

**USE ELECTRONIC INFORMATION RESOURCES BY UNDERGRADUATE STUDENTS 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 Undergraduate students 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 undergraduate students 400 levels that came to use the library within the study period. The instrument used for data collection was a 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 assignment and majority are frequently using electronic journals. The major electronic resources used by students were internet search engines and they use it for completing class assignments.*

**Keywords:** University library, ICT, Electronic Information Resources, undergraduates, Usage

**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. In order to impart knowledge, teachers need to engage in research to deepen their understanding of concepts and to learn from students as well as to explore and identify problems. Research is essential in universities because it plays a key role in the quality of the institution's education (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. The introduction of electronic information resources in Nigerian university libraries will facilitate access to large e-book collections and e-journals for students.

Similarly, university library, as an institution, is considered as the custodian of knowledge where undergraduate students from diverse disciplines obtain knowledge and assistance for self-improvement. Acquisition of knowledge is necessary for better understanding and contribution in community matters. One of the places where undergraduates acquire this knowledge is a 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). Thus a university library could be a breeding ground for creativity and independent thinking. This however depends on the quality and quantity of information resources available in the university library (Mbabu, Bertman & Varun, 2012).

Studies have shown that introduction of Information Communication Technology (ICT) facilities in the university libraries has tremendously enhanced information generation, access, storage and dissemination (Mohammed & Philip nd). Dissemination of timely and up-to-date information is made easier with the advent of these technologies which aid the transmission of electronic information resources. The increased awareness of the importance of information in human activities has also necessitated the need for provision of more diversified, easier and upgrading of the services to meet with the growing information needs of the users (Swain & Panda 2013). Tofi (2019) opined that “the rapid advancement of Information and Communication Technology (ICT) has brought revolutionary changes in the university library giving rise to a number of options to the user community to handle varieties of information sources conveniently and effortlessly. As a result 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 is very important in university libraries, where most libraries that provide access to this service gain competitive advantage.

Electronic information resources are information documents that can only be accessed in the library electronically, using information communication technologies (ICT) facilities (Obuh, 2011). Examples of electronic resources of information that are frequently accessed by students include: Internet, CD-ROM databases, online databases, online public access catalogue (OPAC), electronic journals, electronic books and digitized documents. These resources are gradually replacing the printed information resources because of their ability to deliver to users current and up-to-date information. With the development of information communication technologies (ICT), electronic information resources have come to be generally used and accepted by scholars and have improved greatly in volume over the places in the world (Oyedapo & Ojo, 2013)

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 is 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 develop 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).

Electronic information resources use makes learning easier for users to quickly and easily access information they need. Negahban and Talawar, (2009) stated that EIRs have become very important ingredient in many academic institutions. They serve as motivational factors for learners, and give them the opportunity to convey, acquire, transfer, process and disseminate information resources on any topic of interest. They can be used by any information seeker via online access through networks or authentication methods at anytime and anywhere without visiting the library building. In fact, they play an important role

in university libraries; electronic information resources promote academic excellence and research. Electronic information resources expose users to the opportunity to search several files at the same time, their performance are achieved easier than the use of printed equivalents.

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 (Ani, 2013).

Electronic information resources use no doubt has myriad advantages for libraries as users can now access information resources across the globe without restriction which was practically impossible in the past. Lending credence to this view, Dadzie (2007) noted that e-resources use provide access to information that might otherwise, be restricted to users due to geographical location or finance constraints as well as to extensive links to additional resources having related contents. University libraries, can, therefore, go beyond the information resources present in the physical library to enable access to information in remote servers. In university community where students are mostly engaged in research activities, the provision of e-resources becomes important considering that the resources contain frequently updated information. In addition e-resources use have several advantages such as timeliness, search facilities, remote access and up datedness, they become more indispensable after the arrival of the Internet in the academic environment.

### **Statement of the Problem**

EIR are information documents that can only be accessed in the library electronically, using ICT facilities. Examples of EIRs that are frequently used by students include: Internet, CD-ROM, online databases, OPAC, e-journals, e-books and digitized documents. Electronic information resources are of great importance to the academic and research needs of undergraduate students in university libraries, and they are available in various formats. Even though university libraries conduct workshops, seminars etc to sensitize undergraduates on the use of electronic information resources that are available in university libraries, literature has established that their use by undergraduate students 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 students of KASU, Kaduna, Nigeria.

### **Objective of the Study**

The following are the objectives guiding the study:

1. find out the most use of electronic information resources of undergraduate students of KASU.
2. determine the purpose of use of electronic information resources of undergraduate students of KASU.
3. ascertain the frequency of use of electronic information resources by undergraduate students of KASU.

### **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. According to Aina (2006) survey is a study which uses the sample data in any systematic investigation to describe and explain what is existent or non-existence on the present status of a phenomenon being investigated.

The instrument use 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. Total 74 questionnaires were distributed and 54 were returned back after filling by the staff.

**Data Analyses and Presentation**

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

**Results**

**Table 1: EIRs mostly used by undergraduate students**

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

Table 1 presents the most used EIRs by undergraduate students 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.

**Table 2: Purpose of using EIRs**

Purpose	No	Percentage (%)
Research/writing project	8	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	0	0
I use e-book to augment my class works	5	9.2
I use e-journal to do assignments	8	14.8
I use opac in the library	3	5.5
Any others	0	0

Table 2 shows that 8 (14.8) respondents used EIRs for research/writing project, 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 class works, 8 respondents used to do assignments, only 3 (5.5) respondents used opac in the library.

**Table 3: Frequency of Use**

FREQUENCY	No	Percentage (%)
Electronic journal (Daily)	36	66.6
Electronic books (Twice a Week)	6	11.2
Online databases (Once a week)	9	16.6
CD Rom (Occasionally)	3	5.6
OPAC (Never)	0	0
Total	54	100

Table 3 shows the Frequency of using EIRs. Majority of the respondents 36 (67%) expressed that they are using 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).

**Findings of the study**

In the above conducted study it was observed that majority of the respondents are aware of the SNSs and have account on them.

- 1) The e-journals were the most popular EIRs used by undergraduate students followed by e-books.
- 2) The main purpose of using EIRs was found that majority are using internet search engine for class assignment.
- 3) Most of the respondents which represent 66.6% are frequently using electronic journals.

### **Conclusion**

The results obtained from this study have shown that a reasonable number of undergraduate students use electronic information resources. However, only about more than half of the students are frequent users and the undergraduate students mainly used their laptops and desktops to access electronic resources from the university library to gain access. The students used e resources for completing their class assignments, 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.

### **It recommended that:**

There should be more awareness programmes by the university and the library in particular to market the different types of electronic 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 undergraduate students 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 students. Though, information about the library electronic resources is presently included in the use of library which is a compulsory course for all students, however, the teaching needs to be made more practical. The course should not only focus on how students should locate electronic resources, but should also include how they can use electronic resources to attain their academic goals.

The university lecturers should be involved in creating an awareness of the importance of library electronic resources to their learning. That should encourage the students to use electronic resources by giving those assignments that will compel them to use electronic resources in the library.

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