between technophobia and the use of electronic resources but do not demonstrate a causal relationship. Finally, the study focused specifically on technophobia and electronic resource use, while other factors such as accessibility, internet connectivity, technological experience, information literacy and facilitating conditions may also influence students' use of electronic resources but were not directly examined in the study.

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