

Utilisation of E-Library Resources for Learning among University of Ilorin Arabic Students, Nigeria

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Abstract

Electronic libraries or virtual libraries which are popularly known as E-library began to emerge 1970s. Recently, it has risen to internet stage, with it, the web development and web-based resources and access tools which include data bases. This study examined the utilisation of e-library among Arabic students in University of Ilorin, Nigeria. The population for the study comprised all Arabic students in University of Ilorin, Nigeria. Ninety-one Arabic students who were users of the e-library were sampled using a clustered sampling procedure. Researchers' developed questionnaire was used to gather data and the data collected were analysed with the percentage, mean and t-test at 0.05 alpha level. The findings revealed that internet, e-Journal, e-library research, World Wide Web, e-books, e-thesis, CD-ROM, references materials and bibliographic database were the e-library resources utilized among Arabic students in University of Ilorin. No significant difference existed in the utilisation of e-library among Arabic students based on gender and faculties except educational level. It was recommended that there should be a comprehensive education programme for users of the e-library in order to prepare them with the prerequisite knowledge and skills on information technology, more computer system should be provided to accommodate more users at a time.

Keywords: Arabic students; Academic Performance; E-library; Learning; Resources

Introduction

In library services, as well as educational sector, the E-learning has become one the profound example with a mission to serve as a development platform in the modern-day society based on knowledge. Therefore, the growth of this technology tools is becoming global. In the present age, millennium educational technology has stretched educational boundaries and created new ones on

a daily basis. One of these new and rapidly expanding boundaries is e-learning which is offering tremendous advantage to education sector (Abimbade, 2002).

Libraries in the developing world began to computerize some of their activities, the first being library catalogues in the 1970s (Akeroyd,2009). In 1971, the Ohio College Library Centre (OCLC) was founded as an online Union Catalogue for use by the library professionals. The 1980s ushered in the integrated library system. The Online Public Access Computer Systems – (OPACS)appeared on the scene within this period, CD-ROM database begins to usher in. They came in as stand-alone but today they can be networked with even remote servers. Library users can access information from a CD-ROM on any computer in the library as a read only file.

Lynch and Garcia Molina (1995) opine that digital library provides users with coherent access to a large organised repository of information and knowledge”. Waters (1998) suggests that “digital libraries are organisations that provide the resources, including the specialised staff, to select, structure, offer intellectual access to, interpret, distribute, preserve the integrity of and ensure the persistence of digital works so that they are readily and economically available for use at any point intime. Helena and Asamoah (2001) state that the e-library is an “advanced form of information retrieval system usually contains the full content of electronic documents, often in multiple media and available via distributed computer networks”.

Recent developments in library technology and practices have helped bring some of Lancaster's paperless society to reality. The effects that digital technology has brought include:

- a. Digital library collections contain permanent documents.
- b. The digital environment will enable quick handling and/or ephemeral information.
- c. Digital libraries are based on digital technologies.
- d. The assumption that digital libraries will contain only digital materials may be wrong.
- e. Digital libraries are often used by individuals working alone. The physical boundaries of data have been eliminated. Support for communications and collaboration is as important as information-seeking.
- f. Compression of data storage is enabling publication and storage of digital information. Telecommunications is facilitating the storage, retrieval, use, and exchange of digital resources. (Jebaraj & Deivasigimani, 2003)

Access to large amounts of information to users wherever they are and whenever they need it, access to primary information, Support multimedia content along with text, network accessibility on intranet and internet, user-friendly interface, hypertext links for navigation, client-server architecture, advanced search and retrieval, integration with other digital libraries (Gopal, 2000).

The e-library helps to accelerate the progress of the development of steps to gather, store and organize information in digital form. It also promotes the delivery of information economically to all users. More so, digital library will also encourage co-operative efforts in research resource, computing and networking. It will also invigorate communication and collaboration between and among educational institutions. More importantly, digital or virtual library takes a frontline role in the gathering and dissemination of knowledge. The components of a digital library comprise of Infrastructure, Digital Collection, Systems function, Telecommunication facility, Printers and Human resources. The print media as an aspect of digital resources is still preferred by many because printed page is more readable than on computer screen. The management of information differs from the management of things. Our perception of information in this age should be changed. Texts are no longer static but are dynamic.

Library is the platform for sharing of knowledge and information aimed at rejuvenating Nigerian schools through the provision of current books and journals (FRN, 2004). It is the resources house that provides learning opportunities for the learners, it is also observed that strong relationship existed between school library and students' academic performance. Keith (2000) states that students from well-equipped library perform higher than those from schools with poorly equipped libraries.

Academic performance or achievement is a pedagogical term used to determine students' success in a formal school setting. It provides information about the learning abilities and capabilities of the learners (Abdullahi, 2020). Students' performance is the measure of student's performance from a given learning task. Academic performance can be good or poor, high or low. Concern about poor academic performance has risen especially when students' results are released by the various examination bodies such as WAEC, NECO and NABTEB (Ofili, 2012). The extent to which students perform brilliantly in standardised tests and teacher-made test is used as parameter for measuring their level of academic performance and the effectiveness of the system. To this end, Philius and Wanjobi (2011), assert that the better the students performed the more

effective the system is assumed to be. Academic standard denotes what students should be able to do. It should provide explicit expectations from students at each level along with explicit description of the content knowledge and academic skills expected (Ijaiya, 2004 & Abdullahi, 2021). Also, Bello (2006) stated that examination is the most viable instrument to measure students' academic performance.

Izundu (2005) states that home factor such as parental socio-economic status, level of parental supervision of a child, location, home, library facility among others influences the child's learning either positively or negatively and thus, affect his/her academic performance. Children from high socio-economic homes eat balanced diet, enjoy good health and facilities that stimulates their intellectual activity and make them perform academically better than their counterparts who indulge in smoking cigarette, india hemp which might have scattered their brain and result to poor performance. Aribiyi (2006) asserts that adolescent from good or high socio-economic status may tend to do better than those from poor and low socio-economic status. The study concluded that low parental income; family type and lack of funding are factors that influence student's academic performance. Lack of home supervision also identified as one of the home variables adjudges to influence children's life (Farrell & Barnes, 2000).

Research Questions

The following questions were answered:

1. What are the e-library facilities used among Arabic students in University of Ilorin?
2. What is the level of utilisation of the E-library among Arabic students of University of Ilorin?

Research Hypotheses

The following null hypotheses were postulated and tested:

- H₀₁:** There is no significant difference in the utilisation of e-library among Arabic students based on gender.
- H₀₂:** There is no significant difference in the utilisation of e-library among Arabic students based on faculties.
- H₀₃:** There is no significant difference in the utilisation of e-library among Arabic students based on level.

Methodology

This study was a descriptive survey research as it gave the researcher factual information about utilisation of e-library among students of Arabic Language in university of Ilorin, Nigeria. Thus, the population for the study comprised all students of Arabic Language in the University of Ilorin. Ninety-one (91) students studying Arabic Language at both the undergraduate and postgraduate levels were sampled using a clustered sampling procedure.

Researchers'-designed questionnaire was used for data collection. This questionnaire was divided into two sections A and B. Section A dealt with the bio-data of the students such as gender and levels. Section B which contained eighteen (18) items structured in a 4-point modified Likert-type scale of Always, Sometimes, Rarely, and Never was used in eliciting information on utilisation of e-library resources among students. This questionnaire was validated by some experts with the reliability coefficient of 0.71. The percentage, mean and standard deviation were used to answer research questions while inferential statistics of independent t-test was used to test the hypotheses at 0.05 alpha level

Results

Out of 91 Arabic students sampled for this study, 82 were male while 9 were females. Also, 68 were undergraduate Arabic students while 23 were postgraduates. In addition, 57 Arabic students were from the Faculty of Arts while 34 Arabic students were from the Faculty of Education, University of Ilorin, Nigeria.

Research Question One: *What are the utilised e-library resources among students of Arabic Language in University of Ilorin?*

A cut-off score of 2.50 was used as the baseline for determining participants' responses since the questionnaire items were structured in a four-response-type. Therefore, items found with mean scores equal or above 2.50 were remarked as utilized 'Utilised' while items with mean scores below 2.50 were remarked otherwise.

Table 1: Mean and Rank Order of e-Library Resources used among Arabic students in University of Ilorin

SN	e-Library Resources	Mean	Rank	Remark
1	Internet	3.62	1 st	Utilized
2	E-journal	3.43	2 nd	Utilized
3	e-Library Research	3.43	2 nd	Utilized

SN	e-Library Resources	Mean	Rank	Remark
14	World wide web	3.21	4 th	Utilized
5	E-books	3.13	5 th	Utilized
6	E-thesis	3.04	6 th	Utilized
8	CD-ROM	3.24	7 th	Utilized
12	Reference Materials	2.92	8 th	Utilized
4	Bibliographic database	2.69	9 th	Utilized
7	E- research reports	2.37	10 th	Not Utilized
10	AGORA	2.23	11 th	Not Utilized
11	Governmental Publications	2.13	12 th	Not Utilized
9	Ebsco Host	2.07	13 th	Not Utilized
13	Indexes and Abstract	2.01	14 th	Not Utilized

As shown in Table 1, ranked 1st, 2nd 3rd up to 9th are items whose mean scores are above 2.50. This shows that internet, e-Journal, e-library research, World Wide Web, e-books, e-thesis, CD-ROM, references materials and Bibliographic database were the e-resources utilized among Arabic students in University of Ilorin, Ilorin.

Research Question Two: *What is the extent of e-Library utilisation among Arabic students in University of Ilorin?*

The scores of each respondent on the utilisation of e-library were estimated and subjected to percentage analysis. Since the questionnaire on peer influence contained 14 items structured in a four-response-type, the minimum, maximum and range score are 14, 56 and 42 respectively. the range score was therefore divided by 3 (i.e., $42/4=10.5\approx 11$). Thus, in-school adolescents whose score fell within score range 14 – 24; 25 – 35; 36 – 46 and 47 – 56 were categorized as students who never, rarely, sometimes and always utilized *e-Library for learning Arabic Language respectively*. The statistics of respondents' scores is summarized and presented in Table 2.

Table 2: Level of e-Library Utilisation among Arabic students in University of Ilorin, Nigeria

e-Library Utilisation	Frequency	Percentage (%)
Always	18	19.8%
Sometimes	43	47.2%
Rarely	12	13.2%
Never	18	19.8%
Total	91	100.0%

As shown in Table 2, out of 91 (100%) Arabic students sampled for this study, 18 (19.8%) of the respondents utilised e-Library always; 43 (47.2%) sometimes utilised e-Library; 12 (13.2%) rarely

utilised e-Library while 18 (19.8%) never utilised e-Library. This implies that the majority of Arabic students sometimes utilised e-Library for learning Arabic Language. Thus, e-Library is sometimes utilised among Arabic students for learning of Arabic Language in University of Ilorin, Ilorin.

Hypotheses Testing

Inferential statistics of independent t-test and Analysis of Variance (ANOVA) were used to test hypotheses 1, 2, 3 and 4 respectively at 0.05 alpha level.

Hypothesis One: *There is no significant difference in the utilisation of e-library for learning among Arabic students in University of Ilorin based on gender*

Table 3: t-test Statistics Showing the Difference in the Utilization of e-library among Arabic Students for Learning Based on Gender

Gender	N	Mean	S.D.	Df	t-cal.	Sig.	Remark
Male	82	22.75	1.24	89	1.42	0.09	NS
Female	9	21.50	1.43				

Table 3 shows the cal. t-value of 1.42 obtained with a p-value of 0.09 computed at 0.05 alpha level. Since the p-value of 0.09 is greater than 0.05 alpha level, the null hypothesis one is not rejected. This implies that there is no significant difference in the utilisation of e-library for learning among Arabic students based on gender.

Hypothesis Two: *There is no significant difference in the utilisation of e-library for learning among Arabic students based on faculties.*

Table 4: t-test Statistics Showing the Difference in the Utilisation of e-library for Learning among Arabic Students Based on Faculties

Faculties	N	Mean	S.D.	df	t-cal.	Sig.	Remark
Education	34	22.21	2.19	89	1.73	0.13	NS
Arts	57	23.13	2.37				

Table 4 shows the cal. t-value of 1.42 obtained with a p-value of 0.13 computed at 0.05 alpha level. Since the p-value of 0.13 is greater than 0.05 alpha level, the null hypothesis two is not rejected. This implies that there is no significant difference in the utilisation of e-library for learning among Arabic students based on faculties.

Hypothesis Three: *There is no significant difference in the utilisation of e-library for learning among Arabic Students based on educational status*

Table 5: t-test Statistics Showing the Difference in the Utilisation of e-library for Learning among Arabic Students Based on Educational Level

Educational Level	N	Mean	S.D.	df	t-cal.	Sig.	Remark
Undergraduates	68	19.27	2.35	89	2.48	0.01	S
Postgraduates	23	23.79	2.46				

Table 5 shows the cal. t-value of 2.48 obtained with a p-value of 0.01 computed at 0.05 alpha level. Since the p-value of 0.01 is less than 0.05 alpha level, the null hypothesis three is rejected. This implies that there is no significant difference in the utilisation of e-library among Arabic students based on educational status. Thus, postgraduates' Arabic students were found to utilize e-Library for learning Arabic Language (having the higher mean score) than undergraduates of Arabic Language in University of Ilorin.

Discussion of Findings

The first finding of this study revealed that the e-library resources utilized among Arabic students in University of Ilorin, Ilorin were internet, e-Journal, e-library research, World Wide Web, e-books, e-thesis, CD-ROM, references materials and Bibliographic database. The finding of this study aligns with the finding of Biokuromoye, Victor and Loveth (2015) which stated that Arabic students used e-Library resources such as NUC virtual library, HINARI, E-journals, CD-ROMs, AGORA, and EbscoHost. The finding also corroborates with the finding of Kaur and Verma (2006) who affirmed that students use the electronic information resources such as CD-ROMs, online databases, web sources and audio-video tapes. Ebgerongbe (2011) found that students made use of all the available electronic resources. However, E- research reports, AGORA, Governmental Publications, EbscoHost and Indexes and Abstract were the e-Library resources that were not utilized among Arabic students of the University of Ilorin, Ilorin. This finding is supported by Baro, Endouware and Ubogu (2011) that medical students in the College of Health Sciences in Niger Delta University rarely utilise MEDLINE, HINARI, the Cochrane Library, and EbscoHost. The researchers attributed this to lack of awareness and skills required.

The second finding showed that majority of Arabic students sometimes utilise e-library. Thus, e-Library is sometimes utilised among Arabic students in University of Ilorin, Ilorin. This finding is in line with that of Heterick (2002) who stated that more than 60% of Arabic students are comfortable using electronic resources. The finding also agrees with the outcomes of Obaje and Camble (2008), Oduwole and Akapti (2003), Hamade and Al-Yousef (2010), Jagboro (2003)

and Abdullahi and Opaleke (2016) who concluded in their different studies that there is high use of electronic resources in Nigerian universities. The inference of this is that electronic resources are available and accessible in the university under study.

The third finding revealed that there is no significant difference in the utilisation of e library among Arabic students based on gender. This substantiate the finding of Abdullahi (2011a) and Abdullahi (2011b) who found that there is no significant difference between the utilisation of resources between male and female. This shows that male and female Arabic students are using e-library equally.

The fourth finding from this study indicated that there was no statistically significant difference in the utilisation of e-library among Arabic students based on educational status. This substantiates the findings of Ikolo and Okiy (2012) who affirmed that there was no variation in the use of e-library among medical students in some selected Southern Nigerian Universities across academic levels. This study seeks to enlighten the students and the school authority on the presence and importance of the e-library and its resources.

The fifth finding from the study showed that there was no statistically significant difference in the utilisation of e-library among Arabic students based on faculties. This is in line with the findings of Amkpa (2007) who found that insignificant difference existed in the utilisation of electronic resources among Arabic students of the University of Maiduguri on the basis of faculties.

Conclusion

Findings obtained from this study showed that Internet, e-Journal, e-library research, World Wide Web, e-books, e-thesis, CD-ROM, references materials and Bibliographic database were the e-library resources utilized among Arabic students in University of Ilorin, Ilorin. Also, majority of Arabic students sometimes utilise e-library. Thus, e-library is sometimes utilised among Arabic students in University of Ilorin, Ilorin. The study also found that there was no statistically significant difference in the utilisation of e-library among Arabic students based on gender, levels and faculties.

Recommendations

Based on the findings, the following recommendations are proffered:

1. there should be a holistic user education program designed to equip e-library users with the prerequisite skills on computer application, internet access, networking, database searches and information retrieval,
2. the university management should increase the number of computers in the e-library to accommodate more users at the same time. This would avoid the crowd created outside the e-library by potential users waiting for the opportunity to use the e-library resources,
3. the directorate of e-library should improve internet access and networking with departments and faculties to ensure that e-resources are easily accessed by the University community at any time,
4. the e-library staff should be trained with the requisite technical or Information Technology (IT) skills to manage resources effectively and assist users in their quest for information needed to meet their diverse needs,
5. E-library must be made to reach a position where the acquisition of Information and Communication Technology (ICT) skills is acknowledged as one of the key learning objectives for its students so that students would be fully equipped to cope with the information intensive world as an end-user.

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