Usage of e-Resources among Lecturers and Students in Umar Suleiman College of Education Academic Library, Gashu

Umarbizi Bulama
(umarbulamabizi@yahoo.com)
Principal Librarian
Umar Suleiman College of Education Gashua, Yobe State.

Mustapha Baba Nasir
(nasirmustaphababa@gmail.com)
Principal Librarian
College of Agriculture Ganye, Adamawa State.

Abstract

The study examined the usage of e-resource among lecturers and students in Umar Suleiman College of Education Gashua Library, Northeastern, Nigeria and to suggest suitable recommendations to improve the usage of e-resources. The research design of this study is based on quantitative approaches The data of this study were obtained through the use of a questionnaire, which was administered to the sample of lectures and students (n= 406). Data analysis was used using statistical package for social sciences (SPSS) version 22 to analyze the descriptive statistics. The findings of this study indicated that moderately lectures usage of e-resources in the library of College. Also, there is a weak students' usage of e-resources provided by the College in using the e-resources.

Keywords: E-resources, ICT, Usage, Nigeria, College of Education

Introduction

The resources provided by college libraries come either in printed or electronic formats. E-resources are devoted to the part of today's educational system. E-resources in this context, refer to all the information resources in an academic library that can only be retrieved automatically through the usage of Information Communication Technology (ICT). These resources comprise of all electronic gatherings in the form of e-journals, e-books, CD-ROM databases, online databases, e-dissertations, online public access catalogues (OPAC), e-publications, e-bibliographies, internet resources, multi-media resources among others. These resources are recognized by the existing literature to be related to students and lecturers in their academic disciplines. As a result of this, e-resources are a significant component of the academic freedom as they enable users to access up-to-date information in the right format without disbursing much time (Ukachi, 2015).

The situation in developing countries is diverse from some libraries in other countries as various African students and lecturers have yet to initiate effective usage of e-resources or any other resources retrieved via the usage of computers (Edem & Ofre 2010). Mulla, (2011) in a study on the use of e-resources by Faculty Members of HKBK College of Engineering: A Survey revealed that 30% of the respondents they have lack of IT knowledge to well usage of services, 31.7% testified a lack of training, while 12.20% there is partial access to computers. Lack of IT knowledge indicates that this lack of information literacy abilities could have a relationship with their usage of e-resources.

Objectives of the Study

The general objective of this study is to determine the usage of e-resource among lecturers and students in College of Education. While the specific objectives are as follows:

1. To determine the usage of e-resource among lecturers in the library of college of education,
2. To determine the usage of e-resource among sstudents students by the college of education.
3. To suggest suitable recommendations to improve the use of e-resources among lecturers and students.

Brief History of Umar Suleiman College of Education

Umar Suleiman College of Education Gashua in Yobe State is one of the foremost teacher Colleges in Northeastern Nigeria. It was formally established as a Grade II Teachers' College by the former governor of Borno in 1896. The college gained full autonomy as a full-fledged College of Education in October, 1985. The College was later renamed as the Umar Suleiman College of Education. The College is consistently expanding its activities and programs to meet up with contemporary teacher personnel needs of the state. The College presently became a degree awarding institution, not only regular Nigerian certificate in Education (NCE), bachelor degree in education programs and roll part-time programs (Umar Sulaieman College of Education Handbook, 2010). The College library was established in 1982 to be the heart of intellectual excellence in support of Teacher Education in the College. The College library has a total collection of about 30,000 volumes of books, comprising text and reference books, journals, magazines, newspapers, conference proceedings, mimeographs, research projects, etc. It operated a centralized library system for more than three decades of its existence; the College operated manually driven routine services of acquisitions, information processing, classification, storage, retrieval and circulation. However, in the last five years, the College library started preparing for e-library service to conform to the world prevailing of ICT demands. It is in the light of this, this paper will discuss the efforts of the library in preparing for library automation which involves e-library via Internet services (Ezema, 2011). The paper describes the preliminary planning process for the installation of e-resources in an academic library via Internet facilities.

Government Efforts Towards E-Resources in Tertiary Institutions in Nigeria

Colleges of Education are different from Polytechnics and Universities did not attract government funding and recognition in the area of automation drive. State owned college of education further suffered funding neglect caused by the State government nationwide (**ncceonline.edu.ng**). The need for e-resources via the internet as an instrument for intellectual development is highly appreciated at College level. Efforts at automating college have taken different approaches and dimensions. At a stage Management Information System (MIS) projects were initiated. This was followed by Nigerian virtual library project for higher institutions, which was sponsored by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 2003. This project was to adventure ICT apply in dispensing library services for academic development. There is a wide gap between the level of automation and computerization of College libraries in Nigeria. Unlike the known struggles of the National University Commission (NUC), little effort is made by the National Commission for Colleges of Education (NCCE) along this direction towards the implementation of e-library resources. The NCCE is the regulatory body for all Colleges nationwide (Assessed online at www.ncceonline.edu.ng/NCCE-Digitization/Welcome.html). Gbadamosi (2011) discovered that automation/e-library are yet to be given adequate

attentions they deserve by various institutions. However, it is noted that the Federal Government through the National Communication Commission (NCC) under Millennium Development Goals Programs (MDGS) initiated computerization projects to cover Colleges of Education nationwide (ncceonline.edu.ng).

Review of Literature
In a related study, Edem and Egbe (2016) have maintained that e-resources offer postgraduate students at the University of Calabar, Nigeria the chance to access relevant and current information from different subject areas. E-resources are available at any time of the day, provide hyperlinks to other resources (inter-library lending), have huge information reservoirs, provide quick information and various search options for easy retrieval, are easy to cite, can easily be uploaded, stored, archived, disseminated, shared and updated, and have flexibility features. For the physical library, it has the benefit of not requiring any physical space, and because they do not wear and tear, they are cost-effective in the long run (Tekale, 2016). E-resources are used to supplement printed resources as they can be accessed remotely without a physical presence in the university library building and are becoming popular with students and academics.

Thanuskodi's (2012) study on e-resource usage by students has revealed that e-resources supplement printed resources but because they can be accessed remotely without a physical presence in the academic library, they are popular with students and are seen as disseminated data for research. Chimah and Udo (2015) maintained that usage of electronic resources are not made publicly available unless subscribed and authenticated. Their study has revealed that the open-access movement ensures that countless e-resources are currently available to library users free of charge on various open-source platforms. Lippincott (2015) further asserts that "in support of education, some academic libraries are bringing their open access principles into the realm of e-textbooks" and that libraries can design learning laboratories and provide hardware, tools, facilities and expertise to assist students to develop new skills in producing new information products.

Aregbesola and Oguntayo, (2014) Conducted a research study the use of electronic resources by faculty members in Landmark University, Omu-Aran. The findings of the study revealed that faculty members use electronic resources for academic purposes. Having access to wide range of books and journals, increased access to current materials, and, to carryout research are the major motivations of electronic resources use by faculty members. The consequence of prolonged e-book reading and the need to be computer literate were identified as constraints of electronic resources use. The study recommends that user training should be frequently organized for better usage as well as stimulates the interest of users.

Chandra, et.al., (2014) presented the results of an investigation in the study on Use Pattern of E-Resources among Faculty Members in Arts and Science Colleges in Chennai concluded that most of the respondents were aware of e-resources available in their college library. They have accessed e-resources for their study and research purpose. Majority of the respondents opine that e-resources are useful. Kalbande Dattatraya, et al, (2013) studied about the Usage of E-resources revealed that users were using e-resources; the awareness about e-resources encourages users to use such resources to the maximum; and the users are using Department and home more for accessing the information. The impact of e-resources was visible from the decrease in number of printed documents in comparison to the increase in number of electronic resources. The use of e-resources has increased manifold.

Nigerian Library Association, Gombe State Chapter

Krishna and Jayaraman, (2014) are discussing the utilization of E-Resources by Faculty Members and Research Scholars in Management Institutions affiliated to Bharathiar University, Coimbatore. The study showed that (46%) of the Faculty Members and Research Scholars are familiar with the use of e-resources, and majority of the members (42%) are using the e-resources for research work. Mahalakshmi, B. (2014) made an analytical study about the use of electronic resources by faculty and students in higher education institutions in Chennai, surveyed 48 faculty and 57 students were conducted through a questionnaire method was used. From the study result revealed that (105%) of the respondents aware about the e-resources. Nearly (45.33%) of them use the e-resources for their subject purpose, (43%) of them use the eresources for their education purpose, (15.42%) of them entertainment (33.18%) of them reference their subject work.

Amankwah (2014) investigated usage of electronic resources by undergraduate students of the Ghana Institute of Management and Public Administration (GIMPA) to find out if students use electronic resources. It specifically targeted the level 300 students of GIMPA. A survey method was employed and structured questionnaire were utilized to solicit data for the study. The findings revealed that, though students are aware of electronic resources, they do not fully utilize them to support their academic pursuit due to poor level of information literacy skills. However, few students had not participated at all in information literacy skills training organized by the library. Results from the study also showed that, a significant number of students do use electronic resources when on campus and off campus and mostly used electronic devices such as laptops, ipad, desktop computers, and mobile phones. The findings indicated that students used the electronic resources to: complete assignments, write project work, to update lessons notes, for research, and up-date themselves on new information in their fields of study.

Methodology
The research methodology of the study which consists of research designs of this study, location of study, population and sample size, instrumentation, validity and reliability, pilot study and final study, data collection procedure, and data analysis. Research design is the basic form conducted for the process of data collection and data analysis gives a conceptual structure to researchers to collect, measure and analyze data (Ary, Jacobs, Sorensen, and Walker, 2013). In addition, it helps the researcher to answer research questions based on the research design (Ary et al., 2013). This study adopts the survey method, specifically descriptive research design. The questionnaire for lecturers and students was adopted based on the previous researches which were validated. These were questions asked on usage of e-resources among lecturers, and usage of e-resources among students.

In this study, sample refers to a group of the population in which the data is obtained. An ideal sample size must be calculated the stability, cost of errors, cost of sampling and chances of making errors. Ideally, the sample size should have a minimize error (Hoaglin, Mosteller, and Tukey, 2011). To calculate a sample size, different statistical apparatuses and equations were used by the researchers. Furthermore, Cochran, (1977); Kotrlik and Higgins, (2001) has proposed a formula in determining the sample;

$$n_1 = \frac{n_0}{1 + \frac{n_0}{N}}$$

n = Sample size

$$\text{Where } n_o = \frac{(ci)^2 (p)^2}{(d)^2}$$

c_i = 95% confidence interval

p = 50% = 0.5 assumed proportions

d = 0.05 α level

N = total population

$$n_0 = \frac{(1.96)^2(0.5)^2}{(0.05)^2}$$

$$= \frac{3.8416 \times 0.25}{0.0025}$$

$$n_0 = 384$$

$$n_1 = \frac{384}{1 + \frac{384}{9370}}$$

= 369 respondents

Many researchers who use survey research method experiences below 100% respondents rate (Bartlett, 2005). Moreover, the study would add 40% of sample size to avoid drop out. With regard to this therefore, the researcher calculated 148 as the 40% of determined sample size of 369. So, 369 + 148= 517. Out of a total of 517 questionnaires distributed lecturers and students of the college which were randomly selected, only 406 were responded.

Findings and Discussions
The findings of this study regarding the usage of e-resources among lectures and students showed that students were moderately satisfied with the usage of websites, e-books, and e-documents only, whereas, academics were only acquainted with e-journals (63%), e-books (57%), and e-newspapers (52%), although, most students were not use to other Libguides, repositories, indexing, and abstracting databases. These are with the studies of Quadri, Adetimirin, and Idowu (2014), who stressed that Babcock and Redeemers private universities students used often e-resources for assignments, research, and projects. Edem and Egbe (2016) showed how post-graduate students of Calabar, Nigeria are use to e-resources and are using them to get information from different subject areas. education. However, the study revealed tha, the lecturers and students are use to the usage of e-resources, but the impact of e-resources was rated low towards research and teaching.

Recommendation
This study sets out to determine the usage of e-resource among lecturers and students in College of Education.The usage of e-resources among lectures and students showed that students were moderately satisfied with the usage of websites, e-documents, e-journals, e-books, and e-newspapers which are very important for academic excellence. This would assist them to fully master their field of studies and would enable them to face the future challenges in their respective subjects. This study recommend some important issues need to be considered in the College. However, there is a need for adequate provisions of e-resources subscriptions such as: e-books, e-journal, e-abstracting, e-indexing, e-thesis, e-database, copyright licenses, etc, proper usage of e-library resources and provision of adequate staff to handle the affairs of e-resources and facilities for effective and efficient usage at the Umar Suleiman College of Education Gashu'a in Yobe State, Nigeria.

References
Amankwah, P.B (2014) Use of Electronic Resources by undergraduate students of the Ghana Institute of Management and Public Administration (GIMPA). An unpublished dissertation submitted to the University of Ghana, Legion in partial fulfillment of the

requirement for the award of Masters of Art in Information studies. https://bit.ly/3vbRsKJ

Arya, S., & Talukdar, D. K. (2010). Use and effectiveness of internet services and resources the Delhi College of Engineering Library: A case study. Library Hi Tech News, 27, 12–19. http://dx.doi.org/10.1108/07419051011070644.

Ary, D., Jacobs, L., Sorensen, C., and Walker, D. (2013). *Introduction to research in education*: Cengage Learning.

Adeleke, D. S., & Nwalo, K. I. N. (2017). Availability, Use and Constraints to Use of Electronic Information Resources by Postgraduates Students at the University of Ibadan. International Journal of Knowledge Content Development & Technology, 7(4), 51. https://doi.org/10.5865/IJKCT.2017.7.4.051

Adeniji, M., Babalola, G., & Ajayi, S. (2015). Awareness and utilization of electronic resources by librarians of the Olabisi Onabanjo University Ogun State, Nigeria. Information and Knowledge Management, 5(2), 57-62.

Aregbesola, A., and Oguntayo, S. (2014). Use of Electronic Resources by Faculty Members in Landmark University. Computing, Information Systems, Development Informatics & Allied Research Journal, 5(2), 53-58.

Chandra, K., et.all., (2014). A Study on Use Pattern E-Resources among Faculty Members in Arts and Science Colleges in Chennai. Journal of Advances in Library and Information Science, 3(1), 1-5.

Chimah, J. N., & Udo, N. (2015). Categories availability and awareness of electronic information resources by postgraduate library users in south east Nigerian federal universities. International Journal of Library Science, 4(1), 7-12. https://doi.org/10.5923/j.library.20150401.02.

Edem, N. B., & Egbe, N. (2016). Availability and utilization of electronic resources by postgraduate students in a Nigerian University Library: A case study of University of Calabar, Nigeria. In Information and Knowledge Management, 6(2), 60-69.

Edem, M.B. and Ofre, E.T. (2010), "Reading and Internet use activities of undergraduate students of the University of Calabar, Calabar, Nigeria", African Journal of Library, Archival and Information Science, Vol. 20 No. 1, pp. 11-18.

Ezema, I. J. (2011). Building open access institutional repositories for global visibility of Nigerian scholarly publication. Library Review, 60(6), 473-485.

Gbadamosi, B. O. (2011). Assessing Library Automation and Virtual Library Development in Four Academic Libraries in Oyo, Oyo State, Nigeria. Online Submission, 8(5), 711-717.

Mahalakshmi, B. (2014). Use of Electronic Resources by Faculty and Students in Higher Education Institutions in Chennai, Tamil Nadu: A Study. Indian Journal of Applied Research, 4(7). 276-277.

Nigerian Library Association, Gombe State Chapter

Mulla, K.R. (2011), "Use of electronic resources by faculty members in the HKBK college of engineering: a survey", Library Philosophy and Practice, Paper, Vol. 593, available at: http:// digitalcommons.unl.edu/libphilprac/593 (accessed 20 February 2012).

Kalbande Dattatraya, T.; Shinde, P.A., and Ingle, R.N. (2013). Use of EResources by the Faculty Members: a Case Study. International Research: Journal of Library & Information Science, 3(3), 459-469.

Krishna dass, N., and Jayaraman, S. (2014) Utilization of E-Resources by Faculty Members and Research Scholars in Management Institutions Affiliated to Bharathiar University, Coimbatore: A Study. Paripex – Indian Journal of Research, 3(7), 215219.

Lippincott, J. K. (2015). Libraries and the digital university. College & Research Libraries, 76(3), 283-295. http://crl.acrl.org/index.php/crl/article/viewFile/16424/17870

Quadri, G. O., Adetimirin, A. E., & Idowu, O. A. (2014). A study of availability and utilization of library electronic resources by undergraduate students in private universities in Ogun State, Nigeria. International Journal of Library and Information Science, 6(3), 28-34. https://doi.org/10.5897/IJLIS2013.0423

Tekale, R. B. (2016). User Perception of Usability of Electronic resources among faculty members of colleges in Parbhani: A Survey. The South Asia Academic Research Chronicle, 3(8), 9-18. https://www.researchgate.net/publication/311372195

Thanuskodi, S. (2012). Use of E-resources by the Students and Researchers of Faculty of Arts, Annamalai University. International Journal of Library Science, 1(1), 1-7. https://doi.org/10.5923/j.library.20120101.01

Assessed online at www.ncceonline.edu.ng/NCCE-Digitization/Welcome.html.

Ukachi, N. B. (2015). Information literacy of students as a correlate of their use of electronic resources in university libraries in Nigeria. The Electronic Library, 33(3), 486-501.

Umar Suleiman College of Education Gashu'a Student Handbook, (2010).