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Title

AWARENESS AND USE OF ELECTRONIC INFORMATION RESOURCES BY THE FACULTY MEMBERS OF AFE BABALOLA UNIVERSITY, ADO EKITI (ABUAD): A SURVEY

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Abstract

This study investigates the awareness and use of electronic resources among the faculty members of Afe Babalola University, Ado-Ekiti (ABUAD). Structured questionnaire method was used to elicit data from the faculty members of the university. Out of 120 questionnaires given out, 86 were returned. The study reveals that most of the faculty members are aware and use the different electronic resources but a third of the respondents are not aware of some of the subscribed databases. Also the faculty members use the electronic resources for research, teaching and also recommend these resources to students. Also the faculty members agreed that the electronic resources are very useful. The findings will be useful for librarians, the university management and faculty members on the need for increase on information literacy for maximum awareness and use of most especially the subscribed e-resources.

Keywords: Library services; Information Resources; Electronic Information Resources; faculty Awareness, ABUAD, E-Resources, Faculty usage, E-journals.

Introduction

In this present day and age, information retrieval and dissemination has improved drastically with the help of information, communication and technology (ICT). Hence, users don't necessarily come physically to the library to use the print resources (e.g. books, journals, magazine, etc) but they can access these same resources in electronic form via the internet in their offices, homes, schools, etc. With advances in ICT and e-publishing, online databases, such as Emerald insight, Ebscohost, TEEEL, Science Direct , Oare Sciences, Hinari, Academic Search Premier, online public access catalogue (OPAC), CD-ROMs, , e-journals, e-books collections on various subjects, etc., can be accessed and help overcome the usual barriers of accessibility, time and space (Prangya & Rabindra, 2013; Sharma, 2009).

Johnson et al, 2012, defined electronic information resources as the electronic representation of information which can be accessed via electronic system and computer network and are available in various forms like e-books, digital libraries, online journal magazine, e-learning tutors and

online test. Electronic resources can be in form of full text databases, e-journals, e-discussions, e-news , images, CD, tape, internet, web technology, data archives, e-mail, online chatting, social media, etc all of which can be accessed with the aid of a computer (Thanuskodi, 2012).

Egberongbe, 2011, stated that these electronic sources are becoming very important to the academic community. Hence, it is necessary for awareness of these information resources to be made paramount to library development in the 21st century. However, in recent years, how information is accessed, stored and disseminated is based on awareness of the changes in technology which has been dramatically altered (Tsakomas & Papatheodorou, 2006). Therefore, awareness is paramount if faculty members are to harness these resources.

Ani & Ahiauzu, 2008 stated that awareness is the knowledge about something that exists or the understanding of a situation or subject at the present time based on information or experience. It can also be expressed as knowledge or perception of a situation, fact, consciousness, recognition, realization, grasp and acknowledgement concern about and well-informed interest or familiarity in a particular situation or development. (Akpojotor, 2016).

In a survey on use of digital resources by faculty and research scholars of Manonmaniam Sundaranar University, Tirunelveli carried out by Thanuskodi and Ravi (2011), the result showed that 67% of the faculty use electronic information resources.

Recently, in the area of teaching and research, use of electronic resources has yielded positive results and as a result researchers, academics and students now access information resources globally through the Internet for scholarly materials (Egberongbe, 2011; Ellis & Oldman, 2005).

It has been observed that faculty members in Nigerian universities are confronted with various challenges relating to inadequate internet facility, high cost of subscription, poor user skills, and lack of awareness amongst others in the use of e-resources. Consequently, this study seeks to explore awareness and usage of electronic information resources among faculty members of Afe Babalola University, a private university in South West Nigeria.

Objectives

The broad objective of the study was an attempt to find out the awareness and utilization of electronic resources by the staff members of ABUAD. The specific objectives are to:

1. identify the type of e- resources used by the faculty members;
2. determine the purpose of using E- Resources by the faculty members;
3. find out the frequency of use of e-resources by the faculty members;
4. identify the problems faced by the respondents while using resources.
5. to suggest improvement measures based on the inferences drawn from the study.

Research Questions

1. Which types of e-resources are available to the faculty members?
2. What is/are the purpose (s) of using e-resources by the faculty members?
3. How frequent are the e-resources by faculty members?

4. What are the challenges confronting faculty members in the use of e- resources?
5. What are the possible solutions suggested by the faculty members?

LITERATURE REVIEW

Aniebiet, 2009 cited in Emwanta and Nwalo (2013), stated that university libraries support universities in discharging their responsibilities by acquiring all the relevant information resources necessary for sustaining the teaching, learning, research and the public service functions of their universities.

A survey carried out at the University of Hong Kong Libraries reported that 68.8% of the respondents prefer online journals to 31.2% who prefer printed journals. (Woo, 2005). Electronic resources has a number of benefits over print resources and these include access to electronic resources which is faster to consult than print indexes when searching for information and this also allows you to open multiple files at a time. (Emwanta and Nwalo, 2013). However, preference for the electronic format can be relative to discipline, age and academic status of faculty members.

Angello (2010) in his study among livestock researchers in Tanzania discovered that awareness of electronic resources was very low. 24.4% of respondents were aware of AGORA and 11.1% were aware of HINARI databases. Only 6.7% of respondents were aware of INFORM and OARE and 4.4% knew about other databases available. Velmurugan (2013) in his finding revealed that 62.8 % of faculty members of Engineering College Chennai, Tamilmdu India gave a positive response of awareness of online resources and 37.2 % said they are not aware.

Aina (2014) in a survey on awareness, accessibility and use of electronic databases among academic staff of Babcock University found that respondents are averagely aware of nine out of thirteen databases being studied. Also Tyagi (2011) survey on use and awareness of electronic information sources at IIT Roorkee, India found that users have knowledge about the availability of electronic journals, they can make maximum use of it for various purposes such as teaching, research, etc.

Furthermore, the study carried out by Ahmad and Panda (2013) survey on awareness and use of electronic information resources by the faculty members of Indian Institutes in Dubai International Academic City, findings showed that majority of the faculty members were aware of and used e-resources. The study further confirmed lack of knowledge and use of library specific resources such as e-theses, patents and CD-ROM databases.

Bhukuvhani, Chiparausha and Zuvalinyenga (2012) in a study revealed that 86.7% of respondents indicated that they used at least one or more electronic information resources to find information for use for teaching and/or research and 13.3% lecturers indicated non-usage. This was supported by Tenopir (2003) in his analysis of over 200 research publications on the use of e-resources published between 1995 and 2003 posit a major conclusion that both faculty and students had adopted e-resources to their natural workflow. This was corroborated by Smith (2003) in her study on the use of electronic journals in the University of Georgia, USA and found

that faculty members read journal articles using electronic sources and also junior faculty members were active users of electronic format than senior faculty members.

Velmurugan (2013) found in his study that a common problem faced by the users of electronic resources is that a greater number of respondents complained of slow internet access. The slow speed results in to wastage of time required to retrieve relevant information. Others may include lack of constant electricity supply and access to electronic resources.

Dolo-ndlwana (2013) use and value of library's electronic resources by academic and postgraduate student at Cape Peninsula University of Technology found that the majority of the respondents used electronic resources, but a few respondents did not use e-resources because they were not aware of them.

Shukla and Mishra (2011) found that the postgraduate students use e-resources effectively, 76% of the respondents use e- resources daily, while 88% of the respondents use e- resources for their research work by research scholars at Institute of Technology, Banaras Hindu University. Suseela (2011) concluded in his survey on application of usage statistic for assessing the use of e-journal in university of Hyderabad that the usage reports and the significance of usage and usefulness of the e-journals in the library cannot be overemphasized.

METHODOLOGY

The study adopted a descriptive survey research method to achieve the above set objectives. A detailed and well-structured questionnaire was designed and distributed to the selected 120 staff members from all colleges of Afe Babalola University. Out of 120 respondents, eighty six questionnaires were returned, filled by the users with overall response rate of 72 per cent. The questionnaire contained both open ended and close-ended questions. The collected data were classified, analyzed and tabulated by using Statistical Package for Social Sciences version 12.

DATA ANALYSIS

GENDER	NUMBER OF RESPONDENTS	PERCENTAGE
MALE	62	72.1%
FEMALE	24	27.9%
TOTAL	86	100%

Table 1: Population study

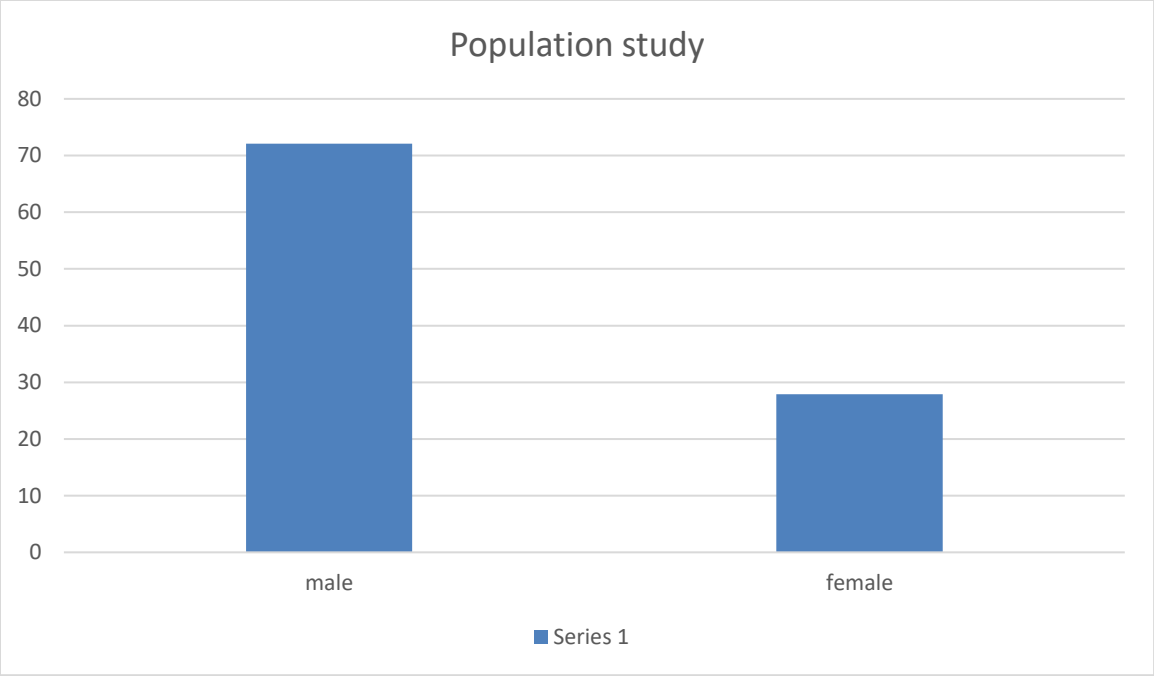


Fig 1: Population of study

USE OF E-RESOURCES

Find below the list of all e-resources used by faculty members of ABUAD

Resources	**Use**	**Don't use**	**Don't know**
ABUAD blogspot	51.2	26.7	12.8
CD-ROM	20.9	37.2	20.9
Email	96.5	1.2	2.3
Email Discussion Group	47.7	23.3	11.6
Search engines	79.1	10.5	4.7
Online Database	70.9	11.6	7.0
Open access research project	44.2	25.6	19.8
ABUAD archive system	29.1	37.2	20.9

Open courseware	43	29.1	17.4
University repository	46.6	31.4	15.1
LMS	80.2	11.6	5.8
EBSCOHOST	5.8	40.7	37.2
Access engr	22.1	33.7	30.2
Compulaw	11.6	38.6	34.9
Law pavilion	8.1	41.9	33.7
Lexis nexis	5.8	40.7	34.9
Scopus database	55.8	32.6	5.8
DOAJ repository	16.3	47.7	20.9
OPEN YALE	7.0	53.5	23.3
Annual law series	9.3	46.5	26.7
Stanford courser	8.1	45.3	27.9

Table 2: Knowledge and use of e-resources by faculty members

Table 2 above shows faculty members' use of e-resources. From the table it can be deduce that email (96.5%) top the list of e-resources most used by the faculty members followed by LMS (80.2%), search engines (79.1%). The least used e-resources are Lexis Nexis (5.8%) and Ebsco Host (5.8%).

NON-USE OF E-RESOURCES

Also from Table 2 above, it can be deduced that Open Yale (53.5%) top the list of e-resources faculty members do not use. Followed by DOAJ (47.7%), annual law series (46.5%), Stanford courser (45.3%), Law pavilion (41.9%) while email was the least the faculty members do not know about.

KNOWLEDGE OF E-RESOURCES

Table 2 also reveals that amongst the list of e-resources EbscoHost (37.2%) was first among the e-resources the faculty members do not know are available followed by LexisNexis (34.9%), Compulaw (34.9%), Law Pavilion (33.7%), and Access Engineering while email (2.3%) formed the least of e-resources not known by faculty members.

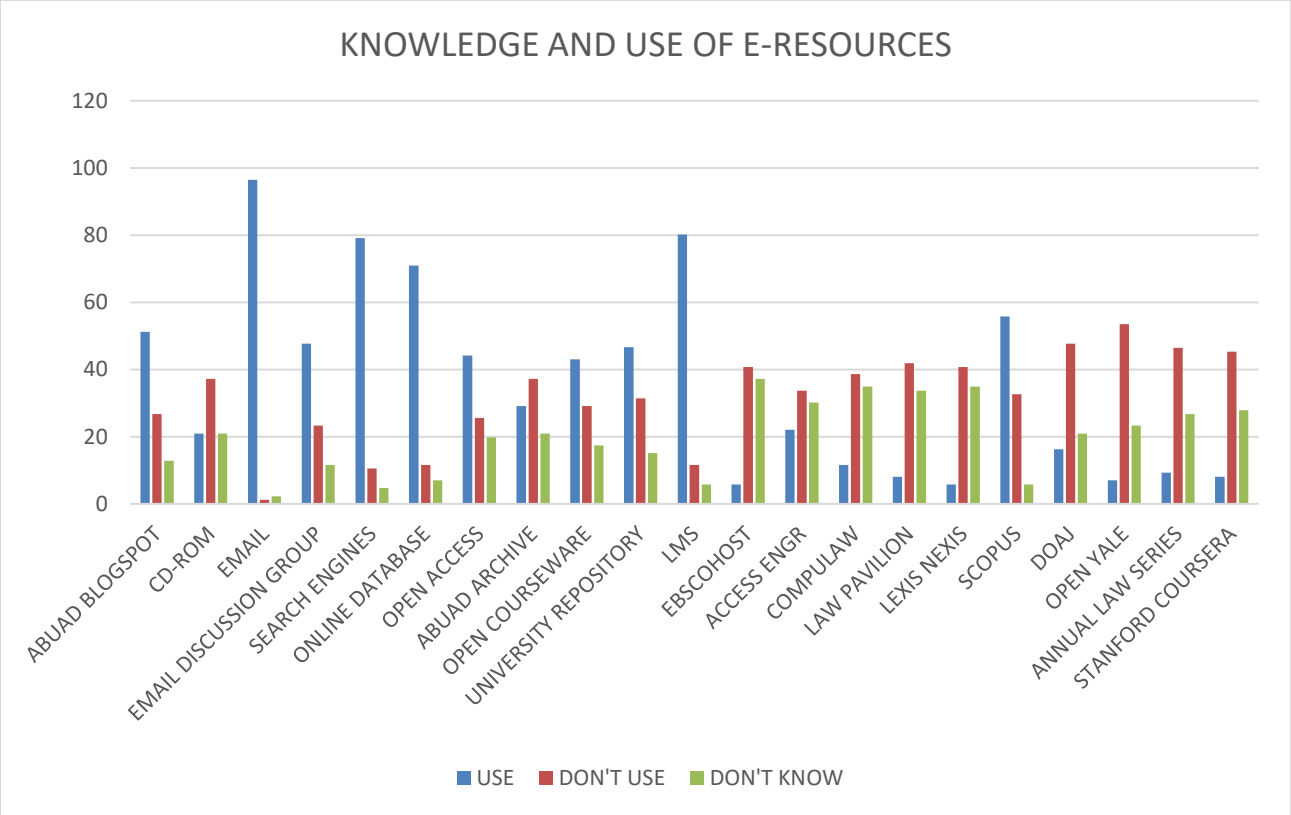


Fig 2: knowledge and use of E-Resources

FREQUENCY OF USE

Resources	Daily	2-3x a week	2-3x month	Rarely	Never
ABUADblogspot	9.3	19.8	17.4	22.1	24.4
CD-rom	4.7	12.8	3.5	20.9	41.9
Internet/web	80.2	16.3	-	1.2	-
Email	81.4	12.8	-	1.2	1.2
Search engine	80.2	11.6	1.2	1.2	3.5
Online dbase	38.4	26.7	8.1	12.8	1.2
Online journals	38.4	33.7	12.8	7.0	3.5

ABUAD Subscribed journals	10.5	24.4	10.5	20.9	19.8
ABUAD website	29.1	32.6	15.1	11.6	8.1

Table 3: Frequency of use of e-resources

Table 3 above shows the frequency of use of the e-resources. On daily basis, email (81.4%) top the list while internet (80.2%) and search engines (80.2%) followed but CD-ROM was the least used daily. On a weekly basis online journal (33.7%)

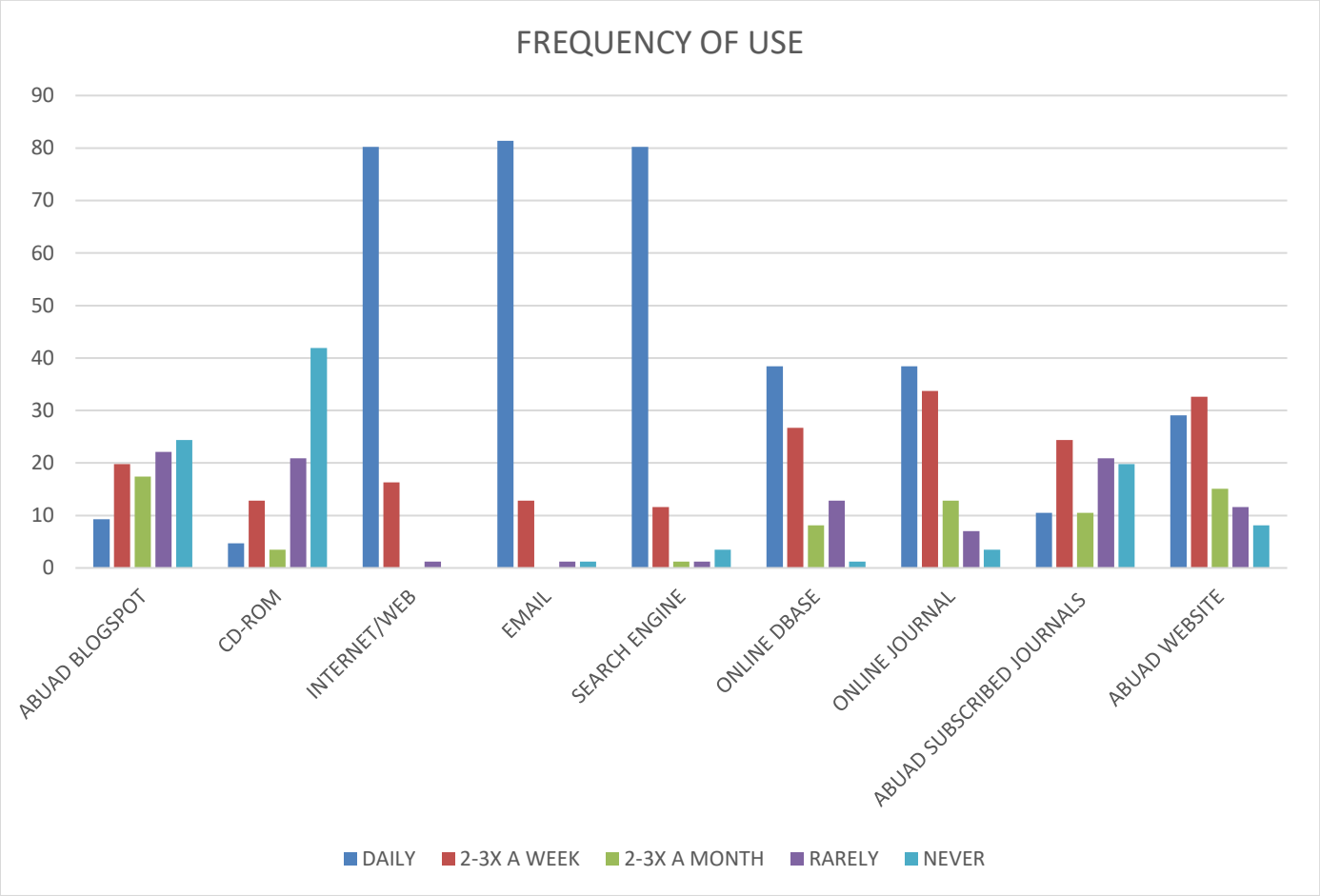


Fig 3: Frequency of use of E-Resources

Problems encountered

Problems	No. of respondents	Percentage %
Internet failure	56	65.1%
Persistent power failure	13	15.1%
Difficulty in identifying relevant databases	9	10.5%
Faulty Computer system	3	3.5%

Table 4: Problems encountered by faculty members on the use of E-Resources.

Table 4 presents information on problems encountered by faculty members in ABUAD, information from the table reveals internet failure 65.1% (56) as a major issue facing the faculty members, on the other hand persistent power failure 15.1% (13) and difficulty in identifying relevant databases topped the list of problems facing faculty members, 10.5% (9)

Suggestions from faculty members

Suggestions	No of Respondents	Percentages
Improved internet	44	51.2%
Improved database	11	12.3%
Improved power supply	8	9.3%
User education	3	3.5%

The respondents suggests that the internet should be improved on (51.2% - 44), followed by improved database (12.8% - 11), 9.3% (8) wanted the power supply improved and 3.5% (3) wanted users to be educated on the e-resources. Other suggestions are provision of textbooks, funding for the e-resources, staff of ICT to be approachable, systems to be upgraded, staff be praised for a job well done, and the LMS be incorporated with the e-resources.

CONCLUSION AND SUMMARY

The three major roles of establishing libraries in Universities is to support teaching learning and research and existence of e-resources to compliment prints resources cannot be over emphasized in meeting the educational and research needs of ABUAD community. The traditional libraries due to limited funding could not provide all the current and relevant information materials to meet both the educational and research needs of faculty members in ABUAD. The alternative adopted has been the introduction of e-resources to provide the needed information to its users. These e-resources were adequately available for the use of faculty members in ABUAD but some of them are not aware of some of the e-resources and some don't use the e-resources that are highly beneficial for their research. From the findings, the challenges faced by the faculty members on use of the available e-resources in the Universities were internet problem, insufficient databases and some faulty systems units. We wish to recommend that the University Management should provide more computers with internet access and acquisition of relevant and current prints resources that will complement the e-resources. The bandwidth for internet connectivity should be increased to improve the speed of accessing information from the internet.

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