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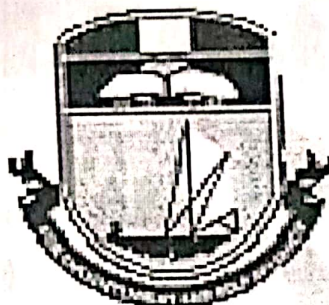
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**UNIVERSITY OF PORT HARCOURT
FACULTY OF EDUCATION**

**JOURNAL OF EDUCATION IN DEVELOPING AREAS
(JEDA)**

CALL FOR PAPERS

The Journal of Education in Developing Areas (JEDA) is a journal of the Faculty of Education published twice in a year (March and October). The main focus of the journal is on education, with implications for developing areas. Its main objectives are:

- i. To provide a medium for the systematic analysis of contemporary educational theories and issues
- ii. To serve as a forum for the dissemination of research findings in the fields of education in developing areas
- iii. To provide a platform for the discussion of innovative ideas for the improvement of education in developing areas

In line with the above, the Editorial Board invites contributions (thoroughly researched theoretical and empirical papers) from scholars across the globe. Articles focusing on any aspect of education shall be considered for publication after being reviewed.

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LEVEL OF AWARENESS AND UTILISATION OF E-LIBRARY RESOURCES BY UNDERGRADUATES OF FACULTY OF EDUCATION UNIVERSITY OF ILORIN

By

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Abstract

This study examined the level of awareness and utilization of e-library resources among undergraduates of the Faculty of Education University of Ilorin. The study adopted descriptive research method of survey type. Stratified and simple random sampling techniques were used to select 100 undergraduates as respondents from Faculty of Education, University of Ilorin. The Percentage, means and t-test were used to answer the research questions and test hypotheses respectively. It was revealed that there is no significant difference in the level of utilization of e-library resources among undergraduates of the Faculty of Education University of Ilorin based on gender. It was also revealed that the level of awareness of e-library resources among Undergraduates of the Faculty of Education, University of Ilorin was average. However, based on the findings of the study, it was recommended that Librarians should create more awareness on e- resources. Also, high speed Wi- Fi needs to be established, so that faculty members can use online e- resources and internet within the campus.

Keywords : E-library Resources, Utilization, Awareness, University Undergraduate

Introduction

Education has undergone a major paradigm shift due to the emergence of new technology and the advances made in Information and Communication Technologies (Castells, 2006; Kesim & Agaoglu, 2007). Yusuf & Abolade (2005) submitted that Information and Communications Technologies (ICTs) are essential tools in any educational system because they have the potentials of being used to meet the learning needs of individual students, promote the equality of educational opportunities, increase self-efficacy and independence of learning among students.

Information and Communication Technologies as used in this context covers a wide spectrum of existing and emerging technologies that have opened up a plethora of opportunities for mediated teaching and learning. For instance, libraries have witnessed a great metamorphosis in recent years both in their collection development and service structures. Emerging technologies have changed the traditional library into automated, electronic, virtual and digital library (Saeed & Sheikh, 2011). It has also transformed most traditional libraries into hybrid libraries. To this end, e-resources are generally accepted as invaluable research tools that complement the print-based resources in a traditional library setting. Thus, the emergence of

electronic library has tremendously transformed information-handling and management in Nigerian academic environments and university libraries in particular (Ani & Ahiauzu, 2008).

Electronic library (e-library) resources are systems in which information is stored electronically and made accessible through electronic systems and computer networks (Velmurugan, 2008). These resources include, CD-ROMs, Online-Databases, E-journals E-books, Internet resources and so on. Okoye and Ugwuanyi (2012) described e-library as a package of e-journals or a database of abstracts and indexes that include the full text of some or all articles referenced by the indexes. Ogunleye (2008) and Panhwar (2008) observed that e-library has been seen as the most cost effective means of passing instruction to a large number of users within a short period of time. Similarly, Quadri (2012) submitted that utilization of e-resources by the lecturers has opened a new realm in the information world where they now have electronic books journals, CD ROM databases, OPAC, Online databases that launched the world into a global village.

According to Dadzie (2005), e-library resources are invaluable resources that complement print based resources. It affords users the opportunities to access relevant and up-to-date information from different subject fields. Emwanta and Nwalo (2013) submitted that electronic library resources have the potential for enhancing student's learning, as the resources provide teachers and students with vast quantities of information in an easily accessible non-sequential format. E-library resources provide access to information that might be restricted to the user because of geographical location or finances. E-library resources also provide access to current information as these are often updated frequently.

Aina, Mutula and Tihamiyu (2008) opined that e-library resources are information resources that are available in computer processable form. Examples of electronic resources databases subscribed to by University of Ilorin library include Academic Journal, AJOL, Dissertation and Theses, HINARI, EBISOHST, SAGE and so on. However, regardless of the various opportunities engendered by the e-library resources, the extent to which students integrate or harness e-library resources for pedagogic purposes is premised on certain factors which include the awareness. In the same vein, it is pertinent to add that students are most likely to utilize the e-library resources that they are aware of. In a similar manner, gender, as a possible moderating factor in students' use of e-library resources has been widely identified in the literature. In this regard, Rose and D'Silva (2008) posited that among other factors, gender have important effects of the actual use of electronic resources by students. To this end, pre-service teachers that are in training for future practice in the teaching profession are generally expected to competently marshal the potentials of E-learning. Thus, this can only be achieved when their awareness and extent of utilization of e-library has been identified. It is in view of this background that this study seeks to investigate the level of awareness and utilization of E-library by Undergraduates of the Faculty of Education University of Ilorin.

Purpose of Study

The main purpose of this study is to investigate the level of awareness and utilization of e-library by undergraduates of the Faculty of Education University of Ilorin. Specifically, the study seeks to:

- i. examine the level of awareness of e-library resources among undergraduates of the Faculty of Education University of Ilorin.
- ii. determine the extent of utilization of e-library resources by Undergraduates of the Faculty of Education University of Ilorin.
- iii. determine the influence of gender on level of awareness of e-library resources among undergraduates of the Faculty of Education University of Ilorin.
- iv. determine the influence of gender on the utilization of e-library resources among undergraduates of the Faculty of Education University of Ilorin.

Research Questions

The following research questions are raised to guide the conduct of the study.

- i. What is the level of awareness of e-library resources among undergraduates of the Faculty of Education University of Ilorin?
- ii. What is the extent of utilization of e-library resources by Undergraduates of the Faculty of Education University of Ilorin?
- iii. Is there any difference in level of awareness of e-library resources among undergraduates of the Faculty of Education University of Ilorin based on gender?
- iv. Is there any difference in level of utilization of e-library resources among undergraduates of the Faculty of Education University of Ilorin based on gender?

Research Hypotheses

The following hypotheses are postulated to be tested in the study.

- i. There is no significant difference in the level of awareness of E-library resources among undergraduates of the Faculty of Education University of Ilorin based on gender.
- ii. There is no significant difference in the level of utilization of E-library resources among undergraduates of the Faculty of Education University of Ilorin based on gender.

Methodology

This research was a descriptive research method of the survey type. Daramola (2006) stated that descriptive survey design enables information to be obtained from a representative sample of the population and describes situations as they exist. It also focuses attention on the people; their beliefs, opinions, perception, motivation, attitude and behaviours. Survey was chosen for this study because it enables the researcher to collect the required information about the level of awareness and utilization of E-library by undergraduates of the Faculty of Education, University of Ilorin. The population of this study are all undergraduate students in Faculty of Education in University of Ilorin. Stratified and simple random sampling techniques were used to select 100 Undergraduates from the Faculty of Education University of Ilorin.

A researcher-designed questionnaire titled Students' Awareness of and Utilization of E-library" was used to gather information from the respondents. The instrument comprises of sections A, B and C. Section A required the respondents' bio-data. Section B focused on Students' Awareness of E-library resources available for students to use while section C contained items that focused on the utilization of e-resources as expressed by students' respectively. The items were rated on a modified four point likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

The data obtained from the administered questionnaire was subjected to descriptive and inferential statistics. The percentage and the mean was used to answer the research questions 1 and 2 while t-test statistic will used to test the two hypothesis with their corresponding research questions.

Data Analysis and Results

Five research questions were raised, research question 1 and 2 were answered using percentage, and research question 3 was answered using mean rating, while research questions 4 and 5 that have corresponding hypotheses which were tested with the use of the independent t-test statistical tools.

Research Question One: What is the level of awareness of e-library resources among undergraduates of the faculty of education, university of Ilorin?

In order to answer this research question, responses of the students to items on the awareness of e-library questionnaire were collated. The output of the analysis reveals thus:

Table 1: Percentage of Level of Awareness of E-library Resources among Undergraduates of the Faculty of Education, University of Ilorin

<i>Level of Awareness of E-library Resources</i>	<i>Frequency</i>	<i>Percentage (%)</i>
High	8	8.0
Average	92	92.0
Low	-	-
Total	100	100

Table 1 presents the responses of the respondents to items that sought information on the level of awareness of e-library resources among undergraduates of the faculty of education, university of Ilorin. The result on Table 1 indicated that 8 representing 8.0% of the respondents are highly aware of e-learning resources, 92 representing 92.0% are averagely aware of e-library resources, while none of the respondents is not aware of e-learning resources. This implies that level of awareness of e-library resources among undergraduates of the faculty of education, university of Ilorin was average.

Research Question Two: What is the extent of utilization of e-library resources among undergraduates of the faculty of education, university of Ilorin?

In order to answer this research question, responses of the students to items on the utilization of e-library questionnaire were collated. The output of the analysis reveals thus:

Table 2: Percentage of Extent of Utilization of E-library Resources among Undergraduates of the Faculty of Education, University of Ilorin

<i>Extent of Utilization of E-library Resources</i>	<i>Frequency</i>	<i>Percentage (%)</i>
High	12	12.0
Average	45	45.0
Low	43	43.0
Total	100	100

Table 2 presents the responses of the respondents to items that sought information on the extent of utilization of e-learning resources among undergraduates of the faculty of education, university of Ilorin. The result on Table 2 indicated that 12 representing 12.0% of the respondents are highly utilizing e-library resources, 45 representing 45.0% are averagely utilizing e-learning resources, while 43 representing 43.0% are low in utilizing e-library resources. This implies that extent of utilizing e-library resources among undergraduates of the faculty of education, university of Ilorin was average.

Research Question Three: What are the major barriers to undergraduates utilization of e-library?

Table 3: Ranking Order of Major Barriers to Undergraduates Utilization of E-library

<i>Item No</i>	<i>Major Barriers to Utilization of E-library</i>	<i>Mean</i>	<i>Ranking</i>
1.	Slow internet connectivity	2.74	2 nd
2.	Unhelpful attitude of library staff	2.42	4 th
3.	Insufficient provision of funds to procure ICT equipment's	2.24	5 th
4.	Inadequate power supply	2.46	3 rd
5.	inadequate of technical knowledge/training in the use of e-library facilities	2.76	1 st

Table 3 indicates that 100 respondents participated in this study. The major barriers to undergraduates' utilization of e-library were inadequate of technical knowledge/training in the use of e-library facilities which has a mean score of 2.76 (1st), while slow internet connectivity with a mean score of 2.74 comes 2nd. Other statements have mean score below the benchmark of 2.50.

Hypotheses Testing

Two research hypotheses postulated for this study, hypothesis one and two were tested using the independent t-test statistics at 0.05 level of significance.

H₀₁: There is no significant difference in the level of awareness of e-library resources among undergraduates of the faculty of education, university of Ilorin based on gender.

In order to test this research hypothesis, respondents' responses to the awareness of e-library resources questionnaire were collated based on gender. The data collected from the study was analysed as shown in Table 6.

Table 4: Mean, Standard Deviation and t-test Analysis of the Difference in the Level of Awareness of E-library Resources among Undergraduates of the Faculty of Education, University of Ilorin based on Gender

Gender	No	Mean	Std	df	Cal.t	Sig.(2-tailed)	Decision
Male	53	13.98	1.94	98	0.28	0.78	H₀₁ Not Rejected
Female	47	13.87	2.01				

P > 0.05

Results on table 4 shows t-value = 0.28 with p-value = 0.78 $\geq$ 0.05 of df 98 at alpha level of 0.05. Since 0.78 is greater than 0.05 alpha level, hypothesis one is not rejected. This indicates that there is no significant difference in the level of awareness of e-library resources among undergraduates of the faculty of education, university of Ilorin based on gender.

H₀₂: *There is no significant difference in the level of utilization of e-library resources among undergraduates of the faculty of education, university of Ilorin based on gender.*

In order to test this research hypothesis, respondents' responses to the utilization of e-learning resources questionnaire were collated based on gender. The data collected from the study was analysed as shown in Table 5.

Table 5: Mean, Standard Deviation and t-test Analysis of the Difference in the Level of Utilization of E-library Resources among Undergraduates of the Faculty of Education, University of Ilorin based on Gender

Gender	No	Mean	Std	df	Cal.t	Sig.(2-tailed)	Decision
Male	53	16.26	6.18	98	0.52	0.61	H₀₂ Not Rejected
Female	47	15.66	5.47				

P > 0.05

Results on table 5 shows t-value = 0.52 with p-value = 0.61 $\geq$ 0.05 of df 98 at alpha level of 0.05. Since 0.61 is greater than 0.05 alpha level, hypothesis two is not rejected. This indicates that there is no significant difference in the level of utilization of e-library resources among undergraduates of the faculty of education, university of Ilorin based on gender.

Discussion of the Findings

Finding revealed that level of awareness of e-learning resources among undergraduates of the faculty of education, university of Ilorin was average. This finding is in consonance with that of Ntui and Udah, (2015) who reported awareness of e-learning resources by teachers in secondary schools in Calabar Education Zone of Cross River State was high. Also, Velmurugan (2015) almost 66 respondents (62.8 %) are aware of online resources but whereas only 39 respondents (37.2 %) are not aware of them. Ogbomo (2010) which reported a low level of publication output among academic librarians in Delta State University, Abraka, Nigeria. Ogbomo's study is equally surprising because observations have shown that academic librarians in Nigeria engage in extensive research and have produced high level of publication output.

It was also discovered that the extent of utilizing e-library resources among undergraduates of the faculty of education, university of Ilorin was average. This finding is in dissonance with that of Ntui and Udah, (2015) who reported utilization of e-library resources by teachers in secondary schools in Calabar Education Zone of Cross River State was low. Also, Zhang (1998) and Zainab (2000) in their separate studies reported various levels of e-library resources utilization by academic staff and the influence it has on job

efficiency and improved publication output. Another finding reveals that major barriers to undergraduates' utilization of e-library were inadequate of technical knowledge/training in the use of e-library facilities. This finding is in line with that of Akobundu, Dike and Ugah (2008) reported that major barriers to undergraduates' utilization of e-learning was inadequate power supply in the school environment and inadequacy of technical knowledge in the use of e-library facilities.

Also, one of the findings shows that there was no significant difference in the level of awareness of e-library resources among undergraduates of the faculty of education, university of Ilorin based on gender. This finding is in line with that of Ntui and Udah, (2015) who reported that gender does not significantly influence the awareness of e-library resources by teachers in secondary schools in Calabar Education Zone of Cross River State. Furthermore, one other finding revealed that there was no significant difference in the level of utilization of e-library resources among undergraduates of the faculty of education, university of Ilorin based on gender. This finding is in line with that of Ntui and Udah, (2015) who reported that accessibility to text book does not significantly influence the utilization of e-library resources by teachers in secondary schools in Calabar Education Zone of Cross River State based on gender.

Conclusion

Findings of this study revealed among others that the level of awareness of e-library resources among Undergraduates of the Faculty of Education, University of Ilorin was average. It was also discovered that the extent of utilizing e-library resources among Undergraduates of the Faculty of Education, University of Ilorin was also average. Another finding revealed that major barriers to undergraduates' utilization of e-library were inadequate technical knowledge/training in the use of e-library facilities. Finding shows that there was no significant difference in the level of awareness of e-library resources among undergraduates of the faculty of education, university of Ilorin based on gender. Furthermore, finding revealed that there was no significant difference in the level of utilization of e-library resources among Undergraduates of the Faculty of Education, University of Ilorin based on gender.

Recommendations

Based on the findings of the study the following recommendations were made:

- Library professionals should create more awareness on e-library resources.
- High speed Wi-Fi needs to be established, so that faculty members can use online e-library resources and internet within the campus and lastly;
- Central library has to take steps to arrange various training and orientation programmes for faculty members on the use of e-library resources.

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