

**USAGE OF ELECTRONIC INFORMATION RESOURCES AMONG
UNDERGRADUATES IN LIBRARY AND INFORMATION SCIENCE IN
NNAMDI AZIKIWE UNIVERSITY AWKA AND ENUGU STATE COLLEGE
OF EDUCATION (TECHNICAL)**

By

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Abstract

This study of use of electronic information resources among undergraduates of library and information science in Nnamdi Azikiwe University, Awka (NAU) and Enugu State College of Education (Technical), Enugu (ESCET),. The major objectives of the study is to investigate the types of electronic information resources available in NAU and ESCET digital libraries, respectively; the means through which undergraduates become aware and make use of these electronic resources in digital libraries; the extent of undergraduates awareness of these electronic resources.

The total population of study is two hundred and eighty (280), consisting of 250 registered regular undergraduates of Library and information science in Nnamdi Azikiwe University, and 30 registered undergraduate students of library and information science in Enugu State College of Education. The study utilized a finite population, and Yaro Yamenne's statistical formula was used to establish a sample size of one hundred and sixty five (165). Structured questionnaires were used to collect data. Thereafter, descriptive statistics such as mean were used for data analysis.

KEYWORD: *library and information science, undergraduates, population, electronic and resources*

INTRODUCTION

Information technology has influenced all aspects of librarianship and information service delivery. The life-wire of any society especially the university environment is information, and its use is as old as man. Advances in computer application during the past few decades has brought a radical change in the way information is gathered, stored, organized, accessed, retrieved and consumed. Today, many students access information electronically via the Internet using desktops, laptops, palmtops and mobile phones. Electronic resources supply all the information that a library provides through computer network. These include electronic books, electronic journals, bibliographic databases, library web pages' articles from magazines, encyclopedias, pamphlets and other

resources that are accessed on electronic devices. Oduwole and Akpati (2003) noted that CD-ROM and electronic mail constitute a part of electronic resources. This is very important for university libraries since most of them call for more research work. This important fact is convincing many libraries to move towards digital e-resources, which are found to be less expensive and more accessible. This is especially helpful to the distant learners who have limited time to access the libraries from outside by dial-up access to commonly available electronic resources. In developed countries, studies have shown that students prefer electronic resources to print materials. Bar-Ilan, Peritz, and Wolman (2003) remarked that the use of electronic resources is wide spread in Israel. These resources are updated more often than printed materials. In addition, especially for distant learners, electronic resources can be accessed from outside the university library. Indeed, without information, there cannot be communication (Nnadi and Okafor, 2014). Libraries have witnessed a great metamorphosis in recent years both in their collection development and in their service structure. Print media is increasingly giving way to the electronic form of materials.

Electronic information resources (e-resources) according to Ekwelem, Okafor and Ukwuoma (2009), may be defined as information sources that are available and can be accessed electronically through computer network facilities, such as the online libraries, government portals and website, CD - ROM databases, online academic database such as Medline, or subscription to databases such as EBSCOHOST. Also, e-resources provide access to literally thousands of magazines and newspapers, far more than the orthodox library could possibly subscribe to in a paper format. The e-resources are free to library users that can access them from any computer with internet access, 24 hours a day, 7 days a week (24/7). One does not have to wait for the library to open to access them. Through e-resources researchers can find articles on particular topics at the same time without having to search each Publication separately. Commenting on the advantages of e-resources, Daddies (2007) opined that e-resources gives access to information that might be restricted to the users due to geographical location or finances. Library is a center for learning, storing and disseminating information, both in print and non-print formats. Library is established to provide information to its users and the services are interwoven. It's is a learning hub that engages and empowers students and lecturers to all kinds of format of information that traditional printing could never be able to cover. Library is the heart and lifeline of any citadel of learning. The quality of teaching, learning and research is predicated on the robust availability, accessibility and utilization of library and information resources. Library has been the repository for the wisdom of mankind for ages, and the source of educational inspiration and intellectual food on which students, lecturers, researchers and administrators are nourished (Nnadi 2012).

Most academic libraries have fully computerized all routine activities and can boast of functional virtual library services which give students, and staff access to the Web Public Access Catalogue (WEBPAC) and other electronic resources from offices, departments where there is a web browser anywhere in the globe and at all times. Libraries facilitate services to its users and also provide access to electronic databases such as EBSCOHOST, JSTOR, AGORA, and HINARI. These databases permit access to over 40,000 electronic journals across all discipline, thus, creating an enhanced resource - base for teaching, learning and research in educational institutions.

Electronic information resources are important to undergraduates because they need to have access to timely, accurate and relevant academic information (Nnadi, 2012). Computer services like the internet and other electronic sources have greatly increased the speed of searching for information. They have brought considerable relief to students in tertiary institutions, as students can conveniently walk into any library that has its holdings on the internet and have access to unlimited information sources.

Electronic information resources offer many advantages. According to Nnadi (2012). An outstanding advantage of electronic resources is that the information needed can be delivered from the most appropriate source to the user. The user can re-specify his or her needs dynamically. The information is obtained when it is wanted, and so comes just in time. Electronic information can therefore provide a number of advantages over print based resources. Electronic information is often faster than consulting print indexes, especially when searching retrospectively. Electronic resources can be printed and search results saved, to be recalled at a later date. They are updated more easily and more often than conventional resources. One main advantage, especially for those with limited time to access the library and distance learners, is their availability from outside the library by dial-up access. Mobile phones and the internet are seen as easier and more convenient in the co-ordination of activities, for example, in planning, seeking information and communication.

Electronic resources also generate opportunities to find new interests, activities and friends which may be positive in terms of one's quality of life. Electronic resources provide an access to unlimited sources of information through search engines, which are continuously being upgraded to provide efficient ways to help users find what they want. They also offer the ability to integrate text with charts, graphs, photographs, sound, video and other forms of multimedia. It is apparent that the use of these electronic Information resources requires special skill in information and communication technology that will help students navigate the maze of resources at their disposal via telecommunication channels (Balogun, 2008). Ultimately, electronic resources have much to offer, but their utility depends on awareness of users and extent of use.

But these electronic resources are indispensable in this 21st century in our institutions. Therefore, academic libraries are encouraged to provide and make these facilities available and accessible to students, although the challenges are enormous. In academic libraries in Nigeria, poor electricity power, lack of funds, lack of formal training, slow Internet connection, insufficient printing facilities and insufficient computers are some of the problems encountered in the use of electronic resources by students. With the introduction of Information Communication Technology (ICT), undergraduates in the universities under study are expected to make maximum use of electronic resources as one of their major sources of information for learning and research. Hence, this study is to investigate the use of electronic resources by undergraduate students in Nnamdi Azikiwe university (NAU), Awka and Enugu State College of Education(Technical) (ESCET), Enugu, both in the Eastern region of Nigeria. Nnamdi Azikiwe University, Awka, is a federal university in Nigeria. It has two campuses, one at Awka, the state capital and the second at Nnewi in Awka South Local Government. Enugu State College of Education (Technical) Enugu is a State Institution, located in Enugu, the state capital. The two tertiary institutions through a number of supported programmers have embarked on provision of electronic information to facilitate study programs and research. The transition from print to electronic medium, apart from resulting in the growth of electronic information, has provided users with new tools and applications for accessing information. NAU and ESCET recognize the need to provide students, researchers and faculty members with electronic information facilities by provision of modern computer laboratories or Cyber cafes equipped with advanced computer databases and internet connectivity.

It has been found that e-resources are information resources that can be accessed and are available electronically and they include online database, e-Journal, e-book, e-encyclopedia, and internet, database CD-ROM, etc.

Many reasons accounted for students' utilization of electronic information resources in libraries. Among these include acquisition of knowledge, monitoring publications in the different fields of study, looking for information to fuel some academic or scientific debate, retrieving resources to carry out some assignment and they become aware of e-resources through the institution's website, library guide, library orientation, friends etc. Also, empirical studies relate to the present study agreed to the fact that e-resources are important library resources that complements the print materials.

The Nnamdi Azikiwe University Library, Awka and Enugu State College Education (Technical), Enugu, Nigeria, were found to possess qualified librarians, print materials, computer and e-resources to support teaching learning among staff and students. From the literature reviewed, many researchers have studied so much on computer and internet usage in Nigerian universities, but no one has carried out a study on use of electronic

information resources among undergraduates in Nnamdi Azikiwe University, Awka and Enugu State College of Education (Technical), Enugu . Therefore this study is directed to achieve this in order to fill the gap of dearth of studies/research in this area of study.

RESEARCH METHOD

The method used in the research. It shows the design of the study, the population and selection of the respondent, the method/instrument used for collecting data, and method used for analyzing the data.

Research Design

This study adopted a qualitative approach due to the nature of the area of research. The study used a convenience sampling technique to take a sample. The focus on a small sample enabled the researcher to study the information-seeking behaviour of students in depth.

According to Nworgu (1991), a case study usually provides thorough, in-depth, comprehensive and well-ordered information concerning the social unit in question.

Area of the Study

The study was carried out in two of the higher institutions in Nigeria, Nnamdi Azikiwe University, Awka, Anambra State and Enugu State College of Education (Technical), Enugu, Enugu State, as specially carried out in the digital libraries of the two institutions in Nigeria.

Population of the Study

The population of study consists of the 250 registered regular undergraduates of Library and Information Science in Nnamdi Azikiwe University, Awka and 30 registered undergraduate students of library and information in Enugu State College of Education (Technical), Enugu, totaling 280.

Sample and Sampling Technique

Since the study involved a finite population, Yaro Yamenne's (1969) statistical formula was used. Fortunately, this formula evolves a reliable sample size that ensures accurate results.

The formula is expressed as seen in Appendix A;

$$n = \frac{N}{\{1 + N(e)^2\}}$$

The resultant sample space is 165.

The proportionate figure for Nnamdi Azikiwe University, Awka (NAU), out of the sample space of 165 is 147.

The proportionate figure for Enugu state College of Education (Technical), Enugu (ESCET), out of the sample space of 165 is 18

Instrument for Data Collection

The questionnaire is one of the effective means of data collection for the research. The questionnaire in this research work is for the Undergraduate students of Library and information Science, NAU and ESCET. Two types of questions are used. The unstructured and structured questions. The structured or open-ended questions allow the respondent freedom to supply their response, whereas structured or closed/fixed responses question provide options. The respondents are expected to tick their choices. Also the questionnaire was structured using four-point rating scale of strongly agree (SA) Agree (A) Disagree (D) strongly disagree (SD)

The questionnaire was titled: Use of Electronic Information Resources.

Questionnaire was developed by the researcher for the purpose of generating data for the study. The items on the instrument were generated from literature review.

Validation of the Instrument

The instrument used was validated by three experts, one in measurement and evaluation, two from Library and information Science department. The experts critically examine the items and made corrections where necessary. The instrument was finally rewritten by the researcher by integrating the suggestions and correction painted out by the lecturers.

Reliability of the Instrument

To test the reliability of instrument, the researcher administered questionnaire to 20 libraries and information science student of Nnamdi Azikiwe University, Awka (NAU), the reliability coefficient of instrument was established using Cronbach technique.

Reliability coefficients obtained for the various parts of the instrument were; Part I = 0.86; Part II = 0.61, Part III = 0.76, Part IV = 0.64 and 0.73. The grand reliability coefficient value = 0.89. This value shows that the instrument is very reliable as it is above 0.50.

Method of Data collection

The collection of relevant data for the study was made through direct contact. The researcher distributed the questionnaire by hand and collected it through same method for analysis.

The formular used =

$$X = \frac{\sum F X}{N}$$

Where –

X = mean

X = Nominal value

N = Frequency

EF = Summation or total

$$= 4+3+2+1 = 10/4 = 2.5$$

Decision Rule. Hence, any of the responses, therefore that have mean score of 2.5 and above is regarded as agreed while any value below 2.5 is regarded as disagreed.

CONCLUSION

The researcher studied awareness and extent of use of electronic information resources among undergraduates in Nnamdi Azikiwe University and Enugu State College of Education (Tech) Library. Descriptive research design was used and the population of the study consists of 120 registered regular undergraduate students of library and information science. The purpose of this study was to find out the awareness and extent of use of electronic information resources among the undergraduates, and the channels through which they become aware and use electronic information resources, problems they encounter in using electronic information resources, and strategies for improving awareness and extent of use of electronic information resources.

In conclusion and based on the findings of this study, recommendations on how to alleviate the problems of the undergraduates' awareness and extent of use of electronic information resources in libraries were made, suggestions for further research, as well as limitations of this study were stated.

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