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Comparing the use of electronic information resources by lecturers in Babcock University and Tai Solarin University of Education in Ogun State, Nigeria.

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Abstract

There is no doubt that the utilization of electronic information resources has proven to be a more reliable means of meeting information needs of various lecturers and students in Nigerian universities. This study compared the utilization of electronic information resources in Babcock University and Tai Solarin University of Education in Ogun state. A cross sectional survey was carried out on a sample of 264 lecturers using a questionnaire. The study found that there was a significant difference in the utilization of electronic information resources by lecturers in Babcock University and Tai Solarin University of Education. The utilization of search engines by the lecturers was more in Babcock University and Tai Solarin University of Education. Institutional repositories were least utilized by the lecturers in these two Universities. It was concluded that lecturers should be made aware of the existence of all these electronic information resources. The study recommended that training should be provided to the lecturers on the skills to utilization these electronic information resources.

Keywords: electronic information resources, utilization, lecturers, university libraries

Word count: 5291

INTRODUCTION

In this technological era, teaching, learning and research are carried out electronically due to the invention of electronic information resources (EIRs). With the help of technology, libraries in many higher education institutions are been transformed into digital and virtual libraries where books, journals and magazines have changed to e-books, e-journals and e-magazines (Akpojotor, 2016). In the university libraries in many countries across the world, including Nigeria, the electronic information resources now play important roles in all fields of human endeavor. This is because the utilization of information and communication technologies (ICTs) has increased global dissemination of information in the academic community (Egberongbe, 2016; Abinew & Vuda, 2013). Electronic information resources are now accessible to users locally and in the remote locations. Many of the information resources that provide diverse knowledge or information during research and learning can be accessed with search engine through internet connectivity. Electronic information resources provide access to information restricted due financial constraint or access to their location (Sabouri, et al, 2010).

Statement of problem

There is no doubt that the utilization of electronic information resources proves to be a reliable way of meeting information needs of various lecturers and students in higher education institutions. This is because the utilization of electronic information resources is a very important means of getting their research done. The lecturers and students tend to utilize electronic information resources at their disposal for learning and to conduct research differently. Therefore, it is in the interest of every university to ensure that both lecturers and students are able to utilize all the electronic information resources available in their libraries efficiently. It is also imperative for the library management to observe the level of utilization and understand the purpose of utilization of these electronic information resources by their users as a justification for any further investment on electronic resource acquisition and subscription in these university libraries. Available literature has shown that the utilization of electronic information resources is increasing particularly among lecturers in the Nigerian Universities (Eiriemiokhale, 2013; Nwaogu & Ifijeh, 2014; Uwaifo & Eiriemiokhale, 2013; Olasore & Adekunmisi, 2015; Hajara & Olatoye, 2015). But only a few studies have compared the utilization electronic information resources across these universities. Addressing this research gap will provide empirical evidence

on the utilization of electronic information resources by lecturers for purposes like research, teaching, entertainment and commerce. The findings could inform future policy objectives on subscription/acquisition of the electronic information resources in private and public universities.

Aim and objectives of the study

The aim of this study is to compare the utilization of electronic information resources by the lecturers of Babcock University and Tai Solarin University of Education in Ogun state, Nigeria. Babcock University is a private and Tai Solarin University of Education is a public university. The specific objectives include the following:

1. To find out which electronic information resources are most and least utilized by lecturers in Babcock University and Tai Solarin University of Education in Ogun state, Nigeria,
2. To find out which electronic information sources are most and least utilized by lecturers in Babcock University and Tai Solarin University of Education in Ogun state, Nigeria,
3. To find out why electronic information resources are utilized by lecturers in Babcock University and Tai Solarin University of Education in Ogun state, Nigeria.
4. To compare the utilization of electronic information resources by lecturers in Babcock University and Tai Solarin University of Education in Ogun state, Nigeria.

Research questions

1. Which are the most and least utilized electronic information resources by lecturers in Babcock University and Tai Solarin University of Education in Ogun state, Nigeria?
2. Which are the most and least utilized electronic information sources by lecturers in Babcock University and Tai Solarin University of Education in Ogun state, Nigeria?
3. Why are electronic information resources utilized by lecturers in Babcock University and Tai Solarin University of Education in Ogun state, Nigeria?
4. What comparative deduction can be made from the utilization of electronic information resources by lecturers in Babcock University and Tai Solarin University of Education in Ogun state, Nigeria?

Hypothesis

To achieve the aim and fourth objective of this study, a hypothetic statement would be tested to compare the average utilization of electronic information resources by the lecturers of Babcock University and Tai Solarin University of Education in Ogun state, Nigeria. The hypothetic statement is stated below:

Ho: There is no difference in the average utilization of electronic information resources by lecturers in Babcock University and Tai Solarin University of Education in Ogun state, Nigeria.

Review of Background

Utilization of electronic information resources (EIRs) is increasing global dissemination of information across the academic community. The utilization of EIRs in the universities like other higher education institutions is subjective and differs significantly. Since people tend to utilize information technologies differently, various assumptions and theories have been developed to predict their usage behaviour. The assumptions of information utilization capacity theory (IUCT) proves useful in explaining the utilization of electronic information resources. Curras (1984) posits that information utilization is determined by the capacity of the user to physically and intellectually access information from various sources. It involves their ability to identify a range of information resources that exist as well as their understanding of the resources present at the time based on information or experience. This includes the relevance of the information resource in solving the problem at hand, the appropriateness of the information source utilized and the characteristics of the information provider. In the context of this study, the information utilization capacity of lecturers in the universities relates to the frequency of access and application or utilization of information acquired from electronic information sources like e-journals, e-books, among others for the purpose of research, teaching and learning.

University libraries strive to provide information resources needed for learning, teaching and research in university communities. These institutions discharge their responsibilities by striving to acquire, organize and maintain relevant information resources needed for sustaining the teaching, learning, research and public service functions of their universities (Emwanta & Nwalo, 2013). University libraries hold information resources that exist not only as print, non-print and even both, but others that are simply a derivative of these sources of information

(Nwokike & Madukoma, 2016). In the past, university libraries provided information basically in print formats such as textbooks, newspapers, monographs, magazines and so on, but with the advancement in technology, most libraries have expanded their collections to include electronic information resources also referred to as electronic resources. Electronic information resources can be seen as an electronic representation of information that can be accessed through electronic systems and computer network like computer, blackberry, IPad and android phones, amongst others (Johnson, et al, 2012). They come in form of e-books, digital library, e-learning tutors, teleconferencing, online test and online journals, amongst others. These electronic information resources are products of information and communication technologies (ICTs) that are relevant to teaching (Olasore & Adekunmisi, 2015). Information and communication technologies (ICTs) are utilized in transmitting, storing, creating, sharing or exchanging information (Guemide, Benachaiba & Bouzar, 2012).

Since its emergence, there has been a growing preference for the utilization of electronic information resources in most academic environments universities. This growing preference could be because the utilization of electronic information resources has proven to be a more reliable means of meeting information needs of students and lecturers. Studies show that university lecturers utilize electronic information resources mostly for research, gaining subject knowledge and preparing lecture notes (Ukachi, 2013; Eiriemiokhale, 2013; Nwaogu & Ifijeh, 2014; Uwaifo & Eiriemiokhale, 2013; Olasore & Adekunmisi, 2015; Hajara & Olatoye, 2015). It is believed that the lecturers utilized e-resources because they were less expensive, informative, useful and time saving (Olasore & Adekunmisi, 2015). Improved research productivity, relative advantage, perceived usefulness, perceived ease of use and perceived enjoyment have been identified to be some of reasons for the utilization of electronic information resources among the lecturers in private universities in South-West, Nigeria (Ogunrewo, Kolawole & Osundina, 2015; Izuagbe, Saheed & Idowu, 2016).

Many academics and students have utilized e-resources, but few of them have not utilized e-resources because they were not aware of them (Nomambulu, 2013). Although, utilization of electronic information resources have proven to be a more reliable means of meeting information needs of both academics and students, the skill gap may hinder their utilization. Studies have shown that the level of ICT competencies of lecturers in the Nigeria universities is high in basic

knowledge and skills like word processing, PowerPoint presentation and internet surfing (Ridwan, Felix & Mohammed, 2019). This suggests a positive relationship between ICT literacy skills and e-resources utilization by the lecturers in Nigerian universities (Ojeniyi & Adetimirin, 2016). Therefore, the utilization of electronic resources depends largely on the competencies of lecturers and students. These users are expected to have knowledge and skills on the utilization of electronic information resources in the library.

The utilization of electronic information resources enables the lecturers effectively and efficiently access digital information, assist with investigating issues, solving problems, making decisions, design products and develop new understanding in areas of learning. It is believed that access to electronic information resources can immensely improve academics' research productivity and their pedagogical practices. Examining law lecturers' research productivity, Uluocha (2015) found e-resources such as e-journals and e-books as the legal information resources that were mostly utilized in universities in Nigeria. The level of availability and utilization of electronic resources among law lecturers was very low. Major electronic information resources on law like LexisNexis, Westlaw, Kluwer arbitration and i-law were not available. These electronic information resources were only subscribed to during accreditation exercises (Amusa & Atinmo, 2016). The studies recommended the regular subscription to electronic resources on law and training on information literacy for the law lecturers.

Iroganachi and Izuagbe (2018) carried out a comparative analysis of electronic information resource utilization on academic staff research productivity in Nigerian universities. Their study showed that the academic staff research productivity task was faster with the utilization of EIRs in federal, state and private universities. Academic staff in private universities had the highest motivation because they were more predisposed to using EIRs. Google scholar was the most utilized electronic information source for research productivity. Academic staff in private universities were more proactive in the utilization of databases for research than in federal and state universities. Comparatively the general impact of EIRs utilization in fostering academic staff research productivity was greater in state universities than in the federal and private universities.

METHODS

The study was carried out using a cross sectional survey research design in which data was collected at a single point in time from the population. The population includes all lecturers in Tai Solarin University of Education which were about 297 (Tai Solarin University of Education Directorate of Academic Planning) and Babcock University which were about 485 (Babcock University Human Resource department) in 2018 making a total population of 782 lecturers. The sample size of 264 lecturers was calculated using the Taro Yamme formulae. A three stage sampling was used to select the study sample. At the first stage, stratified sampling technique was used to group the sample according to the college and departments. Cluster sampling was used in the second stage to select sample groups from common fields and departments in both universities. At the third stage, a random sample of 264 lecturers were equally selected from these universities. A questionnaire was used as the research instrument. Some of the questions were adapted from Iroganachi and Izuagbe (2018). Reliability of this instrument yielded a coefficient index of 0.940. Primary data collection continued till all two hundred and sixty four (264) copies of the self-administered questionnaire retrieved were valid for data analysis. Questions raised were clarified. Data collected was tested for normal distribution using the Shapiro-Wilk test because the sample size was small (See Appendix 2). Data was analyzed using descriptive statistics like percentages, frequency, mean scores and inferential statistics like t-test. A two sample test assuming equal variances using a pooled estimate of variance was performed to test the hypothesis that the resulting average utilization of electronic information resources for the two universities was not equal.

RESULTS

Table 1: Demographic characteristics of the respondents

Parameter	Character	Babcock University Frequency (n) [Percentage (%)]	Tai Solarin University of Education Frequency (n) [Percentage (%)]
Gender	Male	57 (21.59)	61 (23.11)
	Female	75 (28.41)	71(26.89)
Age	25-34	39 (14.77)	40 (15.15)
	35-44	32 (12.12)	30 (11.36)
	45-54	29 (10.98)	30 (11.36)
	55+	32 (12.12)	32 (12.12)
Job status	Assistant lecturer	28 (10.61)	34 (12.88)
	Lecturer 2	29 (10.98)	22 (8.33)

		27 (10.23)	34 (12.88)
	Lecturer 1	27 (10.23)	34 (12.88)
	Senior lecturer	26 (9.85)	27 (10.23)
	Professor	22 (8.33)	15 (5.68)

Table 1 presents the demographic data of the respondents in Babcock University and Tai Solarin University of Education in Ogun State, Nigeria. It shows that 21.59% of the respondents were male and 28.41% female in Babcock University and 23.11% of the respondents were male and 26.89% female in Tai Solarin University of Education. 12.12 % of the respondents in both Universities were above the age of 55years. The staff spread shows that 21.59% of the respondents in Babcock University and 21.21% of respondents in Tai Solarin University of Education held the lower cadre status of lecturer 1 and below.

Research question one: Which are the most and least utilized electronic information resources by lecturers of Babcock University and Tai Solarin University of Education in Ogun state, Nigeria?

Table 2: Utilization of Electronic Information Resources by lecturers in Babcock University and Tai Solarin University of Education

Electronic information Resources	Babcock University (Mean Score)	Tai Solarin University of Education (Mean Score)
E-Journals	3.753	3.344
CD-ROM	3.673	3.46
E-images	3.673	3.288
E- magazines	3.654	3.221
E-Databases	3.589	3.327
Audio and video	3.555	3.312
E-thesis	3.545	3.27
Workshop reports	3.436	3.319
Abstracts and indexes	3.386	3.491
Monographs	3.356	3.282
E-Encyclopedia	3.356	3.276
E-Books	3.327	3.288
Manuals/standards	3.327	3.245
E-directories and handbooks	3.227	3.27
Online Personal Pages e.g. Facebook, LinkedIn	3.218	3.104

Table 2 presents the results of the most and least utilized EIRs indicated by the lecturers. It is seen from the rank order of the mean scores that the search engines was indicated to be the most utilized EIRs by the lecturers in both Babcock University with a Mean Score of 3.76 and Tai Solarin University of Education with a Mean Score of 3.53. This was closely followed by OPAC with a Mean Score of 3.75; E-Journals with a Mean Score of 3.75 and E-Databases with a Mean Score of 3.59 in BABCOCK University and OPAC with a Mean Score of 3.52; E-Journals with a Mean Score of 3.34 and E-Databases with a Mean Score of 3.33 in Tai Solarin University of Education respectively. The table also presents the results of the least utilized electronic information resources by lecturers of Babcock University and Tai Solarin University of Education in Ogun State, Nigeria. It is seen from the rank order of the mean scores that institutional repositories was indicated by the lecturers to be the least utilized EIRs in both Babcock University with a Mean Score of 3.12 and Tai Solarin University of Education with a Mean Score of 3.11. This was closely followed by subject based repositories in both Babcock University with a Mean Score of 3.13 and Tai Solarin University of Education with a Mean Score of 3.11.

Research question two: Which are the most and least utilized electronic information sources among lecturers in Babcock University and Tai Solarin University of Education in Ogun state, Nigeria?

Table 3: Utilization of Electronic Information sources by lecturers in Babcock and Tai Solarin University of Education

Electronic information sources	Babcock University (Mean Score)	Tai Solarin University of Education (Mean Score)
Search Engine	3.762	3.534
OPAC	3.753	3.523
Email	3.446	3.295
Digital repository	3.267	3.233
Subject based repository	3.129	3.11
Institutional repository	3.119	3.11

Table 3 presents the results of the most and least utilized electronic information sources by lecturers of Babcock University and Tai Solarin University of Education in Ogun State, Nigeria. It is seen from the rank order of the mean scores that search engines was indicated by the

lecturers to be the most utilized electronic information sources in both Babcock University with a Mean Score of 3.76 and Tai Solarin University of Education with a Mean Score of 3.53. This was closely followed by OPAC in both Babcock University with a Mean Score of 3.75 and Tai Solarin University of Education with a Mean Score of 3.52. On the other hand, Institutional repositories was indicated by the lecturers to be the least utilized electronic information sources in both Babcock University with a Mean Score of 3.12 and Tai Solarin University of Education with a Mean Score of 3.11.

Research question three: Why electronic information resources are utilized by lecturers in Babcock University and Tai Solarin University of Education in Ogun State, Nigeria?

Table 4: Reasons why EIRs were utilized by lecturers in Babcock University and Tai Solarin University of Education

	Babcock University (Mean Score)	**Tai Solarin University of Education (Mean Score)**
Research	3.662	3.434
Gain subject knowledge	3.653	3.423
Prepare lecture notes	3.653	3.244
Communication	3.573	3.346
Entertainment	3.573	3.188
Commerce	3.554	3.121

Table 4 presents the results on why the electronic information resources were utilized by lecturers of Babcock University and Tai Solarin University of Education in Ogun State, Nigeria. Based on the rank order of their mean scores, commerce was indicated to be the least reason for the utilization of EIRs among lecturers in Babcock University with a mean score of 3.55 and Tai Solarin University Of Education with a mean score of 3.12. This was closely followed by entertainment with a mean scores of 3.57 in Babcock University and 3.19 in Tai Solarin University of Education respectively. Research with a Mean score of 3.66 in Babcock University and 3.43 in Tai Solarin University of Education was indicated by most lecturers to be the reason for the utilization of EIRs.

Research question four: What comparative deductions can be made from the utilization of electronic information resources between the lecturers in Babcock University and Tai Solarin University of Education in Ogun state, Nigeria?

A two sample test assuming equal variances was performed to test the hypothesis that there is no difference in the average utilization of electronic information resources by lecturers in Babcock University and Tai Solarin University of Education in Ogun state, Nigeria.

Table 5: Comparing the average utilization of EIRs in Babcock University and Tai Solarin University of Education

Group Statistics					
	Universities	N	Mean	Std. Deviation	Std. Error Mean
EIRs	BABCOCK	15	3.47	.171	.044
	TAI SOLARIN UNIVERSITY OF EDUCATION	15	3.30	.091	.024

Independent Samples Test									
		Levene' s Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
									Lower	Upper
EIRs	Equal variances assumed	12.735	.001	3.461	28	.002	.173	.050	.071	.276
	Equal variances not assumed			3.461	21.351	.002	.173	.050	.069	.277

Table 5 presents the results of an independent-samples test on the average utilization of electronic information resources by lecturers of Babcock University and Tai Solarin University of Education in Ogun State, Nigeria. Results of the independent samples test show that there was a significant difference in the mean scores for Babcock University (Mean Score=3.47, Standard Deviation=0.171) and Tai Solarin University of Education (Mean Score=3.30, Standard Deviation=0.091) with t-test, t (28) =3.461, P-value p=0.002. A 95% confidence interval of the difference between the two population mean using the lecturers' t distribution with 28 degree of freedom is (3.461, 0.05) which indicates that there is significant evidence that the universities have different average utilization. This implies that lecturers in Babcock University and Tai Solarin University of Education utilized EIRs differently. Therefore, the null hypothesis stating

that there is no difference in the utilization of electronic information resources by lecturers in Babcock University and Tai Solarin University of Education in Ogun state, Nigeria is rejected.

DISCUSSION

This study compared the utilization of electronic information resources by lecturers in Babcock University and Tai Solarin University of Education in Ogun state, Nigeria. Results of the demographic data revealed that there were less male respondents than female from the two universities. Most of the respondents were below the age of 55years in the two universities. Also, many of these respondents held the status of lecturer 1 and below. This suggests that the lower cadre of academic staff were more than the senior cadre at both Babcock University and Tai Solarin University of Education.

Key findings obtained were guided by four questions. The first question sought to find out which electronic information resources are most and least utilized among lecturers of Babcock University and Tai Solarin University of Education in Ogun state, Nigeria. Result shows that electronic journals were the most utilized EIRs in Babcock University with a mean score of 3.75 while abstract and indexes were most utilized in Tai Solarin University of Education 3.49. This corroborated the finding of Ulocha (2015) that e-resources like e-journals, abstracts and indexes were utilized daily in Nigerian universities. The result also shows that online personal pages were the least utilized EIRs in Babcock University and Tai Solarin University of Education with a mean score of 3.22 and 3.10 respectively. Scholars like Ojeniyi and Adetimirin (2016) gave reasons that could account for the low utilization of EIRs to include the irregular power supply and lack of facilities like computer databases in the libraries, among others.

The second question sought to find out which electronic information sources were most and least utilized by lecturers of Babcock University and Tai Solarin University of Education in Ogun state, Nigeria. Result shows that Search engines were the most utilized. This is a view shared by lecturers in Babcock University with a mean score of 3.76 and Tai Solarin University of Education with a mean score of 3.53. The result corroborates findings of prior studies like Tella, et al, (2018) and Iroganachi and Izuagbe (2018) that search engines were very important sources of information for researchers. Result also shows that institutional repositories were the least utilized by lecturers in Babcock University with the mean score of 3.12 and Tai Solarin

University of Education with the mean score of 3.11. This was followed by subject based repositories in both Babcock University and Tai Solarin University of Education with the mean score of 3.13 and 3.11 respectively. Low usage of both institutional and subject based repositories could be as a result of the low awareness of their existence in these universities. Studies like Nomambulu (2013) found that some users were not aware of these electronic sources. Also some of the lecturers may be aware of the existence of these repositories and yet lack the skills to utilization them (Tella, et al, 2018).

The third question sought to find out why these electronic information resources were utilized by lecturers of Babcock University and Tai Solarin University of Education in Ogun State, Nigeria. The results showed that research was the most indicated reason for the utilization of EIRs among lecturers in Babcock University and Tai Solarin University of Education with the mean scores of 3.66 and 3.43 respectively. Commerce was the least indicated reason for the utilization of EIRs among lecturers in both Babcock University and Tai Solarin University of Education with mean scores of 3.55 and 3.12 respectively. This corroborates the findings of Ulocha (2015) that e-resources were utilized for research productivity in Nigerian universities. It also corroborates studies like Eiriemiokhale (2013) that reported how the university lecturers utilized electronic information resources for the purposes of research, gaining subject knowledge and preparing lecture notes.

The fourth question sought to compare the utilization of electronic information resources by lecturers in Babcock University with their counterparts in Tai Solarin University of Education in Ogun state, Nigeria. An independent-samples t-test was conducted. The result shows that the average utilization of electronic information resources in the two universities was significantly different, T-test (28) =3.461, P-value (p) =0.002. The average utilization of EIRs by lecturers in Babcock University (Mean Score=3.47, Standard Deviation=0.171) differed from their average utilization by lecturers in Tai Solarin University of Education (Mean Score=3.30, Standard Deviation=0.091). This implies that there is significant evidence that the universities have different average utilization. Many of the EIRs were more proactively utilized by the lecturers in Babcock University than in Tai Solarin University of Education. This result affirms findings in Izuagbe, Saheed and Idowu, (2016) that suggested the EIRs were more proactively utilized by lecturers in private universities. The lecturers in private universities are more predisposed to

utilizing EIRs than their colleagues in public universities (Iroganachi & Izuagbe, 2018). Therefore, the hypothesis stating that there is no difference in the average utilization of electronic information resources by lecturers in Babcock University and Tai Solarin University of Education in Ogun state, Nigeria is rejected.

Conclusion

There is no doubt that the utilization of electronic information resources has proven to be a more reliable means of meeting information needs of academic staff especially lecturers in Nigerian universities. There is a significant difference in the average utilization of electronic information resources by lecturers in Babcock University and Tai Solarin University of Education in Ogun state, Nigeria. In both Babcock University and Tai Solarin University of Education, the available electronic information resources include e-books, audio and video, workshop reports, e-thesis, e-magazines, online personal pages and e-journals, amongst others. It was revealed that the utilization of e-journals, abstracts and indexes by lecturers in both Universities was more than any of other listed electronic information resources (EIRs). On the other hand, institutional repositories were least utilized by the same lecturers in these two Universities. In conclusion, the lecturers should be made aware of the existence and usefulness of all the EIRs in their universities. It is recommended that training should be provided for the lecturers on the digital skills to effectively utilization these EIRs.

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APPENDIX 1

QUESTIONNAIRE

SECTION A: DEMOGRAPHIC INFORMATION

Instruction: please tick as applicable

1. Gender: Male (   )   Female (   )

2. Age: 25-34   ( )   35-44   ( )   45-54   ( )   55+   ( )

3. Status: Assistant lecturer ( ) Lecturer 2 ( ) Lecturer 1 ( ) Senior lecturer ( ) Professor ( )

Name of Institution……………………………………………………………………

SECTION B:

4. Indicate how frequently you utilize these electronic information resources

Electronic information Resources	Always	Often	Rarely	Never
E-Journals				
E-Books				
OPAC				
CD-ROM				
E-thesis				
Email				
Search Engine				
E- magazines				
E-Databases				
E-images				
Audio and video				
Abstracts and indexes				
E-directories and handbooks				
E-Encyclopedia				
Workshop reports				
Monographs				
Manuals/standards				

5. Indicate how frequently you utilize these electronic information sources

	Always	Often	Rarely	Never
Search Engine				
OPAC				
Email				
Digital repository				

Subject based repository				
Institutional repository				

6. Indicate how frequently you utilize electronic information resources for the following

	Always	**Often**	**Rarely**	**Never**
Research				
Gain subject knowledge				
Prepare lecture notes				
Communication				
Entertainment				
Commerce				

APPENDIX 2

Tests of Normality							
Universities		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
EIRs	X	.153	15	.200[*]	.934	15	.312
	Y	.197	15	.121	.901	15	.098
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

The table above presents the results from the Kolmogorov-Simirnov test and Shapiro-Wilk test of normal distribution. The Shapiro-Wilk test was used as the numerical means of assessing normality because it is more appropriate for small sample sizes. Since the significant value of the Shapiro-Wilk test was greater than 0.05, the data is normal. But, if it was below 0.05, the data significantly deviates from a normal distribution.