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Accessibility and Utilization of E-Resources among staff of Fountain University Osogbo: Implication for Research Development

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ABSTRACT

This study examines the accessibility and utilization of electronic resources by the staff of Fountain University, Osogbo, Nigeria. A validated questionnaire instrument was used for data collection. A total of 100 questionnaires were distributed to the staff of the university out of which 65 (65%) were completed and returned. The data was analyzed using Statistical Package for Social Sciences (SPSS). The study found out that accessibility and use of electronic resources among staff in FUO was very low. The findings revealed the strategies to increase access to subscribed electronic resources in the e-library to include boosting the internet facility signals on campus in order to facilitate access to staff and the entire library users. The study discovered the irregular internet signals culminating in slow downloading process, poor staff attitude to staff and irregular power supply as factors militating against effective use of e-resources. The study found out that subscription to large bandwidth, deployment of adequate internet signal, aggressive awareness advocacy, attitudinal change of staff to use of e-resources and research development could enhance access and use of e-resources and databases. The paper recommends regular training and retraining of academic staff on how to access and use of electronic resources and databases.

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Introduction

The numerous sources of information available and accessible today are exponential to the extent that there is the need for concerted efforts to effectively manage them. Information and Communication Technology (ICT) has continued to influence the generation, production, processing, repackaging and availability of knowledge- base information. The emergence of (ICT) has repositioned the frontiers of academic libraries. The ICT has rubbed off positively on available databases, operation and services as well as expectations of users. Library automation and connectivity to the internet is gradually reducing the use of card catalogues as instrument of location of books. In automated environment where internet connectivity is effective, most academic libraries in developed countries subscribe to myriad of electronic databases or free open access domains. In developing countries however, many academic libraries are still struggling to automate and sustain internet services.

Changes in technology in recent years have dramatically altered how information is accessed, stored and disseminated. Whereas information provision in academic libraries was previously based upon the collection of physical library materials, the case now is that academic libraries are moving into the virtual arena. With advances in technology and e-publishing access to information on local, regional, national and international basis, overcoming the traditional barriers of time and space has become easy. Large amount of scholarly literature in the form of full-text journals, books, reports, etc., are published in electronic medium. Recognizing the fact that the use of ICT opens new avenues for better services in new

found digital environment, the libraries in higher education are adapting to new technologies. (Velmurugan. n.d)

The electronic resources are information stored electronically and made accessible through electronic systems and computer networks. These resources include Online Public Access Catalogue (OPAC), Compact Disk Read Only Memory (CD-ROMs), Online- databases, e-journals e-books, Internet resources etc. Electronic resources provide access to information that might be restricted to the user because of geographical location or finances. Electronic resources also provide access to current information as these are often updated frequently. Through various search techniques, electronic resources provide extensive links to explore additional resources or related content. In addition, electronic resources are considered as important resources of teaching, research and training. Thus, most of libraries as well as the universities of the present day provide electronic resources for higher education and research. (Velmurugan, 2013)

Some electronic databases could be operated within a limited land coverage (intranet) or offline.

E-resources through the efficacy of the internet have opened users to the world of unlimited resources without any restriction. Internet therefore is invaluable tool for teaching, learning, and research. The library and information landscape has transformed with the onset of the digital era and today traditional libraries have changed their roles to serve as 'knowledge centers' with priority on value added electronic information services. Academic and research institutions are focusing on how best they can facilitate research by canalizing specific information services which compliment as cutting-edge technology.

With the advent of globalization in the realm of education, there has been an information explosion. (Seithi, 2011).

Fountain University Library started its operation in 2008 serving as core educational support centre. An upcoming University, its library still operates at its temporary location. In order to support the teaching learning and research, the library has acquired a lot of hard copy books and journals. But more importantly is the massive funding of electronic resources.

Electronic information resources available for use by staff of Fountain University include but not limited to: the CD-ROM databases, electronic mails, Online Public Access Catalogues (OPACs) and Internet facilities. The Internet which is the most prominent of these sources has made possible, access to electronic books, electronic journals, various databases and search engines. Of more critical to teaching, research and training are the subscribed databases and open access databases.

Libraries in the past are concerned with the safety and security of educational resources with a view of sustaining their physical existence; the access and utilization of these resources are regulated by libraries rules and policies particularly the hard copy resources. The electronic resources are also regulated to sustain their durability, longevity and utilization. By extension, restriction of the use of electronic resources perhaps is to ensure that users constantly patronize libraries so that librarians will not be priced out of job schedules. However, in recent times, organizations libraries, journal houses are encouraging massive usage, thus free access to e-resources are being encouraged. Libraries all over are being inter-connected with the internet which facilitates accessibility to myriad of e-resources. Unvented accessibility is provided to both staff and students of Fountain University, Osogbo.

In the same vein, Olasore (2015) expresses that the continued existence and relevance of academics in any university system depends on the ability to exploit available information resources either in print or electronic formats. Academics in Nigerian universities require information to function effectively. That is why e-library in Fountain University is made accessible once you enter the campus with system and you can supply your password. Therefore, staff and students enjoy unlimited access as long as the internet is functioning

Again, Graham (2003) submits that, electronic resources are the myriad of information that are explored through modern ICT devices, refined and redesigned and more often stored in the cyber space in the most concrete and compact form and can be accessed simultaneously from infinite points by a great number of audience. The phrase "electronic resource", has broadly been defined as, information accessed by a computer, may be useful as bibliographic guides to potential sources but, as of yet, they frequently appear as cited references in their own right. E-resources, therefore, refer to that kind of documents in digital formats which are made available to library users through a computer based information retrieval system.

However, electronic resources have become very important these days as they are up-to-date, multi-dimensional and directional in nature and also can be accessed as well as used anywhere, crossing all geographical boundaries. Such resources add value to all spheres of human activities.

Similarly, Ahmad (2013) reiterates that electronic resources

have exploded in popularity and use. They can and do enable innovation in teaching, and they increase timeliness in research as well as increase discovery and creation of new fields of inquiry. Availability of e-resources has changed what users actually read and use. They now tend to use only what is easily accessible. Therefore, they visit the library a lot less, and, as such, discovery through serendipity is reduced. Access to e-resources has decreased the time spent searching for information.

In Fountain University, researcher may not necessarily visit e-library because he can access database within the confinement of his office. To this end, one will expect use of both subscribed and free open access databases. But this is not the case as findings have indicated less usage of the database. There is a great need to study the use of electronic resources and identify factors that hinder their use among staff. The quality of research among academics in any university system depends largely on the quality and quantity of electronic information resources at the institution's disposal. Availability, accessibility and use of electronic information resources are indispensable to the teaching, research and community services activities of academic staff members in the Nigerian university system.

Whereas, availability and accessibility provision of e-resources are the responsibility of the institution. The University may not be encouraged to spend a lot of funds on subscriptions to international e-resource databases which will not be effectively utilized

Apart from teaching and community services, academic staff members are expected to publish quality research output, communicate ideas within the profession, thereby contributing to the available knowledge base. Recent studies such as those of Popoola, 2007; 2008 and Okiki 2011 have shown that research productivity plays a major role in attaining success in the academia as it relates to promotion, tenure and salary of the academic staff. It has also been reported that the quality of research output by academics in any university system depends largely on quality and quantity of information resources at their disposal (Popoola, 2008). Thus, non-availability and usage of electronic information resources by lecturers in tertiary institution has great adverse effect not only to the lecturers but also to the educational system as a whole. Therefore, this study was designed to examine the accessibility and use of library electronic resources among staff of Fountain University and its implications on research and development.

Objectives of the Study

The main objective of the study is to investigate the level of access and utilization of electronic resources among staff of Fountain University. The specific objectives are:

1. To examine various sources of e-resources available to staff in Fountain University.
2. To examine access provision of these e-resources to users.
3. To examine the uses of e-resources among staff of fountain university.
4. To identify challenges faced in accessing and utilization of e-resources

Literature Review

Digital and Electronic Resources

According to Seithi (2011) citing Bavakenthy (2003) e-resources are resources in which information is stored electronically and are accessible through electronic systems and networks. 'E-resource' is a broad term that includes a variety of publishing models, including Online Public Access

Catalogue (OPACs), Compact Disc Read Only Memory (CD-ROMs), online databases, e-journals, e-books, internet resources, print-on-demand (POD), e-mail publishing, wireless publishing, electronic link and web publishing, etc. In the context of this study, the term primarily denotes “any electronic product that delivers collection of data be it in text, numerical, graphical, or time based, as a commercially available resource”.

Also, Olasore (2015) defines electronic resource as any information source that a library provides access to in an electronic format. It could also mean any material in digital format that are accessible electronically. Academic libraries subscribe to many electronic information resources in order to provide members of the academic community (students and academic staff) access to them free of charge. There are also some electronic resources that are non-fee based that academic libraries also provide access to. There are a good number of open access databases that can only be accessed through the institutional libraries. Libraries are recognized as institution that should register their International Service Provider (ISP) code to have access to the databases. Researchers, lecturers and students alike can only access them via the institutional libraries.

When these electronic resources are acquired, maintained and controlled at the library, they become the library's electronic resources. Examples include e-full text journals, e-books, e-technical and e-research journals, e-newspaper, e-dictionaries, e-encyclopedias, digital images, online databases in varied digital formats.

This is in line with Aina (2004) viewpoints that digital resources are those resources which deal with both digital and digitized materials which can either be accessible from library's in house database or from the World Wide Web. Digitized materials mean e-journal, e-newspapers, e-magazine (Academia.com, 2011). A lot of institutional repositories abound in libraries all over. Such may include conference papers; convocation lectures, inaugural and public lectures including technical reports. Libraries could turn them into digital resources and made accessible online, thus enriching the e-resources available.

Idowu (2012) enumerates e-resources to include electronic journals, electronic catalogues (library catalogues) reference sources, statistical sources, sound recordings, image databases (art, maps, medical etc). E-resources can only be accessed via computers. The import of this is that, for a library to render e- resource services, it must have computer facilities and the infrastructures to support such. These include regular electricity, air conditioned rooms/halls, Computer literate staff and library users, maintenance culture, fund for subscription, etc.

Accessibility of E-Resources

Users often prefer increased access to databases of online-refereed journals and to the Web—which provides information that is up to date, international in scope and sometimes not available elsewhere because they see these resources as easier to access and search (Dalglish and Hall, 2000 in Ahmad & Panda, 2013). Availability of e-resources has changed what users actually read and use. They now tend to use only what is easily accessible. Therefore, they visit the library a lot less, and, as such, discovery through serendipity is reduced. Access to e-resources has decreased the time spent searching for information. Access is only as good as the resources that can be afforded (e.g., the number of computers and existence of network systems), the ability to work with the tools, and the

network infrastructure that supports rapid and convenient connections. (Forsman, (1998) in Ahmad & Panda, (2013). The ability to use e-resources efficiently depends on basic computer skills, knowledge of what is available and how to use it, and ability to define a research problem.

Mulla (2011) in his findings stated that respondents were asked questions regarding hindrances to accessing electronic resources; a majority of respondents (22, 36.67%) stated that too much information retrieved is the main barrier to use electronic resources.

In the same vein, the findings of Aina (2014) shows that only (47%) of academic staff of Babcock University had accessibility to Academic Journal, Ebscohost and JSTOR databases and other electronic resources in the library. Also, the study carried out by Bhukuvhani, Chiparausha and Zuvalinyenga (2012) revealed that 86.7% of the respondents indicated that they used at least one or more electronic information resources to find information for use for their teaching and/or research. Only 13.3% lecturers indicated non-usage of electronic information sources.

Consequently, Idowu (2012) observes the effect of late 20th and early 21st century's library automation and the internet revolutionized information access and the library operation on academic institutions has been profound. It enables users to access library resources from sites hundreds of thousands of miles away. Libraries in academic institutions can now provide information access to off campus faculty and students wherever they are located. To meet the ever increasing demands, for information availability, academic libraries must now subscribe to electronic resources such as e-books, full text journals and on-line bibliographic databases in addition to the print formats. While the availability of these electronic resources enables remote access to needed information, concomitantly, they present issues and challenges. Some of these issues and challenges are operational, strategic and attitudinal. When users of the library are informed of the available materials, it is expected that those resources should be well organized for easy access. Some of the electronic resources required password and User ID for them to be accessible while some can be accessed without any restrictions.

Aina, (2011) stated that accessibility determines the speed at which an information output in any formats is obtained. Therefore, good information resources should be received and retrieved to meet the desired need. Also, Emwanta and Nwalo (2013) citing (Aniebiet,2009) report that university libraries support faculties in discharging their responsibilities by acquiring all the relevant information resources necessary for sustaining the teaching, learning, research and the public service functions of their universities.

Electronic resources have the potential for enhancing student's learning, as the resources provide teachers and students with vast quantities of information in an easily accessible non-sequential format. Electronic resources provide access to information that might be restricted to the user because of geographical location or finances. Electronic resources also provide access to current information as these are often updated frequently. (Aina.2014)

Utilization of E-Resources

Elavazhagan and Udayakumar (2013) examines the exposure and measure the extent use of e-resources by the faculty members and research scholars of BITS, Pilani - Hyderabad Campus and confirmed that the e-resources are time saving, easy to use and handle, more informative,

preferred, flexible and effective. Also, Carlson and Reidy (2004) conduct a study on the effective access of teachers to digital resources and found that “84% spend less than 50% of their time using web-based resources during instructions. Furthermore, Nallathamb and Kanakaraj (2012) found that the “majority of the respondent in the engineering colleges have used electronic resources daily. Also, Sivasubramaniyan and Sadik Batcha (2012) discovered that the uses of e-resources are very common among the faculty members of Pondicherry University as well as to the faculty members who are in affiliated colleges. It was clear that majority of faculty members were dependent on e-resources to get desired and relevant information.

In the same vein, Ahmad (2013) states that access is only as good as the resources that can be afforded (e.g., the number of computers and existence of network systems), the ability to work with the tools, and the network infrastructure that supports rapid and convenient connections. The ability to use e-resources efficiently depends on basic computer skills, knowledge of what is available and how to use it, and ability to define a research problem.

Methodology

The study was conducted among staff of Fountain University, Osogbo Nigeria. It utilized The survey research design. The entire population of study is 100. Total enumeration technique was adopted because the study population is handy. Questionnaire was the instrument used for data collection. One hundred (100) copies of questionnaires were administered among staff of FUO with 65% return rate. The data collected were analyzed using Statistical Package for Social Sciences (SPSS). The university is made up of two colleges namely: College of Natural and Applied Sciences and College of Management and Social Sciences and other Senior staff of the University.

Result and Analysis

Table 1. Distribution of Respondents by College

College	frequency	Percentage
CONAS	24	36.9%
COMAS	19	29.3%
OTHERS	25	33.3%
Total	65	100.0%

Table 1 above shows that 36.9% of respondents are from the College of Natural and Applied Sciences while 29.3% are from the College of Management and Social Sciences, while 33.3% of the respondents are from other units of the university. This implies that more staff in the College of Natural and Applied Sciences took part in the study. The table indicates that all segments of the university community were involved and had a fair representation.

Table 2. Distribution of respondent by length of service

Years	frequency	Percentage
1-5yrs	24	36.9%
6-10yrs	18	27.7%
11-15yrs	4	6.2%
16-20yrs	3	4.6%
21-25yrs	7	10.8%
25yrs & above	9	13.8%
Total	65	100.0%

Table 2 above shows that 36.9% of the respondents are those that have spent between 1-5 years in service. While those that have spent between 6-10 years are 27.7%. Closely followed by those that have spent 25 and above in service (13.8%). This implies that majority of the respondents are those that have spent between 1-5 years in services. The table

is in random with the fact that the university personnel is bottom heavy in terms of experiences and years of service staff have put in.

Table 3. Frequency of Accessing E- Resources
N=65

Frequency	No of Respondent	Percentage
Once a week	20	30.8%
Twice a week	6	9.2%
Rarely	10	15.4%
Everyday	19	29.2%
Not at all	10	15.4%
Total	65	100.0%

Above table 3 indicates that 30.8% of respondents' access e-resources once in a week, while 29.2% access it every day. 15.4% of respondents rarely use or do not access it at all. 9.2% of respondent access it twice in a week. The implication of the analysis in table 3 above is that only 19(29.2%) of the respondents access e-resources on daily basis while 6(9.2%) access e-resources twice a week. And as high as 20(30.8%) of the study population access e-resources once a week. Of the study population, as high as 10(15.4%) rarely or never access e-resources at all. The research implication is that only 19(29.2%) are research conscious who cannot but access e-resources on daily basis. This percentage is low to bring about any meaningful research discovery and development.

The table 4 below indicates that the library provides access to thirty sources of e-resources. A critical analysis of the findings reveal that staff in the university are not research conscious as the total number of respondents in the bracket of mostly used and used bracket are far less than those not using databases at all. For instance, the total respondents in the bracket of mostly used and used indicate that AGORA 26(40%), African Journal Online has 27(41.5%); Jstor has 25(38.5%), Scientific Research Publishing has 16(26.1%), EBSCOHOST 18(27.7%). It can be inferred from the table that the number of staff that are in the bracket of mostly used and used are far less than those that do not use e-resources at all. The implication of this result is that e-resources are available but not utilized by staff. Of more significant are those databases with high percentage of respondents not using them at all. E-resources / databases that were rarely patronized include Intech 56(86.2%), e-granary digital library 57(87.7%); Planet Book 56(86.2%). American Institute of Mathematics 53(81.5%) e.t.c. This could imply that the databases are not relevant to the programmes of the staff and the library may have to weed them down. EBSCOHOST is a fee subscribed database but highly underutilized. This situation may discourage the institution from further subscription.

A look at table 4 to assess the effective use of the databases/ e-resources which could contribute to research development render some databases not utilized at all. Databases/ e-resources 50% and above not access or use at all is an indication that university library may consider weeding them out of the available online resources. About sixteen databases/e-resources recorded 50% non utilization. Users may not feel their removal from the library access points. Databases such as Bio One, Royal Society Chemistry, free medical journal, ERIC and e-book sites such as En.booksee.org, Bookboon etc. are not effectively utilized.

Table 5 below examines the functionality of the database in terms of degree of relevant of the contents of the database to the course of study and the speed with which the cite open using the combined scales of mostly functional and functional to analyze the result Agora21 (32.2%); EBSCOHOST

Table 4. Access and use of e-resources E-resources/databases use pattern in the e-library/ online

s/n	e-resources	Mostly Used	Used	Fairly Used	Not Used at all
1	EBSCOHOST	18(27.7%)	13 (20.0%)	9 (13.8%)	38 (58.5%)
2	HINARI	4 (6.2%)	17 (26.2%)	5 (7.7%)	39 (60.0%)
3	AGORA	7 (10.8%)	19 (29.2%)	4 (6.2%)	35 (53.8%)
4	OARE	26 (40.0%)	9 (13.8%)	6 (9.2%)	45 (69.2%)
5	National Virtual Library	5 (7.7%)	7 (10.8%)	6 (9.2%)	47 (72.3%)
6	Scientific Research Publishing	16(26.1%)	9 (13.8%)	8 (12.3%)	40 (61.5%)
7	African Journal Online	27 (41.5%)	16 (24.6%)	9 (13.8%)	29 (44.6%)
8	Jstor	25 (38.5%)	13 (20.0%)	6 (9.2%)	34 (52.3%)
9	BioOne	2 (3.1%)	4 (6.2%)	7 (10.8%)	52 (80.0%)
10	DOAJ	3 (4.6%)	9 (13.8%)	7 (10.8%)	46 (70.8%)
11	Royal Society Chemistry	2 (3.1%)	6 (9.2%)	5 (7.7%)	52 (80.0%)
12	Free Medical Journal	1 (1.5%)	6 (9.2%)	5 (7.7%)	53 (81.5%)
13	ERIC	3 (4.6%)	5 (7.7%)	5 (7.7%)	52 (80.0%)
14	Core Historical Literature of Agriculture	1 (1.5%)	5 (7.7%)	5 (7.7%)	54 (83.1%)
15	In Tech	-	3 (4.6%)	6 (9.2%)	56 (86.2%)
16	Intute E-Book site	-	4 (6.2%)	10 (15.4%)	51 (78.5%)
17	Books.google.com	16 (26.1%)	9 (13.8%)	9 (13.8%)	39 (60.0%)
18	En.booksee.org	2 (3.1%)	5 (7.7%)	7 (10.8%)	51 (78.5%)
19	Freebookcentre.net	2 (3.1%)	4 (6.2%)	11 (16.9%)	48 (73.8%)
20	National Academy Press	2 (3.1%)	7 (10.8%)	6 (9.2%)	50 (76.9%)
21	Project Gutenberg	-	5 (7.7%)	6 (9.2%)	54 (83.1%)
22	Bookboon	4 (6.2%)	7 (10.8%)	6 (9.2%)	48 (73.8%)
23	e-Granary Digital Library	-	4 (6.2%)	4 (6.2%)	57 (87.7%)
24	Planet Book	1 (1.5%)	2 (3.1%)	6 (9.2%)	56 (86.2%)
25	CBN Publications	5 (7.7%)	8 (12.3%)	8 (12.3%)	44 (67.7%)
26	American Institute of Mathematics	-	4 (6.2%)	8 (12.3%)	53 (81.5%)
27	Connexions	-	2 (3.1%)	7 (10.8%)	56 (86.2%)
28	IT e-Books	-	10 (15.4%)	7 (10.8%)	48 (73.8%)
29	Open Access Textbooks	21 (32.3%)	12 (18.5%)	9 (13.8%)	35 (53.8%)
30	Oxfam	-	3 (4.6%)	6 (9.2%)	56 (86.2%)

Table 5. Functionality of the databases.

s/n	Databases	Most Functional	Functional	Fairly Functional	Not Functional
1	EBSCOHOST	26 (40.0%)	16 (24.6%)	3 (4.6%)	36 (55.4%)
2	HINARI	8 (12.3%)	10 (15.4%)	3 (4.6%)	44 (67.7%)
3	AGORA	21(32.3%)	10 (15.4%)	3 (4.6%)	41 (63.1%)
4	OARE	5 (7.7%)	10 (15.4%)	5 (7.7%)	45 (69.2%)
5	National Virtual Library	2 (3.1%)	12 (18.5%)	6 (9.2%)	45 (69.2%)
6	Scientific Research Publishing	5 (7.7%)	9 (13.8%)	6 (9.2%)	45 (69.2%)
7	African Journal Online	3 (4.6%)	19 (29.2%)	8 (12.3%)	35 (53.8%)
8	Jstor	21 (32.2%)	11 (16.9%)	5 (7.7%)	39 (60.0%)
9	BioOne	-	5 (7.7%)	5 (7.7%)	55(84.6%)
10	DOAJ	5 (7.7%)	9 (13.8%)	6 (9.2%)	45 (69.2%)
11	Royal Society Chemistry	1 (1.5%)	8 (12.3%)	8 (12.3%)	48 (73.8%)
12	Free Medical Journal	-	7 (10.8%)	7 (10.8%)	51 (78.5%)
13	ERIC	-	8 (12.3%)	8 (12.3%)	49 (75.4%)
14	Core Historical Literature of Agriculture	1 (1.5%)	8 (12.3%)	6 (9.2%)	50 (76.9%)
15	In Tech	-	9 (13.8%)	5 (7.7%)	51 (78.5%)
16	Intute E-Book site	1 (1.5%)	8 (12.3%)	5 (7.7%)	51 (78.5%)
17	Books.google.com	8 (12.3%)	9 (13.8%)	5 (7.7%)	43 (66.2%)
18	En.booksee.org	3 (4.6%)	8 (12.3%)	4 (6.2%)	50 (76.9%)
19	Freebookcentre.net	1 (1.5%)	6 (9.2%)	6 (9.2%)	52 (80.0%)
20	National Academy Press	1 (1.5%)	9 (13.8%)	5 (7.7%)	50 (76.9%)
21	Project Gutenberg	-	7 (10.8%)	6 (9.2%)	52 (80.0%)
22	Bookboon	1 (1.5%)	5 (7.7%)	7 (10.8%)	52 (80.0%)
23	e-Granary Digital Library	-	10 (15.4%)	4 (6.2%)	51 (78.5%)
24	Planet Book	1 (1.5%)	4 (6.2%)	8 (12.3%)	52 (80.0%)
25	CBN Publications	6 (9.2%)	11 (16.9%)	6 (9.2%)	42 (64.6%)
26	American Institute of Mathematics	-	7 (10.8%)	4 (6.2%)	54 (83.1%)
27	Connexions	-	6 (9.2%)	9 (13.8%)	50 (76.9%)
28	IT e-Books	1 (1.5%)	4 (6.2%)	8 (12.3%)	52 (80.0%)
29	Open Access Textbooks	8 (12.3%)	9 (13.8%)	7 (10.8%)	41 (63.1%)
30	Oxfam	-	5 (7.7%)	8 (12.3%)	52 (80.0%)

Table 6. Enhancing access and use of E-resources N: 65

s/n	Items	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed
1	Subscription to large bandwidth by the ICT of the University.	47(72.3%)	21 (32.3%)	3 (4.6%)	15 (23.1%)
2	Deployment of adequate signal to support e-library services.	48 (73.8%)	22 (33.8%)	3 (4.6%)	14 (21.5%)
3	Provision of Inverter equipment that will ensure constant Internet access.	46 (70.8%)	21 (32.3%)	8 (12.3%)	11 (16.9%)
4	Embarking in an aggressive awareness advocacy among the staff	44 (67.7%)	28 (43.1%)	8 (12.3%)	13 (20.0%)
5	Attitudinal change among staff in the use of e-resources to enhance University research drive.	44 (67.7%)	23 (35.4%)	6 (9.2%)	15 (23.1%)

26(40.0%), Jstor 21(32.2%) were rated to be most functional and functional. However, the functionality of the databases is factor of internet signal available at a given time.

Looking at table 5, it is revealed that databases with 50% and above are not functional could be regarded as dormant with many of them not used at all as revealed in table 4. The functionality of the databases could possibly have responsible for non- utilization status in table 4. Table 4 and 5 that measure utilization and functionality of databases seem to give correlated results as many of the databases that are not used at all are returned not functional. These include Bio-One, Intech, Intute e-book site, project Gutenberg, e-granary digital library etc.

Table 6 above presents the factors enhancing access and use of e-resources among the staff of Fountain University. 48(73.8%) of the respondents rated topmost the deployment of adequate signals to support e-library services. Closely rated high factor supporting e-resources accessibility is large bandwidth by the ICT of the University with 47(72.3%). The respondents also rated high two factors including aggressive awareness advocacy and staff attitudinal change with 44(67.7%) respectively.

The study discovered some challenges facing the use and accessibility of e-resources which include irregular internet signal, irregular power supply, slow downloading process and poor staff attitude to the use of e-resources and databases.

Conclusion

In conclusion, it can be said that the internet and e-resources have exponentially changed the way people communicate, interact, acquire, share knowledge, search, investigate and participate in creation and re-use of content and prompted to bring revolutionary changes in almost all spheres of activities of present day education and learning system. Staff training on how to use electronic resources is important, coupled with increase awareness on the availability of e-resources in the library. When this is done, it is equally important to make those resources accessible to users by providing constant internet facilities and electricity supply. It is only when users of library fully utilize resources acquired that the library intention would be realized. The study revealed poor attitude to access and use of e-resources among staff of Fountain University, and that university library need to carryout rigorous training of staff and generate awareness on the availability and mode of accessing the databases.

Implications of the findings on Research and Development

Research and development is a strong component of university purpose of existence. University should therefore embark on impact-driven researches that are community oriented. Scientific and empirical researches that could attract

research grants and subventions require strong literature base. The e—resources/ databases in the library can be used to achieve this. Staff should therefore team up to jointly work on ground breaking community-base d researches using online databases available in the university e-library.

Recommendations

The study recommends constant training and the creation of more awareness on electronic databases available in the library. Constant internet should be made available in offices with regular supply of electricity. The University Library should find an alternative way to generate power supply such as a standby generator, inverter or solar energy system. When researchers are trained regularly, and library resources are made accessible, there may be increased in the use of library materials and there by enhance effective teaching and research development.

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