Access and Use of E-Resources by the Lecturers and Students of School of Management and Information Technology in Modibbo Adama University of Technology, Yola

BY
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Abstract
Today the availability of e-resources in a university is very common. But their proper and maximum use is a matter for discussion. This study examines the use and access of various e-resource databases in Modibbo Adama University of Technology, Yola. The study specifically highlights the preferences and importance of online resources among the lecturers and students of the School of Management and Information Technology of the university. A total of 120 respondents, which represents the sample size of the study, were used to collect data for the purpose of analysis. The study found that MAUTECH, Yola does not have sound IT infrastructural facilities and only the well-known e-resources are preferably used by the students and lecturers, the rest of the e-resources i.e. e-bibliography, e-maps, e-thesis, e-books are comparatively less used.

Introduction

Advances in computer applications during the past few decades have brought radical changes in the way information is gathered, stored, organized, accessed, retrieved and consumed. The application of computers in information processing has brought several products and services to the scene. The Internet and the Web are constantly influencing the development of new modes of scholarly communication; their potential for delivering goods is quite vast, as they overcome successfully the geographical limitations associated with the print media. Further, the distribution time between product publication and its delivery has been drastically reduced. The Internet can be used for efficient retrieval and meeting information needs. This is very important for university libraries like Modibbo Adama University of Technology (MAUTECH) Library, since most of them call for more and more research work. This important fact is convincing many libraries to move towards digital e-resources, which are found to be less expensive and more useful for easy access. This is especially helpful to distant learners who have limited time to access the libraries from outside by dial-up access to commonly available electronic resources, mainly CD-ROM, OPACs and Internet, which are replacing the print media.

Information is an essential part of a nation's resources and access to it is one of the human rights. Information is not only a national resource vital for scientific and economic progress, but also a medium of social communication. However, access to information is a function of its availability. This is consequently dependent on the predisposition of the society. Although individuals and societies create or generate information independently and collectively, access to this information is only achieved when the originators recognise the right of access to it by others and as such package it in a form that will ease its accessibility.

Every piece of information has its target audience or expected users as intended by the originator of the information. Good access to information will enhance research. Thus reliable access to recorded knowledge is necessary to meet teaching and research requirements. It is necessary to devise and maintain aids which will help readers to locate information in this era of information explosion. Therefore it is unnecessary to have information unless it is made accessible to people that need them. There are six barriers to overcome to enable information access to be achieved. These are;

1. Identification-a suitable source needs to be identified;
2. Availability-the inquirer needs to be able to inspect the source or a copy of it;
3. Price to the user-the toil and trouble of acquiring it must be acceptable to the user;
4. Cost to the provider-what has to be expended by the provider of the information?
5. Cognitive access-the sufficient expertise of the enquirer to understand it;
6. Acceptability-the reluctance of the enquirer to accept a particular source as credible.

Thus each one of the dimensions constitutes a type of barrier to access. Hence each one must be satisfied if access is to be effected. Information use by individuals and societies ultimately differ because of differences in characteristics and disciplinal factors. Hence in order to meet the needs of information users adequately, emphasis must be placed on the predisposition of both the sender and receiver/user of the information. Information to be utilised must be properly stored, retrieved and made available in usable forms. The ultimate value of any information should be thought of in terms of uses being made of it and the subsequent impact it has on the users. This denotes that although information could be available and accessible, its value depends only on its utility function. Ehikhamenor (2003) in his study of the use and non-use of Internet facilities by the Nigerian University scientists, observed that although the internet culture is creating a new scientific communication system with new facilities that are competing with, and might replace, the present printed information sources, the scientists

were still heavily dependent on printed information resources like journal, indexes and abstracts.

Libraries have witnessed a great metamorphosis in recent years both in their collection development and in their service structure. Over the last several years, a significant transformation has been noticed in collection development policies and practices. Print medium is increasingly giving way to the electronic form of materials, Poornima (2005). A number of relevant studies have been carried out on the use of e-resources by teachers, students and research scholars of universities and research organizations. E-journals are becoming a basic need for the academic research scholars every day. E-resources can be good substitutes for conventional resources if the access speed is fast, access to all the important e-journals is provided and more computer terminals are installed to provide access to e-resources. Users use all the sources available to them regularly, like CD ROMs, online databases, Web resources and audio/video tapes. In his study Madhusudhan (2008) reported that Seventy-eight percent of the respondents feel that the use of the UGC-Infonet e-journals has created high dependency value on their research work and they needed current article alert services and electronic document supply services. Monawwer (2007) also reported from his findings that 67.64% of research scholars of faculty of science and 69.23% of research scholars of engineering use e-journals for research work whereas 35.29% of teachers use e-journals to update knowledge and 23.70% of engineering use these for study, Similarly, Naidu (2007) opined that availability and ease of accessibility of information causes the users to use electronic resources more frequently. Husain (2007) in his survey indicates that the use of e-resources in Jamia Milia Islamia is not satisfactory and needs constant guidance/orientation to enhance their usage,

Objectives

The objectives of this study are to determine the:

- availability of IT infrastructure in MAUTECH, Yola;
- Satisfaction of IT infrastructure in MAUTECH, Yola;
- different types of electronic resources used by lecturers and students of School of Management and Information Technology (SMIT) in MAUTECH, Yola;
- purpose and frequency of using the electronic resources and services available in MAUTECH, Yola by lecturers and students of School of Management and Information Technology ;
- accessibility of e-resources by lecturers and students of School of Management and Information Technology in MAUTECH, Yola

Methodology

The research design of the study was survey and limited to the lecturers and students of SMIT in MAUTECH, Yola with the target population of 62 Lecturers and 3275 Students. The researcher used proportionate sampling in drawing 120 respondents as the sample for the study. The data for this study were gathered from the questionnaire retrieved back from the respondents. Frequency tables and percentages were employed for the purpose of data analysis in this study. A total of 120 copies of the questionnaire were distributed to collect the primary data out of which 82 questionnaire were found usable for analysis. The Questionnaires were distributed randomly to the users. The collected data was analyzed and presented in the tabular form.

Results and Discussion

The table 1 below presents the responses on the availability of IT infrastructure in the University under study.

Table 1 shows that the majority of lecturers, 31 (59.62%), and students, 17 (56.67%), indicated that the existing IT infrastructure within the University is not adequate. Only 21(40.38%) lecturers and 13 (43.33%) students are of the opinion that the IT infrastructure of the University is adequate

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Table 1. Availability of IT Infrastructure in MAUTECH Yola

Respondents	**Total**	**Yes**	**No**
Lecturers	52	21 (40.38%)	31 (59.62%)
Students	30	13 (43.33%)	17 (56.67%)

Table 2. Satisfaction with IT Infrastructure in MAUTECH Yola

The table 2 below presents the responses on the satisfaction with IT infrastructure in the University under study.

Respondents	Total	Satisfied	Not satisfied
Lecturers	52	21 (40.38%)	31 (59.62%)
Students	30	13 (43.33%)	17 (56.67%)

Table 3. Different types of e-Resources being used

The table 3 below presents the responses on the types of e-resources being used by the respondents in the University under study.

Databases	Respondents	
	Lecturers	Students
E-Journals	46 (88.46%)	28 (93.33%)
E-Data archives	8 (15.38%)	2 (6.67%)
E-Manuscripts	6 (11.53%)	2 (6.67%)
E-Maps	4 (7.69%)	4 (13.33%)
E-Books	16 (30.77%)	5 (16.66%)
E-Magazines	14 (26.92%)	19 (63.33%)
E-Thesis	5 (9.61%)	3 (10.00%)
WWW	30 (57.69%)	23 (76.66%)
E-Newspaper	14 (26.92%)	3 (10.00%)
E-Mail	41(78.84%)	18 (60.00%)
E-Research Reports	16 (30.77%)	15 (50.00%)
E-Bibliographic Databases	10 (19.23%)	3 (10.00%)

Table 2 shows that the majority of lecturers, 31 (59.62%), and students, 17 (56.67%), indicated that they are not satisfied with the existing IT infrastructure within the University. Only 21(40.38%) lecturers and 13 (43.33%) students are of the opinion that they are satisfied with the IT infrastructure of the University.

Table 3 shows that the majority of the lecturers 46 (88.46%) and students 28 (93.33%) prefer to use e-journals. Second highest preference is WWW and use of e-mail with 30 (57.69%) and 41 (78.84%) among lecturers whereas 23 (76.66%) and 18 (60.00%) among students. 50% of students and 30.77% of lecturers make the use of e-research reports.

Table 4 elaborates that majority of the lecturers prefer to use e-resources in comparison to traditional resources because 39 (75%) of them feel that e-resources are time saving, followed by easy to use, i.e. 34 (65.38%), further followed by more useful and more informative, i.e. 27 (51.92%) and 25 (48.08%) respectively. 60% of students prefer to use e-resources because they feel that e-resources are time saving, more informative and more useful. 80% of students use e-resources due to their easiness. 6 (11.54%) lecturers and 12 (40.00%) students use e-resources because they are less expensive. Only 3 (5.77%) lecturers think that e-resources are less useful.

Table 4. Purpose for Using E-Resources
The table 4 below presents the responses on the purposes of using e-resources by the respondents in the University under study.

Reasons for Using E-Resources	Lecturers	Students
Time Saving	39 (75.00%)	18 (60.00%)
Time Consuming	3 (5.77%)	-----
Easy to Use	34 (65.38%)	24 (80.00%)
Difficult to Use	4 (7.69%)	----
More Informative	25 (48.08%)	18 (60.00%)
Less Informative	3 (5.77%)	---
More Expensive	5 (9.62%)	6 (20.00%)
Less Expensive	6 (11.54%)	12 (40.00%)
More Useful	27 (51.92%)	18 (60.00%)
Less Useful	3 (5.77%)	-----

Table 5. Frequency of Using E-Resources
The table 5 below presents the responses on the frequency of using e-resources by the respondents in the University under study.

Respondents	Total	Usually	Sometimes	Rarely
Lecturers	52	33 (63.46%)	15 (28.85%)	4 (7.69%)
Students	30	26 (86.67%)	4 (13.33%)	-

Table 6. Frequency of Use of Different Databases
The table 6 below presents the responses on the frequency of using different databases by the respondents in the University under study.

Databases	Use Often		Use Sometimes		Never Use		Unfamiliar With	
	Lecturers	Students	Lecturers	Students	Lecturers	Students	Lecturers	Students
IEEE	8 (15.38%)	8 (26.66%)	9 (17.30%)	5 (16.66%)	15 (28.84%)	6 (20%)	9 (17.30%)	2 (6.66%)
Nature	6 (11.53%)	2 (6.66%)	12 (23.07%)	6 (20%)	16 (30.76%)	4 (13.33%)	9 (17.30%)	4 (13.33%)
Emerald	5 (9.61%)	4 (13.33%)	14 (26.92)	5 (16.66%)	9 (17.30%)	6 (20%)	6 (11.53%)	4 (13.33%)
Web of Science	5 (9.61%)	4 (13.33%)	13 (25%)	8 (26.66%)	7 (13.46%)	8 (26.66%)	7 (13.46%)	4 (13.33%)
Science Direct	24 (46.15%)	18 (60%)	8 (15.38%)	4 (13.33%)	10 (19.23%)	2 (6.66%)	6 (11.53%)	2 (6.66%)
ACM	6 (11.53%)	3 (10%)	7 (13.46%)	--	15 (28.84%)	9 (30%)	10 (19.23%)	6 (20%)
Health Sciences Library System	1 (1.92%)	--	--	2 (6.66%)	19 (36.53%)	10 (33.33%)	11 (21.15%)	9 (30%)
Wikipedia	18 (34.61%)	8 (26.66%)	16 (30.76%)	6 (20%)	4 (7.69%)	5 (16.66%)	1 (1.92%)	2 (6.66%)
Springer Link	20 (38.46%)	16 (53.33%)	9 (17.30%)	7 (23.33%)	7 (13.46%)	2 (6.66%)	6 (11.53%)	2 (6.66%)
UGC Info Net	5 (9.61%)	--	21 (40.38%)	8 (26.66%)	7 (13.46%)	7 (23.33%)	5 (9.61%)	5 (16.66%)

Table 5 reveals that 33 (63.46%) lecturers and 26 (86.67%) students usually use e-resources. 15 (28.85%) lecturers and 4 (13.33%) students use the e-resources sometimes, whereas 4 (7.69%) lecturers use e-resources rarely. It is noted that students use e-resources more frequently than the lecturers.

Table 6 shows that majority of the lecturers use Science Direct, Springer Link and Wikipedia often, i.e. 24 (46.51%), 20 (38.61%) and 18 (34.61%) respectively, whereas 18 (60%) students use Science Direct often and 16 (53.33%) use Springer Link often. Use of IEEE is not frequent among respondents; it may be due to access being restricted to five users at GGSIPU. 12 (23.07%) lecturers and 6 (20%) students sometimes use Nature Bundle. 14 (26.92%) lecturers and 5 (16.66%) students use Emerald Xtra sometimes. 21 (40.38%) lecturers and 8 (26.66%) students use UGC InfoNet sometimes whereas 20% of respondents are unfamiliar with ACM which is shocking in a technology university.

Table 7 represents that 42 (80.77%) lecturers and 26 (86.67%) students are able to access the e-resources very easily. Only 10 (19.23%) lecturers and 4 (13.33%) students feel that to use the e-resources is not easy

Table-8 reveals that most of respondents access e-journals and search engines to get required information at MAUTECH,Yola. 24 (46.15%) lecturers and 17 (56.67%) students prefer to use e-journals whereas 37 (71.15%) lecturers and 14 (46.67%) students make the use of search engines to get the desired material. Online databases are also very popular among students, as 9 (30.00%) of them prefer to use these.

Table 7. Ease of Access to e-Resources

The table 7 below presents the responses on the ease of access of e-resources being used by the respondents in the University under study.

Respondents	Total	Yes	No
Lecturers	52	42 (80.77%)	10 (19.23%)
Students	30	26 (86.67%)	4 (13.33%)

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Table 8. Where Do You Mostly Access Required Information

The table 8 below presents the responses on where the e-resources being used by the respondents in the University under study are mostly accessed.

E-Resources	Lecturers	Students
E-Books	5 (9.62%)	2 (6.67%)
E-Journals	24 (46.15%)	17 (56.67%)
Online-Databases	9 (17.13%)	9 (30.00%)
Search Engines	37 (71.15%)	14 (46.67%)

Discussion

Results of the study shows that MAUTECH, Yola does not have sound IT infrastructural facilities. As such the staff and students of SMIT in MAUTECH, Yola are not satisfied with the IT infrastructural facilities in the University. Table 2 highlights that only the well-known e-resources are preferably used by the students and lecturers, the rest of the e-resources i.e. e-bibliography, e-maps, e-thesis, e-books are comparatively less used. The results from table 5 reveal that e-resources are much preferred by respondents due to their nature of being more informative, more useful, and less expensive. Although MAUTECH, Yola is a technology University, there is still a need to train lecturers and students in the use of e-resources. Use of e-books is less by the lecturers and students in comparison to other online resources. It is noted that the students access the maximum relevant material from e-journals.

Conclusion

Study shows that the use of e-resources is very common among the lecturers and students of SMIT in MAUTECH, Yola and majority of the lecturers and students are dependent on e-resources to get the desired and relevant information. Secondly infrastructure and training programs should be available as per requirements. It is observed that the availability of e-resources on the campus is almost sufficient for all the existing disciplines but the infrastructure to use these resources is not adequate and can hinder the ability to meet the requirements of users.

Recommendations

From the findings of this study the following recommendations are made:

1. The University authority should as a matter of urgency provide infrastructure and training programs as per requirements.
2. The University authority and the central library need to train lecturers and students in the use of e-resources.
3. The University library should have enabling environment for access and use of the e-resources.

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