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Influence of Electronic Information Resources Use by Academic Staff of Kaduna State University, (KASU), Kaduna, Nigeria

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Abstract:
Electronic information resources now serve as important sources of information to undergraduate students in Nigerian universities. This study aims to investigate the usage of electronic information resources by academic staff of Kaduna State University, (KASU) Kaduna. Survey research method was adopted to carry out the study. Using the survey research approach, the simple random sampling was used to select participants among the academic staff in study institution. The instrument used for data collection was a structured questionnaire tagged usage of electronic information resources. A total of 74 questionnaires were administered, of which 54 were duly filled giving. The findings revealed that 100. % of the respondents had used electronic journal, with 70.3% of them being using them for the purpose of research and majority are frequently using electronic journals. The major electronic resources used by students were internet search engines and they use it for research.

Keywords: University library, ICT, Electronic Information Resources (EISs), Undergraduates

1. Introduction

Libraries situated within academic institutions are expected to provide effective information services for teaching, learning and research for the university community. However, research is fundamental to the survival of higher education institutions as this is the basic process of acquiring knowledge (Ochogwu, 2007). (Ansari and Zuberi, 2017) emphasized that higher research profile contributes to the reputation, vision and recognition of institutions. Research requires extensive literature especially for students who rely on the university library's electronic information resources. Acquisition of knowledge is necessary for better understanding and contribution in community matters. One of the places where undergraduates acquire this knowledge is university which is known as a custodian of knowledge where students from diverse disciplines obtain knowledge and skills for individual development. The acquisition of knowledge is essential for a better understanding and contribution in society matters and prepares one for participation for the future community (Suwan & Panda, 2013). Studies have shown that the introduction of Information Communication Technology

(ICT) facilities in the university libraries has tremendously enhanced information generation, access, storage and dissemination (Mohammed & Philip 2017). Electronic information resources have become the lively substance to the modern libraries reserve in satisfying needs of students, teachers and researchers with minimum risk and time (Dare 2017). However, Electronic Information Resources are very important in university libraries, where most libraries that provide access to this service gain competitive advantage.

The provision of electronic information resources in tertiary institutions of learning is a new way of gaining quick access to a great number of research information and dissemination globally. As a result of the potential benefits offered, they have been embraced by university libraries. Students, especially those at the undergraduate level, would benefit from the electronic information resources if they are well harnessed as they will provide excellent opportunities to access scholarly information which are beyond the reach of libraries due to geographical barriers and limited finances.

Electronic information resources are needed for students especially because they make information available, easier and provide faster access to information than information accessible via printed media (Ukachi, 2011). They serve as motivators for learners, as they give them the opportunity to deliver, obtain, transfer and circulate information resources on any topic of interest. Electronic information resources help to promote access, increase usability and efficiency, and create new ways for students to use the available information in the university library. Electronic information resources give users reliable information, and right information for the right user. In addition, the use of electronic information resources helps students to be well-informed and up-to-date in their respective thematic areas, unlike print information resources that are not updated regularly (Fabunmi, Paris &Fabunmi, 2016). EIRs are of great importance to the academic and research needs of undergraduate students in university libraries since they are available in various formats. Even though university libraries conduct workshops, seminars and communicate to undergraduate students frequently about the available electronic information resources that are in university libraries, they appear not to be using them (Adeniran & Emeahara, 2016).

2. Statement of the Problem

Electronic information resources are of great importance to the academic and research needs of academic staff in university libraries, and they are available in various formats. Even though university libraries conduct workshops, seminars etc. to sensitize academic staff on the use of electronic information resources that are available in university libraries. Literature has established that their use by academic staff was very low. In addition, (Ekenna and Ukpebor, 2016) stressed that the EIRs were very well accepted in other countries of the world, as against the situation in Nigeria. One wonders why it is not so in Nigeria. Similarly, scholars like (Romanove and Aarnio, 2016), (Watts and Ibegbulam, 2016) and (Kalechukukwu, 2000) have argued that research has shown low usage of EIRs. These have based their conclusion on studies that have been undertaken mainly in Nigerian. It is against this background that the study seeks to investigate the use of electronic information resources by academic staff of KASU, Kaduna, Nigeria.

3. Objective of the Study

The following are the objectives guiding the study:
1. Find out the level of electronic information resources use of by academic staff of KASU.
2. Determine the purpose of use of electronic information resources by academic staff of KASU.

3. Ascertain the frequency of use of electronic information resources by academic staff of KASU.

4. Research Questions

The study will be guided by the following research questions:

1. What is the level of electronic information resources use of academic staff by KASU?
2. What is the purpose of electronic information resources used by academic staff by KASU?
3. How frequently does academic staff use electronic information resources in KASU?

5. Scope

This study is limited to the Electronic information resources Used by academic staff of Kaduna State University (KASU), Kaduna.

6. Review of Related Literature

Electronic information resource for the study is the dependent variable and the indicators for this variable include: purpose of use and frequency of use. The purposes for academic staff use of electronic resources are mostly for academic activities. They include: research and completion of assignments. **(Thanoscodi, 2012).** Electronic information resources are utilized by students in the universities for several academic purposes. These purposes according to **(Ukachi,2013)** include: doing class assignments, writing term papers, augmenting class works, retrieving current literature for studies, following blog discussions on the subject area of interest, searching for scholarship opportunities, searching for internship placement and for research purposes. Similarly, the study of **(Osaheni, Oshiotse and Momoh, 2016)** revealed the reasons for using e- resources to include: research, study, assignment. Others reasons mentioned were examination and lastly for pleasure. The study to a large extent conforms to **(Ansari and Zuberi, 2010)** that opined from their study that e-resources are mostly used for research, to prepare lectures note and for gaining subject knowledge.

(Ayeni, Omoba, Tella and Tella, 2007) highlighted the fact that electronic information resources have many roles and benefits that can positively impact performance of students and researchers in the university as well as other advanced institutions of learning. It is important that students are familiar with the use of electronic information resources for faster and more efficient use of the library. It is evident that electronic information resources facilitate the libraries to get the benefits of large number of resources at an affordable cost and in minimal time. Moreover, the technology has changed the expectations of users, their patience, and their willingness to accept services that are available on demand worldwide. Electronic information resources are the answer to the expectations of the users

In a study conducted by **(Manda, 2005)** on electronic resources usage in academic and research institutions in Tanzania, it was revealed that the frequency of use of the various databases were as follows: EBSCO host had one respondent, Blackwell had four respondents and AJOL had seven respondents that accepted using it daily. Emerald had four respondents, OUP had four respondents and AJOL had six respondents that accepted using it three times per week. OUP had four respondents, EBSCO host had five respondents, Blackwell had six respondents and AJOL had six respondents that accepted using it once per week. OUP had eight respondents, Emerald had four respondents and Blackwell had three respondents that accepted using these databases once per month.

7. Research Methodology

The research design for this study is the survey research design. A survey seeks to find out certain facts concerning an existing phenomenon.

The instrument used for data collection was questionnaire. The questionnaire was prepared on the basis of the objective of the proposed study and was

distributed randomly among the target population under the study. A number of 74 copies of questionnaires were distributed and 54 were returned after filling by the staff.

8. Data Analysis and Presentation

Data was analyzed using descriptive statistics with frequency distribution tables and percentages.

8.1 Results

Table 1: EIRs used by academic staff

SNSs	No: of Respondents	Percentage (%)
e-journal	91	100
e-book	84	91
CD ROM	62	50

Table 1and figure: 1 presents the EIRs used by academic staff of Kaduna state university [KASU] Kaduna. The data shows that 91(100 %) respondents are using e-journals, 84(91 %) respondents are using e-books, and 62 (57%) respondent are using CD Rom.
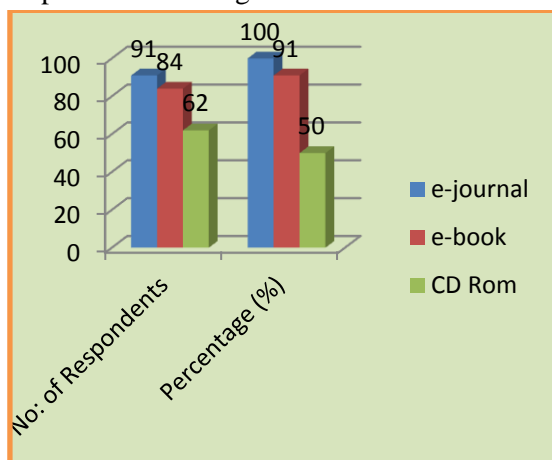

Figure 1EIRs used by academic staff

Table 2: Purpose of using EIRs

Purpose	No	Percentage (%)
Research/writing project	08	14.8
I use the e-resources to retrieve current literature for studies	14	25.9
Internet search engines	38	70.3
I use the e-resources to update my knowledge in subject areas of interest	00	00
I use e-book to augment seminar/conference	05	9.2
I use e-journal to do assignments	08	14.8
I use OPAC in the library	03	5.5
Any others	00	00

Table 2 and Figure2 shows that 8 (14.8%) respondents used EIRs for research, 14 (25.9%) respondents used for retrieve current literature, 38 (70.3) respondents used internet search engines, 5 (9.2%) respondents used EIRs for augment in seminar/conference, 8 respondents used to do assignments, only 3 (5.5%) respondents used OPAC in the library.
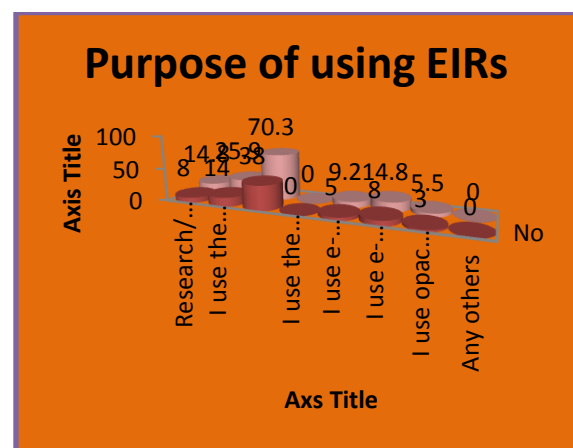

Figure 2 Purpose of using EIRs

Table 3: Frequency of Use

FREQUENCY	No	Percentage (%)
Electronic journal (Daily)	36	66.6
Electronic books (Twice a Week)	06	11.2
Online databases (Once a week)	09	16.6
CD Rom (Occasionally)	03	5.6
OPAC (Never)	00	0.0
Total	54	100

Table 3 and figure 3 shows the frequency of using EIRs. Majority of the respondents 36

(67%) expressed that they used electronic journal (Daily), 6 respondents (11.2%) used electronic books (Twice a Week), 3 (5%) of respondents said they used CD Rom (Occasionally), while 9 respondents (17%) used Online databases (Once a week).
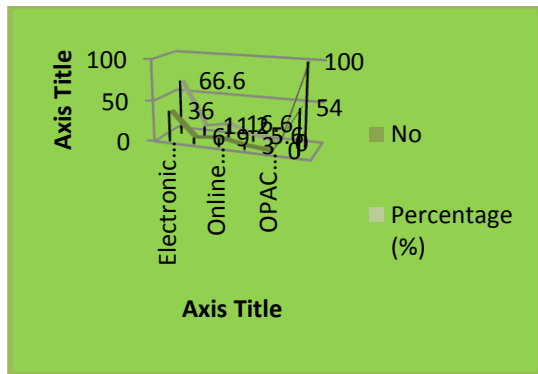
Figure 3Frequency of Use

8.2 Major Findings of the study

1. In the study, it was observed that majority of the respondents are aware of the EIRs.
2. The e-journals were the most popular EIRs used by academic staff followed by e-books.
3. The main purpose of using EIRs was found that majority are using internet search engine to locate electronic resources.
4. Most of the respondents which represent 66.6%are frequently use electronic journals.

9. Conclusion

The results obtained from this study have shown that a reasonable number of staff use electronic information resources. However, only about more than half of the staffs are frequent users and the academic staff mainly use their laptops and desktops to access electronic resources from the university library to gain access. The academic staffs use e-resources for completing their class research work, to retrieve current literature for studies and related materials and to update knowledge. Lack of skills, difficulty in finding relevant information, lack of time and frequent power outage were the major factors militating against effective use of electronic information resources.

10. Recommendations

It is recommended that there should be greater awareness programs organized by the university and the library in particular to market the different types of elrctronic information resources available in the university library.

The library should put in place strategies that will promote and, monitor on a regular basis the use of electronic resources by academic staff of the university community.

The university and the library should make effort to organize more in depth training for effective use of electronic resources by academic staffs.

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