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AWARENESS AND USAGE OF AVAILABLE ELECTRONIC RESOURCES BY STUDENTS AND FACULTY OF METHODIST UNIVERSITY COLLEGE, GHANA (MUCG)

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ABSTRACT
This research explored the awareness and usage of available electronic resources by students and faculty of Methodist University College (MUCG), Accra, Ghana. The study adopted the exploratory sequential mixed methods design. The study used the proportionate stratified sampling approach to select 347 students from a population of 3000 students at the University. Also, the census technique was used in selecting 50 faculty members. The data from the observation guide was analysed thematically while data from the questionnaires were analysed using descriptive statistics in the form of frequency tables, means and standard deviations. The findings of the study revealed that students and faculty were aware of some of the electronic resources (Sage Journals, OPAC local, OPAC Public, AGORA, HINARI, Emerald, JSTOR, Taylor & Francis) at MUCG library. Again, majority of students and faculty revealed that they used the electronic resources they were aware of to complete their assignment, write project works, prepare teaching and learning materials, prepare assignments for students and for writing project proposals. However, comparing the electronic resources students and faculty were aware of and the actual electronic resources available at the MUCG library revealed that they were not aware of a greater number of electronic resources, hence it was concluded that students and faculty were not fully aware of available electronic resources and that the use of the electronic resources they were aware of helped them to achieve their core mandate of teaching, learning and research. It was therefore recommended that the MUCG library organises more training programs for both students and faculty to make them fully aware of the available resources in order for them to effectively and efficiently use them to support the teaching and learning process.

Keywords: Awareness; Usage; Electronic Resources; Students; Faculty; University College.

Introduction

The role Electronic Resources (ERs) play in research, teaching and learning process in educational institutions cannot be underestimated. ERs provide faculty and students with up-to-date and relevant information needed to conduct research, prepare lecture notes, seminar or workshop materials, complete assignments and project work or thesis and this ensures that the goals and objectives of educational institutions are achieved. Ensuring that there are open and accessible electronic services to faculty and students requires the provision of high-speed internet, constant electricity, enough access points, and adequate computers at the library. There should also be the needed training required by faculty and students so as to access electronic resources to ensure the smooth running of the teaching and learning process and research activities. This research therefore sought to explore the awareness and usage of available electronic resources by faculty and students of Methodist University College, Ghana (MUCG). This study is underpinned by the Technology Acceptance Model (TAM) and the Theory of Reasoned Action (TAR) which states that there are numerous factors that influence a person's decision regarding the use of a new technology and the time of using it.

ERs, as a notion, are those electronic information resources that individuals may access digitally from within the library or remotely via a computer network (Graham, 2003). An ER, according to A.L.A. (2005), as referenced in Sharma (2009), is a product (data and/or program) transmitted by an electronic system for processing. This information can incorporate the usage of a remote connected device directly to a computerized device (e.g., a CD-ROM) or a computer network connection (e.g., Internet). The definition of ERs consists of texts, audio, images, graphics and animations that can be accessed through communications technology (Graham, 2003). Realistically, they must provide users with access, through electronic means, to ERs. This description, though sometimes encompasses ERs such as stand-alone individual computer (PC) databases, CD-ROM details would not be available over the Internet or other platforms. Tammaro (2004) observed that blogs, online databases, e-journals, e-books, CD-ROMs, audio visuals, multimedia, among others are ERs.

Because they are easily accessible on the internet and virtually desktop delivery of materials cuts time and expense on real library trips, e-resources answer the distinct requirements of students, professors, and researchers far faster and at considerably lower prices than low-cost borrowing or buying (Ankrah & Acheampong, 2017). E-resources also enable students to provide and receive immediate real-time feedback and develop their capacity to more accurately and simply understand concepts by offering or hyperlinking a large number of supportive and complementary resources for the courses in order for the students to freely connect, explore and learn different content without experiencing significant trouble accessing and understanding it (Ankrah & Acheampong, 2017). Examples of these e-resources include electronic journals, articles, publications and databases. The benefits of these ERs can be maximised by

users if they are aware of its existence and are able to easily access and use them.

Despite the access to and use of e-resources, it is significant to mention that accessing and using e-resources has been fraught with difficulties. Findings from studies (Omotayo, 2010; Nunoo, 2012) have identified some barriers that hinder the understanding, access and utilization of these resources in universities. For instance, studies conducted by Omotayo (2010), and Nunoo, (2012) on the awareness, access to and use of e-resources in tertiary educational establishments concluded that inadequate end-user training, attitudes of service providers, delays in delivery of information requested, and poor research skills as notable influencing variables in the utilization of e-resources.

Kwafoa, Osman and Afful-Arthur (2014) also revealed, in research they undertook on the access and usage of e-resources at a Ghanaian tertiary institution that, lack of strategic planning, absence of awareness of the availability of these databases, lack of awareness that the libraries subscribed to these databases impacted on the level of e-resource awareness in universities. Regarding the issue of access to ERs, factors including a lack of appropriate or sustainable funding and a lack of utilization of the internet to provide customers with information services constituted a problem (Chisenga, 2006). In comparison, the lack of standardized user training in new ICT services and the limited number of terminals available for use of e-resources presented a challenge to the usage of e-resources (Dadzie, 2005).

Ghanaian universities are not left out regarding the issue of awareness, access to and usage of e-resources as well as its associated challenges. (Nunoo, 2012). Several initiatives have been put in place by both public and privately-owned universities in Ghana to improve access to and usage of e-resources, as well as to mitigate related challenges. A research conducted by Nunoo (2012) at KNUST, on the access to and usage of e-resources showed that the majority of KNUST students and faculty were aware of the availability of e-resources and thus, highly used these resources. Yet, the study also showed that the efficient use of these e-resource at KNUST was marred by issues of slow Internet speed and the campuses' frequent electrical power disruptions. This situation was similar to situations in other universities in Ghana.

A related study by Amankwah (2014) on the awareness, access to and usage of e-resources by students at the Ghana Institute for Management and Public Administration (GIMPA) also showed that students utilised ERs in their fields of study to finish assignments, write research plans, update lesson notes, for research, and update oneself on recent knowledge. However, the study also described insufficient library computers, weak internet connectivity, power outages, and inadequate search skills as stumbling blocks to the access and usage of GIMPA's ERs. The two researches reviewed were conducted in public universities. One can wonder what the situation is in private universities which are still "crawling" and struggling to meet up with acceptable standards of tertiary education in the country. With the immense

advantages the use of e-resources purports to bring to students and faculty of tertiary institutions, the awareness, access to and usage of e-resources cannot be underrated.

In light of this, this study is being conducted explicitly with the intention to explore the views of students and faculty on the awareness and usage of available ERs at Ghanaian private universities specifically, the Methodist University College, Ghana (MUCG). The MUCG was built in 2000. As an affiliate of the University of Ghana, the Methodist University College, Ghana was established with one of its core mandates being to promote and improve academic excellence through research by providing facilities for learning such as a well-stocked library. The library helps the University College to achieve its goal of promoting and developing academic excellence through the provision of relevant and current information to faculty and students needed for their research work.

It is worth remembering, however, that the mission of university authority to make its library compete internationally can only be accomplished when university students and faculty are supplied with the e-resources they need to ensure successful teaching, learning and research. The provision and usage of e-resources is only achieved through awareness and access to these e-resources by students and faculty. The researcher therefore sought to examine the awareness and usage of available e-resources by faculty and students of the Methodist University College, Ghana based on this assumption.

Statement of the Problem

The Methodist University College, Ghana was established with the objective of fostering and developing academic success, spiritual growth, morals and contribution to the Ghanaian society. In order to do this, the university management tried to transmit knowledge and skills in specialities related to nation-wide growth in the sense of universal expansion in general. Again, on the basis of Christian values, the University College was founded with the main objective of ensuring the student's all-round growth mentally, physically and spiritually.

The management of MUCG sought to achieve this through the promotion of research and the progression of knowledge emphasising on the hands-on application to social, cultural, economic, scientific and technological issues. In addition, the University College aims to offer students with the finest academic, professional and hands-on training in addition to the growth of an entrepreneurial and innovative mentality.

In a recent conversation the researcher had with the acting Registrar of MUCG, he stated that the university authorities have and will continue to invest heavily in providing the needed facilities to guarantee that everything including teaching and learning activities runs smoothly. He also said the library which helps promote teaching and learning has expanded its resources and services including the delivery of ERs with the aim of providing the relevant educational materials to both faculty and students to ensure the highest standard in the course of teaching and learning and to help churn out students with high intellectual capabilities, students who will fit in all spheres of the

economy and students who will be global citizens.

However, some anecdotal information gathered on the campus of MUCG revealed that students and faculty were not aware of the availability of ERs at the university library hence did not use these ERs after the upgrading of the library's facilities and resources. Further investigation is therefore needed to ascertain if indeed ERs were available at the MUCG library, students and faculty were aware of the availability of these ERs, whether they had access to these ERs and whether these ERs were used by Methodist University College faculty and students to support teaching, learning and research, and the difficulties they encounter in accessing and using these ERs. Finding answers to these questions would ensure that students and faculty derive the full benefits of using ERs in the teaching, learning and research process when management of MUCG make relevant ERs available, ensure easy access to them and resolve the hindrances faced by students as well as faculty in accessing these ERs. The following research questions were framed to guide the research:

1. What electronic resources are available at the Methodist University College library are faculty and students aware of?
2. In what ways do faculty and students at the Methodist University College use electronic resources to support teaching and learning?

Research Method

The exploratory sequential mixed methods design was used in the study. A series of methods is used by researchers in this design to sequentially collect qualitative data followed then by quantitative data, analyse the qualitative data sets first before analysing the quantitative data sets. According to Creswell and Clark (2014), the intention or reason for adopting this mixed method design is for the quantitative data to build on the results of the qualitative data thus the choice of the qualitative research aspect of exploratory sequential mixed methods design aids in a better understanding of the quantitative research elements in order to generate a thorough and legitimate knowledge of the awareness and use of accessible ERs by MUCG students and teachers.

The quantitative component of an exploratory sequential mixed methods design was favoured because it did not only help to identify important issues when needed or to test the validity of qualitative findings on a wider population but also ensured the development of sound quantitative instruments and to a large extent the active engagement of the population under research in the refinement of research instruments and measurements, hence boosting the ecological validity of these instruments and methods (Andrew & Halcomb, 2009).

The exploratory sequential mixed methods approach used in this study aligns with pragmatism's philosophical principles. Pragmatic researchers recognize that there are many different ways to see the world and conduct research, that no single point of view can ever present the full picture, and that there may be multiple realities. As per Sandelowski (2000), mixed methods research, which combines data gathered from

many approaches, produces research claims that are stronger and have the ability to persuade policymakers.

As a result, qualitative information in the form of revelations from an observation guide was elicited for analysis. The data collected helped in understanding the problem under investigation and to also know the areas and themes to further seek information on. The quantitative data produced from self-administered questionnaires distributed to MUCG students and teachers on the study's objective was supplemented by the analysis of quantitative data derived from self-administered questionnaires on the study's purpose. The quantitative data helped to explain the areas and themes derived from the qualitative data for better understanding of the problem. Thus, the exploratory sequential mixed methods approach was chosen since, in addition to assisting in ensuring and assuring the objectives of confirmation, its application clearly ensures that the study's conclusions are not based on rumours but rather on evidence acquired.

Population: The population for the research included faculty and students of the MUCG. The total population of students at MUCG is 3,000 while the total number of staff both teaching and non- teaching staff is 340. Out of the number of staff 58 are teaching staff and 282 are non-teaching staff. For the purposes of this research, the teaching staff was primarily employed in this study because they had the requisite knowledge and information on the awareness and usage of available ERs at the MUCG. Thus, in all, 3058 respondents constituted the population for this study as they were the ones who could provide adequate information regarding the problem under investigation. The breakdown of the students and faculty population are shown in Table 1.

Table 1: Population

Level of Students	Population
Level 100	558
Level 200	440
Level 300	375
Level 400	322
Level 600	620
Level 650	685
Faculty of MUCG	58
Total	**3058**

Source: Researchers' field survey, 2021

Sampling Procedure

Taking into consideration the overall purpose, research questions posed, research design selected for this study, the sample size of 405 was calculated using the sample size determination table developed by Krejcie and

Morgan (1970). There were 347 students who took part in the survey, as well as 58 teachers who participated.

The sample of student respondents was selected from a population of 3000 carefully chosen using the sample size determination table by Krejcie and Morgan (1970) predicated on a 0.5 error margin and a 95% level of confidence. According to Krejcie and Morgan, a sample of 341 respondents is estimated for a population of 3000 respondents. However, in order to ensure the research's dependability, the researcher felt it was necessary to expand the sample size from 341 to 347 in order to account for the possibility of some respondents failing to complete the questionnaire. The estimated sample size was considered large and appropriate for the research. The larger the sample size, the lower the risk of generalizing findings to the entire population (Saunders et al, 2009).

As a result of the students grouped into levels and programmes, the proportionate stratified sampling was used. The sample of 347 respondents was derived proportionately to the population of respondents in each of the levels. This approach ensured the unbiased representation of students at all the levels. The second phase employed the use of the simple random sampling approach to choose the needed stratified sample size for students from all levels. This approach produced a total of 347 respondents.

Because the population was relatively large and comparable in the features under study, a simple random sampling technique was chosen to allow the selection of a characteristic group of each section of the population. The formula consisted of the total number of students at each level divided by the institution's entire target population and multiplied by the sample size. For example, the overall number of students in level 100 was 558, the total student population was 3000 and the desired sample was 347. Therefore, the number of level 100 students for the study was 558÷3000×347= 64.5. Thus, a total of 65 students were chosen from all the level 100 students. The same formula was used to choose the other students from the various levels. So, the number of level 200 students selected was 440÷3000×347=51. Consequently, a total of 51 students were chosen from the level 200 student population. For level 300 students, it was 375÷3000×347= 43.3. Therefore, the total level 300 students selected was 43. This formula was recurring for all the other students selected from the various levels.

The lottery method associated with the simple random sampling technique was adopted to randomly pick the respondents. In using the lottery method of sampling, the researcher established a sampling frame which comprised an alphabetical list of names of students in the various programmes based on their level. The names listed in the sampling frame were then assigned with numbers. These numbers were then written on sheets of paper and these papers folded. They were then put in a small container, mixed carefully and the numbered papers randomly picked without replacing the picked papers. The number on a paper chosen was recorded to match to a student name on the list. This procedure was repeated till the desirable number of participants was chosen. This approach was continually done at all the

levels to choose the 347 respondents and to certify that all students at the respective levels had an equal opportunity of being chosen. The choice of the sample size was proportional to the entire number of students at every level.

On the part of the members of the teaching staff, the census survey was employed. A census is a means of gathering and recording information on all members of the population in a systematic manner (Fowler, 2013). Due to the nature of the study, the census was considered suitable for the research considering the number of faculty at the two campuses of MUCG. The total number of teaching staff was 58; thus, they were all employed for this research. Even though the study envisaged using the entire 58 teaching staff in the study, due to some unforeseen circumstances encountered by some of the teaching staff, only 50 teaching staff participated in the study. Three (3) faculty members were on an official assignment outside the Greater Accra Region with two (2) other faculty members on sick leave. The remaining three (3) faculty members did not take part in the research study as a result of personal problems they did not want the researcher to know about. The distribution of the sample of students and faculty is shown in Table 2.

Table 2: Sampling size

Level of Students	Sample
Level 100	65
Level 200	51
Level 300	43
Level 400	37
Level 600	72
Level 650	79
Faculty of MUCG	50
Total	**397**

Source: Researchers' field survey

Data Collection Instruments

The data collection was done employing an observation guide and a self-administered questionnaire. The purpose of this guide was to help the researcher ascertain whether there were ERs available at the MUCG library. The questionnaires were made up seven sections: Section A, B, C, D, E, F, G. Section A consisted of personal and demographic information on gender, position and academic qualification. Section B aimed at finding out the availability of e-resources, and Section C assessed the awareness of faculty and students regarding the availability of e-resources at MUCG. Section D wanted to find out the kind of training programs

organised for faculty and students on the access of e-resources at MUCG. Section E aimed to find out how faculty and students accessed e-resources while Section F assessed the use of e-resources by faculty and students at MUCG. Lastly, Section G examined the challenges faced by faculty and students in the access and use of e-resources. Section D, E, and F used a four-point Likert scale using answers extending from strongly disagree (1) to strongly agree (4) that elicited respondents' opinions on the awareness, and usage of available e-resources at MUCG. The Likert scale is among the most commonly used procedures to measure behaviours and views (Ary et al, 2002).

Data Processing and Analysis

In this study, research question one was thematically analysed with descriptive statistics adopted to analyse research question two that were formulated to direct the research. Descriptive statistics was used because it enabled me to analyse and describe the data for the purpose of addressing each precise research question in the research (Pallant, 2005).

Then, the test items were coded. Thirdly, after coding, the information was then entered into the Statistical Package for the Social Sciences (SPSS) version 23.0 for the data to be analysed. Descriptive statistics specifically pie chart, means, frequency tables, bar graph and standard deviations were employed to analyse the data collected. This was due to the fact that according to Boone and Boone (2012), descriptive statistics are appropriate for analysing the responses to items on Likert scale questionnaire particularly using the mean to measure for the central tendency and standard deviations for variability.

Results and Discussion

1. **What electronic resources available at the Methodist University College library are faculty and students aware of?**

A critical aspect regarding the access to and usage of ERs to positively promote research and teaching and learning according to literature (Aina, et al., 2008) is the awareness of both students and faculty of the ERs the library has and adequate information and knowledge of how to access and use the e-resources the library has subscribed to. To them, whenever library customers have enough knowledge about the resources available, they are more likely to use them when the need arises. Participants were requested to specify which ERs they were aware were supplied by the university's library, in keeping with this assumption. The data collected and analysed from section c of the students' questionnaire (see Appendix B) is represented in Table 3.

Table 3: Electronic resources students are aware is provided by the library

Items	Responses N
OPAC local	194
OPAC public	178
Sage Journals	176
Emerald	137
JSTOR	134
D Space	121
Edinburg University Press Journal	113
EBSCO host	112
Taylor & Francis	111
CD-ROM	101
Oxford Journals	88
Euclid Maths & Statistics Online	85
Sage Research Methods	75
Edward Elgar Publishing	69
OARE Science	62
AGORA	30
HINARI	29

From Table 3, the top three ERs students are aware is available in the MUCG library are: OPAC local (n=194), OPAC public (n=178) and Sage Journals (n=176) whereas the three lowest ERs available in the MUCG library included: OARE Science (n=62), AGORA (n=30) and HINARI (n=29). This is a clear indication that learners are aware of the availability of ERs at the MUCG library.

Table 4: Electronic resources faculty are aware is provided by the library

Items	Responses N
JSTOR	41
Emerald	36
Sage Journals	34
Taylor & Francis	32

OPAC local	18
OPAC public	13
CD-ROM	13
Sage Research Methods	12
EBSCO host	8
OARE Science	6
D Space	5
Euclid Maths & Science Online	2

Table 4 reveals that, the three topmost ERs faculty are aware is available in the MUCG library are: JSTOR (n=41), Emerald (n=36) and Sage Journals (n=34) while the three bottommost electronic resources available in the MUCG library were: EBSCO host (n=8), OARE Science (n=6) and D Space (n=5). Despite the differences in the ERs in Tables 3 and 4, the overall implication of this finding for the research is that students and faculty of Methodist University College affirm their awareness of the availability of ERs in their institution specifically the library. The finding also affirms students' and faculty's agreement to the fact that OPAC local, SAGE Journals, OPAC public, JSTOR and Emerald are the most common ERs they are aware is available to students and faculty at the university.

However, it is worth noting that when you compare the ERs students and faculty claim they are aware is available at the MUCG library to the actual ERs being provided, it will not be wrong to say that what students and faculty are aware to be available at the library is only a small fraction of the entire ER collection at the MUCG library. Inference can thus be made that the level of awareness of faculty and students regarding ERs available at the MUCG library is relatively low. This finding therefore does not corroborate findings from studies by (Chandrakumar, 2009 and Saikia, 2007) on the level of awareness and use of ERs at the University of Madra and Tezpur University in India respectively which revealed high awareness levels and usage of ERs by both faculty, students and researchers. It can therefore be concluded that faculty and students at Methodist University College even though are somewhat aware of the availability of ERs at the university library, their level of awareness is surprisingly low.

2. **In what ways do faculty and students at the Methodist University College use electronic resources to support teaching and learning?**
   In order to assess the ways faculty and students use ERs to aid teaching and learning, a Likert scale questionnaire item was established and used. The finding to the item from students is presented in Table 5.

Table 5: Students' use of electronic resources

Items	Mean	Standard Deviation	Decision
conducting research	3.31	.613	Strongly Agree
completing my assignment	3.21	.635	Strongly Agree
writing my project work	3.10	.758	Strongly Agree
updating my notes	2.71	.731	Strongly Agree
writing articles for publication	2.35	.687	Strongly Disagree
using it for other purpose than my academics	2.20	1.039	Strongly Disagree

It is realised from Table 5 that, a higher number of the respondents (students) concurred to most of the statements on how they used ERs. For instance, respondents overwhelmingly agreed to using ERs to complete their assignments (M=3.21, SD=.635), conducting research (M=3.31, SD=.613), using it to write project work/thesis (M=3.10, SD=.758) and for updating their notes (M=2.71, SD=.731). However, the respondents disagreed to the statements that they used ERs to write articles for publication (M=2.35, SD=.687) and using it for other purposes than academics (M=2.20, SD=1.039). It is worth noticing that all the uses of ERs agreed to by students is in tandem with their quest to obtain academic certification from their institution. The result on the item regarding the use of ERs by faculty is presented in Table 6

Table 6: Faculty's use of electronic resources

Items	Mean	Standard Deviation	Decision
preparing teaching & lecture materials	3.82	.388	Strongly Agree
writing articles for publication	3.72	.454	Strongly Agree
Preparing assignments for students	3.62	.490	Strongly Agree
writing project proposals	3.34	.479	Strongly Agree
preparing seminar/ conference papers	3.30	.909	Strongly Agree

From Table 6, it is seen that every participant (faculty) agreed to the assertions on how they used ERs. Respondents strongly agreed to using ERs for writing articles for publication (M=3.72, SD=.454), preparing teaching/lecture materials (M=3.82, SD=.388), preparing assignments for students (M=3.62, SD=.490), writing project proposals (M=3.34, SD=.479) and lastly for preparing seminar/conference papers (M=3.30, SD=.909). This is not surprising because faculty in tertiary institutions aside from their academic responsibilities are expected to publish articles in their field of expertise to ensure career progression. Also, they are engaged in other sectors of the economy hence they take on other responsibilities beyond their scholarly work. The outcome of this research confirms what literature (for example Bhukuvhani, Chiparausha and Zuvalinyenga, 2012; Brown, Lund and Walton 2007) state that ERs was used by faculty and students to gather current information to aid in their teaching, learning and research. It can thus be concluded that faculty and students of MUCG use ERs to promote the advancement of the teaching and learning process.

Conclusion

The following conclusions are reached as a result of the study's primary findings:

First, considering the finding that the MUCG library has available in its possession up-to-date ERs, it can thus be concluded that the MUCG has provided and continues to provide appropriate ERs to both students and faculty to aid the university's teaching, learning, and research processes.

Second, the findings show that the three major ERs available at the MUCG according to students are: OPAC local, OPAC public and Sage Journals while that of faculty are: JSTOR, Emerald and Sage Journals. These ERs are in line with what literature (Adeniran, 2013; Bassi, 2011 & Aina et al, 2008) claim ought to be available in every tertiary institution. It can thus be concluded that, the MUCG library has in stock relevant, popular and current ERs for use by students and faculty.

Third, regarding the finding that students and faculty are familiar with some of the MUCG library's ERs, it can then be concluded that the MUCG library has not been educating students and faculty about all the ERs they have hence the reason why the ERs offered and given by the MUCG library are not well known by students and faculty.

Again, the finding signifying that the three major ways MUCG students' access ERs are through: common search engines like google, yahoo, the library's electronic system and through the library's internet access point and this is no surprise as literature supports this finding. It can therefore be concluded that students are not fully benefitting from the ERs since they may not have full access to some of the electronic needed to promote their academic work.

Also, considering the finding that generally faculty of MUCG access ERs via popular search engines like google, yahoo, through other avenues and through the library's internet access point. It can be concluded that faculty are not fully benefitting from the ERs since it is possible that they won't be able to get access to all the

ERs, they need to ensure a smooth teaching and research process.

Sixth, in line with the finding that students used ERs to complete their assignment, conduct research, write their project work and for updating their notes, it is possible to deduce that, students used ERs to accomplish their core mandate of learning and research.

Again, regarding the finding that revealed that generally, a greater number of students (n=193, 55.7%) did not use ERs to write articles for publication and for other purposes than their academics (n=195, 56.2%). This suggests that postgraduate students of MUCG are not able to write articles for publication, hence it can be concluded that MUCG is not going the extra mile to prepare postgraduate students with the needed skills and techniques when it comes to article writing.

Lastly, the finding that disclosed that the three topmost challenges that faculty faced when accessing ERs are: poor internet connectivity, absence of information on ways to use e-resources and off-campus access problems. It can therefore be concluded that the university management as well as the library management are not investing in material and human resources which perhaps prevented faculty from achieving all their set goals regarding the teaching, learning and research process.

Recommendations

Bearing in mind the research results and the inferences drawn, the resulting recommendations are given to guarantee that the findings of this study inure to the benefit of all associated with MUCG:

1. It is irrefutable that the MUCG library has relevant and up-to-date electronic materials available for students and teachers to utilize. Yet, students and faculty are not aware of all the ERs provided and available for use at the MUCG library. Also, a greater number of faculty and students were made aware of these ERs through their colleagues rather than from the library. It is therefore recommended that the MUCG continue to provide current ERs for use by students and faculty and also organise more training seminars for students and faculty to enable them know all the ERs provided and available at the MUCG library. This will help to promote the smooth running of the teaching, learning and research process through the effective and efficient use of these resources.
2. Grounded on the fact that majority of faculty and students access ERs through common search engines like google and yahoo, it is recommended that the MUCG library makes the conscious effort to improve its access terminals and introduce students and faculty to the library's electronic system. This would ensure that faculty and students have interrupted access to all the ERs at the library which would ensure that they fully benefit from these ERs.
3. It is a fact that generally, faculty and students use ERs to promote the smooth running of the teaching, learning and research process. However, looking at the evidence that

postgraduate students usually did not use ERs to write articles for publication considering that they access tertiary education with the goal of developing their full potential, it is recommended that the MUCG library together with faculty institute a training program to teach students the skills and techniques of writing articles. Also, it is recommended that students and faculty continue to use ERs to achieve other mandates too.

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