AWARENESS AND USE OFELECTRONIC INFORMATION RESOURCES BY UNDERGRADUATE STUDENTS OF KADUNA STATE UNIVERSITY (KASU), NIGERIA

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ABSTRACT
This study was carried out to ascertain awareness and use of electronic information resources by undergraduate students of kaduna state university (KASU), Nigeria. The objectives of the study include to find out the extent of undergraduate students awareness of library electronic resources, determine the skills needed to use library electronic resources, determine the level of use of library electronic resources, find out the level of undergraduate students satisfaction with library electronic resources, find out the level of awareness on use of library e-resources by undergraduate students of kaduna state university (KASU), Nigeria. The study adopted a survey design. A structured questionnaire was used to gather data among undergraduates in kaduna state university (KASU), Nigeria. The population for this study comprised of 5,100 undergraduate students that registered with the university library. The sample size for the study is three hundred and seventy (370) based on Yamane formula. The findings indicated that all the respondents used Internet source more than others probably because it is easy to use and they lack skills for accessing other e-resources collection. This The findings revealed that 195 or 65.4% of the students got aware through word of mouth from colleagues/friends, while 103 or 34.6% got aware through Noticeboard. Table 4.6 showed that 168 or 56.0% of students of Kaduna State University, Kaduna use the e-resources for the information purposes, while 9 or 3.0% use it for assignment purposes. The study concluded that large percentages of Undergraduates are not aware of e-resources, those that are aware don't have the required skills or expertise to use the resources. This has affected their level of usage.

Keywords: Awareness, e-resources, use of e-resources, frequency of using e-resources,

INTRODUCTION

In today's library practice, the information needs of students and information seekers are taken into consideration that users have many sources of information, electronic information resources (EIRs) has taken over because of their characteristics of baring to accessed remotely (Javier &Calvo 2014). University libraries make these resources available precisely to respond academic needs of the university community. Students, as part of the university community have unlimited access to these resources. These information resources provide space for easy and quick access to current and up-to-date information without direct contact with the supplier as in the traditional library system. Apparently, the basic goal of university libraries is provision of information resources. Libraries in Nigeria need to ensure that students have access to current information by speed, timeliness, easy access and even distance. More so, the advent of electronic information resources (EIRs) has significantly transformed information handling and managing in Nigerian universities (Adeleke & Emeahara, 2016). Electronic information resources (EIRs) also called e-resources

are information resources stored in electronic format, in computer or computer related facilities such as Flash drives, CD-ROMs, Internet or Electronic library.

Electronic information resources, interchangeably used in this work with "electronic resources" are information materials in the library that can only be accessed electronically, with the use of Information and Communication Technology (ICT) facilities. Examples of the electronic information resources often consulted by students include: Internet, CD-ROM databases, online databases, Online Public Access Catalogues (OPACs), electronic journals, electronic books and digitized materials. These resources are slowly replacing the use of print media as a result of their ability to provide one with timely and up-to-date information.

Obviously, the basic aim of providing electronic information resources by university libraries in Nigeria is to ensure that students have access to first-hand information characterized by being timely, up to date, easy to access and, even remotely.

Electronic information resources available in a library play a prominent role in facilitating access to required information by the users in an easy and expeditious manner. According to Negahban and Talawar (2009) electronic information resources, in reality have become the backbones of many academic institutions. They serve as motivating factor to students as they provide them opportunity to transmit, acquire or download process and disseminate information on any subject of interest. They can be used by any user through online access via networks or authentication methods at any time by comfortably sitting at home or office. They indeed play significant roles in academic libraries as they are mostly used for the promotion of academic excellence and research. Electronic Information Resources open up the possibility of searching multiple files at one time, a feat accomplished more easily than when using printed equivalents.

Tella, Tella, Ayeni and Omoba (2007) emphasised that electronic information resouces has many functions and benefits that are capable of positively influencing the academic performance of both students and researchers in the university as well as other higher educational institutions. However, it is imperative that the students should be familiar with the use and exploitation of the resources for a quicker and more effective usage. The use of Electronic Information Resources (EIRs) is necessary for students mainly because they provide better, faster and easier access to information than information accessed through print media. Electronic information resources help to expand access, increase usability and effectiveness and establish new ways for students to use information to be more productive in their academic activities. They can be relied upon for timely information which upholds the quote: right information to the right user at the right time. Furthermore, use of electronic resources aid the students in keeping abreast with current developments in their respective subject fields, in contrast with print media which are not regularly updated.

Though the benefits derived from using EIRs are no longer debatable, some factors such as awareness and accessibility could affect the use of electronic information resources. Undergraduate students are formally engaged in pursuing a course of study in a university with the aim of obtaining a degree certificate. The use of EIRs by the students can greatly enhance their learning and general academic performance (Obuh2007).

Abdusalami (1999) reiterated that once users become aware of an information sources, they tend to use it. The implication of this is that electronic information resources which users are not aware of would be underutilized. Therefore, what is fundamental to electronic information resources provision is to create users awareness. E.gusers education programme.

Statement of The Problem

According to Fabunmi, Paris and Fabunmi (2006), the manual system of searching for information resources does not permit multiple accessibility and usage of the same information resources by different users unlike online services. It is worthy of note that, EIRs are of great importance to the academic and research needs of undergraduate students in university library, since they are available in various formats in libraries. Even though the University Libraries conduct workshops, seminars and communicates to undergraduate students frequently about the available electronic information resources that are in university libraries, undergraduate students are not efficiently using electronic information resources. The libraries

subscribe to a lot of electronic information resource packages which include full text electronic journals, electronic books, internet services and online databases.

However, literature have shown that undergraduate students in Kaduna state university library seem not to be utilizing these electronic information resources available to them, could it be that they do not aware of these EIRs and if they are why is it that usage is hindered. Based on this premise, Ekenna and Ukpebor (2012) stressed that the EIRs were very well accepted in other countries of the world, as against situation in Nigeria. In the same vein, Aaajabika and Okbala(2004) pointed out that since 1995; the introduction of electronic information resources use into the university library system, there is small number of electronic information resources users compared to the number of registered users of libraries. This may be due to lack of awareness of electronic information resources. Studies have also shown that factors such as awareness are the determining factors that may influence users' decision to use EIRs (Obuh, 2009; Omotayo, 2010; Prangya&Rabindra, 2013). The underutilization of electronic information resources could be attributed to the lack of awareness which limits the ability to effectively locate and make ethical use of needed information or which could hinder the zeal for making use of electronic information resources.

In the light of the above, the study will investigate the Awareness and use of electronic information resources by undergraduate students of Kaduna State University Library (KASU), Kaduna.

Research Questions

The following research question was ask to guide the study:
1. What is the extent of aware of the available e-resources in Kaduna State University Library (KASU), Kaduna?

RESEARCH METHODOLOGY

The design of the study was survey research design. The study is Quantitative in nature. The population for this study comprised of 5,100 undergraduate students that registered with the university library from 2017/2018 academic session. The sample size of the study was determined using the Yamane formula which is as follows:

Determination of Sampling Size. The sample size is thus: =

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

Where n = Sample size

N = Total population

e = Level of significance (0.05)

$$\frac{5100}{1 + 5100 (0.05)^2} = \frac{5100}{13.75}$$

$$n = 370$$

Students population = 5100, and sample size = 370. The sample size for the study is three hundred and seventy (370) male and female students of Kaduna state university library (KASU) Kaduna. Questionnaire was designed and used as instrument for data collection in the study. The data was collected from the respondents was coded and analysed using Microsoft Excel package with frequency distribution tables and percentages. Rating scales was used to determine the mean score and to provide a basis for ranking the relative relevance of the variables.

DATA ANALYSIS, PRESENTATION AND DISCUSSION
Table 1: Awareness of e-resources among students

Variable	Frequency	Percent
Word of mouth from colleagues/friends	195	65.4
Noticeboard	103	34.6
Total	**298**	**100.0**

Source: Field Survey, 2019.

Table 1: showed that 195 or 65.4% of the students got aware through word of mouth from colleagues/friends, while 103 or 34.6% got aware through Noticeboard. The result shows that average of 65 percent of the respondents were very aware.

Conclusion

Based on the findings of this study, the researcher concluded that the use of electronic resources had tremendous impact on the academic performance of students of Kaduna State University, Kaduna. However, there was need for the students to acquire more skills in the use of electronic resources. Moreover, infrastructure and training, programmes are essential for better use of electronic resources, it is evident from the findings that the information retrieval skill is lacking and use of e- resources is not adequate and is actually hindering the ability to meet the requirements of users.

Recommendations

Following the finding of this study, these recommendations are made:
1.   Management of Academic libraries should provide clear library policies/framework that would bring about increased in library awareness, use and users' satisfaction.

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