

**INFLUENCE OF ONLINE RESOURCES ACCESSIBILITY AND INFORMATION
SEEKING BEHAVIOR ON ACADEMIC PERFORMANCE OF STUDENTS
IN COLLEGES OF EDUCATION IN NIGERIA**

BY

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Abstract

The study determined the influence of online resources accessibility and information seeking behavior on academic performance of students in colleges of education in Nigeria. Three objectives and three research questions guided the study. Survey research method was adopted and questionnaire was used as the instrument for data collection of the study. The population of the study consisted of 45, 893 total of 300 level; students as at 2018/2019 academic session. A multi-stage sampling techniques was involve using random sampling techniques to select two colleges each from the six geo-political zones in Nigeria and the second stage was rising Krejcie and Morgan's allocation formular the determine the sample size of each of the colleges. The study revealed that online resources journals, online books, online projects, online newspaper, online e-resources databases, Ebscohort, agora, Jstor, Koha, science direct, Hinari peer review, journals were available in college libraries. High level of access availability of these resources in the college libraries through students also access internet services through their mobile phones this is another reason for high level is access these has influence on the academic performance of students. The major challenge in the use of online resources and database, other factors are irregular power supply inadequate internet facilities, poor infrastructure lack good information seeking skills. It was recommended among others that colleges management should take it very important to make available other relevant online resources which is only support the studies but entire category of library users.

Keywords: *Online resources, Accessibility, Information seeking behaviour and Academic performance*

Introduction

College libraries are primarily established to serve as support to the college learning process, serve as storehouse of knowledge, help in research activities and to satisfy the information needs of the students and staff both teaching and non-teaching members of the college, community. This is in agreement with the submission of Okiy (2012) that the university libraries share similarities in role with other academic libraries like colleges of education libraries and polytechnic libraries which are to effectively support their institution in meeting the important roles of teaching research and community service. These institutions are fully responsible for producing middle higher level manpower to national development.

The standard of every college library is usually tested by the quality of the collection, staff, services equipment and space at its disposal, hence the quality of information resources available is a function of the services offered by any library. Information resources which are both in print and non-print formats can be made available in the library via a number procedures which are not only limited to purchase, subscription, donation, gift and exchange, resource sharing and bequeath. The level to which they are able to accomplish the task largely depends on how well their libraries are equipped with the important and needed information resources. This is in agreement with Udofot (2016) that if a library scores less than 70% during accreditation exercise and score a 100% marks in other components; the subject area with deficiency in their library collection will be denied accreditation. Deficiencies in library collection have serious impact on the academic programme of institutions. Students and staff members use the libraries to search for current information resources to aid study and research activities. According Qayyum and Smith (2015) libraries are established to make available proper and important information materials both in hard and soft copies. These print formats include newspapers journals, textbooks, magazines and many reference information materials. The non-print materials include: e-books, electronic journals, CD-ROM, audio-visual materials, microfilms, databases, microfiches and other resources in electronic format. With the introduction of information and communication technology (ICT) facilities in almost every sector.

In any institution of learning whether primary, post-primary or tertiary institutions, academic performance of students/trainees is usually a function of the efforts made by the trainees and their teachers. Academic performance as a phrase that connotes the achievement being made by students who have passed through certain vigorous academic activities/exercise such as continuous assessment test, assignment, term paper, quiz as well as examination academic performance according to Abiola (2012) is the best indicator of potential for success in life; it reflects one's ability and the qualities it takes to have an academic excellence in life. Therefore, to achieve good academic performance, students' must not only be consistent, determined and focus, but also try to obtain high scores in class attendance, tests, examinations and extra curricula activities that improve learning (Aminu & Timothy, 2014).

Statement of the Problem

Students are admitted to NCE programme with a view of obtaining the NCE result/certificate on completion of studies. The profession of NCE certificate is accumulation of students' academic performance arising of test, examination, term paper etc which can only be achieved through college libraries containing variety of information resources (online resources inclusive) more especially in this 21st century which is characterized by the use of non- book and online resources.

It has been observed that there is poor academic performance among N.C.E students in colleges of education in Nigeria; arising from non accessibility of online information resources and poor method of information seeking behaviour which form some, of the inhibiting factors contributing to poor academic performance. Therefore, this study is aimed at investigating the influence of online resources accessibility and information seeking behaviour on academic performance of students in college of education in Nigeria.

Purpose of the Study

The purpose of this study is to investigate the influence of online resources accessibility and information seeking behaviour on academic performance of students in colleges of education in Nigeria. The specific objectives are:

1. To determine the types of online resource available in college of education libraries in Nigeria.
2. Determining the level of students accessibility to online resources in colleges of education libraries in Nigeria.
3. Find out the inhibiting factors of information seeking behaviour of students in colleges of education libraries in Nigeria.

Research Questions

1. What are the types of online resources available in colleges of education libraries in Nigeria?
2. What is the students level of accessibility to online resources?
3. What are the inhibiting factors to information seeking behaviour among students in college of education in Nigeria?

Methodology

The descriptive survey design was adopted for the study. The population of the study consisted of 45, 893 total of 300 level; students as at 2018/2019 academic session. A multi-stage sampling techniques was involve using random sampling techniques to select two colleges each from the six geo-political zones in Nigeria and the second stage was rising Krejcie and Morgan's allocation formular the determine the sample size of each of the colleges. Questionnaire was the instrument used for data collection. Data were analyzed using descriptive and differential statistics such as percentages means, scores, and standard deviation.

Results

Research Question one: What are the types of online resources available in colleges of education libraries in Nigeria?

Online Resources	Obudu	Abeokuta	Okene	Umunze	Ikere	Warri	Bichi	Kafanchan	Afa-Harat	Azare	Postiskum	Minna
Electronic Journal	A	A	A	A	NA	A	A	A	A	A	A	A
Electronic Books	A	A	A	A	NA	A	A	A	A	A	A	A
Electronic Newspaper	A	A	A	A	NA	A	A	A	A	A	A	A
Electronic Magazine	NA	A	NA	NA	NA	NA	A	NA	A	A	A	A
Electronic Thesis	A	A	NA	NA	A	A	A	A	A	A	A	A
Project CD-ROM	A	A	A	A	A	NA	A	A	A	A	A	A
Database												
OPAC	NA	NA	NA	A	A	A	A	A	A	A	NA	NA
Ebscohost	NA	NA	NA	NA	NA	A	NA	NA	A	A	NA	NA
Science Direct	A	A	NA	NA	A	A	A	NA	A	A	A	A
HINARI	NA	NA	A	NA	NA	A	A	NA	NA	A	NA	NA
KOHA	NA	NA	NA	NA	NA	NA	A	NA	A	A	NA	NA
AGORA	NA	NA	A	NA	NA	A	NA	NA	NA	NA	NA	NA
JOL	NA	A	A	NA	NA	A	NA	NA	NA	A	NA	NA
Web Pages	A	A	NA	NA	A	A	NA	NN	NA	A	A	A
Peer review journals	NA	A	NA	NA	A	A	NA	A	A	A	A	A
Blogs Forum	NA	A	NA	NA	A	A	NA	NA	NA	NA	A	A
JSTOR	NA	A	A	A	NA	A	NA	NA	NA	A	NA	NA

Table 1. Online Resources Available in Colleges of Education Libraries in Nigeria

Key: A = Available, NA= Not Available

Table 1 the observation checklist revealed that the types of online resources that are available in colleges of education libraries Nigeria include, online journals, online books, online newspaper, project, CD-ROM, OPAC, Science Direct, Ebscohost, Web pages peer review, journals, while Hinari, Kha, Agora, Ajol, Blogs forum JSTOR were not available in colleges in education libraries in Nigeria .

Research Question 2: What is the student's level of accessibility to the following online resources in your college library?

Table 2. Students level of accessibility to the following online resources in your college library

S/No	Statement	VL	L	H	VH	Mean	Std	Decision
1	Online Resources	23 (7.0)	44 (13.4)	144 (43.9)	117 (35.7)	3.08	0.876	High
2	Online journal	28 (8.5)	66 (20.1)	142 (43.3)	92 (28.0)	2.91	0.904	High
3	Online books	18 (5.5)	47 (14.3)	172 (52.4)	91 (27.7)	3.02	0.801	High
4	Online Projects	44 (13.4)	51 (15.5)	167 (50.9)	66 (20.1)	2.78	0.92	High
5	Online newspaper	50 (15.4)	118 (36.0)	109 (33.2)	51 (15.5)	2.49	0.932	High
6	Online magazine	51 (15.5)	136 (41.5)	87 (26.5)	53 (16.2)	2.43	0.94	Low
7	Online Thesis/Dissertation	57 (11.4)	102 (31.1)	125 (38.1)	44 (13.4)	2.51	1.125	High
8	CD-ROM Database	74 (22.6)	79 (24.1)	107 (32.6)	68 (20.7)	2.52	1.058	High
9	Online resources Data base	49 (14.9)	98 (29.9)	119 (36.3)	62 (18.9)	2.59	0.96	High
10	Ebsco hose	71 (21.6)	93 (28.4)	78 (23.5)	86 (26.2)	2.55	1.1	High
11	Agora	107 (32.6)	96 (29.3)	67 (20.4)	58 (17.7)	2.23	1.09	Low
12	J stor	118 (36.9)	87 (26.5)	66 (20.1)	57 (17.4)	2.19	1.106	Low
13	Koha	112 (37.2)	87 (26.0)	72 (22.5)	47 (14.3)	2.13	1.072	Low
14	Science Direct	94 (28.7)	97 (29.6)	92 (28.0)	45 (13.7)	2.27	1.023	Low
15	Hinari	104 (31.7)	88 (26.7)	78 (23.8)	58 (17.7)	2.27	1.091	Low
16	Peer review Journals	76 (21.6)	64 (19.5)	142 (43.3)	51 (15.5)	2.53	0.998	High
17	Blog Forum	81 (24.2)	59 (18.0)	142 (43.3)	46 (1.40)	2.47	1.013	Low

Keys- very low-VL Low-L High-H very High-VH

Sectional Mean 2.53

Table 2. Shows the mean responses of 3.08, 2.91, 3.02, 2.78, 2.49, 2.51, 2.52, 2.59, 2.55 for items 1, 2, 3, 4, 5, 7, 8, 9, 10 and 16 indicated that these online resources fall under high level accessibility. The mean responses of 2.43, 2.23, 2.19, 2.13, 2.27, 2.27 and 2.47 indicated online resources fall under low

accessibility. However sectional mean response of 2.53 indicated that the respondents generally were able to access the online resources in the colleges of education libraries in Nigeria.

Research Question 3: Which of the followings are inhibiting factors to online resources accessibility ad information seeking behaviour of student?

Table 3: Inhibiting factors to online resources accessibility and information seeking behaviour of students.

Statement	SA	A	D	SD	Means	Std	Decision
Lack of computer skills	122 (37.2)	105 (47.3)	34 (10.4)	17 (15.2)	3.16	0.811	Agreed
Lack of time Irregular	92 (28.1)	99 (33.2)	112 (34.1)	25 (7.6)	2.79	0.94	Agreed
electricity supply	131 (39.9)	133 (40.5)	43 (13.1)	21 (6.4)	3.14	0.877	Agreed
Do not know where to go and meet information need	79 (24.1)	110 (33.5)	65 (19.8)	73 (22.3)	2.6	0.877	Agreed
Lack of good search skills	157 (47.9)	102 (31.1)	48 (14.6)	21 (6.4)	3.2	0.918	Agreed
Poor Internet services available within the school premises.	127 (38.7)	138 (42.1)	46. (14.0)	17 (5.2)	3.14	0.846	Agreed
Poor Infrastructures	82 (25.0)	91 (27.7)	125 (38.1)	30 (9.1)	2.69	0.949	Agreed
Irregularity in subscription to online resources data base	116 (35.4)	143 (43.6)	53 (16.2)	16 (4.9)	3.09	0.839	Agreed
Not allow to use flash drive to copy from the Library Computer	81 (24.7)	97 (29.6)	67 (20.4)	83 (25.3)	2.54	1.119	Agreed
Slow internet connectivity	97 (29.6)	148 (45.1)	47 (14.3)	36 (11.0)	2.93	0.936	Agreed
Any other specified	94 (28.7)	145 (44.2)	50 (15.2)	39 (11.9)	2.9	0.952	Agreed

Sectional Mean 2.93

Key: SA Strongly Agreed; A Agreed; D Disagreed; SD Strongly Disagreed

Table 3. Indicate that the mean responses of 3.16, 2.79, 3.14, 2.60, 3.20, 3.14, 2.69, 3.09, 2.54, 2.93, 2.90 for items 1,2,3,4,5,6,7,8,9,10,11, indicated that majority of the statement are inhibitory factors in the colleges of education library in Nigeria. The sectional mean response of 2.93 indicated most of the statements fall under Agreement.

Discussion of Findings

The types of online resources available in colleges of education libraries in Nigeria (Table 1) from the results of the findings showed that online resources, online journals, online books, online projects, online newspaper, online e-resources database, ebscohost, agora, jstor, koha, science direct, Hinari peer review journals and blogs forum were available in colleges of education libraries in Nigeria. It is not surprising that 21st Century libraries are characterized by having online resources alongside traditional collections of books. This agreed with the findings of Sharms (2017) who observed that availability of electronics resources is now common in universities library in India he carried out a survey to find out the preferences and frequency of use and access of online resources among research scholars at the Guru Gobind Singh Indraprastha University.

Findings from Table 2 indicated high level of access of online resources in libraries can be attributed to the availability of these resources in the colleges of education library. This shows an increasing trend towards access and of relevant online resources. This findings is in line with the findings of Suberu (2018) whose studies also recorded the availability of electronic journals, CD Rom electronic resources database and online electronic resources databases in his research. The present nature of internet access by students from their mobile phones may also be another reason for high level access of online resources.

It was also reveal in the findings from Table 3 that lack of computer skills lack of time, irregular electricity supply, lack of good search skills, poor interment services available within the school premises, poor services available within the school premises, poor infrastructures irregularity in subscription to online resources databases, the use of flash drive not allowed in the library e-unit and slow internet connectivity are major inhibiting factors to online resources accessibility and information seeking behaviour of students are colleges of education in Nigeria. This findings agreed with the findings of Omeinzor *et al.* (2017) that identified irregular electricity supply as attributed to problems of using online resources and Adetoro (2015) who also identified internet connectivity and lack of support from government at both federal and state level as attributed to problems of online resources accessibility.

Conclusion

This study concluded that library online resources, ranging from online resource and online journal, online books amongst others have shown very important instruments for the students in carrying out their academic activities by providing them with relevant information. The study equally concluded that despite the numerous hindrances like erratic power supply, low internet connectivity to mention but a few, face by student in accessibility to online resources and information seeking behaviour of students. They have shown that online resources are easily accessed and it has help to improve their academic performance.

Recommendations

It is in line with the findings of this study that these recommendations were made.

1. The college management should take it very important to make available other relevant online resource which will support not only the students but entire category of library users.
2. The library management should always grants maximum access to the students on other relevant online resources which is not only limited to online resource, online journal and online books.
3. The colleges librarians through the acquisition sections, should endeavour to subscribe to more relevant online resources and online databases.

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