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LEVEL OF AWARENESS AND USE OF ELECTRONIC LIBRARY RESOURCES IN UNIVERSITY OF IBADAN

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ABSTRACT
This study investigated the level of awareness and use of electronic resources in the library of the University of Ibadan. The research design was the descriptive survey method, which enabled qualitative description and interpretation of existing conditions with respect to awareness, availability and use of e-resources among undergraduates in Kenneth Dike Library, University of Ibadan. The study established that awareness and use of electronic resources by the undergraduates to be very high. However, these undergraduates faced a number of challenges. Hence, there is need to provide them with adequate e-resources in the library in order to enhance the awareness of e-resources by undergraduates.

Keywords: Awareness; Use of Electronic Resources; Library.

Introduction
Library is central to learning because of the library resources which learners depend on. These resources can be classified into two broad categories, namely (i) physical library resources and (ii) electronic library resources. The amount and variety of information content in electronic form is growing (Fabunmi, 2009). The physical library resources are in form of objects. They include hard copies of books, artifacts, and other library objects that can be touched and carried. The electronic resources may require subscription by the library management and every user may have to input password and User ID before access is granted while some can be accessed without restrictions. Electronic resources also provide access to current information as these are often updated frequently. The embrace and acquisition of electronic library resources is a global phenomenon. Virtually all libraries are striving to acquire electronic library resources.

Most university libraries in Africa have acquired large quantity of electronic library resources, but the demand and pressure on printed materials persist in these libraries (Fabunmi, 2009). The innovation of computer and internet technologies aided the rapid development of the electronic library resources (Tompsett and Alsop 1997). Some scholars (Watts and Ibegbulam, 2006; Fabunmi, 2009) believe that virtually all information will eventually be electronically accessed. Watts and Ibegbulam (2006) argued that faculty members derived a lot of benefits from the use of e-resources. Many of them were of the opinion that e-resources

are considerably easy to locate and the literature search technology also serve as an essential research tool. Fabunmi (2009) explained that the physical library resources are increasingly being captured, processed, stored and disseminated in the electronic format.

Electronic library resources include the following; OPAC, CD-ROMs, Online-Databases, E-journals E-books, Internet resources. Fabunmi (2009) recorded that electronic resources are information resources which are available in computer process-able forms. Examples of electronic resources databases include the following; Academic Journal, AJOL, HINARI, AGORA, E-JOURNALS, TEEAL, OARE, E-BOOKS, DOAB, BOOKBOON, MATH SCINET, SCIENCE DIRECT, LEXISNEXIS, JAPEE DIGITAL and the like.

Awareness is a key factor in the use of electronic library resources as patrons can only use these resources when they are aware of their availability (Fabunmi, 2009). Awareness of electronic resources simply means that users of the library have information and knowledge of e-resources to which the library subscribed. When library users have enough information on resources that are available in the library, they are encouraged to use them as the need arises. Angello (2010) asserted that the rate of awareness of electronic resources among livestock researchers in Tanzania was very low. When users of the library are informed of the available materials, it is expected that those resources should be well organized for easy access.

The utilization of electronic library resources depends on their availability and prospective users' awareness of the availability of such resources in the libraries. The libraries may be physical or online. Though there is a steady growth in the use of the electronic library resources in most university libraries in Africa, certain barriers impede access and use of these electronic library resources (Fabunmi, 2009). Many scholars have studied the barriers or factors that hinder the use of e-resources by students and as well as faculty members. Some literature on e-resources reports the following user-centered barriers to the use of e-resource: a lack of skills in how to use information sources, a lack of appropriate reward for electronic scholarly communication, a lack of consistent technical support and provision, incessant electric power failure and a lack of time to be spent on searching for information (Macias-Chapula 1995; Tompsett and Alsop 1997; Ray and Day 1998; Oduwole, 2003; Watts and Ibegbulam, 2006). Bar-Ilan, Peritz and Wolman (2003) investigated the importance of e-resources and found that undergraduates made use of them frequently in order to improve their academics. Dilek-Kayalou (2008) affirmed that majority of the respondents supported the transition from print to e-resources.

The awareness of the advantages of electronic resources in university libraries seems to be growing throughout the world. However, the use of these resources seems

not to have grown at the same proportion with the growth of the awareness of the efficacy of easy access to wide range of library resources through the use of electronic library resources. Against this background therefore, this study investigates the awareness and use of electronic resources by undergraduate students in the selected African University Library: Kenneth Dike Library, University of Ibadan, Nigeria.

Statement of the Problem

Library users in advanced countries like the United Kingdom, Germany, France and United States of America are embracing the use of e-resources, because of its multiple advantages. Such advantages include: Access to digital libraries, online newspapers, OPAC, mailing lists, e-mails, e-encyclopedia, and e-books. E-resources enable the library users to have access to information from full databases, to participate in e-conferences and to have access to online multimedia collections. However, in developing countries like Nigeria, Ghana, Togo and Chad library users still stick to the use of printed books. Some of the factors may account for the low patronage of e-resources in developing countries include low awareness level, time consuming, high cost, limited access to computer terminal inadequate ICT skills, poor electric power supply, poor network, absence of workable policy on ICT use and negative attitude to ICT. In Nigeria, university libraries have started investing in e-resources. Availability of e-resources is one of the criteria for accreditation of universities. Most universities in Nigeria subscribe for e-resources (Fabunmi, 2009). The Kenneth Dike Library is the main library at the University of Ibadan. The library has acquired all sorts of e-resources, but anecdotal observation show that most library users still prefer consulting hard copies. The study, therefore, sought to investigate the awareness and use of e-resources in Kenneth Dike Library, University of Ibadan.

Research Questions

This research is guided by the following research questions based on the problem stated above.

1. What are the various electronic resources which are available at the Kenneth Dike Library?
2. To what extent are the undergraduates aware of available e-resources?
3. How frequently do undergraduates use these electronic resources?
4. What are the challenges faced by the undergraduates while using electronic resources?

Research Method

The research design used for this study was the descriptive survey method. The designed was considered to be the most suitable going by the nature of the study which is to describe and interpret existing conditions with respect to awareness, availability and use of e-resources among undergraduates in Kenneth Dike library University of Ibadan. Though the population for this study was 12,000 final year (400 level) undergraduates in the university, the target population was 1,200

final year (400 level) undergraduates from two of the fourteen faculties in the university. The sample comprised 150 final year (400 level) undergraduates who were randomly chosen from two departments in the two faculties. The sole research instrument used for this study was the questionnaire. It was designed by the researcher and modified by the supervisor for the study. It was used to collect user's vital information from the library users in KDL in University of Ibadan. A closed questionnaire which was It was divided into various sections. Sections A: Deals with the background information such as age, gender, religion, faculty, department and nationality; Section B: Solicits information on the e-resources available at the Kenneth Dike Library; Section C: Seeks for information on the level of awareness of e-resources by undergraduates; Section D: Is designed to obtain information on the frequency of do use these e-resources; and Section E: Solicits for the challenges of using e-resources. The research instrument is a 10-items questionnaire designed with important questions to test the response of students, in view to ascertain the level of awareness and use of Library e-resources by undergraduates' students in University of Ibadan. Copies of the questionnaire were administered personally and also collected by the researcher. The responses will be analyzed and processed using Simple Statistical Technique. Simple percentage analysis would be carried out with the use of Statistical Package for Social Sciences (SPSS) to analyze the data collected with a view to provide answers to the research questions; and Correlation will be used to test the relationship between awareness and use of e-resources.

Presentation of Results

This section is presented under the research questions.

Research Question 1: What are the various electronic resources which are available at the Kenneth Dike Library?

Table 1: Available electronic resources

S/N	E-resources availability	Not aware	Little extent	Highly extent	Very high extent	Mean	S.D.
1	E-journals	32	33	50	35	2.59	1.07
		21.3%	22.0%	33.3%	23.3%		
2	E-Magazines	37	44	54	15	2.31	0.96
		24.7%	29.3%	36.0%	10.0%		
3	OARE	65	26	12	47	2.27	1.31
		43.3%	17.3%	8.0%	31.3%		
4	E-thesis	45	41	47	17	2.24	1.01
		30.0%	27.3%	31.3%	11.3%		
5	AGORA	62	27	40	21	2.13	1.11
		41.3%	18.0%	26.7%	14.0%		
6	JSTOR	60	43	23	24	2.07	1.09
		40.0%	28.7%	15.3%	16.0%		
7	Teeal	71	25	40	14	1.98	1.06
		47.3%	16.7%	26.7%	9.3%		
8	BIOONT	76	36	26	12	1.83	0.99
		50.7%	24.0%	17.3%	8.0%		
	Grand mean	**2.18**					

Sources: Field survey 2015

Table 1 that by the combined response under high extent, very high extent and little extent, majority of the respondents 118 (56.6%) indicated that they were aware of e-journals (mean = 2.59 and standard deviation = 1.07); 113 (75.3%) of the respondents held that they were aware of e-magazines (mean = 2.31 and standard deviation = 0.96). Also, 85 (56.6%) were aware of OARE (mean =2.27 and standard deviation = 1.31). In addition, 105 (69.9%) of the respondents were aware of e-thesis (mean =2.24 and standard deviation = 1.01) Furthermore, 88 (58.7%) of the respondents were aware of AGORA (mean = 2.13 and standard deviation = 1.11). 90(60%) were aware of JSTOR (mean = 2.07 and standard deviation = 1.09). Moreover, 79(52.7%) of the respondents were aware of TEEAL (mean = 1.98 and standard deviation = 1.06). 74 (49.3%) of the respondents were aware of BIOONT (mean = 1.83 and standard deviation = 0.99). Majority of the undergraduates in University of Ibadan are aware of the various e-resources which are; e-journals and e-magazines, OARE, E-thesis, AGORA, JSTOR, Teeal and BIOONT as stated in table 2. It shows most undergraduates were aware of e-resources and this agreed with Dilek-Kayalou (2008) which was stated on the use of e-journals by Faculty at Istanbual University, also affirmed that majority of the respondents supported the transition from print to e-resources.

Research Question 2: To what extent are the undergraduate aware of available resources?

TABLE 2: The extent to which undergraduates are aware of available resources

S/N	Awareness of E-Resources	Never	Low extent	High extent	Very high extent	Mean	S.D.
1	E-journal	32	34	50	34	2.57	1.06
		21.3%	22.7%	33.3%	22.7%		
2	OARE	63	29	25	33	2.19	1.20
		42.0%	19.3%	16.7%	22.0%		
3	JSTOR	59	30	36	25	2. 18	1.13
		39.3%	20.0%	24.0%	16.7%		
4	AGORA	61	33	37	19	2.09	1.08
		40.7%	22.0%	24.7%	12.7%		
5	Proquest	66	27	44	13	2.03	1.04
		44.0%	18.0%	29.3%	8.7%		
6	The World Bank Group	69	28	36	17	2.01	1.08
		46.0%	18.7%	24.0%	11.3%		
7	Teeal	72	27	36	15	1.96	1.06
		48.0%	18.0%	24.0%	10.0%		
8	DOAJ	77	25	28	20	1.94	1.11
		51.3%	16.7%	18.7%	13.3%		
9	BIOONT	75	25	34	16	1.94	1.08
		50.0%	16.7%	22.7%	10.7%		
Grand mean	**2.10**						

Sources: Field survey 2015

In order to determine the extent to which the respondents are aware of the available e-resources in Table 2 indicates that (Very high extent, Very high, low extent

combined), 118 (78.7%) of the respondents were aware of e-journals (mean = 2.57 and standard deviation = 1.06). 87(58%) of the respondents were aware of OARE (mean = 2.19 and standard deviation = 1.20. 91(60.7%) of the respondents were aware of JSTOR (mean = 2.18 and standard deviation = 1.13). While, 89(59.4%) of the respondents were aware of AGORA (mean = 2.09 and standard deviation = 1.08). In addition, 84(56%) of the respondent were aware of Proquest (mean = 2.03 and standard deviation = 1.04). 81(54.7%) of the respondents were aware of The World Bank Group (mean = 2.01 and standard deviation = 1.08). In addition 78(52%) of the respondents were aware of Teeal (mean= 1.96 and standard deviation = 1.06). And 73(48%) of the respondents were aware of DOAJ (mean = 1.94 and standard deviation = 1.11). Furthermore, 75(50%) of the respondents were aware of BIOONT (mean = 1.94 and standard deviation = 1.08).

The above results show the extent to which University of Ibadan undergraduates are aware of available resources. ICT has made the undergraduate to be knowledgeable about the various e-resources which are available, and it has made it really made it easier for students to search for materials online which are relevant to their various discipline. Therefore, findings from this study indicated that students from University of Ibadan were aware of e-journals, OARE, JSTORAGORA, Proquest, The World Bank Group, Teeal, DOAJ and BIOONT as stated in Table 3. This finding from this study is related to Angello (2010) asserted that the rate of awareness of electronic resources among livestock researchers in Tanzania was very low.

Research Question 3: How frequently do use undergraduate use these e-resources?

Table 3: The frequency of how undergraduates use e-resources

S/N	Use of E-Resources	Not at all	Not so frequently	Frequently	Very frequently	Mean	S.D.
1	E-books	17	26	54	53	2.95	0.99
		11.3%	17.3%	36.0%	35.3%		
2	E-journals	23	27	67	33	2.73	0.97
		15.3%	18.0%	44.7%	22.0%		
3	JSTOR	54	34	41	21	2.19	1.08
		36.0%	22.7%	27.3%	14.0%		
4	AGORA	59	36	36	19	2.10	1.07
		39.3%	24.0%	24.0%	12.7%		
5	OARE	63	35	41	11	2.00	1.00
		42.0%	23.3%	27.3%	7.3%		
6	Teeal	68	47	18	17	1.89	1.01
		45.3%	31.3%	12.0%	11.3%		
	Grand Mean	**2.31**					

Sources: Field survey 2015

Table 3 indicates that 133 (88.6%) said that they make use of e-books frequently (mean = 2.95 and standard deviation = 0.99). 127 (84.4%) of the respondents make use of the e-journals frequently (mean = 2.73 and standard deviation = 0.97). Furthermore,

96(64%) of the respondents make use of JSTOR frequently (mean = 2.19 and standard deviation = 1.08). In addition, 91(60.7%) of the respondents make use of AGORA frequently (mean = 2.10 and standard deviation = 1.07). 87(57.9%) of the respondents make use of OARE frequently (mean = 2.00 and standard deviation = 1.00). 87(54.6%) of the respondents make use of Teeal frequently (mean = 1.89 and standard deviation = 1.01).

Most of the undergraduates in University of Ibadan make use of e-journals, e-books, JSTOR, AGORA, OARE and Teeal frequently as stated in Table 4.2.3. This agreed with Bar-Ilan, J., Peritz, B. C. and Wolman Y. (2003), in their study they identified the importance of e-resources and how undergraduates make use of them frequently in order to improve their academics.

Research Question 4: What are the challenges faced by undergraduate students who registered in Kenneth Dike Library University of Ibadan when using e-resources?

Table 4: Challenges faced by undergraduates who registered in Kenneth Dike Library

S/N	Challenges of using E-Resources	SD	D	A	SA	Mean	S.D.
1	Incessant electric power failure reduces access to the e-resources	12 8.0%	16 10.7%	46 30.7%	76 50.7%	3.24	0.94
2	Lack of access to e-resources in other libraries	16 10.7%	38 25.3%	55 36.7%	41 27.3%	2.81	0.96
3	Low internet connectivity	15 10.0%	39 26.0%	61 40.7%	35 23.3%	2.77	0.92
4	There are no capable Liberians to guide users on the use of e-resources	19 12.7%	42 28.0%	58 38.7%	31 20.7%	2.67	0.94
5	The high cost of interest browsing is also a problem	20 13.3%	40 26.7%	63 42.0%	27 18.0%	2.65	0.93
6	Accessing the e-resources takes a lot of time	22 14.7%	43 28.7%	56 37.3%	29 19.3%	2.61	0.96
7	Low self-concept of users who often doubt their ability to access e-resources	26 17.3%	40 26.7%	52 34.7%	32 21.3%	2.60	1.01
8	Poor maintenance culture	18 12.0%	47 31.3%	68 45.3%	17 11.3%	2.56	0.85
9	Low ICT skill constitutes a problem each time I want to access e-resources	22 14.7%	58 38.7%	51 34.0%	19 12.7%	2.45	0.89
Grand mean	**2.71**						

Source: Field survey 2015

Table 4 shows that combining responses under strongly agree and strongly disagree, majority of the respondents 138(81.4%) of the respondents agreed that incessant electric power failure reduces access to the e-resources, is one of the challenges faced by undergraduate's (mean = 3.24 and standard deviation = 0.94). 134(62%) of the respondents agree that lack of access to e-resources in other libraries (mean 2.81 and standard deviation = 0.96). 135(90%) of the respondents agrees that low internet connectivity, is one of the challenges (mean = 2.77 and standard deviation = 0.92).

Furthermore, 131 (87.4%) of the respondents agrees that there are no capable librarians to guide users on the use of e-resources (mean = 2.67 and standard deviation = 0.94). 130 (86.7%) of the respondents agrees that the high cost of interest browsing (mean = 2.65 and standard deviation = 0.93). In addition, 128(85.3%) of the respondents agrees that accessing the e-resources takes a lot of time (mean = 2.61 and standard deviation = 0.96). Furthermore, 124(82.7%) of the respondents agrees that low self-concept of users who often doubt their ability to access e-resources (mean = 2.60 and standard deviation = 1.01). 132(87.9%) of the respondents agrees that poor maintenance culture (mean = 2.56 and standard deviation = 0.85). Furthermore, 128(85.4%) of the respondents agrees that low ICT skill constitutes a problem each time I want to access e-resources (mean = 2.45 and standard deviation = 0.89).

The challenges encountered by undergraduates when they make use of e-resources can contribute negatively when they are making use of the e-resources. Findings affirmed that the major challenges of undergraduate in the University of Ibadan when they are making of the e-resources was as follow: Incessant electric power failure reduces access to the e-resources, lack of access to e-resources in other libraries, low ICT skill constitutes a problem each time I want to access e-resources, poor maintenance culture, low self-concept of users who often doubt their ability to access e-resources, accessing the e-resources takes a lot of time, the high cost of interest browsing is also a problem, there are no capable Liberians to guide users on the use of e-resources, and low internet connectivity. Past studies such as Fabunmi, (2009) and Oduwole (2003) stated they are various challenges faced by undergraduates and these challenges was: lack of ICT and power supply outage as the constraints towards the use of electronic resources among students and faculty members respectively. This then implies that these challenges are not taken into consideration, it will jeopardize the awareness of e-resources of these undergraduates in University of Ibadan, thereby making them end up in frustration when they want to make use of the e-resources.

Conclusion and Recommendations

The study established that the undergraduates were aware of the availability of the electronic library resources and they used these resources for their studies. The students make use of internet facilities and other electronic resources for their academic programs in the library. The students were able to locate the electronic resources in the library. The study confirmed the problem of difficulty in incessant electricity power failure reduces access to the e-resources, low internet connectivity, the high cost of interest browsing is also a problem and poor maintenance culture. Information and Communication Technologies has brought tremendous change about electronic resources in the libraries and the world around. Universities are not left behind as electronic resources penetrate educational institution. Students still perform well in the

selected universities even though an electronic resource was not highly utilized.

This research has contributed to knowledge by showing that the students perceive awareness to be beneficial in performing their activities but are not well utilized due to various factors. It was, therefore, recommended that:

1. The library should organize conferences, seminars and talk shows to enlighten students on the importance of electronic library resources.
2. The library should train the staff on how to make use of e-resources in the library.
3. The librarians should also make the library users to know that e-resources is very importance to library users in time of their academic work.
4. The librarians should promote current awareness services especially the e-resources.

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