

**FACTORS IN THE USAGE OF LIBRARY AND ON  
LINE FACILITIES FOR ACADEMIC PURPOSES  
IN FEDERAL UNIVERSITY OYE-EKITI**

**BY**

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## CERTIFICATION

This is to certify that this project work was carried out by OYEWOLE ANUOLUWAPO SARAH of the Department Sociology, Federal University Oye-Ekiti, Ekiti State, under the supervision of Dr. Kolawole, T.O. in partial fulfillment for the award of Bachelor Degree of Science.



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## DEDICATION

I dedicate this work to God Almighty for granting me the grace to write this project. I also dedicate this work to my parents Mr. & Mrs. Oyewole for their care, encouragement and financial support given to me during my programme. Also, this work is dedicated to my supervisor Dr. Kolawole, T.O



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## ABSTRACT

This work examines the perception and level of usage of library and on-line facilities for academic purposes in Federal University Oye-Ekiti.

This study is a descriptive study, both primary and secondary data were used for the study, A mixed method was use to obtain both quantitative and qualitative data via questionnaire and IDI respectively. A total two hundred and fourty-four students were selected using accidental sampling technique. Also, only eight (8) lecturers were selected, two (2) from each faculty. SPSS version (16) was used to analyze the data. Data was presented in percentages and tables. Chi-square was used to test hypotheses drawn for this study.

The finding shows that both students and staff use the library and on-line materials for the followings; general reading, preparation for examination, entertainment, and assignment. However, the study shows that students explore on-line materials for academic purpose than the library materials because the on-line is faster and self-interactive than the use of library materials.

The study concluded that the perception of both students and academic lecturers of the use of library and on-line materials basically for academic purpose was not encouraging at all going by the challenges leveled against the two major sources of materials in the study. Also, there is disparity in the level of usage of the two sources.



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# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

The academic library is the nerve center or the hub around which scholarship revolves. It is an indispensable instrument for intellectual development. A well-stocked academic library is a storehouse of information, or a record of human experience to which users may turn to for old or current data or information on any phenomena. Jubb and Green (2007) observe that academic libraries have for centuries played critically important roles in supporting research in all subjects and disciplines within their host Universities or Colleges. Opara (2001) posits that the library stands in the same relationship to the society as the memory of an individual by making available and accessible to its users information required for teaching and independent study. The main purpose of an academic library as stated by Aina (2004) is to support the objectives of an academic environment in the areas of learning, teaching, research, and service.

The primary purpose of University libraries is to support teaching, learning, and research in ways consistent with and supportive of the institution's mission and goals. In addition, library resources and services should be sufficient in quality, depth, diversity and currency to support the institution's curriculum. As a result of



this, University libraries are often considered the most important resource center of an academic institution. However, University education in Nigeria is facing a critical challenge in meeting new demands of the 21st century with its ever increasing population growth, inadequate library facilities, resources and insufficient funding. Adequate library resources and services, at the appropriate level for degrees offered should be made available to support the intellectual, cultural, and technical development of students enrolled in Nigerian Universities.

The growth of research in all fields of human endeavor is becoming increasingly detailed and sophisticated, faculty members and students have realized that the library has great roles to play in the provision of information necessary for their day to day research. Moreover, the library acts as a medium of getting the latest scientific and technological information either in print or electronic form. University libraries collect a variety of materials for preservation and use of the library patrons. These resources include not only traditional print-on-paper media like books, journals, newspapers, and maps, but also audiovisual materials like records, audiocassettes, video cassettes and projectors. Libraries maintain collections that include not only printed materials but also art reproductions, maps, photographs, microfiches, CD-ROMs, computer software, online databases, Internet, electronic books and e-journals and other media. In addition to maintaining collections within library buildings, libraries often feature



telecommunications links that provide users with access to information at remote sites (Halsey, 2006). The library resources mentioned earlier cannot be used without adequate provision of these resources which should be made accessible to library users.

Oyesiku and Oduwole (2004) assert that in academic communities, libraries are indispensable. Guskin (1996) notes that the use of University libraries promotes active learning, thus contributing to students and lecturers' ability to think critically and work well independently or in group. An academic environment without a library is tantamount to a person without a brain.

It would be pertinent to discover whether academic libraries are indeed living up to their objectives. The effectiveness and efficiency of services provided in academic libraries are mainly determined by library users. Behling and Cudd (1967) assert that the library user is regarded as the most logical source to determine whether the library is playing its role satisfactorily or not. Perera (2005) submits that satisfying user needs is essential to the management of libraries. The management staff of a library should be aware of the current needs of their users, which may vary from one library to another as well as from time to time. Therefore, carrying out regular surveys on user needs at regular intervals on



various aspects of library usage will be an invaluable guide in determining the future directions of library developments.

Popoola (2001) observes that information availability does not mean accessibility and use and that academic libraries should stimulate primary demand for their products and services. This view is upheld by Mason (2010), who opines that librarians must be sympathetic and helpful to all students on the one hand and that on the other hand, students must be aware that librarians and faculty members are there to instruct and encourage their intellectual odyssey and should be seen as facilitators.

Several authors have written on the use of academic library. Amkpa (2000) in his study of the use of the University of Maiduguri Library discovered that a majority of students did not use the library effectively because they did not use the library catalogues. In a study on students and faculty use of academic libraries in Nigeria, with particular reference to Delta State University, Okiy (2000) found that respondents used books more than other materials and that they browsed the shelves to locate these materials. Williams (1992) and Julien (2000), on the other hand, observed that regular library users are active learners who participate more in class, and read, write and study more.

In a similar study on the use of Olabisi Onabanjo University Libraries, Oyesiku and Oduwole (2004) discovered that male students used the library more



frequently than their female counterparts. Ugah (2001) found out that textbooks account for most library visits. Don (2006) discovered that library computer access is utilized by students far more than faculty, while interlibrary loan services are used more by faculty members. He also noted that both undergraduates and faculty members appeared to be confident about finding needed print materials and accessing electronic resources at their institutions' libraries.

UNESCO as quoted in IFLA publication (1979) defined the library as any organized collection of printed books and periodicals of any other graphic and audio visual materials and the services of the staff to provide the facilitate the such materials as are required to meet the information, research educational or recreational needs of its user. Library resources found in developed countries support teaching and learning functions by facilitating research and scholarship of students and lecturers but this is not the situation in most developing countries because the libraries are struggling to survive due to financial constraints. Accessing Nigerian libraries against UNESCO (1979) definition could be unexplainable to some minds but some of our libraries do not have adequate books, periodicals and audio visuals been acquired into the libraries not to talk of (2007) definition of UNESCO which may include electronic/digital resources. The question then is "how many academic libraries in Nigeria fits into this definition of a library as defined by UNESCO?" "Can Nigerian University libraries boast of



adequate collection of books, periodicals and electronic resources to meet with the needs of library users?" "Can Nigerian University libraries meet the information, research, educational and recreational needs of Nigerian students and researchers? These are pertinent questions that need to be answered in order to know the current state of library resources in Nigeria. Although University libraries in Nigeria are in a better shape in terms of resources (both printed and electronic) compared to public libraries. However, librarians in Nigeria are hardworking people putting in place libraries that users would access and use despite the few resources placed at their disposal. These problems could be minimized when library administrators are more vigorous in lobbying University administrators to see the importance of the library and to release more funds. However, there is little empirical data about how electronic/digital resources are being used by Nigerian undergraduates bearing in mind that most universities in Nigeria have not fully digitized their library resources.

The use of the Internet in the educational environment has enabled easy access to many resources, and information sharing has, therefore, significantly increased. Moreover, the prevalence of this sharing has brought additional benefits in that these resources can be used in any location and any time. Although the efficiency of this technology, it is evaluated with use of proportion of the desired results in student achievement does not exactly come out and is difficult to



determine. Hence, much research has been conducted over time to understand the reasons for this situation. Since adolescents, especially some university students sometimes, use the Internet for reasons other than educational (they explore the funny view of the Internet). The effect of the Internet in education is, hence, relatively limited. In this study, the perception and the level of usage in terms of efficiency and effectiveness of library and Internet for academic purpose will be investigated. In addition, this study sought to identify the impacts of library and on-line/Internet resources used by University students and lecturers for academic use.

## **1.2 Statement of the Problem**

The library has for centuries been the only and major source of relevant, old and current information or data on any event or phenomena. The use of library materials is unlimited. The library is likening to a melting pot for all categories of people popularly known or called library users. The students and lecturers use the library constantly for several purposes most especially for academic work. It is important to note that the extent and level of usage of library materials has drastically declined especially in almost all higher institutions of learning as a result of technological revolution. The revolution in the technological world has really over taking a lot of things initially done manually. This is as a result of the application and efficient use of relevant Information and Communication



Technology (ICT) facilities to all sectors. The library, as a major component in any higher institution of learning is not left out in terms of adoption and use of Internet facility to document and search for relevant information or data in the library. It is worthy of note that, students and lecturers alike prefer to use Internet or on-line materials than to waste time searching for text books in the library shelves even though not all the users have equal knowledge on how to use the internet to get scholarly materials or articles. It is on this argument that this study seek to investigate the perception and level of usage of library and on-line facilities for academic purpose in Federal University Oye-Ekiti.

## **1.2 Significant of the Study**

This study investigate the perception and level of use of library materials and on-line or Internet facilities for academic purpose. The study also tries to looked at the rate of usage between library materials and online materials by both students and lecturers in order to suggest to the management in the area of policy on equal usage of the two sources of data or information and not abandoning one for the other. This study will also suggest to the management to encourage students to always visit the library to read in order to re-activate dead reading culture among students and lecturers.



### **1.3 Research Questions**

1. What is the level of usage of Internet and formal library facilities for academic purposes among FUYOYE students and staff?
2. What is the perception of students and staff of FUYOYE on the usage of library and online material for academic purpose?
3. Are the facilities complementary?
4. Does the academic facilities in the library and online provide equal satisfaction to both students and staff of FUYOYE?
5. What are the discrepancies between the two sources of academic materials?
6. What are the challenges that characterized the usage of the two academic materials among FUYOYE students and staff?

### **1.5 Objectives of the Study**

The main objective of this study is to examine the perception and level of usage of library and online facilities for academic purposes in Federal University Oye-Ekiti. The specific objectives of the study are to:

1. investigate the level of usage of Internet and library facilities for academic purposes in Federal University Oye-Ekiti;
2. examine the perception of usage of library and online material for academic purpose in Federal University Oye-Ekiti;



3. assess if the two sources of academic facilities complement one another and provide equal satisfaction in Federal University Oye-Ekiti;
4. explore the discrepancies between the two sources of academic materials in Federal University Oye-Ekiti and;
5. Identify the challenges that characterized the usage of the two academic materials in Federal University Oye-Ekiti..

### **1.6 Hypotheses of the Study**

The following null hypotheses were formulated for the purpose of this research

1. There is a significant relationship between the level of usage of library and on-line materials and satisfaction in Federal University Oye-Ekiti?
- 2 There is a significant relationship between the level of library and on-line materials and the discrepancies between the two sources of academic materials in Federal University Oye-Ekiti?

### **1.7 Operationalization of Concepts**

**On-line:** means being connected to the Internet. The connection can be through a phone line, using a dial-up or DSL modem, a cable line via a cable modem, or through a wireless connection. A computer can also be online via a connection to a



computer network. Technically, computers that are on a network are online even if they are not connected to the Internet.

**Library:** A **library** is a collection of sources of information and similar resources, made accessible to a defined community for reference or borrowing.<sup>[1]</sup> It provides physical or digital access to material, and may be a physical building or room, or a virtual space, or both.

**Perception:** The ability to see, hear, or become aware of something through the senses: *the normal limits to human perception.*



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction:

This chapter is basically on the review of relevant past empirical works and studies from different scholars on the subject of discussion. Several sub-themes are discussed below. They are

#### 2.1 Description of Library in University

The University library is the academic heart of all existing Universities and its basic purpose is to provide University staff, students, and other researchers with relevant and current materials assistances and an enabling environment that would facilitate teaching, learning and research. It is important for library services to focus more on the use of resources provided for their patrons. Whitmire (2002) academic library resources are considered a good measure of an institution's excellence and quality. Popoola (2008) affirmed that the information resources and services available in institutional information systems must be capable of supporting research activities among the students and faculty members. Iyoro (2004) in his study identified accessibility as one of the pre-requisites of information use. Ugah (2008) opined that the more accessible information sources



are, the more likely they are to be used and readers tend to use information sources that require the least effort to access.

The areas where libraries can improve access and use of library resources to library users includes improved academic liaison in combining library and Information Technology (IT) support, open access IT area with personal or helpline supports from IT staff. Over the past decade, most libraries in Nigeria have been experiencing much difficulty providing materials to the users on account of the alarming rate of inflation of the prices of books and journals as well as depreciation value of the Nigerian economy (Ehikhamenor, 1993). Ugah (2008) quoted Osundina (1974), who studied the relationship between accessibility and library use by undergraduates in Nigeria and noted that the problem of Nigerian students is not the question of wanting to use the college library, but whether or not the University library can provide for their needs, and whether there is access to what is provided. This assertion was agreed to in later studies by Iyoro (2004) and Popoola (2008). In separate studies, Seth and Parida (2006), Ugwu (2008), Nnadozie and Nnadozie (2008) cautioned that availability of information resources and services does not automatically translate to information accessibility and use. Ugwu (2008) explained further in his study that the problems of transmission, storage, and display of information have been combined with the problem of getting information to users quickly. Although online searching and electronic



bibliographic databases are now available in almost every field which confirms that as information expands, the ability of the user to process it remains fixed (Seth and Parida 2006).

It is worthy of note that, many University libraries in Nigeria have not been able to acquire collections comprehensive enough to meet the needs of their users due to inadequate funding of the Universities. The 10% of allocations meant for the library as stipulated by the National University Commission (NUC) has not been adhered to in many Nigerian Universities. Popoola (2008) submits that the inability of University libraries to meet the information requirements of some library users might have forced them to use personal collections when doing any academic work.

Library resources as used in this context are collections of all text and bibliographic information sources; it also includes information technology such as those that support browsing, authoring and communication like computer and the Internet. In order for libraries to have a great impact of their services on their users, it is necessary for each library management to aim at managing the library accurately and by providing timely information for all library users. This can be achieved by acquiring both relevant library resources in electronic and book materials through donations from organizations and alumni.



## 2.2 Learning in the Modern World

In each society there are facilities other than classrooms that can contribute in no small measure to the teaching and learning process. For learning to take place, learners must have access to necessary materials, information and resources. They have to interact with tangible and intangible resources and institutions to ensure some level of performance (Obanewa, 2002). Dewey (1983) posited that, "libraries are schools and the librarian in the highest sense a teacher." Oyedeji (1980) describes a library as having "a machinery" for the use of the collection. In the modern world, a wide range of information is disseminated through the printed word, yet it is impossible to have access to all forms of information and knowledge through wide reading alone. Other facilities and agencies thus exist that emphasize audio-visual learning. They include electronic media such as radio, television, cable satellite, the Internet. These media give wide publicity to events, objects, discoveries, scientific findings, new products, and new services.

### 2.2.1 The Use of Modern Libraries

Libraries developed as a result of the need to preserve valuable records of events. These records might be in the form of written scrolls, papyrus kept in jars, written clay tablets, manuscripts kept in monasteries, and printed materials such books, letters, statutes, and laws. Only a few people, such as kings, nobles,



renowned scholars, and ecclesiastical orders had access to these libraries. Modern libraries have taken on additional new roles because of changing demands and new technology. They are currently regarded as agents for educational, social, economic, and political change, and their doors are open to all. The United Nations Educational Scientific and Cultural Organisation (UNESCO 1976) views the library as "an organised collection of published books and periodicals and of other reading and audio-visual materials and the services of staffs able to provide and interpret such materials as are required to meet the information, research, educational or recreational needs of users." The UNESCO definition touches on every aspect of what a library in the modern sense stands for.

### 2.2.2 Computerization in Nigerian Libraries

Nigerian libraries, documentation and information centers are yet to fully adopt modern information technology for information handling. Studies have examined the advantages of the use and application of computers to organizational work (Brown, 1975; Akinyotu, 1977; Edoke, 1983). The benefits of computers for library operations cannot be overemphasized. Their value includes speed, storage capacity, links resources, and accuracy of record management. Computer literacy has become part of many public curricula; however, not all people receive their computer training in public schools. In recent years, there has been increasing



emphasis on adult computer training, often through community education programs or in-service training (Rogers, 2005). Other adults receive their initial computer experience as part of their post-secondary education, which in most cases is mandatory. This includes undergraduates in Nigerian Polytechnics, Colleges of Education, and Universities. Introductory computer courses are a mandatory part of the General Studies requirements for graduating. The option and use of computerized literary in all Universities especially Federal University Oye- Ekiti with resources quality teaching, learning, and research among staff and students alike.

### 2.2.3 Old and New Technologies

At its inception, new technology seems to pose a threat to the survival of older ones. It is very rare at such points to appreciate the complementary roles and constructive interplay that can result from the co-existence of old and new ways of doing things. The revolution in Information and Communications Technology (ICT) is threatening the very existence of a number of highly regarded institutions such as publishing, scientific societies, and academic libraries. In the same vein, print media faces challenges as digital and online services such as the Internet, MP3 players, cell phones, and online versions of newspapers have led news consumers to rely increasingly on information from online and digital sources.



## 2.2.4 Categories of Library Users

Obanewa et al. (2002) classified library users into four groups:

1. General readers are those who read for information and general enlightenment. They consult newspapers, encyclopedias, general works, and related documents. The library offers this group of user's excellent opportunity to update themselves and be very current about national and international affairs. The library serves as a powerful means of developing individual readers in their varied interests.

2. Creative readers are read novels, magazines, fiction, and fantasy. The library resource offers these users materials which are interesting, entertaining, and educative.

3. Adult students' interests center on information for serious academic pursuits. They consult textbooks and reference works.

4 The last group of library users are people with specialist interests, including scientists, medical doctors, engineers, undergraduate, and post-graduate students..



### 2.3 Reading and Technology

As e-books have grown in popularity, so has scholarly interest in the contrasts between electronic and printed materials. Some studies have addressed the behavior of users with electronic and print reading materials, and how electronic and print behaviors differ. The Pew Research Institute found that although that print is still dominant, there was a dramatic increase in e-book reading between June 2010 and December 2011. The number of respondents who had read an e-book, rather than a print book, “yesterday” rose from 4% of readers to 15% (Laccetti, Bruce, Simon, Simon, Kate, 2007). However, the same study found that 88% of those who read e-books had read print books as well (Nancy, 2011). On a much smaller scale, Foasberg found that among a small sample of students who owned e-readers, only 43% used the device for two-thirds of their reading or more (Aaron, Andy, Susan, and Kevin, 2011). These results suggest that use of electronic texts, including e-books, does not indicate that readers are forsaking other formats.

There are several reasons that readers, and students in particular, may choose one reading format over another. Readers’ personal preferences may come into play when they are selecting reading formats. Shrimplin et al (2009) found four distinct groups of readers who all approached print and electronic texts in different ways: Book Lovers, who preferred print, Technophiles, who preferred electronic



formats, Pragmatists, who use whatever format best suits their needs at the time, and Printers, who print out electronic texts to read them (Aaron, et al, 2011). Chelin et al. found that students used e-books if they were easier to access or if the print edition was not available, rather than because of any preference for them (Jacqueline, Jason, Elspeth, Jane, Alastair, and Greg, (2009). Additionally, demographic characteristics may influence use of e-books. For instance, they found that the younger students in their study, who were between the ages of eighteen and twenty-one, were more attracted to e-books than older students were (Sue, Lee, Karen and Emma, 2011). Some subjects in this study felt that limited printing was one of the drawbacks of this format because they did not wish to read these materials from a computer screen. Broadhurst and Watson speculated that students will demand additional printing credits if many materials are made available electronically (Dominic and Janette, 2012).

The constraints of time and space may also play a role in format choice; Shelburne found that faculty and students appreciated computer-based e-books for the speed and convenience with which they can be accessed, but many readers prefer to print out sections rather than rely on a computer and an internet connection for access (Wendy, 2009). For e-books used away from the computer, however, portability is often considered a benefit. For instance, participants in Marshall and Rutolo's study often used small reading devices while traveling or



commuting, situations in which print would have been more cumbersome. Catherine and Christine (2002) note that students may use computer-based electronic formats because of inertia; since students are used to doing most of their work at the computer, it is easier for them to use texts they can access without leaving their computers. Throughout the literature, it appears that many students enjoy the convenience of accessing materials electronically, but they often print out materials to use them.

The nature of the activity in which readers are engaged is also important. There is some agreement in the literature that different reading tasks call for different practices, and different formats may do a better or worse job of supporting certain practices. This is because many electronic texts feature primarily linear navigation and limited markup capabilities, some studies have found that activities that rely on annotation and nonlinear reading are considered easier when conducted in print, potentially impeding the academic use of these media. Sandberg, surveying the literature on academic reading online, notes that several studies have found that students prefer print, and that the process of reading online is very different. Cull argues that individuals often read more quickly and less deeply online than they would in print. Berg, Hoffmann, and Dawson (2010) found that students doing a simple lookup task used more effective strategies to navigate the print encyclopedias than the electronic ones. Qayyum (2008) studied



the way graduate students marked up scholarly articles they read and shared online; these students had little difficulty using the interface to annotate the documents, but complained that this method did not encourage critical thinking and resulted in “fragmented and disengaged reading. “In Worden and Collinson’s (2011) study, students’ comments indicated that they preferred e-books for finding quotations, copying and pasting, while they preferred print for sustained reading (Anne and Timothy, 2011).

Electronic textbooks, although effective, have been unpopular. Several studies have found that grades and learning outcomes did not differ very much between students who used print and those who used e-textbooks. However, the students in these same studies expressed a preference for print, spent more time studying when they used a print format, and did not volunteer to use e-textbooks again. Students often print out their reading when it is in an electronic format, even if they are not willing to pay more for a print copy upfront, suggesting that they find it easier to work with paper than a screen. Student preferences may change in the future; Weisberg found, in a longitudinal study of business students, that students felt more positively inclined toward e-textbooks every year (Annette, Anuj, Beverly, Kenton, O’Hara, and Abigail, 1998).

The connection between e-books and active reading is of particular interest for this study.



Adler et al. (2008) noted that electronic materials lacked support for note taking, collaboration, or nonlinear reading, while Shelburne's participants complained that non-sequential access, particularly cross-referencing with other works or other parts of the same work, was much more difficult in an electronic format. Thayer et al. distinguished among three types of reading:

1. Skimming reading
2. Responsive reading
3. Receptive reading.

They found that electronic reading in the form of e-readers supported receptive reading, that is, "reading a text from beginning to end without critically appraising the ideas, taking notes, or interrupting one's train of thought."

However, the readers did not support other types of reading as effectively; in particular, student had difficulty skimming and reading responsively, a process Thayer defines as "developing new knowledge or modifying existing knowledge by engaging with the ideas presented in a text." In a study that dealt with computers rather than e-readers, Gregory (2008) found that students often skimmed texts and printed out parts to use later, but did not do much serious reading in this format. The types of engagement each medium affords do matter to students; Tarbaran, Kerr and Rynerson (2004) found that students often used



strategies such as underlining, highlighting and annotating, although these practices did not always make a difference in their academic achievement.

However, Weisberg found that students are indeed willing to use e-books; although few students in this study used electronic texts for all their reading, more than half used them for most of their reading (Roman, Marcel and Kimberly, 2004). While publishers of electronic books have begun tracking differences in reading practices among different types of content (Alexandra, 2012) there is little research on the choices students make when faced with several possible formats in which to consume information. The current study considers how different media may fit into students' lives rather than imagining that they are exclusively either "analog" or "digital" consumers of information.

### **2.3.1 What Students Read?**

Students may read for academic, work or personal reasons; many of the studies on college students' reading habits are focused on the divide between their personal and academic reading practices. Joliffe and Harl (2008) examine the assumption that most undergraduates do not spend enough time reading and are not careful readers. The students in their study did not spend the traditional two hours studying for every hour in class; however, they spent a good deal of time with their personal, self-chosen reading and engaged much more deeply with it, whether this involved religious reading, fantasy novels, or correspondence with friends.



Mokhtari, and Gardner (2009) found that students reported spending more time on academic reading than on leisure reading or watching television, although they reported enjoying academic reading much less any other activity. In contrast, students rated leisure reading as an enjoyable activity, but did not devote much time to it. Gilbert and Fister (2011) found that most students in their study enjoyed leisure reading but that they were unable to spend time on it because of the amount of time they must spend on their academic reading. Huang found that students spent more time reading messages on social media sites on the internet than they do reading academic or extracurricular materials; the students in this study often avoided reading textbooks if possible (Dan, 2013). It was pointed out that for some students who are deeply engaged with their studies, the distinction between academic and pleasure reading may be more difficult to make (Melanie and Vivian, 2010).

#### **2.4 Internet Resources for Students**

The most effective communication resources, computers and the Internet, are part of our daily life and have become one of the important tools in the education. The Internet helps transfer information between different points therefore this satiation makes the Internet a very powerful information system. People in different age groups and jobs, students and academicians who do scientific research and prepare projects prefer using the Internet because it is the



easiest, fastest, and cheapest ways of accessing necessary information (Cloud, 1989). Even though the Internet is a very important and indispensable source for students, the issue of whether the referenced source is trustworthy and/or credible, has been raised. This is because there is no control on any particular piece of information published through the Web, in opposition to the scientific and professional journals published by the scientific institutions, business world and the organizations known to the public. Additionally, other journals and books issued by commercial organizations do not have a control unit including editors and referees. Many of the sites on the Internet enable anybody to submit any kind of information without being controlled, and many of the sites known as reliable are restricted to open access for commercial purposes or security requirements (IP restriction, membership). This limits the accessibility for students and deprives them of these sites.

Many of the Internet resources qualified as trustworthy have limited accessibility. Because of these constraints, information resources used by students are generally untrustworthy or students have been inaccurately forwarded. Available Resources for the Term Projects Methods of using academic resources, especially the ability to scan the articles for information is very important for academic research. The similarities and differences between articles on the same subject can be used to classify them for literature review. Grouping of the articles



in detail helps keep the expected originality of the text in order to complete the project successfully. Academic Journals Database The efficiency of Academic Journals Database is related to the number of periodicals covered and the evaluation techniques of them in order to form a universal academic index. They provide a rich source of specialized information, and are widely used by many academics and students. They are an essential reference tools for these people for detailed research into different subject areas, and are grouped into subjects according to the different disciplines. Search Engines are open access sites and are the most widely used resources for students' projects. Many of them have open access on Internet Explorer programs, but some are customizable tools supplying multiple search engines like "Copernic". Resources which are accessed through these engines are mostly used by students for gathering the required information for their projects. Information obtained from these sites changes according to the student's level and the importance of the project content. By using different filters in the advanced search tabs, directly accessible resources provide more effective query results for specific types of documents such as documents with pdf, ppt, doc extensions. This makes it possible to access the information required or to extract unwanted resources. However, interesting trap/pop-up sites attract the student's attention and divert them into spending time on different subjects in different sites while working on the project. A future study on the frequency of repetition and



prevention of the trap sites would provide an evaluation of the factors affecting the efficiency of open access search engine sites and, indirectly, the performance of the students. Electronic Libraries which offer an important advantage in accessing information required from related sites are classified into two different groups: (1). open or closed access web sites of Universities, and (2) other web sites which are completely open through the Internet. The closed sources in Electronic Libraries in Universities are based on academic books and contractual journals and are completely trustworthy. These collections are ideal for the undergraduate/graduate students, researchers, and academicians.

However, the reliability of open access libraries is not at a suitable level, and is approximately at the same level of reliability as the external sources that write them. The articles in libraries such as Wikipedia, which has become an official research tool, can be compared with the information in other resources and this makes it more detailed and reliable. For this reason, the majority of subjects in Wikipedia are written by accessing official and private libraries, although the reliability of the article can only be judged, if the references have been well documented. Blogs/Forums, Many students are able to access the required information by using search engines for project assignments. The majority of subjects that are listed in search engines are written blogs and forums. The information given in these links is often all that can be found and so is judged



acceptable by the readers. Consequently, a comparison should be made after applying different sources and information should be confirmed. These open-access resources are often personal studies of people who are interested in the subject, no matter whether they are academicians or not, and therefore, should be confirmed with other sources on the same subject written by people who are well qualified.

Distance Learning through the use of current advanced technologies, students can learn anytime, anywhere by means of distance education, where the student-teacher relationship is carried out at simultaneous or different times without the need for physical proximity. The infrastructure of distance education is based on web-based training. That the current information is reliable and valuable depends on how reliable and well organized the information management of the corporation is. Information management systems should be flexible, easy to understand, dynamic, manageable, valued by people, and with a culture that supports learning.

In terms of related software, there are many different software programs used by different departments of university students. They are used as part of the current educational programme or related to a specific branch of science after graduation. This software includes the required information for both business life and projects. Many computer programs are for commercial purposes but must be



used under license and their usage is very limited for educational purposes. Trustworthy of the Internet resources and Internet network has eliminated the physical limits and the number of existing educational resources has increased so that it is possible to prepare assignments and projects in any place where the internet is accessible. If its taken into account that the steady increase and upgrade in system resources, the large quantities of control mechanisms related with the reliability of the information available is almost impossible to simultaneously implement. In order to get fresh and reliable information from the Internet, it is necessary to consider the evaluation criteria of high quality internet information.

However, there is no definite standard related to this (Cebeci & Bek, 1999). In addition, the access to resources is restricted in terms of information security. Competence of information resources, authors' experience and their academic qualifications should be considered carefully. The differences between information presented by authors who are qualified and those who are not, and issues like writing style and unity of subject matter attracts attention immediately and can be easily understood. Whether Internet resources include updated information related to the subject or not it can be evaluated by looking at references of the source used from other. Current academic applications will provide a better understanding and increase the trustworthy of the resources. Providing an interactive web site which considers the demands and critiques of the users proves that the information on the



site is reliable and can be assayed by looking at the visitors log, customer support and forums. An evaluation can be made on 5 basic issues related with the trustworthiness and accessibility of the Internet sites:

1. Accessibility: Whether the site is available and the required information is reachable
2. Trustworthiness: Whether the contents in the site are current and correct
3. Authorship: Whether the articles and text are well written by suitably qualified authors
4. External Links: Whether links to/from the site are reachable
5. Legitimacy: Whether everything is in accordance with the law.

By looking at these criteria, a classification can be made for the trustworthiness and accessibility of available sources that students can use for their project studies. The result obtained here demonstrates that resources which are easily accessible are not those which provide reliable information. Accessibility into highly reliable and credible resources is only possible with some constraints, so that it is very difficult to use these resources efficiently.

Eres (1987) observed that amongst such factors that militate against the use of information technology in developing countries are the cost factor, problems of



foreign exchange required for the purchase of computers, lack of library and information standards, inadequate and unreliable telephone network systems, shortage of manpower, low prestige of information professions, difficulty in recruiting specialist up- to-date knowledge of computer and lack of continuing education. These views were correlated by many writers.

Womboh (2008) pointed out the harsh economic condition and government apathy to library services in Nigeria. Due to the same reason he noted that the content and quality of services of most Nigeria University libraries have deteriorated to such a level that the quality of the products of such universities has also been adversely affected. Consequently the result of a research study set up by the National University Commission (NUC) Quality Control Division (QCD) to test the quality of Nigeria University academic programme shows that staffing scored a paltry 32% as against the 70% bench mark; physical facilities (including IT facilities/resource) scored 25%, while library and funding scored 12% and 05% respectively as against 70% bench mark for each item. This is critically the real picture of what is obtainable in all the newly created Federal Universities.

Igbeka (2002) noticed that the problem encountered by Kenneth Dike library Ibadan during retrospective convention includes problems with the systems after the consultants had downloaded their records. To recall or retrieve the records downloaded was usually difficult. Electricity failure was another problem.



Oketunji (2000) identified some factors militating the use of information technology in Nigeria Universities, which includes access to adequate and reliable electricity, which services are usually restricted to urban centers while most of our Universities are usually situated in the rural areas. Aino (2004) identified the negative laissez-faires attitude of lectures, students and libraries as other factors militating against the development and use of ICT in University libraries in Nigeria. Aino, while admitting the high cost of ICT training opined that library staffs and student users should do something on their own to improve their IT skills. Similarly, Kamba (2008) discovered the problem of IT especially internet use in Nigeria libraries to include inadequate and poor information infrastructure. That the country Nigeria lies within the tropics where dust, humidity and heat reign supreme.

The problems of environmental control are compounded by the unreliable electricity supply which makes it difficult to maintain a conducive computer environment. The available number of information technology engineers to service and maintain information technology hardware and software are insufficient. On the management factor, Agaja (1997) posits that librarians should be skillful in the complex art of managing human and material resources, information packaging library repositioning, strategic planning, budgeting and effective allocation of funds among competing needs. It behooves an individual librarian and indeed the



university librarian to upgrade perspective technical and human relations skills in order to remain relevant and attractive to patrons of academic libraries especially student users. Hostile and an uncooperative approach is repulsive to student user while lack of dexterity on the part of library management would spell doom for library operation.

Efficient management ensures that the best hands are employed and sustained especially in the critical areas of information technology. Oyesika and Oduwole (2004) in their study of the use of academic libraries discovered that majority of the users (students) do not have the requisite skills and as such shy away from the use of information technology. Lack of user education and time for practical work on the use of information technology was among the problem of students. They advocated that credit unit should be allocated to IT courses.

## **2.5 The factors which influence the effectiveness of Internet use in Education**

The most important among them is the ability of a user to work with information. It is not that simple, because it demands on behalf of a student the ability to use different kinds of intellectual skills, which many of our students do not possess. It means that a student should be able to analyze the information he/she deals with, to select the facts, data adequate to the problem he/she



investigates. He/she has to find arguments to prove his/her point of view. It is quite obvious that the information the student comes across in the Internet is not always helpful. Because they do not have the knowledge of most materials downloaded for their work.

More than that, it can be very aggressive; it can be not up to the scientific level, etc. The Internet is a very democratic environment where every user can locate his/her information. A lot of educational materials do not undergo any examination. This fact produces a lot of difficulties even for a teacher to select the material for educational purposes. To solve this problem one must be competent in his professional field. He/she should be able to analyse the material and recommend it to his/her students, and the students selecting the information should be also able to decide if this or that material is flawless to be used for the cognitive purposes.

Thus, for effective education a mere access to Internet information resources is not enough. It is necessary to prepare the students beforehand to work with information or to provide those who use the distance form of education with special tasks destined to develop intellectual skills of critical thinking, working with verbal texts, multimedia environment, to create all kinds of so-called secondary texts (abstracts, summaries, essays, etc.), to be able to work with information. It means in other words to develop their critical thinking. This must



be the goal of every education system. So, this is the first factor, which influences the efficiency of the Internet in education. Besides, it should bear in mind that reading electronic texts in the net is not like reading printed texts. It is avoidable to look it through rather than read it thoroughly and make decision if it is worth downloading and more attentive reading later or not. So, students should be taught to look through the texts quickly, selecting the main ideas interesting for them from the point of view of their cognitive task. In this respect it can mention some recommendations given by Stephen Pickles from the Institute of Education, University of London. He advises the user to ask several key questions about every new Internet resource he finds: 1. Who? 2. When? 3. Where? Let me quote his recommendations (<http://www.sosig.ac.uk/vts/education>), because I consider them very helpful. "Who has provided the Information?"

Knowing who has provided the information you are looking at it is vital if you are going to evaluate fully what you are seeing – the Who question is key. Who provided this information or opinion – a teacher, a researcher, a government department or agency, a commercial company, a pressure group, an individual or an organization? Are details provided about the authors and the publishers? Are they qualified or reputable? Can you find information about the author on the web site? Or is it not clear at all who the author and publisher are? Are they one and the same? Very closely related to Who? Is Why? So ask yourself, why are they



providing this information? Can you detect 'spin', bias or propaganda? Are they trying to sell a book or some other product? Are they promoting a particular point of view? Who are they funded or sponsored by? Are they reporting research or investigations of some sort, or merely asserting opinions? Is the information evidence based? Who is it aimed at? When was the Information Provided? When the material was first published on the Internet? Is there a publication date? Check the copyright notice, it might say there. If you are looking at statistical or other data, what time span is covered? How far back do they go? Are the latest figures included? Which version of a document are you looking at? Is it a draft, or the interim or final report? For example, is it the most recent Ofsted report, or an older one? Is it a DfEE consultative paper, a White Paper, or the eventual legislation? Are superseded documents archived for research purposes? Are they marked as such with links provided to the current version?"

Obviously, the usage of the information resources located in the Internet is not such a simple affair. It requires not only the ability to search for it in the huge ocean of the Internet, but to process it, to use it effectively for the cognitive goals. This is a very wide gap that most students and lecturers are yet to fill. That is why the issue of plagiarism is a common phenomenon.

The second factor is connected with the culture of communication in the net, intercultural communication in particular. It is a very important and complicated



problem to solve. The fact is that many people do not possess the culture of communication in terms of using the adequate forms of greetings, of writing briefly and laconically, using the literary language, avoiding abbreviations, etc. As for the intercultural, transnational communication the problem is particularly acute. The lack of knowledge of a strange culture, national traditions, the peculiarities of different confessions, etc. promote misunderstanding between the partners and can be a cause of a conflict. It is noteworthy, that new technologies are only means for communication among people of different nationalities. Their mutual understanding or misunderstanding, sympathies or antipathies depend not on the technologies but on the people's respect of the culture and traditions of each other, on their awareness of the peculiarities of these cultures. It is not a technological but a human factor. So, the problem can be solved only with the assistance of teachers, tutors, who are responsible for the process of education. It is not only the problem of acquiring the definite knowledge but also the problem of tolerance. They should be ready to supply the students with the necessary information, to explain to them the peculiarities of a strange culture. Some preliminary preparation in this respect is necessary as well; if we want the Internet in education is to be effective. The development of critical thinking requires possession of definite knowledge, experience, and power of observation. The Internet creates opportunities for bringing people closer to each other, for mutual understanding but the realization



of those opportunities depends on people themselves, their mental and spiritual abilities, their desire to understand and share the views of others.

The next factor which impacts the efficiency of Internet use in education is that teachers in most cases are unprepared for the practice of integrating the information resources of the Internet, its facilities in teaching and learning process, let alone distance education. In many and many countries the institutes of education do not train future teachers for the specific activity of handling Internet resources. The situation is changing in some countries due to the organization of special associations for in-service teacher training. But still many teachers and educators consider this a self-dependent activity in terms of using Internet technologies, finding some materials for the projects, reports, essays, using e-mail if necessary, etc. But in fact, talking about education, it must bear in mind that this is a mutual, interactive activity, which should be controlled and directed. Even if the students are supposed to study some course or material located in the Internet all by themselves, they should be provided with the necessary instructions how to do it, what additional information is to be used in the Internet or other resources. So, this problem deals with the training of teachers either in the Universities or at in-service training courses.

The analytical materials given below, touch upon some other problems, including navigation, which are also very important and mentioned by many



specialists. The conclusion is that the Internet being a unique means for solving a lot of educational problems, enhancing the effectiveness of education in general, making the education democratic and available for millions and millions of people, nevertheless demands definite efforts to prepare students not only to use Internet technologies, but to work with information, which in its turn implies the development of critical thinking, using the ideas and principles of constructivism in their learning practice. It also assumes training of teachers to integrate Internet resources and facilities into the educational process.

## **2.10 Theoretical Framework**

### **Theoretical Underpinnings**

Studies on user technology acceptance have proliferated in the IS literature, and a large body of technology acceptance research is connected to behavioral intention. TAM (Davis, et al., 1989) in a seminal work for predicting an individual's intention to use and acceptance of information systems (IS) and information technology (IT). TAM theorizes that a person's attitude toward using a technology is determined by two user beliefs: PU and PEOU which lead to an individual's behavioral intention to use the IS or IT in question. PU refers to "the degree to which a person believes that using a particular system would enhance his or her job performance" (Davis, 1989). PEOU refers to "the degree to which a



person believes that using a particular system would be free of effort" (Davis, 1989).

Behavioral intention is defined as "a measure of the strength of one's intention to perform a specified behavior" (Davis et al., 1989). As depicted in the model, attitude toward using an information system and perceived usefulness jointly determine behavioral intention which leads to actual system usage. In addition, PEOU has an impact on PU. External variables can influence both PEOU and PU, which subsequently affect usage behavior. TAM has been well referenced in the IS literature. However, most studies have tested it on relatively simple systems with homogeneous participants. Thus, its applicability to a complex information system, such as an academic research library Web portal, and diverse populations (e.g., students in different grade levels and academic programs) can be questioned. Parallel to the TAM model and its variations, another research stream, information systems (IS) success models (e.g., DeLone & McLean, 1992, 2003; Seddon, 1997), investigates user satisfaction and technology acceptance. Based on a comprehensive literature review of the IS success definitions and measures, DeLone & McLean (1992) developed a taxonomy consisting of six dimensions of IS success

1. System Quality refers to measures of the information processing system itself;



2. Information Quality refers to measures of information system output
3. Use refers to recipient consumption of the output of an information system;
4. User Satisfaction refers to recipient response to the use of the output of an information system;
5. Individual Impact, closely related to performance, refers to the effect of information on the behavior of the recipient, and
6. Organizational Impact refers to the effect of information on organizational performance.

As illustrated above, both System Quality and Information Quality affect Use and User Satisfaction. The realization of system benefits for individual users and the organization as a whole depends on the significant impact of Use and User Satisfaction. With the advent of Web technology and the growing popularity of e-commerce, DeLone and McLean (2003) updated their original model by including Service Quality to reflect the critical aspect of online service and support in e-commerce systems. Intention to Use was added to measure user attitude.

Also, individual and organizational impacts were collapsed into a single benefit impact called Net Benefits Through analyzing IS models, dimensions, measures, and interrelationships, Petter, DeLone, and McLean (2008) indicate that the relationships between Use and User Satisfaction, as well as the correlation between Use and Net Benefits have received moderate support from the IS



literature. Additionally, the path from User Satisfaction to Net Benefits is strongly supported. Although the updated DeLone and McLean's (2003) IS success model has been widely applied to research in the areas of e-commerce, knowledge management systems, and specialized business applications, it has not been broadly validated in academic settings. Library based studies grounded in this conceptual model are minimal.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction:**

This chapter states the procedural steps on how to go about this study. Issues such as research design, population of the study, sample size, sampling technique, research instrument, and research ethic and data analysis are discussion in this chapter.

#### **3.1 Research Design**

This study was a descriptive study. For this study, data was collected from different major sources. That is, both primary and secondary sources. The secondary source of data collection was based on past related works while the primary source of data collection was through the use of questionnaire for quantitative data and IDI for qualitative data. To this end, data was collected at two levels:

##### **3.1.1 At students' Level**

Students of Federal University Oye-Ekiti were administered structured questionnaire to collect quantitative data on their choice of sources of collecting academic materials in the school. The challenges of the source and its satisfaction



were also be part of cause of interest. All students were given equal chance of selection.

### **3.1.2 Staff Level**

At the level of the academic staff of Federal University Oye-Ekiti, the qualitative data was collected via In-Depth Interview (IDI). Some academic staff was interviewed on the subject matter. The qualitative data was substantiated the quantitative data.

## **3.2 Population**

The most appropriate population for this study was the undergraduate students and lecturers of the Federal University Oye-Ekiti. Every student and lecturer stands a better chance to participate in this study.

## **3.3 Sample Size**

The sample size for this study was simply based on the general population of the students. The population of the students was less than 3,000 in the two existing and functioning campuses (Main campus Oye and Ikole campus). To this end, one hundred (100) students were selected each from both campuses. In total, two hundred (200) students which were about 8.3% of the general population of the students were selected for the study. For the qualitative data, two (2) academic



staff was purposively selected from each existing Faculty. In all, eight (8) IDIs were conducted among the academic staff.

### **3.4 Sampling Technique**

The appropriate sampling technique for this study was purposive sampling technique for both the students and the academic staff of Federal University Oye-Ekiti. This was simply because every student and lecturer use any or both source of academic materials in the school, so, they all stand an equal chance of been selected for this study.

### **3.5 Research Instruments**

The research instrument for this study was structured questionnaire to be administered to the undergraduate students of the Federal University Oye-Ekiti. The questionnaire used a three-point Likert Scale and was thematically arranged in accordance with the objectives of the study. The IDI otherwise known as the In-Depth Interview was conducted with some selected academic staff not minding their departments or faculties to obtain qualitative data. .

### **3.6 Validity and Reliability of the Research Instrument**

*The validity and reliability of the instruments to be used in obtaining data for this study was that, the instruments especially the structured questionnaire was*



subjected to what is call pre-test. That is, the instrument was administered in a different area and analysed in order to ensure that it was capable of attaining all the set objectives for this study. Also, the content-validity of the instrument was verified by experts in the subject area. The various suggestions that was made were used to modify\ the instrument.

### **3.7 Data Analysis**

The quantitative data collected was analyzed using the SPSS version 16 computer package. These descriptive statistics were presented using mean, frequency tables, percentages, charts where applicable and cross tabulations tables. The hypotheses were analyzed with the aid of the Spearman correlation coefficient to ascertain the statistical relationship in the hypotheses tested at 0.05 level of significance. Secondary data sourced from University library unit was analyzed using content analysis, and categorization of variables. Qualitative data from in-depth interviews with the academic lecturers was analyzed using it to substantiate the quantitative date.

### **3.8 Ethic Consideration**

The ethical consideration of the respondents was guided such that nobody was forced to respond to this instrument. Also, the information provided by each of the respondent was treated confidentially.



## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

This chapter is basically on the interpretation of data collected for this study. Both qualitative and quantitative were analyzed and interpreted below. A total of 250 questionnaires were administered but only 244 questionnaires which is 97.6% were recovered. It is a good representation of the entire population for the study. Therefore, analysis and interpretation of this study is based on the sample of 244.

#### 4.1 SOCIO-DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

**Table 1: Socio-Demographic Characteristics of the Respondents**

Demographic Variables	Frequency	Percentages
<b>Age</b>		
14 - 19 years	125	51.2
20 - 24 years	102	41.8
25 - 29 years	15	6.2
30 years and above	02	0.8
<b>Total</b>	<b>244</b>	<b>100.0</b>
<b>Sex</b>		
Male	163	66.8
Female	81	33.2
<b>Total</b>	<b>244</b>	<b>100.0</b>
<b>Religion</b>		
Christianity	201	82.4
Islam	34	13.9
Traditional	09	3.7



<b>Total</b>	<b>244</b>	<b>100.0</b>
<b>Marital Status</b>		
Single	225	92.2
Married	12	4.9
Divorce/Separated	07	2.9
<b>Total</b>	<b>244</b>	<b>100.0</b>
<b>Faculty</b>		
Agriculture	47	19.3
Engineering	51	20.9
Humanities and Social Sciences	104	42.6
Sciences	42	17.2
<b>Total</b>	<b>244</b>	<b>100.0</b>
<b>Respondent's Level</b>		
100 Level	98	40.2
200 Level	81	33.2
300 Level	35	14.3
400 Level	30	12.3
<b>Total</b>	<b>244</b>	<b>100.0</b>

Source: Fieldwork, 2015

Table 1 is on the socio-characteristics of the respondents that participated in this study. The demographic variables are discussed below accordingly

The Age of the respondents showed that 125 respondents which is (51.2%) falls within 14-19 years, 102 respondents which is (41.8%) are between 20-24 years, 25-29 years is (6.2%) and only 02 respondents which is (0.8%) are 35 years above. This means most of the students are relatively young except for less than 1.0% that are 30 years and above.



The gender of the respondents indicates that 163 respondents which is (66.8%) are male while 81 respondents which is (33.2%) are female. It shows that the gender disparity/discrimination in the educational institution is still a reality because more male participated in the study than female.

In respect to the religious identity of the students, 201 respondents which are (82.4%) were Christians, 34 respondents which is (13.9%) practice Islam and 09 respondents which is (3.7%) believe in Traditional religion. These indicate that more Christians participated in this study simply because the study location that is, Federal University Oye-Ekiti is established in Ekiti mainly dominated by Christians.

The marital status of the students showed that 225 respondents which is (92.2%) were single, 12 respondents which is (4.9%) are married and only 07 respondents which is (2.9%) are either divorce/separated. This indicated that over (90.0%) of the respondents were single.

On the Faculty of the respondents, data showed that 104 respondents which is (42.6%) were students of Humanities and Social Sciences, 51 respondents (20.9%) were students of Engineering faculty, 47 respondents (19.3%) were students of faculty of Agriculture and 42 respondent (17.2%) were in faculty of Sciences. This



means students in faculty of Humanities and Social Sciences were more than students in any other faculty.

The level of the students showed that 98 respondents (40.2%) were in 100 level, 81 respondents (33.2%) were in 200 level 35 respondents (14.3%) were in 300 level and the 400 level students were only 30 (12.3%). This means students in 100 preparing for first semester examination participated mostly in the study simply because they also have good ideas and understanding of the subject matter. It was an opportunity or avenue to demonstrate their experience of both library and on-line sources of exploring materials for academic purpose.

#### **4.2 GENERAL ISSUES ON LIBRARY AND ON-LINE MATERIALS FOR ACADEMIC PURPOSE**

**Table 2: Purpose of Library and On-line Materials Use**

Purpose of visiting Library and On-Line materials	Library Materials		On-Line Materials	
	F	%	F	%
General Reading	139	57.0	41	16.8
Preparation for Examination	29	11.9	161	66.0
Assignment/Term Papers	71	29.1	-	-
Entertainment (social media, newspapers etc)	-	-	37	15.2
All of the above	05	2.0	05	2.0
<b>Total</b>	<b>244</b>	<b>100.0</b>	<b>244</b>	<b>100.0</b>

Source: Fieldwork, 2015

In Table 2, the purpose of visiting library and on-line for academic purpose was measured. The above Table showed that 139 respondents (57.0%) visit the



library for general purpose, 71 respondents (29.1%) visit the library only when they have assignment/term paper, 29 respondents (11.9%) visit it to prepare for examination and only 05 respondents which is (2.0%) visit the library for all of the above mentioned purposes. And for the on-line, 161 respondents (66.0%) visit on-line for preparation of examination, 41 respondents (16.8%) visit on-line for general reading, 37 respondents (15.2%) visit on-line for entertainment while only 05 respondents which is (2.0%) visit on-line for all of the above. It can be deduced that on the overall, the purpose of visiting either the library or the on-line for academic purpose are almost similar but while most students visit the library for general reading which may include the consultation of library materials and even their note, most/majority of the students visit the on-line only for examination preparation in order to get current materials especially articles to augment the note lecturers give in the course of lecturing in the classroom. It is noteworthy, that only 2.0% use both library and on-line for general reading, preparation for examinations and assignment/term papers. The on-line have another fundamental advantage over the library. That is, the use of on-line for entertainment after all, the Englishmen says, **“All works and no play makes Jack a dull boy”**.



**Table 3: Respondents constancy of visiting Library or On-Line for materials**

How often Respondents visit Library and On-Line materials	Library Materials		On-Line Materials	
	F	%	F	%
Very Often	48	19.7	121	49.6
Often	122	50.0	99	40.6
Not often	74	30.0	24	9.8
<b>Total</b>	<b>244</b>	<b>100.0</b>	<b>244</b>	<b>100.0</b>

Source: Fieldwork, 2015

Table 3 focused on the frequency/constancy of visiting library or the use of on-line to search for academic material. About 122 respondents (50.0%) visit the library often, 74 respondents (30.0%) visit the library not often while 48 respondents (19.7%) visit the library very often. On constancy of visiting on-line for academic use, 121 respondents (49.6%) constantly use the on-line very often, 99 respondents (40.6%) use on-line often while 24 respondents (9.8%) use on-line for academic reason not often. This simply indicate that the two sources of searching materials for academic purpose as provided by the University (FUOYE) management are keenly explored by the students but from the above data, it should be noted that more students explore the on-line channel very often for academic reason than the library materials because the on-line is faster, more friendly user and self-interactive than the use of the library materials (text books). This is also because some of the books in the library may be old editions while current articles about or on particular subject matter are found on-line for those who have the



knowledge or know the technique of searching for current academic materials via on-line source.

All the respondents (100.0%) that provided the qualitative information maintained that they prefer the on-line to the use of text books in the library for academic purpose only few use the Internet alongside library materials. Some of the reasons advanced across different faculties are:

**Extract 1: IDI with a Lecturer in Department of Biochemistry**

I use mainly on-line materials daily. It is my favorite because it is easier to access anywhere and a whole lot of information can be obtain but

I use library materials occasionally.

**Extract 2: IDI with a Lecturer in Theatre and Media Arts**

The Internet is readily available and easy to source. I use it every time for my academic work. It is efficient and faster and reliable.

**Extract 3: IDI with a Lecturer in Faculty of Agriculture**

On-line is my favorite because due to the unlimited availability and nature of materials and the simple but great fact that it is stress less and strongly dynamic. I use it every day.



**Table 4: Record of those that use library materials from February to June in Federal university Oye-Ekiti**

<b>Departments</b>	February	March	April	May	June	Total
Sociology	30	20	40	10	30	130
Psychology	49	30	60	30	20	189
Economic	112	80	130	120	70	512
Mathematics	16	10	5	3	1	35
Demography	57	40	70	35	10	212
Biochemistry	5	10	3	-	2	20
Industrial Chemistry	33	20	10	-	3	66
Micro Biology	30	40	20	15	1	106
Mechanical Engineering	17	20	10	2	5	54
English & Literary study	53	30	60	20	10	163
Theater &Media Art	6	8	1	10	-	25
Agric Engineering	1	10	3	1	5	20
Electronic & Electronic	19	10	4	2	1	36

**Sources: Federal University Oye-Ekiti Library Record, 2015**

Table 4 shows the record of those that use library materials from February to June 2015 in federal university Oye-Ekiti. The Table indicates that 130 from sociology department and 189 users from psychology department used library materials for academic purpose from February to June, 512 users from economic and 212 from demography, 20 users from biochemistry and 66 users from industrial chemistry. From micro biology 106 users, mechanical engineering 54 users, English and



literary study 163 users, agric engineering 20 users and electronic and electronic 36 users.

**Table 5: Requirement for Library and On-Line Use**

Requirement for Library and On-Line materials Use	Library Materials		On-Line Materials	
	F	%	F	%
Compulsory Registration	198	81.1	143	58.6
Payment of stipulated fee	17	7.0	33	13.5
Nothing	29	11.9	68	27.9
<b>Total</b>	<b>244</b>	<b>100.0</b>	<b>244</b>	<b>100.0</b>

**Source: Fieldwork, 2015**

Table 4 shows the requirements for library and on-line use in search for academic materials purpose. The Table indicates that 198 respondents (81.1%) said the requirements for library use is compulsory registration, 17 respondents (7.0%) said it is payment of stipulated fee while 29 respondents (11.9%) said nothing is require for using library materials while for on-line use, 143 respondents (58.6%) said the requirement for using on-line is compulsory registration, 33 respondents (13.5%) said it is payment of stipulated fee and 68 respondents (27.95) said there is nothing. This means compulsory registration is the main requirement for the use of library and on-line for academic purpose in order to control influence of people using the library for security reason. It is also important to note that some students



have not been using library or on-line materials for academic purpose than just to enter the library for personal reading of their notes.

**Table 6: Where Respondents access Internet for On-Line Materials**

Place of accessing Internet	Frequency	Percentage
Hostel	64	26.2
Campus Library	115	47.1
Lecture Room	54	22.1
All of the above	11	4.5
<b>Total</b>	<b>244</b>	<b>100.0</b>

Source: Fieldwork, 2015

The place of on-line access to search for academic materials is measured in Table 5. The table specified that 115 respondents which is (47.1%) said they get on-line access from campus library, 64 respondents which is (26.2%) said they access on-line from hostel, 54 respondents which is (22.1%) said on-line is accessed from lecture room while only 11 respondents which is (4.5%) said they access on-line from all of the above mentioned sources. This simply means Federal University Oye Ekiti have several places where on-line could be accessed in order to get materials for academic purpose. It also means internet for on-line access does not have a specific and guaranteed place it is effective and efficient. Several places can be tried before one finally gets satisfied with a place.



**Table 7: How fast is University Internet server?**

<b>The Speed of University Internet server</b>	<b>Frequency</b>	<b>Percentage</b>
Very Fast	37	15.2
Fast	73	29.9
Relatively fast	63	25.8
Not fast	71	29.1
<b>Total</b>	<b>244</b>	<b>100.0</b>

**Source: Fieldwork, 2015**

From Table 6, the speed of University Internet server was looked at. About 73 respondents which are (29.9%) maintained that the Internet available in the University is fast, 71 respondents which is (29.1%) said the Internet is not fast, 63 respondents which is (25.8%) said the University Internet is relatively fast while 37 respondents which is (15.2%) argued that the University Internet is very fast. From the above statistics, it shows that the generality of the students have different perceptions on the speed of the Internet provided by the University management, perhaps, due to their exposure to Internet use in other places outside the school campus. Also, the above data indicated that the speed of the Internet is nothing to write home about. Thereby, showing that the students in this digital age will always find it difficult to get satisfied using on-line as a means of searching for



academic materials. Except when it is complement with either modern for browsing or their mobile phones.

**Extract 4: IDI with a Lecturer in Department of Theatre and Media Arts**

Sometimes the Internet is not reliable. It is affected by bad service. That is, wifi connection fails a time.

**4.3 THE USE OF LIBRARY MATERIALS FOR ACADEMIC PURPOSE**

**Table 8: Respondents responses on the use of Library for academic purpose**

S/N	Indices	Agreed		Not Agreed		Indifferent		Total	
		F	%	F	%	F	%	F	%
1	It is easy and fast to obtain materials on current research areas in FUYOYE's Library	141	57.8	83	34.0	20	8.2	244	100.0
2	I perceive the search of library materials for academic purpose as strenuous/procedural	118	48.4	91	37.3	35	14.3	244	100.0
3	I use FUYOYE library's materials everyday	59	24.2	147	60.2	38	15.6	244	100.0
4	FUYOYE library have environments conducive for research purposes	120	49.2	97	39.8	27	11.1	244	100.0
5	The use of FUYOYE library for academic purpose is very high	147	60.2	74	30.3	23	9.4	244	100.0
6	The library staff efficiency is relatively satisfactory	129	52.9	84	34.4	31	12.7	244	100.0
7	There is wide discrepancies between library and online academic materials	130	53.3	73	29.9	41	16.8	244	100.0

**Source: Fieldwork, 2015**

Table 7 has seven indices to measure the use of library materials (text books and journals) for academic purpose. From the above table, 147 respondents (60.2%) agreed that the use of FUYOYE library materials for academic purpose is



very high, 141 respondent (57.8%) also agreed that it is easy and fast to obtain materials on current research areas in FUYOYE's Library, 130 respondents (53.3%) agreed that there is wide discrepancies between library and online academic materials while 147 respondents (60.2%) said they did not agreed to the statement that I use FUYOYE library's materials every day. From the above analysis, it means because of the current structure and the state of the library, the students could not do any other thing in the library than to get text books and use it right inside the library or read their notes. No other forms of searching for academic materials situated in the library such as visual library, newspaper section etc. apart from the use of Internet. This result corroborates the purpose of the library as demonstrated in Table 2. This is why the students agreed that there is a wide discrepancy between the two sources of academic materials.

#### **Extract 5: IDI with a Lecturer in Department of Biochemistry**

On-line source of academic materials is very fulfilling and very satisfactory. This is because it is very unfortunate that my department does not have a shelve in the library, so I am left with no option than to go for on-line materials. Advance textbooks and journals (current) are not in the library.



## Extract 6: IDI with a Lecturer in Department of Theatre and Media Arts

Yes, there are discrepancies between the two sources because most times our local books and journals do not have all the information that is most needed for academic purpose.

### 4.4 THE USE OF ON-LINE MATERIALS FOR ACADEMIC PURPOSE

**Table 9: Respondents responses on the use of On-Line materials for academic purpose**

Indices	Agreed		Not Agreed		Indifferent		Total	
	F	%	F	%	F	%	F	%
The use of online academic material is very high	185	75.8	43	17.7	16	6.6	244	100.0
The Online facilities are very efficient in meeting my academic needs	155	63.5	74	30.3	15	6.1	244	100.0
I cannot do without searching for academic materials online	161	66.0	71	29.1	12	4.9	244	100.0
Online facilities are readily available for use for academic purposes in our school	161	66.0	65	26.6	18	7.4	244	100.0
Materials obtained from the Internet are very relevant and useful	209	85.7	17	7.0	18	7.4	244	100.0
It is very conducive to browse and get research information from the Internet	193	79.1	32	13.1	19	7.8	244	100.0
I perceive online academic materials as useful and very good	210	86.1	22	9.0	12	4.9	244	100.0
The online and library materials complement each other in terms of quality	161	66.0	61	25.0	22	9.0	244	100.0

Source: Fieldwork, 2015

Table 8 is on the use of on-line materials for academic purpose. The table uses eight indices to analysis this variable. From the table, 210 respondents (86.1%) Is agreed that I perceive online academic materials as useful and very good, 209 respondents (85.7%) agreed that materials obtained from the Internet are



very relevant and useful, 193 respondents (79.1%) agreed that, it is very conducive to browse and get research information from the Internet, 185 respondents (75.8%) agreed that the use of online academic material is very high. Even though the respondents agreed with all the above indices, this showed the passion of the students for the use of on-line internet for academic purpose because on-line materials were perceived to be very useful and relevant. It is also important to note that the two sources complement each other just like the result in table 7. This means that no matter how good, relevant and important or useful one may find on-line source of materials for academic purpose, some hard materials (text books) from the library either public or personal library will still be found useful to complement materials from on-line. This will enable both students and lecturers to enhance all inclusive globally standard for scholarship in order to compete with their counterparties anywhere in the world.

**Extract 7: IDI with a Lecturer in Department of Economics and Social Statistics**

In terms of infrastructures, power and people are yet to be enlightened on the use of Internet. This shows that the Internet is not totally reliable.



#### **4.5 PROBLEMS/CHALLENGES OF THE CHARACTERISED LIBRARY AND ON-LINE MATERIALS FOR ACADEMIC PURPOSE**

This section is on the challenges of using both library and on-line materials for academic purpose.

The following problems were identified by the respondents based on their experience in the use of library for academic purpose. They are:

1. The issue of small capacity the library can contain at a time thereby causing overcrowding;
2. No enough discipline and departmental books for research in the library;
3. Students are not at all allowed to photocopy relevant, important and useful part of any text book for their consumption;
4. The library is too stuffy, hot and noisy by staff and students and conducive environment to read;
5. High, undue and ridiculous charges to register for the use of the library and also when you did not return the book as at when due, they charge you N50;
6. Inability to lend a book to users for enough time no matter how important or useful the book is;



7. Some of the books in the library are outdated and the few relevant copies are not adequate in number;
8. The library does not have section for group discussion unlike other libraries in some schools;
9. Strenuous and too much stress of searching for books in the library as a result of poor arrangement and shelving of the books;
10. Incompetent and unenthusiastic library staff in FUYOYE;
11. Truancy by some library staff and;
12. Poor social relationship between library staff and students.

**Extract 8: IDI with a Lecturer in Department of Demography and Social Statistics**

Space is still a big issue in the library as well as adequate availability of relevant and current texts books.

**Extract 9: IDI with a Lecturer in Faculty of Agriculture**

The access to library is limited (time) and the library is mostly and always noisy and congested.

The following are the problems encountered by the students when using on-line for academic purpose. They are:



1. Failure of the school management to provide necessary and important infrastructure for the proper and adequate use of on-line for efficient search of academic materials;
2. Poor power supply or alternative for power supply;
3. High charges of using the Internet for on-line academic purpose;
4. Slow Internet wireless connectivity to access the on-line community;
5. Most Internet on-line materials are not always properly cited as such giving room for plagiarism;
6. Students get addicted to Internet when they stay too long on line;
7. Inability to access some useful, current and important books;
8. There is also the issue of constant on-line traffic;
9. No encouragement from lecturers for students to use on-line materials for academic work;
10. On-line search and the use of the materials does not allow students to think deeply and properly, that is, it makes students to be indolence;
11. The Internet does not cover all the school compound as the case in some schools;
12. The wifi is terribly poor and even when accessible is not for 24/7 as the case in most schools and;



13.Improper orientation or enlightenment on how to use the library by the library staff.

**Extract 10: IDI with a Lecturer in Department of Biochemistry**

The Lecturer advice that management should update the books in the library and seminars should be organized to show both staff and students how to source for materials on-line.

**Extract 11: IDI with a Lecturer in Faculty of Engineering**

Management should improve on the service in order to strengthen both sources for academic purpose and train library staff on how to build a good lasting social relationship between them and library users.

**Extract 12: IDI with a Lecturer in Department of Demography and Social Statistics**

The e-library component should be addressed for soft copies of current texts books and journals to be widely accessible to the academic community that is, both staff and students.



**Extract 13: IDI with a Lecturer in Department of Economics and Development Studies**

The management should increase the library space, buy more journal publications, subscribe to very powerful on-line journals like JSTOR etc and make sure the Internet is fast. Also, library users should browse only sensible and academic sites to reduce the on-line traffic which usually disrupt academic activities on-line.

**4.6 TESTING OF HYPOTHESES**

Two hypotheses were formulated for this study.

**Hypothesis One:** There is a significant relationship between the level of usage of library and on-line materials and satisfaction in Federal University Oye-Ekiti

**Hypothesis for Library**

**Table 10: The level of Usage of Library materials and satisfaction of the users**

Indices		Fast to get material in FUYOYE library				Value	Df	P-Value
How often do you visit the library?	Options	Agreed	Not Agreed	Indifferent	Total	10.723	4	.030
	Very often	27	16	07	48			
	Often	80	36	06	122			
	Not often	34	33	07	74			
<b>Total</b>		<b>141</b>	<b>83</b>	<b>20</b>	<b>244</b>			

Source: Fieldwork, 2015

Significant at  $P \leq 0.05$ .



To test the significance of relationship of the variables in this hypothesis. The 3-point scale was regrouped into a 3-point scale in order to avoid zero cells in the contingency table. The 3x3 contingency table for level of usage of library materials for academic purpose and satisfaction was statistically significant ( $\chi^2 = 10.723$ ,  $df=4$ ,  $P \leq 0.05$ ). Thus, this shows that the level of usage of library materials and the satisfactions of the students was significant. Therefore, the hypothesis is accepted.

### Hypothesis for On-Line

**Table 11: The level of Usage of On-line materials and satisfactions of the Users**

Indices		How fast is the University Internet?					Value	df	P-Value
How often do you visit the library?	<b>Options</b>	<b>Very fast</b>	<b>Fast</b>	<b>Relatively fast</b>	<b>Not fast</b>	<b>Total</b>	10.136	6	.119
	Very often	22	33	34	32	121			
	Often	11	34	27	27	99			
	Not often	04	06	02	12	24			
<b>Total</b>		<b>37</b>	<b>73</b>	<b>63</b>	<b>71</b>	<b>244</b>			

Source: Fieldwork, 2015

Significant at  $P \leq 0.05$ .



To test the significance of relationship of the variables in this hypothesis. The 3-point scale was regrouped into a 4-point scale in order to avoid zero cells in the contingency table. The 3x4 contingency table for level of usage of on-line materials for academic purpose and satisfaction was statistically significant ( $\chi^2 = 10.136$ ,  $df=6$ ,  $P \leq 0.05$ ). Thus, this shows that the level of usage of on-line materials and the satisfactions of the students was significant. Therefore, the hypothesis is accepted.

**Hypothesis Two:** There is a significant relationship between the level of library and on-line materials and the discrepancies between the two sources of academic materials in Federal University Oye-Ekiti

**Hypothesis for Library**

**Table 12: How often Library materials are used and discrepancies between library and on-line materials**

Indices		There is wide discrepancies between library and online				Value	Df	P-Value
How often do you visit the library?	Options	Agreed	Not Agreed	Indifferent	Total	3.423	4	.490
	Very often	27	12	09	48			
	Often	61	43	18	122			
	Not often	42	18	14	74			
<b>Total</b>		<b>130</b>	<b>73</b>	<b>41</b>	<b>244</b>			

Source: Fieldwork, 2015

Significant at  $P \leq 0.05$ .



The above table tests the significance of relationship of the variables in this hypothesis. The 3-point scale was regrouped into a 3-point scale in order to avoid zero cells in the contingency table. The 3x3 contingency table for how often students use library and the discrepancies between library and on-line materials was statistically significant ( $\chi^2 = 3.423$ ,  $df=4$ ,  $P \leq 0.05$ ). Thus, this shows how often student use library materials for academic purpose shows the discrepancies between library and on-line use among the students was significant. Therefore, the hypothesis is accepted.

### Hypothesis for On-Line

**Table 13: How often On-line materials are used and discrepancies between library and on-line materials**

Indices		There is wide discrepancies between library and online				Value	Df	P-Value
How often do you visit the Internet?	<b>Options</b>	<b>Agreed</b>	<b>Not Agreed</b>	<b>Indifferent</b>	<b>Total</b>	9.518	4	.490
	Very often	72	30	19	121			
	Often	42	39	18	99			
	Not often	16	04	04	24			
<b>Total</b>		<b>130</b>	<b>73</b>	<b>41</b>	<b>244</b>			

Source: Fieldwork, 2015

Significant at  $P \leq 0.05$ .

The significance of relationship of the variables in this hypothesis was tested. The 3-point scale was regrouped into a 3-point scale in order to avoid zero cells in the contingency table. The 3x3 contingency table for how often students



use library and the discrepancies between how often students use Internet and the discrepancies between library and on-line materials was statistically significant ( $\chi^2 = 9.518, df=4, P \leq 0.05$ ). Thus, this shows that how often Internet is used and the discrepancies between library and on-line materials for academic purpose among the students was significant. Therefore, the hypothesis is accepted.



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMEDATION

#### 5.1 Summary

This section of the study focus on the summary of the entire work from the beginning. The study is titled the perception and level of usage of library and on-line facilities for academic purposes in Federal University Oye-Ekiti. Chapter one gave the background to the study, statement of the problem, significance of the study, research questions, study objectives, hypotheses and important concepts were operationalized. In chapter two, relevant, important and current studies were reviewed for this study in order to fill the appropriate gap in this study. Chapter three was on the methodology explore for the study. This include the design of the study, population of the study, sample size and sampling technique of the study, instrument used, method of data analysis and ethical consideration. In chapter four of this work, findings reviewed that 57.0% of the respondents used library materials for general reading, 29.1% used library materials for assignment or term papers while only 2.0% used library materials for different purposes. About 66.0% used on-line materials for preparation of examination, 16.8% used it for general reading while only 2.0% used it for various purposes. In terms of level of usage of materials for academic purpose, 50.0% of the respondents said they use library



materials often while 49.6% of the respondents use on-line materials very often. About 81.0% and 58.6% of the respondents maintained that compulsory registration is the requirement for use of library and on-line materials respectively for academic purpose.

Findings further revealed that 47.1% of the respondents said Internet facility can only be accessed on campus while 29.9% said Internet facility is fast. About 60.2% of the respondents agreed that the use of FUYOYE library for academic purpose is very high while 86.1% of the respondents agreed that they perceived on-line academic materials are useful and very good. Some of the challenges of using library materials for academic purpose are the issue of small capacity of the library, thereby causing overcrowding, no enough discipline and departmental books for research in the library, students are not at all allowed to photocopy relevant books or important and useful part of the book for their consumption, the library is too stuffy, hot, noisy by staff and students and unconducive environment to read and highly, undue and ridiculous charges to register for the use of the library and also when you did not return the book as at when due, they charge you N50 while problems of using on-line materials for academic purpose are failure of the school management in providing necessary and important infrastructure for the proper and adequate use of on-line for efficient search of academic materials, poor power supply or alternative for power supply, high charges of using the Internet for



on-line academic purpose, slow Internet wireless connectivity to access on-line community and most Internet on-line materials are not always properly cited as such giving room for plagiarism.

On the hypotheses for the study. The level of library use and students satisfaction showed a significant relationship with this result  $\chi^2 = 10.723$ ,  $df = 4$ ,  $P \leq 0.05$ . The use of on-line materials for academic purpose and satisfaction of students showed a significant relationship to. The result is  $s\chi^2 = 10.136$ ,  $df = 6$ ,  $P = .119$ .

## 5.2 Conclusions

From the study, it can be concluded that the perception of both students and academic lecturers of the use of library and on-line materials basically for academic purpose was not encouraging at all going by the challenges leveled against the two major sources of materials in this study. Also, there is disparity in the level of usage of the two sources. This also attracts both players. This is because the lecturers might not have access to the relevant and current materials to prepare him/herself to teach the students because of the above mentioned challenges. Also, the students on the other hand, might not be able to go step further to supplement whatever they are taught in lines with some library materials. This create and in some cases hidden the knowledge among students from different



schools depending on where the situation is in those schools. Library and institution management at large should endeavor to bridge the lacuna in terms of usage of on-line and library materials for academic purpose. Because our reading culture especially in developing nations will soon go into extinction.

### **5.3 Recommendations**

In the light of the findings from the study conducted, it was glaring FUOYE will have to solve some problems in order to improve the perception of both students and lecturers on the use of on-line and library materials for academic purpose and reduce the problems of online and library use. The following recommendations are hereby given based on these identified problems.

- i. Proper orientation should be given to users of both library and online usage
  - ii. Multiple copies of books in the circulation section and those displayed in the open stack should be provided for to cater for the growing population of both students and staff.
  - iii. Libraries should be in possession of a standby and efficient power generating set to provide electricity to the library services during power shortage. The period of temporary electricity blackout usually encourages unhealthy atmosphere.
- IV. Libraries should engage more trained staff. In service training, should be encouraged by libraries to enlighten, particularly, the junior staff on what library



profession is all about. This will enhance the efficiency of the workers and smoothing good human relation between them and library users.

V. Library staff should engage in good social relationship with both academic staff and students.

VII. Internet facility should be well strengthened so that it can be access anywhere on campus and hostel at any time of the day in order to boost academic performance of students.

VI. Everything possible should be done to re-kindle reading culture among the students and staff of FUOYE.



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## APPENDIX I

Dear respondent, I am Oyewole Anuoluwapo Sarah a 400 level student in Department of Sociology at Federal University Oye-Ekiti. I am collecting data for my project titled, student Perception of the use of Library and On-line Materials for Academic Purposes in Federal university Oye-Ekiti. I implore you to please provide useful information. Your information will be highly appreciated and confidentially protected. Thanks for your cooperation.

### **SECTION A: Respondents' Socio-Characteristics Data**

1. What is your age (as at last birthday) A. 14 – 19 Years [ ] B. 20 – 24 Years [ ]  
C. 25 – 29 Years [ ] D. 30 – 34 Years [ ] E. 35 years and above [ ]
2. Sex: A. Male [ ] B. Female [ ]
3. Religion: A. Christianity [ ] B. Islam [ ] C. Traditional Religion [ ]
4. Marital Status: A. Single [ ] B. Married [ ] C. Divorce/Separated [ ]
5. Faculty: A. Agriculture [ ] B. Engineering [ ] C. Humanities & S/Sciences [ ]  
D. Sciences [ ]
6. What level are you? A. 100 Level [ ] B. 200 Level [ ] C. 300 Level [ ]  
D. 400 Level [ ]

### **SECTION B: General Questions on Library and On-line Materials in FUOYE**



7. For what purpose do you visit the Library Most? A. General reading  B. Preparation for examination  C. Assignment/Term paper purposes  D. For internet usage  E. All of the above

8. For what purpose do you visit Online facilities most A. General reading  B. Entertainment/social network (Including sports/news etc)  C. Academic purposes  D. All of the above

9. How often do you visit the Library? A. Very often  B. Often  C. Not Often  D. Not at all

10. How often do you visit the Internet? A. Very often  B. Often  C. Not Often  D. Not at all

11. What are the requirement before admittance into the library you normally visit  
A. Registration  B. Payment of stipulated fees  C. Nothing  D. Student I.D card.

12. What are the requirements before admittance into the Online facilities you normally visit  
A. Registration  B. Payment of stipulated fees  C. Nothing  D. Student I.D card.

13. Where do you access the Internet mostly? A. Hostel  B. Campus Library  C. Lecture Room



14. How fast is the University Internet? A. Very fast [ ] B. Fast [ ] C. Relatively fast [ ] D. Not fast [ ]

15. **SECTION C: Questions on the use of Library materials for academic purpose in FUOYE.** Agreed, Not Agreed, indifferent

S/N	INDICES	A	NA	I
1	It is easy and fast to obtain materials on current research areas in FUOYE's Library			
2	I perceive the search of library materials for academic purpose as strenuous/procedural			
3	I use FUOYE library's materials everyday			
4	FUOYE library have environments conducive for research purposes			
5	The use of FUOYE library for academic purpose is very high			
6	The library staff efficiency is relatively satisfactory			
7	There is wide discrepancies between library and online academic materials			



**16. SECTION D: Questions on the use of On-line materials for academic purpose in FUOYE. Agreed, Not Agreed, and Indifferent**

S/N	INDICES	A	NA	I
1	1 The use of online academic material is very high			
2	The Online facilities are very efficient in meeting my academic needs			
3	I cannot do without searching for academic materials online			
4	Online facilities are readily available for use for academic purposes in our school			
5	Materials obtained from the Internet are very relevant and useful			
6	It is very conducive to browse and get research information from the Internet			
7	I perceive online academic materials as useful and very good			
8	The online and library materials complement each other in terms of quality			



17. State the problems of using library materials for academic purpose in Federal University Oye-Ekiti

i.....

ii.....

iii.....

18. List the challenges of using Internet/on-line materials for academic purpose in your school

i.....

ii.....

iii.....

**IN-DEPTH INTERVIEW GUIDE FOR LECTURERS IN FUOYE**

1. Your department and your position?

2. For how long have you been in this institution?

3. Do you use library or online materials for your academic work? Probe

4. Which is your favorite among the two sources? Why? How often do you use this favorite Source?

5. What is your perception of the use of library and on-line materials for academic purpose in this school? Probe



6. Do the academic materials via on-line and library complements each other to you as a person?
7. Which one is most satisfactory to you as far as sourcing for academic materials is concern in your school? Probe
8. Are there discrepancies between the two sources of searching for academic materials in your school? Probe
9. Do you think there are challenges facing the use of library and on-line academic materials in your school? Probe
10. What is your advice to the management and the users of these facilities?