

7-23-2019

Evaluation of Academic Staff Awareness, Access and Utilization of Electronic Information Resources (EIRs) in Federal Polytechnic Ede, Nigeria.

Uwaebuka Wisdom Madu Mr

Department of Library and Information Science, Federal Polytechnic Ede, Osun State, Nigeria, maduwisdom40@yahoo.com

Follow this and additional works at: <https://digitalcommons.unl.edu/libphilprac>

Madu, Uwaebuka Wisdom Mr, "Evaluation of Academic Staff Awareness, Access and Utilization of Electronic Information Resources (EIRs) in Federal Polytechnic Ede, Nigeria." (2019). *Library Philosophy and Practice (e-journal)*. 2761.
<https://digitalcommons.unl.edu/libphilprac/2761>

Evaluation of Academic Staff Awareness, Access and Utilization of Electronic Information Resources (EIRs) in Federal Polytechnic Ede, Nigeria.

By
Uwaebuka Wisdom MADU
Department of Library and Information Science
Federal Polytechnic Ede, Nigeria.
maduwisdom40@yahoo.com
+2348065193697

Abstract

This study evaluated the awareness, access and utilization of electronic information resources by the academic staff of the Federal Polytechnic Ede. To achieve this aim, eight objectives and eight research questions were formulated to guide the study. The survey research design was adopted for the study while census sampling technique was employed. The population of the study comprised all the 402 academic staff of the Polytechnic. A structured questionnaire captioned Awareness, Access and Utilization of EIRs by Academic Staff Questionnaire (AAUEIRASQ) was used for data collection. The instrument was validated the researcher's senior colleagues to ensure its content and face validity. 374 copies of the questionnaire were administered in which 328 amounting to 87.7 % return rate were retrieved and found valid for analysis. Data obtained were analyzed using Mean and frequency table. The result of the study revealed among others that, there is a high and appreciable levels of awareness and accessibility of EIRs among the academic staff in the Polytechnic. However, the frequency of use of EIRs is low as a result of myriads of challenges such as poor internet connectivity, erratic power supply; inadequacy of EIRs in the library among others. It was therefore recommended among others that, the government and the Polytechnic management should endeavour to provide necessary infrastructure especially power supply and internet connectivity within the Polytechnic to enhance the use of EIRs by the academic staff.

Key words: Academic Staff, Awareness, Utilization, Electronic Information Resources, Federal Polytechnic Ede.

Introduction

Polytechnic libraries are an integral part of polytechnics and play vital roles in supporting the teaching, learning and research objectives of their parent institutions by acquiring and providing access to relevant information resources in diverse formats for the use of their clients especially the academic staff whose duties rely so much on exploitative use of current information. In the 21st century, advancements in information and communication technologies (ICTs) have opened a new vista in the sources of information available for procurement by academic libraries in their bid to remain the epicentre of research and propellers of academic excellence. As a result, a significant transformation has been noticed in the collection development policies and practices of most academic libraries as the print medium is increasingly giving way to the electronic information resources.

The place of electronic information resources for general communication and instructional delivery to support teaching and research activities in tertiary educational institutions has been globally acknowledged. According to Ani, Okon and Ahiauzu (2008), the transmission from the print to the electronic medium apart from resulting in a growth of electronic information, has provided users with new tools and applications for information seeking and retrieval. Indeed, electronic information resources are invaluable research tools that complement the print-based resources in a traditional library setting.

Electronic information resources are the electronic representation of information. They are available in various forms like e-books, digital libraries, online journals and magazines, e-learning tutors and on-line test. Because of the effective presentation with multimedia tools, these e-resources have become sources of information. Electronic resources deliver the collection of information in as full text databases, e-journals, image collections; multimedia in form of CD, tape, internet, web technology etc. Electronic information sources are a wide range of products, from electronic periodicals to CD-ROMs, mailing list and databases, all of them having a common feature of being used and sometime modified by a computer and other similar gadgets such as smart phones (Thanuskodi, 2012). The polytechnic libraries understand and appreciate the need to integrate electronic resources in their collections in order to serve their user community especially, the academic staff better. They have therefore, joined the

league of other academic libraries in the development of electronic information collections with the view to offering blended services to their users.

Beyond the mere availability of electronic information resources in polytechnic libraries are the vital issues of awareness, accessibility and actual utilization by the patrons. Awareness in this context, connotes the knowledge or understanding of the user community about the available electronic resources and services in the library. The chain of information resource utilization by patrons begins with the knowledge of what is available – awareness. It is one thing for a library to acquire e-resources, and another thing for the target clients to be aware of their existence in the library. Tiefel (2004) reports that, most library users are unaware of the quality and variety of information resources available to them. Therefore, every genuine effort at promoting the use of e-resources by academic staff in polytechnics must start with creating awareness about the resources.

Access in the context of this study entails the right or privilege enjoyed by library clients to make use of the resources and services of the library. It is the ease, with which patrons obtain resources from libraries' collections. Access to e-resources holds the key to harnessing their many advantages. Electronic information resources may be available and relevant to a researcher's interest and without his ability to lay hands on it. Ezema and Anezi (2016) submit that, accessibility to electronic information resources is what attracts users to the library. The authors further assert that, a user who hurries to the library as an information pool or bank turns back in disappointment if his/her needs are not met by the library. Polytechnic libraries therefore, owe it as a core responsibility to provide easy access to their e-resource collections for the generality of their user community especially the academic staff who are always running on tight schedule.

Utilization is the action of making practical and effective use of library resources in order to meet the user's information needs. The value of any library's e-resources can best be measured by its effective utilization by the user community. The variables used to define library usage include among others, number of hours logged into library PC, hours logged into e-resources, number of PDF downloads and the total number of e-resources accessed. The use of e-

resources by academic staff of polytechnics has great positive implications for quality of teaching and research productivity as well as engenders intellectual soundness among academics.

Statement of Problem

Electronic information resources have become a 21st century reality. Its impact in the information super highway is so pronounced that academic libraries across the globe have embraced it. With e-resources, the information needed can be delivered from the most appropriate sources to the users; the user can re-specify his/her needs dynamically; information provision is timely; and current information is abundant. While most polytechnic libraries in Nigeria have integrated electronic resources in their collections as a way of providing efficient and sufficient information services to their patrons, concerns are being raised about the level of awareness, accessibility, and actual use of e-resources by academic staff members in meeting their information and research needs. Indeed, availability, awareness, accessibility and utilizations are a sequence of information exploitation that ought not to be broken if EIRs must be appreciated. Researches abound on the subject of electronic information resources especially among academic staff of universities. However, there is a paucity of empirical studies that address the subject of electronic information resources within the polytechnic sub-sector particularly the Federal Polytechnic Ede, which has created an obvious gap in literature. In view of the above, this study was carried out to evaluate academic staff awareness, access and utilization of electronic information resources in Federal Polytechnic Ede library, with the view to feeling the gap that exist in literature.

Objectives of the Study

The main purpose of the study was to evaluate the awareness, access and utilization of electronic information resources of the polytechnic library by the academic staff of Federal Polytechnic Ede. However, the specific objectives were as follow:

1. To determine the level of awareness of electronic information resources by the academic staff of Federal Polytechnic Ede.
2. To ascertain the level of accessibility of electronic information resources available in Federal Polytechnic Ede library by the academic staff.

3. To determine the frequency of usage of electronic information resources available in Federal Polytechnic Ede library by the academic staff.
4. To ascertain the purpose of using electronic information resources by the academic staff in Federal Polytechnic Ede.
5. To identify the challenges faced by the academic staff in using electronic information resources in Federal polytechnic Ede library

Research Questions

The following research questions guided the study:

1. What is the level of awareness of electronic information resources of academic staff in Federal Polytechnic Ede?
2. What is the level of accessibility of electronic information resources available in library by the academic staff in Federal Polytechnic Ede?
3. What is the level of usage of electronic information resources available in the library by the academic staff of Federal Polytechnic Ede?
4. What are the purposes of using electronic information resources by the academic staff in Federal Polytechnic Ede?
5. What are the challenges faced by the academic staff in using electronic information resources in Federal polytechnic Ede library?

Review of Related Empirical Studies

Electronic information resources have attracted great research attention from scholars around the globe in recent years. A survey of the use of electronic databases and electronic journals by the academic staff of Israeli Universities by Bar-Ilan, Peritz and Wolman (2003) reveals that, discipline has a major influence on usage patterns and preferences, and that faculty members in sciences tend to use more e-resources more intensively than faculty members in humanities or social sciences. The researchers equally reported that, age plays an important role in usage of e-resources; the younger the student or faculty members are, the more they use electronic sources. They also reported that gender and academic rank have only a minor influence on the usage of e-resources. Tenopir (2003) analyzed the results of two hundred (200) on the use of electronic information resources in libraries published between 1995 and 2003 and reports that, EIRs have

been rapidly adopted in academic institutions, although the behaviour varies according to discipline.

Ibrahim (2004) studied the use and perception of electronic resources by faculty members of the United Arab Emirates University (UAEU). Analysis of data confirmed that, the respondents have low perception of e-resources and consequently frequency of use of was reported to be low. Manda (2005), studied the use of e-resources in Tanzania by members and reported that utilization was low as a result of inadequate end-user training, low connectivity, limited access to personal computers, and poor search skills. In Malaysia, Yusliza, Zikri, Mohd, Pasah and Robert (2009), examined the usage of e-library among students in a public university in Malaysia and reported that, computer self-efficacy and knowledge of search domain had a significant positive relation with perceived ease of use.

Available literature shows that a great deal of empirical studies have been conducted on the subject of electronic resources in India. Tyagi (2011) surveyed scientists' perception of use of electronic information resources in India as a replacement for print in meeting students' information needs. It was revealed in terms of the extent to which they were replacing printed media in satisfying their information needs, (100%) marked that to a very high extent, electronic resources have become more substitute than printed materials. While 57.14%, 50% and 25% said that to a small extent, although using e-resources is good, printed materials are still basic elements.

Thanuskodi (2012) examined the use of e-resources by the post graduate students and research scholars of faculty of arts in the Annamalai University. The study found that majority of users were aware about the availability of e-resources. The study reveals that, 47.78% of the respondents want to access only electronic version whereas only 32.78 users want to read the printed journals, but 19.44% of the respondents want to use both electronic and printed version. Result of analysis equal showed that, many of the respondents search e-resources through linking facility available on the library website. Naqvi (2007) on the use of e-resources at Jamia Millia Islamia, India revealed that, 49% of the respondents were marginally satisfied with online services provided by the library. The study concluded that, the use of e-resources such as electronic databases in Jamia Millia Islamia was not satisfactory and needed constant guidance and orientation to enhance their usage. Five years later, the author conducted a study on the use of electronic databases by post graduate students and research scholars at GBPUAT Library, India and reported that, majority,

91.49% of the research scholars and 68.89% of the post graduate students were satisfied with e-databases (Naqvi, 2012). It is therefore believed that with the passage of time, the efforts geared toward e-resources awareness in India was beginning to yield some positive results. Similarly, Kalbande, Shinde and Ingle (2013) surveyed 108 faculty at Mahatma Phule Agricultural University, India and reported that the impact of e-resources was visible from the decrease in number of printed documents in comparison to the number of electronic resources.

The study by Konappa (2014) on the use of electronic information resources in university libraries of Tirupati reveals that electronic information resources have a positive impact on library users. The future of the library and information services at academic libraries depend upon major factors, like availability, of manpower in adequate proportion, which continuously keeps updating its IT skills and determination of higher authorities in allocating appropriate recurring grants to procure, update and maintain IT infrastructure and electronic information resources.

In Uganda, Gakibayo and Okello-Obura (2013), assessed the utilization of electronic information resources in Mbarara University Library by students. The study adopted both quantitative and qualitative methods to elicit data from the library staff and undergraduate students in four faculties of the University. Analysis of data that was obtained through questionnaire, document analysis and interview guide indicated low utilization of e-resources by the students as a result of lack of computer skills, lack of information literacy skills, lack of sufficient computers, and slow internet connectivity.

Down to Nigeria, empirical studies abound on electronic information resources and related subjects. Bashorun, Isah and Adisa (2011) examine the user perception of the e-resources by postgraduate students of University of Ilorin, Nigeria. The result of the study indicated that, the frequency of use of e-resources was low as a result of lack of time, lack of awareness to e-resources provided by the library; frequent power outages among others. Also, the study by Egberongbe (2011) on the use and impact of electronic resources at the University of Lagos by lecturers and researchers reveal that, e-databases were very important among research scholars.

Uwaifo (2012) examines awareness and use of electronic information resources by Library and Information Science (LIS) students in Delta State University, Abraka, Nigeria. The result of the investigation shows that, students are aware of wide range of electronic resources. They became

acquainted with the use of EIR through internet courses offered in the university and guidance from their lecturers. The researcher submitted that the respondents extent of use of EIR in high and encouraging. He however submitted that, poor electricity supply; absence of workable policy on ICT use; inadequate localized software; absence of functional network among Nigerian universities; limited access to computer terminals among others are some of the many factors hindering the effective use of electronic information resources by LIS students in DELSU.

Another study conducted by Adeniran (2013) on the usage of electronic resources by undergraduate students at the Redeemers' University, Ede reveals an average use of e-resources by the students. The study by Lawal (2013) on the use of ICT in Covenant University library, Ota, Nigeria both faculty members (52%) and students (34.8%) use electronic databases the library subscribed to. Omoike (2013) adopted a survey method to assess the use of electronic information resources by the distance learning students of the National Open University of Nigeria. The result of the study showed that, the level of awareness and use of EIR were very low. The researcher also reported insufficiency of electronic information resources in the study centres that were sampled.

The study by Aina (2014) on Awareness, accessibility and use of electronic databases among academic staff of Babcock University business school revealed that, only Academic Journal, Ebscohost and JSTOR, were fully utilized with 38 (44.7%); 40 (47.1%) and 36 (42.4%) respectively. Edem and Egbe (2016) on availability and utilization of e-resources by post graduate students in University of Calabar unveiled that, the students often made use of electronic resources in the university library. The researcher also reported that, online databases were underutilized. Ezima and Anezi (2016), evaluated access to electronic information resources by students of Federal colleges of education in South East, Nigeria and reported that students have access to the electronic information resources. The researcher submitted that, prominent among the challenges militating against students' access to EIRs were poor internet connectivity and erratic power supply.

Hauwa and Mohammed (2017) investigated users' satisfaction on the use of electronic information resources and services in MTN Net libraries in Ahmadu Bello University, Zaria and University of Benin. The researchers concluded that, electronic information resources are vital and are the backbone of any dynamic collection; most of the EIR such as full text databases and

electronic books are not publically available free of charge and they are expensive; they offer creative possibilities for expanding access as well as changing learning behaviour and academic research in the Universities.

Olarongbe and Aina (2017) investigated accessibility and utilization of electronic information sources by journalists in Nigeria. The study found that, Facebook (88.2%), Twitter (83.2%), e-mail (82.7%) and YouTube (78.4%) were readily accessible to journalists; while online databases (52.5%), e-books (49.9%) and online reference works (32.4%) were not readily accessible to the journalist. They further reported that, cost of subscription, lack of awareness, lack of assistance from media librarians, lack of ICT training and poor internet connection were the major constraints to EIS utilization. The study concluded that, journalists in Nigeria reflected high dependence on open access electronic information sources for work related tasks. Furthermore, Akpojotor (2017), adopted a survey design to investigate the perception of electronic information resources among postgraduate students of LIS students in southern Nigerian universities. The result obtained showed that, the study group have a very high positive perception towards the use and usefulness of EIRs and concluded that, EIRs are essential tools for empowering postgraduate students of LIS in southern Nigeria. Oresiri, Ayodeji and Omoniyi (2017), investigated the available and use of electronic information resources (EIRs) among students in Adeyemi College of Education (ACE), Ondo State. Findings of the study showed that EIRs such as electronic journals, Internet resources, CD-ROMs, and electronic books are moderately available; however, online databases and e-references are least available. It was also revealed the extent of EIRs utilization among the students is generally low.

In view of the foregoing, there is no doubt that significant efforts have been deployed by researchers across the globe and Nigeria in particular to explore the subject of electronic information resources. However, a cursory survey of the above review indicates an obvious gap because neither of them centered on the polytechnic subsector nor on academic staff of polytechnics in particular. It is against this backdrop that this study was carried out as a plausible attempt at filling the identified gap.

Methodology

This study adopted the survey research design. The entire population of 402 academic staff of the Polytechnic (as at June, 2018) was used for the study because of its manageable size. A questionnaire captioned “Awareness, Access and Utilization of Electronic Information Resources by Academic Staff (AAUEIRAS)” was used as instrument for data collection. The questionnaire was developed using four-point rating scale responses of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The research instrument was validated by the researcher’s senior colleague

The copies of the questionnaire were administered to the academic staff by the researcher who visited them in their various offices at both the North and South campuses of the institutions. The researcher also attended the conferences of both the School of Business Studies (SBS) held in June and that of Joint School of Applied Sciences, Engineering Technology and Environmental Studies held in July, 2018, where most of the academic staff were present. A total of 328 copies of the questionnaire were retrieved and found valid for analysis.

Data collected for the study was analyzed using mean and standard deviation. **Decision rule:** The instrument was structured according to the modified Likert scale on four point rating scale with a response set given as Strongly Agree 3.5 – 4.0; Agree 2.50 – 3.49; Disagree 2.0 – 2.49; and Strongly Disagree 1.0 – 1.99. On this scale, the average mean cut off mean is 2.50, hence, an item is accepted if it is 2.50 and above. However, it is rejected if it is below 2.50.

DATA PRESENTATION AND ANALYSIS

Table 1: School (Faculty) Distribution of Respondents

| School (Faculty) | Frequency | Percentage (%) |
|---|------------|----------------|
| 1. School of Business Studies (SBS) | 150 | 45.7 |
| 2. School of Applied Science (SAS) | 26 | 8.0 |
| 3. School of Engineering Technology (SET) | 84 | 25.6 |
| 4. School of Environmental studies (SES) | 60 | 18.3 |
| 5. The Polytechnic Library | 08 | 2.4 |
| Total | 328 | 100 |

Table 1 presents the school (Faculty) distribution of the respondents. It shows that 150 representing 45.7% of respondents are in School of Business Studies; 26 (7.9%) are in School of Applied Science; 84 (25.6%) are in School of Engineering Technology; 60 (18.3%) are in School of Environmental Studies, and 8 (2.4%) are in the Polytechnic Library.

Research Question One

What is the level of awareness of electronic information resources of academic staff in Federal Polytechnic Ede?

Table 2: Summary of the Respondents' Mean Score on awareness of electronic information resources.

| Level of Awareness | N | Mean score | Remark |
|---|-----|-------------|-----------------|
| 1. I know about Electronic Information Resources | 328 | 3.63 | Accepted |
| 2. EIRs is a current trend in academics | 328 | 3.58 | Accepted |
| 3. I understand the relevance of EIRs as a lecturer | 328 | 3.57 | Accepted |
| 4. I recommend EIRs to colleagues | 328 | 3.44 | Accepted |
| 5. I know about the EIRs in the Polytechnic library | 328 | 2.87 | Accepted |
| Grand Mean | | 3.42 | Accepted |

**N – total number of respondents*

Table 2 shows the item by item analysis of the level of awareness of electronic information resources by the academic staff in Federal Polytechnic Ede. The result indicates that all the items have mean responses above the cut off mean of 2.50. The analysis further yields a grand mean of 3.42, indicating a high level of awareness of electronic information resources by the academic staff in the institution under study.

Research Question Two

What is the level of accessibility of electronic information resources available in library by the academic staff in Federal Polytechnic Ede?

Table 3: Summary of the Respondents' Mean Score on the level accessibility of electronic information resources.

| Level of Accessibility | N | Mean score | Remark |
|--|-----|------------|----------|
| 1. I access EIRs with ease | 328 | 2.89 | Accepted |
| 2. I have the requisite skills to access EIRs | 328 | 3.34 | Accepted |
| 3. I access EIRs through the Polytechnic library | 328 | 2.26 | Rejected |

| | | | |
|---|-----|-------------|-----------------|
| 4. I access EIRs with my personal gadgets | 328 | 3.49 | Accepted |
| 5. I access EIR anytime I desire | 328 | 3.23 | Accepted |
| Grand Mean | | 3.04 | Accepted |

**N – total number of respondents*

Table 3 presents the item by item analysis of the level of accessibility of Electronic information resources by the academic staff in the Federal Polytechnic Ede. The result shows that, the respondents access EIRs with ease (2.89); possess the requisite skills (3.34); access EIRs using their personal electronic gadgets (3.49) and access EIRs anytime they desired (3.23). However, the result also reveals that, access to EIRs by the academic staff is not through the library. In all, the result shows a grand mean of 3.04 indicating an appreciable level of accessibility of EIRs by the academic staff of the Federal Polytechnic Ede.

Research Question Three

What is the level of usage of electronic information resources available in the library by the academic staff of Federal Polytechnic Ede?

Table 4: Summary of the Respondents' Mean Score of the frequency of use of electronic information resources.

| Frequency of Usage | N | Mean score | Remark |
|-----------------------------------|-----|-------------|-----------------|
| 1. I use EIRs daily | 328 | 2.94 | Accepted |
| 2. I use EIRs weekly | 328 | 2.35 | Rejected |
| 3. I rarely use EIRs | 328 | 1.97 | Rejected |
| 4. I use EIRs only when necessary | 328 | 2.76 | Accepted |
| 5. I never used EIRs | 328 | 1.43 | Rejected |
| Grand Mean | | 2.29 | Rejected |

**N – total number of respondents*

Table 4 presents the analysis of data on the frequency of use of electronic information resources by the academic staff of Federal Polytechnic Ede. The result shows that, a good number of the respondents (2.94) use electronic information resources daily, and (2.76) only when necessary. However, the result shows a grand mean of 2.29, which is lower than the cut off mean of 2.50, indicating low frequency of use of electronic information resources by the respondents.

Research Question Four

What are the purposes of using electronic information resources by the academic staff in Federal Polytechnic Ede?

Table 5: Summary of the Respondents' Mean Score on the purposes of using electronic information resources.

| Purposes of EIR Use | N | Mean score | Remark |
|---------------------------------------|----------|-------------------|-----------------|
| 1. Enhancement of research activities | 328 | 3.64 | Accepted |
| 2. For update of subject knowledge | 328 | 3.61 | Accepted |
| 3. For easy access to information | 328 | 3.51 | Accepted |
| 4. For preparing lecture materials | 328 | 3.37 | Accepted |
| 5. For studying course work | 328 | 3.26 | Accepted |
| Grand Mean | | 3.47 | Accepted |

**N – total number of respondents*

Table 5 presents the item by item analysis of the purposes of using electronic information resources by the academic staff of the Federal Polytechnic Ede. The result shows that, all the items have mean responses above the cut off mean of 2.50. The result also shows the grand Mean of all the items is 3.47 indicating purposive positive use of EIRs by the respondents.

Research Question Five

What are the challenges faced by the academic staff in using electronic information resources in Federal polytechnic Ede library?

Table 6: Summary of the Respondents' Mean Score on the challenges of using electronic information resources.

| Challenges of using EIRs | N | Mean score | Remark |
|--|----------|-------------------|-----------------|
| 1. Poor internet connectivity | 328 | 3.49 | Accepted |
| 2. Poor supply of electricity | 328 | 3.45 | Accepted |
| 3. Inadequacy of EIRs in the Polytechnic library | 328 | 3.20 | Accepted |
| 4. Lack of ICT skills | 328 | 3.05 | Accepted |
| 5. Lack of awareness of EIRs | 328 | 2.94 | Accepted |
| 6. Information overload | 328 | 2.71 | Accepted |
| Grand Mean | | 3.12 | Accepted |

**N – total number of respondents*

Table 6 shows the challenges facing the respondent in their use of electronic information resources. The result shows that all the items in the table has mean responses above the stated 2.50 cut off Mean indicating that, they all constitute hindrances in the effective use of EIRs by the respondents with a grand Mean of 3.12. The result shows that, poor internet connectivity (3.49); poor supply of electricity (3.45) and inadequacy of EIRs in the Polytechnic library (3.20) respectively top the list of challenges facing the academic staff in the Federal Polytechnic, Ede.

4.2 Summary of Findings

The findings of the study are summarized as follow:

1. There is a high level of awareness of electronic information resources among the academic staff in the Federal Polytechnic, Ede.
2. There is an appreciable level of accessibility of electronic information resources among the academic staff of the Federal Polytechnic Ede.
3. The frequency of use of electronic information resources by the academic staff of the Federal Polytechnic Ede is low.
4. The academic staff in Federal Polytechnic Ede use electronic information resources for many purposes especially for the enhancement of research activities.
5. Myriads of challenges hinder the effective use electronic information resources by the academic staff of the Federal Polytechnic Ede

Discussion of Finding

The result of the analysis on the awareness of electronic information resources indicated a high level of EIRs awareness by the academic staff in the Federal Polytechnic Ede. This impressive level of awareness of EIRs can be attributed to the massive acceptance of EIRs among academics across the globe as an effective research tool that promotes timely and easy access to research information. Also, given that, the use of EIRs is facilitated by internet-enabled gadgets like PCs and smartphones, one can equally attribute this high level of awareness to the deep penetration of smartphones into the mainstream of academic/scholarly activities in tertiary institutions in Nigeria. The finding of this study contradicts with Omoike (2013) and Balogun (2018) whose studies indicated low awareness of EIRs among their respondents. It however agrees with Uwaifo (2012),

and Thanuskodi (2012) who reported high level of awareness of electronic information resources among their respondents.

The result of the analysis on the level of accessibility of electronic information resources by academic staff shows an appreciable level of accessibility of EIRs by the academic staff of the Federal Polytechnic Ede. The result however revealed that, access to EIRs by the academic staff is not through the Polytechnic library which may be as a result of poor awareness programmes by the polytechnic library in bringing the available electronic information resources to the knowledge of the polytechnic community especially the academic staff. In this regard, the appreciable level of accessibility to EIRs by the respondents can be linked their sheer desire to cue into 21st century information reality propelled by their possession of the requisite ICTs and necessary gadgets in order to improve their research productivity and not ‘perish’ out of their professional sphere. The result of this study is in line with Ezima and Anezi (2016) and Balogun (2018), whose studies revealed high accessibility of electronic information resources by their respondents.

Analysis of result on the use of electronic information resources by academic staff indicated low usage of EIRs by the academic staff of the Federal Polytechnic Ede is low. Although, a good number of the respondents (2.94) use electronic information resources daily, and (2.76) only when necessary. However, the result shows a grand mean of 2.29, which is lower than the cut off mean of 2.50, indicating low frequency of use of electronic information resources by the respondents. This finding can be attributed to some of the challenges the hindering effective use of EIRs such as poor internet connectivity, erratic power supply, cost of data subscription among others. This finding correlates with Oresiri, Ayodeji and Omoniyi (2017) whose study indicated that, the frequency of use of e-resources was low as a result of lack of time, lack of awareness to e-resources provided by the library; frequent power outages among others. The finding however disagrees with Uwaifo (2012) and Edem and Egbe (2016) who reported high frequency of use of EIRs among their respondents.

Analysis of data on the purposes of using electronic information resources reveals that, the academic staff of the Federal Polytechnic Ede use EIRs for various purposes such as better access to current information; to improved their professional competence; save time; increase professional collaboration with distant colleagues as well as to save cost since they believe EIRs

are cheaper than printed materials. Indeed, electronic information resources have proven beyond every doubt to be purposeful especially to academics, in many regards. This finding augurs with the view of Aramide and Bello (2010) that, electronic Information resources enable the faculty members to effectively and efficiently access digital information to assist with investigating issues, solving problems, making decisions, product and creative solutions to support learning, develop new understanding in areas of learning and teaching. They further submitted that, with the use of electronic sources faculty members have access to up-to-date information on various subjects and also assist in developing new thinking and learning skills.

Aware of the fact that certain challenges might be hindering effective use of electronic information resources by academic staff, the study further sought to know some of these challenges. Analysis of data reveals that, a lot of challenges are impeding the use of EIRs by academic staff in Federal Polytechnic Ede. The most felt among these challenges include poor internet connectivity; erratic power supply of electricity; inadequacy of EIRs in the Polytechnic library; inadequate ICT skills among others. This result was not unexpected given that, Nigeria is a nation that is known to be lacking in basic infrastructure. Also, there has been an improved individual and organizational efforts at furnishing academic staff with requisite ICT skills, but there is still reported cases of technophobia especially among the older generation of academic staff. This result supports Omoike (2013) and Ezima and Anezi (2016) whose studies identified poor internet connectivity; unstable power supply; insufficiency of EIRs in academic libraries; low awareness; and lack of ICT skills as some of the challenges hindering effective and efficient use of electronic information resources by academic staff.

Conclusion

From the findings of the study, it could be concluded that, there is a high and appreciable level of awareness and accessibility of electronic information resources among the academic staff in the Federal Polytechnic, Ede. The respondents alluded that, EIRs is very beneficial and they use a mix of it for various purposes. However, the frequency of use of EIRs is low as a result of myriads of challenges such as poor internet connectivity, erratic power supply; inadequacy of EIRs in the Polytechnic library; inadequate ICT skills among others.

5.2 Recommendations

Based on the findings of the study, the following recommendations are made:

1. The government and the Polytechnic management should endeavour to provide necessary infrastructure especially power supply and internet connectivity for the library in order to make maximum use of EIRs
2. The Management of the Polytechnic Library should adopt pragmatic measures in creating adequate awareness on the available electronic information resources in order to enhance their use.
3. Training programmes on information literacy and ICT skills should be regularly organized for the academic staff by the Polytechnic Management through the Library.
4. Sufficient funds should be made available by relevant authorities in order improve library especially in the area of EIRs development.
5. The academic staff of the Polytechnic should show determination to adopt EIRs as efficient research tool.

References

- Adediran, P. (2013). Usage of Electronic Resources by Undergraduates at the Redeemer's University, Nigeria. *International Journal of Library and Information Science*. 5(10), 319-324.
- Aina R.F. (2014). Awareness, Accessibility and Use of Electronic Databases among Academic Staff of Babcock University Business School. Kuwait. *Journal of Business and Management Review*, 3(6)
- Akpojotor, L. O. (2017). Perception of ease and usefulness of electronic information resources among postgraduate students of library and information science in southern Nigerian universities. *Journal of Applied Information Science and Technology*. Vol. 10 (1). Pp 62-72
- Ani, O.E., Ngulube, P., & Onyancha, B. (2015). Perceived Effect of Accessibility and Utilization of Electronic Resources on Productivity of Academic Staff in selected Nigerian Universities. *SAGE open*, 5(4), 2158244015607582
- Aramide, K. A. & Bello, T. (2010). Accessing electronic databases for curriculum delivery in schools: implications for school library media specialists. A paper presented at the 24th

annual conference of the Nigerian School Library Association, held at the Multipurpose Hall, University of Ibadan.

- Balogun, T. (2018). Awareness, Perception and Use of Scholarly Electronic Resources by Library and Information Science (LIS) Students in Africa. *Compendium of NLA 2018 Conference*.
- Bar-Ilan, J. Peritz, B.C. & Wolman, Y. (2003). A survey of the use of electronic databases and electronic journals accessed through the web by the academic staff of Israeli Universities. *Journal of academic Librarianship*, 29 (6). Pp 346-361.
- Bashorun, M. T., Isah, A. & Adisa, M. Y. (2011). User perception of electronic resources in the University of Ilorin, Nigeria. *Journal of Emerging trends in Computing and Information Sciences*, vol. 2 (11). Available at <http://cisjournal.org>. accessed 19/06/2018.
- Edem, N. B. & Egbe, N. (2016). Availability and Utilization of Electronic Resources by Postgraduate students in Nigerian University Library: A case study of the University of Calabar, Nigeria. *Information and Knowledge Management*, 6(2), 60-69.
- Egberongbe, H.S. (2011). The Use and Impact of Electronic Resources at the University of Lagos. *Library Philosophy and practice*.
- Ezema, R.I. & Anezi, L. (2016). Access to Electronic Information Resources by Students of Federal College of Education in South East Nigeria. *Nigerian Libraries*, 49(1&2), 53-61.
- Gakibayo, A. & Obura, O. (2013). Electronic Information Resources Utilization by Students in Mbarara University Library. *Library Philosophy and Practice (e-journal)*. 26(2), 1-25
- Hauwa, I. & Mohammed, Z. (2017). Users Satisfaction with Electronic Information Resources and Services in A.B.U & UNIBEN Mtn Net Libraries. *Nigerian Libraries*, 50(1) 91-98.
- Ibrahim, A. E. (2004). Use and user perception of electronic resources in the United Arab Emirates University. *Libri*. Vol. 54, pp 18 – 29.
- Kalbande, D. T., Shinde, P. A. & Ingle, R. N. (2013). Use of e-resources by the faculty members: A case study. *International Research Journal of Library and Information Science*, vol. 3 (3), PP. 459 – 469.
- Konappa, K. (2014). Use of Electronic Information Resources in University Libraries of Tirupati (A.P): An analytical study. *International Journal of Library and Information Science*.
- Lawal, E.O.S. (2013). The Use of Information and Communication Technology (ICT) in Academic Libraries in Nigeria: A case Study of Covenant University Library Ota, Nigeria. *Journal of Library and Information Science (JOLIS)*, 10(1&2) 14-17.
- Naqvi, S.H. (2007). Use of Electronic Resources Jamia Millia Islamia (A central University): A case study, In: *NACLIN*, p320-324.
- Naqvi, T.H. (2012). Use of Electronic Database by Postgraduate Students and Research Scholars at GBPUAT Library, India. *Library Philosophy and Practice (e-journal)*. Paper 809.

- Olarongbe, S.A. & Aina, L.O. (2017). An Empirical Study of Accessibility and Use of Electronic Information Sources by Journalist in Nigeria. *Nigerian Libraries*, 50(1), 109-112.
- Omoike, A.D. (2013). Use of Electronic Resources by Distance Students in Nigeria: The Case of the National Open University, Lagos and Ibadan Study Centers. *Library Philosophy and Practice (e-journal)*. 16(4) 1-12.
- Oresiri, J., Ayodeji, A. J. & Omoniyi, E. S. (2017). Availability and use of electronic information resources among students in Adeyemi College of Education, Ondo, Ondo State, Nigeria. *Ebonyi Journal of Library and Information Science*. 4(1): 204 – 212.
- Tenopir, C. (2003). Use and users of electronic library resources: an overview and analysis of recent research studies. Washington, DC: Council on Library and Information Resources.
- Thanuskodi, S. (2012). Use of E-Resources by Students and Researchers of Faculty of Arts, Annamalai University. *International Journal of Library and Information Science*. 1(1) 1-7
- Tiefel, V. (2004). The gateway to information: A system redefines: how libraries are used. *American libraries*. 22 (9)
- Tyagi, S. (2011). Scientists' perception of use of electronic information resources: A case study of pharmacopoeia laboratory for Indian Medicine. *Library Philosophy and Practice*. Available at <http://unlibunl.edu>. Accessed 19/06/2018.
- Uwaifo, S.O. (2012). Awareness and Use of Electronic Information Resources by Library and Information Science Students in Delta State University, Abraka. *Nigerian Libraries*, 45(2), 62-74.
- Yusliza, Y. M. Zikri, M., Mohd, S. M. Z., Pasah, E. S. & Robert, E. (2009). Individual differences, perceived ease of use, and perceived usefulness in the e-library usage. Available at <http://www.ccsenet.org/journal>. Accessed 19/06/2018