Article

Awareness and Use of Electronic Resources by Lecturers in Nigeria Police Academy Wudil, Kano State, Nigeria

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Abstract

Swift shift in scholarly communications from print to electronic format, and the universal acceptance of e-resources for research has made their availability and use very critical in the academic world. This study surveys lecturers awareness and use of e-resources in Nigeria Police Academy Wudil, Kano. The instrument used for data collection was structured questionnaire. 98 respondents participated in the study. Data obtained were analyzed using percentages and mean ratings. Findings revealed that lecturers are aware of the availability of the e-resources the Library subscribe to, but do not optimally use the resources despite their perceived usefulness. Low Internet bandwidth, absence of e-resources use training and low information literacy skills among lecturers are identified as major setbacks to e-resources' utilization. The study recommended that the Academy's management in collaboration with the Library's authority should take drastic measures to address such problems that negatively influencing utilization of the available e-resources by the lecturers of the Academy.

Keywords: Electronic Resources; Electronic Databases; Nigerian Police Academy Wudil, Kano.

Introduction

For the last couple of decades, there have been rapid advances in Information and Communication Technologies (ICTs) and this has influenced, in no small measure, the ways libraries operate. One of the striking influences of Information and Communication Technologies (ICTs) is the evolvement of electronic resources. Given the rapid evolution of electronic resources and its acceptance in university communities for teaching, learning and

research, the university library now anchors a new responsibility of identifying, acquiring, organizing, preserving and making them readily available for present and future use. According to the Anglo American Cataloguing Rules (AACR^2, 2002) in Library of Congress Collections Policy Statements Supplementary Guidelines (2008), an electronic resource is: Any work encoded and made available for access through the use of a computer.

Appearance of scholarly publications in electronic format is a development with wide acceptance in the academia. At present, relevance of the libraries in institutions of higher education is determined, to a great extent, by the amount and quality of e-resources in its collection.

E-resources in Libraries

Various definitions of e-resources have been gleaned from literature relating to this study. According to the Library of Congress (2008), examples of electronic resources include, but are not limited to: websites, online databases, e-journals, e-books, electronic integrated resources, and physical carriers in all formats, whether free or fee-based, required to support research in the subject covered, and may be audio, visual and/or text files. Electronic resources from the view of Dhanayandan, Esmail, and Nagarajan (2012) usually consists of e-books, e-journals, articles, newspapers, thesis, dissertations, databases and CD-ROMs, which are likely to be the alternative to the print media. In agreement with Dhanayandan et.al (2012), Tunji and Adisa (2011) noted that e-resources include online databases, electronic journals, electronic books, full text articles and websites, while Ajegbomogun and Fagbola (2015) commented that electronic-based information contains e-books, e-journals,

images, digital documents and databases in various disciplines.

Recently, electronic resources have explosively gained popularity and patronage in the university environments as a result of its demonstrated and incontrovertible usefulness in teaching, learning, and research. In view of this, Dadzie (2005) in Adeniran (2013) confirmed that advantages of electronic resources include: access to information that might be restricted to the users due to geographical location or finances, access to more current information, and provision of extensive links to additional resources of related contents. Ahmad and Panda (2013) noted that access to e-resources has decreased the time spent searching for information. Electronic resources, according to Aliyu (2013) is especially helpful for distant learners, who have limited time to access the libraries from outside the school by dial-up access to commonly available electronic resources, mainly CD-ROMs, OPACs and the Internet, which are replacing the print media.

Importance of E-resources

A lot of importance is attributable to electronic resources. Upkebor (2011) observed that electronic resources have been used to provide accurate and timely information especially for lecturers and students who depend greatly on electronic resources to boost teaching, research and collaborate with counterparts around the world for intellectual growth. This underscores the reason much emphasis is placed on e-resources in the academic world today. This corroborates the view of Ahmad and Panda (2013) that: "due to the needs of faculty for high quality information, libraries have been early adopters of electronic resources to provide information services tailored to their needs."

The benefits of e-resource cannot be exhaustively discussed. Unlike the collections in print format which are available to just few users at the same time, electronic resources are accessible to multiple users at the same time. Their available is guaranteed even outside the library environment so long as there are ceaseless electricity supply and reliable Internet facilities. Furthermore, unlike the print collections access to which could be discouraged by factors such as theft, loan, ineffectiveness of the library catalogues, poor shelving and arrangement of information resources, and inefficiency of the library staff, electronic resources are always available and accessible.

By using electronic resources, scholars keep abreast of new and innovative research in their respective areas of interest. This opportunity is lacking when there is sole dependence on print resources for research.

Nigeria Police Academy Wudil Library

Nigeria Police Academy Wudil, Kano combines academic training with the "specialized professional knowledge and skills needed by the Nigeria Police Force." The Nigeria Police Academy Wudil, Kano formally attained a degree-awarding status in April 3rd, 2012 and was reorganized as the 37th Federal University and 124th University in the Nigerian university system. Academic activities officially commenced in September, 2013 with courses domiciled in four faculties - Faculty of Science, Faculty of Law, Faculty of Social and Management Sciences, and Faculty of Humanities. As the Academy was upgraded to degree-awarding status, the library which was inherited from the then Police College was not left behind. The library was upgraded with qualified personnel (professional and support staff) and with resources in both print and

electronic formats in consonance with the Academy's academic programme and curriculum to help actualize the vision, mission, and philosophy of the Institution, thereby balancing the print and the electronic collections.

Lexis, Nexis, Heinonline, Elsevier, and Ebscohost, eGranary, e-books, and e-journals are major e-resources currently available in the Academy's Library. These resources are invaluable assets for research hence; great value is attached to them in the library and the entire academy's community. Subscription to these resources is renewed on annual basis hence; the institution invests heavily on them to guarantee continued access. It is therefore expected that these research assets which exhaust substantial part of the institution's finance are maximally utilized. In the light of this, investigation into lecturers' awareness and utilization of electronic resources in Nigeria Police Academy becomes imperative.

Objectives of the Study

This study centers on awareness and utilization of electronic resources by the lecturers in Nigeria Police Academy Wudil, Kano State, Nigeria. Specifically, the study intends to:

1. Determine lecturers' awareness of the e-resources in the Library.
2. Identify the effective sources of awareness about the e-resources in the Library.
3. Ascertain the extent of use of the e-resources by lecturers.
4. Determine the perceived usefulness of the e-resources in the Library.
5. Identify the challenges associated with e-resources use in the Library.

Research Questions

1. What is the extent of lecturers' awareness of the e-resources in the Library?
2. What are the effective sources of awareness about e-resources' availability in the Library?
3. What is the extent of use of the e-resources by lecturers?
4. What is the perceived usefulness of the e-resources in the Library?
5. What are the challenges associated with e-resources use in the Library?

Method

This paper adopted descriptive survey research method. Target population was 154 lecturers in Nigeria Police Academy Wudil, Kano. 120 were selected through proportionate stratified random sampling. Structured questionnaire were used for data collection. 120 questionnaires were distributed. However, 98 were filled, retrieved and found usable for the study, giving a response or return rate of 82%. Data obtained was analyzed using frequency counts, simple percentages, and mean rating. Mean scores of 2.50 and above were given a positive interpretation (Agreed) or accepted, while mean scores below 2.50 were given a negative interpretation (Disagreed) or rejected.

Result

Table 1: Demographic Characteristics of Respondents

Demographic Characteristics	Frequency	Percentage (%)
Faculty		
Arts and Humanities	17	17
Law	11	11
Science	29	30
Social & Mgt. Sciences	41	42
Total	**98**	**100**
Academic Status		
Professor	-	-
Reader	1	1
Senior Lecturer	5	5
Lecturer I	35	36
Lecturer II	45	46
Assistant Lecturer	12	12
Total	**98**	**100**
Gender		
Male	91	93
Female	7	7
Total	98	100
Teaching Experience		
0-5yrs	52	53
6-10yrs	40	41
11-15yrs	5	5
16yrs and above	1	1
Total	**98**	**100**
Age		
25-35	10	10
36-45	45	46
46-55	31	32
56-65	11	11
66 and above	1	1
Total	**98**	**100**

Table 1 shows that greater number of the respondents 41 (42%) are from the Faculty of Social and Management Sciences. This is followed by the Faculty of Science 29 (30%), Faculty of Arts and Humanities 17 (17%) and the Faculty of Law 11 (11%). This suggests that the Academy has more lecturers in the Faculty of Social and Management Sciences than the other faculties.

Distribution of respondents based on academic status shows that 45 (46%) are Lecturer II, 35 (36%) are Lecturer I, 12 (12%) are Assistant Lecturer, 5 (5%) are Senior Lecturers, while 1 (%) is a Reader. This indicates that majority of the lecturers in the Academy are of Lecturer II and Lecturer I cadres.

Gender distribution of the respondents shows that 91 (93%) of the respondents are males, while 7 (7%) only are females. This indicates that population of male lectures in the Academy is higher than that of the female lecturers.

Distribution based on teaching experience shows that greater number of the respondents 52 (53%) have teaching experience ranging from 0-5year. 40 (41%) have teaching experience of 6-10 years. 5 (5%) have 11-15 years teaching experience, while 1 (1%) has teaching experience of 16 years and above.

Age distribution of the respondents indicates that a large number of the respondents 45 (46%) fall within the age bracket of 36 and 45 years. 31 (32%) fall within 46 and 55 years, 11 (11%) fall within 56 and 65 year, 10 (10%) fall within 25 and 35, while 1 (1%) falls within 66 years and above. T

Awareness of the Available E-Resources in The Library
Table 2: Lecturers' awareness of the available e-resources in the Library

S/N	e-resources	Mean ($\bar{x}$)	Decision
1.	e-journals	3.60	FA
2.	e-books	3.55	FA
3.	eGranary	3.48	AA
4.	Elsevier	3.47	AA
5.	Ebscohost	3.47	AA
6.	Heinonline	3.37	AA
7.	Law Pavilion	3.29	AA
8	Lexis Nexis	3.31	AA
	Grand mean	**3.44**	**AA**

Note: FA (Fully Aware) =3.50 -4.00, AA (Averagely Aware) = 2.50-3.49, SA (Scarcely Aware) = 1.50-2.49, NA (Not Aware) = 0.5-1.49.

Result of the Analysis of data in Table 2 shows that lecturers are fully aware of the availability of e-journals and e-books, hence the mean weights of 3.60 and 3.55 respectively, while they are averagely aware of the eGranary, Elsevier, Ebscohost, Heinonline, Lexis Nexis, and the Law Pavilion with mean weights of 3.48, 3.47, 3.47, 3.37, 3.31, and 3.29 respectively. The Table also shows the grand mean of all the scores which is 3.44. Based on the analysis, it could be concluded that lecturers are averagely-aware of the available e-resources in the Library.

Table 3: Lecturers' sources of awareness about the available e-resources

S/N	Sources of Awareness	Frequency	Percentage (%)
1.	Through internal memo	82	84
2.	Through personal interaction with the librarians	75	77
3.	Through colleagues and friends	67	70
4.	Through visits to the library	4	4
5.	Through board meetings	3	3
6.	Through other avenues	1	1
7.	Through e-resources sensitization workshop	-	-
8.	Through the Academy's website	-	-
9	Through the library's portal	-	-
	Total	-	-

Table 3 shows that lecturers are aware of the e-resources' availability from more than one source hence, the percentages are indefinite. The percentage scores can only be used for comparison. However, as shown in the Table, awareness through internal memos has 82 (84), awareness through personal interaction with librarians has 75 (77%), awareness through colleagues and friends 69 (70%), awareness through visiting the Library has 4 (4%), awareness through board meetings has 3 (3%), while awareness through other avenues has 1 (1%). This result ranks internal memo as the most effective source of awareness of e-resources by lecturers, followed by personal interaction with librarians, and then, awareness through colleagues and friends.

Table 4: Lecturer's use of the e-resources in the Library

S/N	e-resources	Fully Utilized (4)	Averagely Utilized (3)	Scarcely Utilized (2)	Not Utilized (1)	Mean ($\overline{x}$)	Decision
1.	e-books	70	20	2	6	3.57	FU
2.	e-journals	65	18	5	10	3.41	AU
3.	Elsevier	0	8	30	60	1.47	NU
4.	Ebscohost	0	7	25	66	1.40	NU
5.	Heinonline	0	2	30	66	1.35	NU
6.	Law Pavilion	0	6	22	70	1.35	NU
7.	Lexis Nexis	0	6	22	70	1.35	NU
8.	eGranary	0	5	19	74	1.30	NU
	Grand Mean					**1.90**	**NU**

Note: FU (Fully Utilized) =3.50 -4.00, AU (Averagely Utilized) = 2.50-3.49, SU (Scarcely Utilized) = 1.50-2.49, NU (Not Utilized) = 0.5-1.49.

From the analysis in Table 4, the result showed that lecturers fully utilize e-books and averagely utilize e-journals with mean weights of 3.57 and 3.41 respectively, while they do not utilize Lexis Nexis, Heinonline, Elsevier, Ebscohost, eGranary, and Law Pavilion which attracted mean weights of 1.35, 1.35, 1.47, 1.40, 1.30, and 1.35 respectively. From the Table, the grand mean of all the mean scores is 1.90. Based on this result, it could be determined that lecturers do not utilize the available e-resources in the Library.

Table 5: Usefulness of the available e-resources in the Library

S/N	e-resources	Mean ($\overline{x}$)	Decision
1.	e-books	3.76	VU
2.	e-journals	3.69	VU
3.	Heinonline	3.53	VU
4.	Law Pavilion	3.44	AU
5.	Ebscohost	3.41	AU
6.	Elsevier	3.36	AU
7.	eGranary	3.27	AU
8.	Lexis Nexis	3.27	AU
9.	eGranary	3.27	AU
	Grand mean	**3.47**	**AU**

From the results in Table 5, it could be obviously seen that lecturers rated e-books, e-journals, and Heinonline very useful with the mean weights of 3.76, 3.69, and 3.53 respectively, while they rated Law Pavilion, Ebscohost, Elsevier, Lexis Nexis, and eGranary averagely useful with mean weights of 3.44, 3.41, 3.36, 3.27, 3.27 respectively. The average of all the mean scores is 3.47. Based on the results, it is evident that all the e- resources are considered useful by the lecturers although the usefulness is on the average.

Table 6: Challenges associated with the use of e-resources in the Library

S/N	E-Resources	Mean ($\overline{x}$)	Decision
1.	Low Internet bandwidth/speed	3.68	A
2.	Absence of e-resources' use orientation	3.61	A
3.	Epileptic power supply	3.58	A
4.	Lack of training and technical support	3.14	A
5.	Poor information literacy skills among lecturers	2.73	A
6.	Lack of ICT literacy skill among lecturers	2.41	D
7.	Poor awareness creation on e-resources availability	2.35	D
8.	Absence of necessary ICT facilities and infrastructures in the Library	1.86	D
9.	Inadequate computers (workstations) in the Library	1.79	D
10.	Username and password related problems	1.64	D
11.	Lack of assistance from librarians	1.58	D

From the analysis in Table 6, it was discovered that low internet bandwidth, absence of e-resources' use orientation, epileptic power supply, lack of training and technical support, poor information literacy skills among lecturers with mean weights of 3.68, 3.61, 3.58, 3.14, 2.73 respectively were agreed by lecturers as challenges associated with use of e-resources in the Library. On the other hand, poor awareness creation on e-resources availability, lack of ICT literacy skill among lecturers, absence of necessary ICT facilities and infrastructures in the Library, inadequate computers (workstations) in the Library, username and password related problems, and lack of assistance from librarians which have the mean weights of 2.41, 2.35, 1.86, 1.79, 1.64, 1.58 respectively were disagreed as challenges associated with use of e-resources in the Library.

Discussion

The study focused on awareness and use of electronic resources by lecturers in Nigeria Police Academy Wudil, Kano State, Nigeria. Based on the findings, it could be established that: Lecturers in Nigeria Police Academy Wudil, Kano are aware of the e-resources and databases available in the Academy's Library. This is a good development because awareness is precursory to utilization. This agrees with the view of Adetomiwa and Oshiotse (2018) that "lecturers awareness of the databases is important because the ultimate goal is utilization for academic purposes."

Although there are other avenues for sensitizing lecturers on the availability of e-resources, internal memo, personal interaction with librarians, and awareness through colleagues and friends are the most effective sources of lecturers' awareness of e-resources' availability in the Academy's Library.

E-resources are not fully-utilized despite lecturers' awareness of their availability and scholarly benefits. Although findings of Dulle and Minishi-Majanja (2010), Adetomiwa and Oshiotse (2018) which revealed that awareness is an important factor which determines utilization, are valid, certain extraneous factors may significantly influence utilization of the e-resources negatively. This unsatisfactory result/finding has a serious educational implication because lecturers might not be able to keep abreast of groundbreaking research reports in their respective disciplines. Such important research reports are usually published electronically to reach a wider audience within a short time. Moreover, the fiscal resources committed to e-resources' subscription and maintenance has appeared to be an expensive white elephant, especially at this present economic reality in Nigeria.

Although findings generally ascribed little or no use status to the available e-resources, lecturers admit that the e-resources they have used are useful to them in their scholarly activities. Their revelation confirms the value attached to electronic resources in the present day academia. This supports claim by Aregbesola and Oguntayo (2014) that electronic resources are no doubt an emerging and preferred choice among various medium of presenting and using information by academic staff in Nigerian universities.

Low Internet bandwidth, absence of e-resources use orientation, epileptic power supply, and lack of training and technical support are identified as major challenges associated with e-resources use in the Academy's Library. Apparently, these factors could be responsible for the unsatisfactory use of the e-resources despite lecturers' awareness of their availability.

Conclusion

Prevalence of electronic resources for research in universities has made their awareness and use imperative. The rate of lecturers' awareness of the availability of the e-resources is not in consonance with the rate of utilization. This suggests that awareness of e-resources' availability does not always guarantee their utilization, especially when there are factors which may likely influence utilization of e-resources negatively. Such extraneous factors as low Internet bandwidth, absence of e-resources use orientation, epileptic power supply, lack of training and technical support, among others might have significantly influenced lecturers' use of the available e-resources negatively.

Recommendations

Based on the findings, it is recommended that the Academy's management in collaboration with the Library's authority should take drastic measures to address such problems as low Internet bandwidth, absence of e-resources use orientation, epileptic power supply, and lack of training and technical support, and others which might be negatively influencing utilization of the available resources by the lecturers of the Academy.

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