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Awareness and Use of Information Resources for Research by Final Year Students in Adeyemi College of Education, Ondo.

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Abstract

The study was conducted to investigate the awareness and use of information resources for research by final year students of Adeyemi College of Education, Ondo. Four research questions and three hypotheses guided the study. 100 copies of questionnaire were administered to the respondents in the college library through face to face method in order to collect data. Simple random and stratified sampling techniques were employed for the study due to the largeness of the population. In the data analysis, frequency counts, simple percentages, mean, standard deviation and Pearson Product Moment Correlation were used for the statistical analysis. The findings revealed that the nature of awareness of the availability of information resources for research among final year students is high. It also indicated that that the level of use of information resources for research among final year students is high and textbook is the most used information resource for research. The findings show that lack of current resources, inadequate resources, inadequate loaning period, constant power outage and slow connection speed were the challenges encountered in the use of information resources in the library. The study concluded that the challenges could be the reasons why some other students do not bother to do the necessary information sourcing before embarking on their project work which definitely leads to plagiarizing former project written by past students. The study recommended that academic libraries should be stocked with recent information materials to encourage students and other researchers to carry out their research work.

Keywords: Awareness, Use, Information resources, Research, Final year students

Introduction

Information is the life blood of any academic activity. Students need to conduct research, write notes, assignment, term papers, and do presentations as such they need information (Olubiyo, Jato and Ogunniyi, 2011). By definition, information is the communication of knowledge about an event or given condition or the spread of knowledge derived from observation, study, experience, or instruction. It may be stored in different ways such as language, graphs, printed document, photographs, diagrams, formulas, factual and statistical data records, magnetic tapes, punch cards etc. Today, information is considered a basic resource. (Kumar and Singh, 2009). According to Okiki (2013) information resources refer to print and electronic materials that could be sourced and accessed manually or electronically by users. Specifically, information resources include such things as books, journals, theses; dissertations, technical report and all related materials in print format and Information and Communication Technology (ICT) and related electronic gadgets which store or provide information worldwide without any serious geographical barrier capable of satisfying the diverse information needs of researchers. (Bitagi and Garba, 2014).

Law (2009) as cited by Adeyemi and Oluwabiyi (2013) describes academic libraries as gateways to information. Although this role is being challenged nowadays because researchers are turning to Google in growing numbers, even though the libraries have provided the latest research materials to them. However, the fact still remain that academic libraries have for centuries played critically-important roles in supporting research in all subjects and disciplines within their host institutions. (Adeyemi and Oluwabiyi, 2013). College libraries as academic library are established with the primary goal of providing information to the students, staff and workers of the college community. One of the objectives of college libraries in Nigeria is to develop and maintain collections of information resources in all formats such as print and non-print and to make these information resources available and accessible to all.

According to Rocio, Lotero & Rua (1987) as cited by Namugera (2014) if the library is to promote awareness of its services and activities, there must be continual interaction with its users. This interaction can be influenced both by factors directly related to the library, such as how efficiently and effectively it is run, the relevance of the information it provides and the communication channels it employs. It was further stated by the researcher that libraries use different activities to create awareness about service and literature shows that in other instances

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awareness can result from family and friends, or under self-tuition. Thus, the awareness of information resources available in the library and the ability to search and obtain information from the library add substantial value to the learning process of students. (Wejetunge, 2015).

Ifidon and Ifidon (2007) as cited by Bitagi and Garba (2014) defined research as man's systematic and empirical investigation into existing but hidden elements in nature with the purpose of unearthing, restructuring and explaining such elements for the purpose of development. Sadiq (2005) as cited by Nwabueze, Anyira, Ivwighreghweta and Onoriode (2010) noted that no good research is possible without a library. The library provides the needed required materials, data, information, and literature for research. Thus, they explained that research and the library are interrelated and are not mutually exclusive as such; researchers should come to the library and discuss their research problem with librarian before embarking on any research work. This will help them to have a link with the relevant information resources available in the library.

Statement of the Problem

Information resources are the nerve of any research activity carried out by anyone, organization or institution. Reports of inventions, development, investigations and discoveries are being reported through research. These are all available and organized in the library. And library as an information base of any academic institution is open to both faculty and students to carry out their research.

However, observations have shown that final year students mostly repeat what has been written in the previous years (plagiarism) by the past students. On this note, the researchers want to investigate the awareness and use of the information resources for research in Bab Fafunwa Library by the final year students in Adeyemi College of Education, Ondo.

Review of Related Literature

Information Resources in the Library

Information resources constitute a range of materials and equipment gathered by the library in order to meet the information needs of both intended and anticipated users. (Bitagi and Garba, 2014). Generally, Igbo (2008) as cited by Maidabino and Ladan (2015) refers to information resources as any information in electronic, audiovisual or physical form or any

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information in hardware or software that makes possible the storage and use of information. Amidu and Akolo (2015) listed information resources in the library as journals, maps, proceedings, abstracts, textbooks, encyclopedia, dictionaries, gazettes, past examination question papers, government publication, technical reports, student projects, CD ROM etc. They opined that there is a positive correlation between available information resources, services provided to the students and the quality of education being acquired.

In addition, Maidabino and Ladan (2015) asserted that the provision of standard information resources in form of print and non-prints (such as books, journals, and audio visual collection, e-books, e-journals, and services) will help academic libraries to attain their noble objective. And with the ever growing electronics availability of information on both national and global networks, many libraries have turned to provide access rather than building local collections in line with global needs of digital information. In earlier times, information resources were mainly presented in paper formats. At present information is generated in an exponential rate and the need to make them readily available, accessible to all became an issue and in a bid to overcome this problem, brought about the quest for an alternative media for holding and propagating information resources (Akpojotor 2016). Thus, Rasul and Singh (2010) as cited in Adeyemi and Oluwabiyi (2013) says libraries have a critical role to play in successful research by providing a place for students and faculty to do their research and advance their knowledge, provide collections of resources, programs in helping users to find the resources and reference services.

Awareness of Information Resources for Research

According to Akpojotor (2016) awareness can be seen as knowledge or perception of a situation, fact, consciousness, recognition, realization, grasp and acknowledgement concern about and well-informed interest or familiarity in a particular situation or development. Awareness is paramount if students are to harness the resources that are available in the library. Asemi and Riyahiniya (2007) as cited by Sejane (2017) observed that awareness of the existing library resources was crucial in influencing the usage of the resources and maintained that when a user is aware of resources, it would usually lead to a greater use of the resources. In a study carried out in University of Peredeniya, Sri Lanka according to Wijetunge (2015) majority of students were not aware of the online public access catalogue and e-resources provided through

the library web pages. Also, Ojo and Akande (2005) as cited by Akpojotor (2016) opined that students' level of access, usage and awareness of electronic information resources at the University College Hospital (UCH) Ibadan, Nigeria is not high.

Namugera (2014) reported in a study carried out in Makerere University Library, Uganda, East Africa that the rate of awareness of some Library services was however rated low, yet usage of library and information services has a direct linkage to awareness of users about those services. Citing Roberts, (1995) she posited that the lack of awareness was caused by poor communication and inadequate interaction between users and the library, coupled with the library's failure to apply marketing strategies to promote its services. However, Amad and Panda (2013) studied that awareness among the users about the availability of online journals was found highly satisfactory in Indian institutes in Dubai international academic city (diac). Sejane (2017) indicated that from her findings that awareness of e-resources was mainly through formal engagement, such as library orientation and through informal engagement such as colleagues.

Use of Information Resources in Research

The measure of academic success in research productivity requires information resources. Students acquire information through the research process, which is the process of finding ideas, facts, and new information by systematic study. Sejane (2017) emphasized that owing to the information explosion and the emergence of new technologies, information needed by students for research, the majority is found in e-resources in the academic libraries. Information retrieval skills are crucial for retrieving information in this era of technology. Also, Tyagi (2010) reiterated that the ability to use e-resources efficiently depends on basic computer skills, knowledge of what is available and how to use it, and ability to define a research problem. Effective use of electronic information sources for retrieving needed information will have a profound impact on the learning and quality of research output by the students.

According to Bamigboye, Owolabi and George (2011) high percentages of students and faculty members use e-journals and e-books for their studies, research work and teaching, although they still use a variety of resources including prints collections. Citing Liew, Foo and Chennupati (2000) in another survey, they observed that students use e-resources because of the ability to link additional information and search out current materials. According to Wijetunge

(2015) researchers claim that resources like CD ROM databases and audio-visual materials have low priority but there is an increasing trend to use internet as an information source.

In a study carried out by Dilrukshi as cited by Wijetunge (2015) it was reported that 52% of all the fourth year undergraduate preferred online journal usage while the remaining 48% prefer printed journal. The study recognized that the absence of training in using online resources, lack of time to engage in searching due to heavy work load, poor knowledge of online journal and lack of computer facilities in the faculty affect the usage of online journal. In another study, Hussain and Kumar (2013) found that books, newspapers and periodicals are the most used by users whereas the map/charts/ microfilms etc are of least use of them in Master School of Management Library, Meerut, (U.P.) India.

Objectives of the Study

The study will be guided by the following objectives:

1. To ascertain the nature of awareness on availability of information resources among final year students in Bab Fafunwa Library, Adeyemi College of Education, Ondo.
2. To examine the level of use of information resources for research among final year students in Bab Fafunwa Library, Adeyemi College of Education, Ondo.
3. To identify the challenges encountered in the use of information resources for research among final year students in Bab Fafunwa Library, ACE, Ondo.
4. To proffer strategies that will enhance the use of information resources for research among final year students in Bab Fafunwa Library, ACE, Ondo.

Research Questions

The following questions will guide the study:

1. What is the nature of awareness on availability of information resources among final year students in Bab Fafunwa Library, Adeyemi College of Education, Ondo?
2. What is the level of use of information resources for research among final year students in Bab Fafunwa Library, Adeyemi College of Education, Ondo?
3. What are the challenges encountered in the use of information resources for research among final year students in Bab Fafunwa Library, ACE, Ondo?

4. What are the suggested solutions to enhance the use of information resources for research among final year students in Bab Fafunwa Library, ACE, Ondo?

Hypotheses

HO$_1$. There is no significant relationship between availability of information resources and level of use among final year students in ACE, Ondo.

HO$_2$. There is no significant relationship between the use of information resources for research and gender among final year students in ACE, Ondo.

HO$_3$. There is no significant relationship between information resources used for research and programme of study among final year students in ACE, Ondo.

Methodology

Research Design

The research design used for this study is descriptive survey design. This design will allow a population to be studied by collecting and analyzing data from only a sample considered to be representing the entire population.

Population and Sampling Technique

The population comprises all the final year students in both degree and NCE programme who are registered users of the library. Simple random and stratified sampling techniques were employed for the study. Fifty users (finalist) were sampled from degree programme and fifty were also sampled from NCE programme.

Instrument

The instrument used for data collection is questionnaire titled Awareness and Use of Library Information Resources for Research Questionnaire (AULIRRQ).

Method of Data Collection

The researchers collected the data through face-to-face administration of questionnaire. This involved going through the serial section of the library to administer the questionnaire to the final year students writing their projects and responses were collected. This exercise lasted for two weeks.

Method of Data Analyses

The data generated were interpreted using percentages and frequencies; mean and standard deviation through Likert scaling of the responses where applicable. The criterion mean for the scale is 2.5 as the rating was based on 4 points.

FINDINGS AND DISCUSSION

Demographic Information of Respondents

Table 1 :**Distribution of Students based on Gender**

Gender	Frequency	Percentage
Male	47	47.0
Female	53	53.0
Total	**100**	**100.0**

Table 1 shows that 100 students were selected as sample for this study. Of these 100 students, 47% were male while the remaining 53% were female. The result from this table implies that there were more female among the students used for this study. Figure 1 below presents the result from the table in a bar chart.
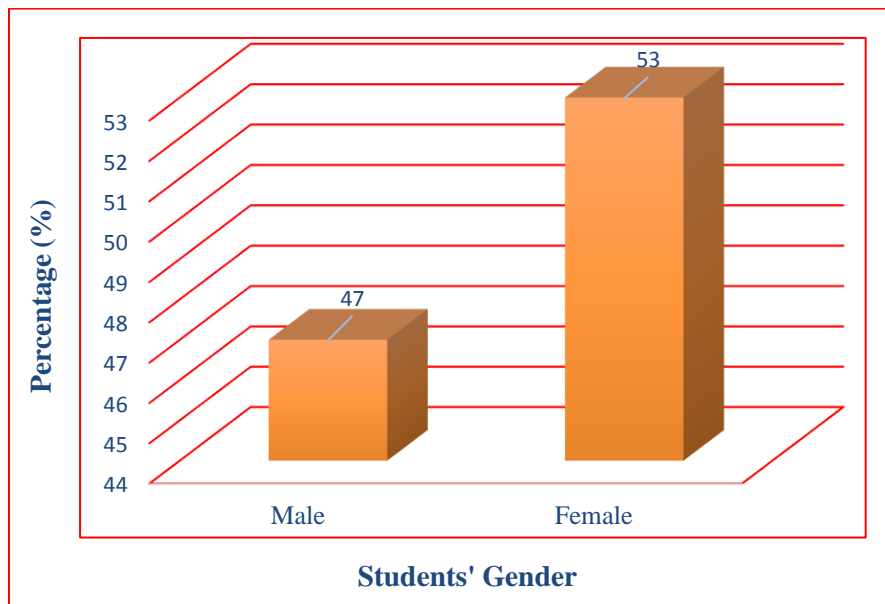

Figure 1: Distribution of Students based on Gender

Table 2: Distribution of Students based on Programme Type

Programme	Frequency	Percentage
NCE	50	50.0
Degree	50	50.0
Total	**100**	**100.0**

Table 2 shows that 50% of the participants were students running NCE programme and 50% were students in degree programme. This result indicates that students were selected equally from both programmes. Figure 2 below presents the result from the table in a bar chart.
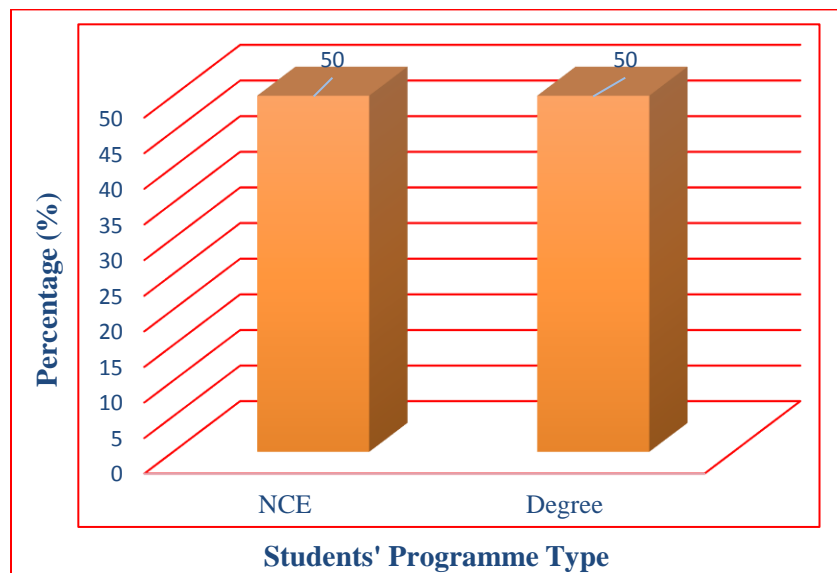

Figure 1: Distribution of Students based on Programme Type

Answers to the Research Questions

Research Question 1: What is the nature of awareness of the availability of Information resources for research among final year students?

Table 3: Awareness of Information Resources for Research

S/No	Items	Mean	Std.
1	Reference Books	1.85	.35
2	Internet Facilities and Online Resources	1.69	.46
3	Textbooks	1.93	.25
4	Dissertation/Thesis/projects	1.89	.31
5	Journals	1.84	.36
6	Conference Proceedings/Papers	1.46	.50
7	Newspaper/Magazine	1.83	.37
8	Map/Charts/Diagrams	1.56	.49
9	Library Catalogue	1.75	.43
10	Indexes and Abstracts	1.70	.46
11	Monographs	1.30	.46
12	Online public Access Catalog	1.44	.55
Weighted Average		**1.69**	

N= 100

Key: **N** = No **Y** = Yes

Decision Value: 0.00-1.44 = **Low**, 1.45-2.00 = **High**

Table 3 above shows the level of awareness of the availability of the information resources for research by the final year students. The table shows that the respondents respond to the items on the table as follows: references books ($\bar{x} = 1.85$), internet facilities and online resources ($\bar{x} = 1.69$), textbook (with $\bar{x} = 1.93$), dissertation/thesis/projects ($\bar{x} = 1.89$), journals ($\bar{x} = 1.84$), conference proceeding/papers ($\bar{x} = 1.46$), newspapers/magazines ($\bar{x} = 1.83$), map/charts/diagrams ($\bar{x} = 1.56$), library catalogue ($\bar{x} = 1.75$), indexes and abstracts ($\bar{x} = 1.70$), monographs ($\bar{x} = 1.30$) and online public access catalog ($\bar{x} = 1.44$). Based on the value of the weighted average (1.69 out of 2.00 maximum value that can be obtained), which fall for decision value of high, it can be inferred that the nature of awareness of the availability of information resources for research among final year students is high**.** This finding is in agreement with Amad and Panda (2013) who discovered that awareness among the users about the availability of online

journals was found highly satisfactory in Indian institutes in Dubai international academic city (diac).

Research Question 2: What is the level of use of information resources for research among final year students?

Table 4: **Level of Information Resources Utilization for Research**

S/No	Items	Mean	Std.
1	Reference Books	3.27	1.01
2	Internet Facilities and Online Resources	2.58	1.21
3	Textbooks	3.52	.93
4	Dissertation/Thesis/projects	3.02	1.03
5	Journals	2.67	1.15
6	Conference Proceedings/Papers	2.14	1.18
7	Newspaper/Magazine	2.87	1.11
8	Map/Charts/Diagrams	2.35	1.16
9	Library Catalogue	2.55	1.18
10	Indexes and Abstracts	2.57	1.12
11	Monographs	1.95	1.06
12	Online public Access Catalog	2.15	1.17
Weighted Average		**2.64**	

Key: **NU** = Not Used, **RU** = Rarely Used, **FU** = Fairly Used, **MU** = Mostly Used

Decision Value: 0.00-1.94 = **Low**, 1.50-2.44 = **Average**, 2.45-4.00 = **High**

Table 4 above shows the level of use of information resources for research among final year students. The table shows that the students fairly use the following: references books ($\bar{x} = 3.27$), internet facilities and online resources ($\bar{x} = 2.58$), dissertation/thesis/projects ($\bar{x} = 3.02$), journals ($\bar{x} = 2.67$), newspapers/magazines ($\bar{x} = 2.87$), library catalogue ($\bar{x} = 2.55$) and indexes and abstracts ($\bar{x} = 2.57$). The table also shows that the students mostly used textbook (with $\bar{x} = 3.52$). This is line with Hussain and Kumar (2013), Adeyemi and Oluwabiyi (2013) who found out that books, newspapers and periodicals are the most used by users for research.

Furthermore, the table shows that the students rarely use the following: conference proceeding/papers ($\bar{x} = 2.14$), map/charts/diagrams ($\bar{x} = 2.35$), monographs ($\bar{x} = 1.95$) and online public access catalog ($\bar{x} = 2.15$). Based on the value of the weighted average (2.64 out of 4.00 maximum value that can be obtained), which fall for decision value of high, it can be inferred that the level of use of information resources for research among final year students is high.

Research Question 3: What are the challenges encountered in the use of information resources for research among final year students?

Table 5 : Challenges Encountered in the Use of Information Resources

S/No	Challenges	Mean	Std.	Remark
1	Lack of current resources	2.77	1.09	Agree
2	Inadequate resources	2.46	.96	Agree
3	Inadequate Library services	2.19	.92	Disagree
4	Inadequate library space	2.37	1.03	Disagree
5	Inadequate loaning period	2.47	.97	Agree
6	Constant power outage	2.56	1.06	Agree
7	Slow Connection speed	2.62	1.08	Agree
8	Inadequate Library skill	2.23	.94	Disagree
9	Inadequate Search skill	2.16	.84	Disagree

Key: SD = Strongly Disagree, **D** = Disagree, **A** = Agree, **SA** = Strongly Agree

Decision Value for Remark: *Disagree* = 0.00-2.44, *Agree*= 2.45-4.00

Table 5 above shows the various challenges encountered by the final year students while using information resources for research. The table shows that the students indicate the following as the challenges encountered: lack of current resources ($\bar{x} = 2.77$), inadequate resources ($\bar{x} =$

2.46), inadequate loaning period ($\bar{x} = 2.47$), constant power outage ($\bar{x} = 2.56$) and slow connection speed ($\bar{x} = 2.62$).

The table also shows that the students disagreed to the following: inadequate library services ($\bar{x} = 2.19$), inadequate library space ($\bar{x} = 2.37$), inadequate library skill ($\bar{x} = 2.23$) and inadequate search skill ($\bar{x} = 2.16$).

Research Question 4: What are the suggested solutions to the challenges encountered by the final year students while using information resources for research?

Table 6: Solutions to the Challenges Encountered in the Use of Information Resources

S/No	Solutions	Mean	Std.	Remark
1	Current resources should be acquired	1.98	.14	Agree
2	Adequate resources should be provided	1.90	.30	Agree
3	Library services should be improved	1.95	.21	Agree
4	New library building should be built	1.58	.49	Agree
5	Loaning period should be extended	1.67	.47	Agree
6	Alternative power supply be devised	1.85	.35	Agree
7	Improvement on internet connectivity	1.91	.28	Agree
8	Library orientation should be well carried out	1.90	.30	Agree
9	Training on internet skill should be organized	1.84	.36	Agree

Decision Value for Remark: *Disagree* = 0.00-1.44, *Agree*= 1.45-2.00

Table 6 shows the various suggested solutions to the challenges encountered by the final year students while using information resources for research. The table shows that the students agreed to all the items in table 6 as follows: current resources should be acquired ($\bar{x} = 1.98$), adequate resources should be provided ($\bar{x} = 1.90$), library services should be improved ($\bar{x} = 1.95$), new library building should be built ($\bar{x} = 1.58$), loaning period should be extended ($\bar{x} =$

1.67), alternative power supply be devised ($\bar{x} = 1.85$), improvement on internet connectivity ($\bar{x} = 1.91$), library orientation should be well carried out ($\bar{x} = 1.90$) and training on internet skill should be organized ($\bar{x} = 1.84$). This finding corroborate the finding of Adeyemi and Oluwabiyi (2013) that Kenneth Dike Library, University of Ibadan needs to update their print collections with latest books and journals so that students could obtain the latest information for their research

Test of the Hypotheses

Ho1: There is no significant relationship between the information resources availability and level of students' use of the information resources for research.

Table 7: Summary of Pearson Product Moment Correlation showing Relationship between Information Resources Availability and their level of use

Variable	Mean	SD	N	r	sig	Remark
Availability of Resources	20.24	2.52	100	.210	.036	Significant
Level of Use	31.61	7.53				

Table 7 shows the relationship between information resources availability and their level of use by the final year students for research. The table shows the existence of significant relationship between information resources availability and the level of their use (r = .210; p < 0.05). Hence, hypothesis 1 is rejected.

Ho2: There is no significant relationship between the use of information resources for research and gender

Table 8: Summary of T-test showing relationship between Information Resources use and Gender

Use of Information Resources	Gender	N	Mean	Std. D	Df	t	Sig (p)	Remark
	Male	47	31.36	7.10	98	-.309	.758	Not Significant
	Female	53	31.83	7.93				

Table 8 shows the relationship between the use of information resources and gender of final year students. The table shows that mean score of male students is 31.36 while that of female is 31.83. These mean values reveal no appreciable difference. Therefore, there is no significant relationship between the use of information resources for research and gender of the students (df = 98; t = -.309; p > 0.05). Hence, hypothesis 2 is accepted.

Ho3: There is no significant relationship between information resources used for research and programme of study

Table 9: Summary of T-test showing relationship between Information Resources use and Gender

	Programme	N	Mean	Std. D	Df	t	Sig (p)	Remark
Use of Information Resources	NCE	50	32.76	7.79	98	1.539	.127	Not Significant
	Degree	50	30.46	7.14				

Table 9 shows the relationship between the use of information resources and programme of study of the final year students. The table shows that mean score of students on NCE programme is 32.76 while that of students on Degree programme is 30.46. These mean values reveal no significant difference. Therefore, there is no significant relationship between information resources used for research and programme of study (df = 98; t = 1.539; p > 0.05). Hence, hypothesis 3 is accepted

Conclusion

It can be concluded that as the students have indicated that the problems they encountered in the process of sourcing for information for their final year research work is lack of current resources, inadequate resources and loaning period, constant power outage and slow internet connectivity. This probably could be the reasons why some other students do not bother to do the necessary information sourcing before embarking on their project work which definitely leads to plagiarism.

Recommendations

In the light of the findings of this study, the following recommendations are made:

1. Academic libraries should be stocked with recent information materials to encourage students and other researchers to carry out their research work.

2. Training on internet exploitation should be organized by the library for the final year students to assist them in their project work

3. Librarians should make their services accessible to students in terms of assisting them to get relevant materials for their research work.

4. Through Library Instruction Programme more awareness should be created on the importance of library in research activities among students.

5. Alternative power supply (e.g. Solar energy) should be built that can power the library for at least 6 hours a day to encourage students and other researchers to make use of the library.

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