

# **Impact of library online resources training on University of Nigeria post graduate students of Technical and Vocational Education and Training (TVET)**

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## **Abstract**

*The aim of this study is to examine the impact of online resource training on post graduate students of Technical and Vocational Education and Training (TVET). The research was guided by four research questions. The population of the study consists of 24 postgraduate students of Technical and Vocational Education and Training that attended the 2014/2015 academic session training on online resources held at Nnamdi Azikiwe Library, University of Nigeria, Nsukka. The result showed that the students were exposed to online resources such as Hinari, OARE, AGORA, Ebscohost during the training. The students were of the opinion that library online resource training is very important, has really helped their academic progress and is worth doing frequently. The training has made tremendous impact on the research activities of the students. Despite the impacts it has made the students noted that, there are some challenges affecting the training which includes constant power outage and inadequate infrastructures amongst others. The paper concluded that e-resource training is important for postgraduate students as it equips them with the skill to do online research work and improve their academic activities.*

## **Introduction**

University Libraries are libraries attached to universities, Abubakar (2011) stated that university libraries are at the forefront of providing information services to their respective communities which comprises of students, lecturers, and researchers. Ogunleye (2013) added that academic libraries serve two complementary purposes: to support the school's curriculum, and to support the research of the university faculty and students. To accomplish these responsibilities, the academic library acquires materials in various formats in order to meet the needs of its users. Many of these materials are in digital formats otherwise known as online resources or electronic resources. Chima & Udo (2015) defined online resources as information resources that are available and can be accessed electronically through computer networked facilities as the internet, the World Wide Web, digital libraries and archives such as Medline or commercial databases such as LexisNexis. Egberongbe (2011) noted that most library users prefer materials in digital formats. The benefit of online resources can never be over emphasized. To the library, Ashikuzaman (2016) noted that it offers a cheap means of acquiring and preserving library materials and reaching users without spatial limitation. To the library users Birch (2011) observed that with online resources users can access library materials irrespective of time and location.

However, for clients to enjoy online resources, they need to be aware of the existence of online resources and possess the skills to access them. Egberongbe (2011); Ekenna & Iyabo (2013) observed that many students cannot use e-resources available in the university library due to lack of awareness, skill and access to computers. Postgraduate students need these materials to help them carry out their research properly. This is because their works are mainly

centered on research. It has been observed that in most institutions, students are not aware of the online resources available, therefore it is necessary that libraries organize trainings frequently to create awareness on the existence of the resources and also train users on how to access these online resources. Experience has shown that students who possess internet search skills perform better in online literature search than those who does not have the skill. As a result it is necessary that postgraduate students are trained to possess these skills and competencies that will help them not only in their research but in all their endeavors. To overcome these challenges, Nnamdi Azikiwe library, University of Nigeria Nsukka (UNN) introduced yearly online resource training for its postgraduate students. Among the beneficiaries of the online resource training are 24 students of TVET. TVET is a center in the Faculty of Vocational and Teacher Education. This center was established to help students acquire the basic skills they need both in their academic works and life endeavors. The Faculty of Vocational and Teacher Education has five departments currently. Teaching and learning in the departments are practical orientated, having taken part in this training, it is expected that the participants will put the knowledge gained into practice in their research work. To ascertain how the participants valued the training and how they are putting the knowledge gained into practice is what this study set out to determine.

### **Objectives of the study**

The general objective of this study is to examine the impact of online resources training on postgraduate students of TVET. Specifically the study sets out to:

- 1) Identify the Library online resources the students were exposed to during the training

- 2) ascertain the perception of the students toward the online resources training
- 3) examine the impact of library online resources training on the students research activities
- 4) identify the challenges encountered by the students during the training

## **Literature Review**

### **Library online resources available for students use**

There are various e-resources available in Libraries which students can be exposed to during online resource training. Chima & Udo (2015) noted that the University of Nigeria, Nsukka has 28 types of these online resources, Federal University of Technology Owerri has 13, Nnamdi - Azikiwe University, Awka has 11 and Micheal Okpara University has 6. The e-resources in the four named universities include Academic Library Online, Access to Global Online Resources in Agriculture (AGORA), British Library of Development Studies (BLDS), JSTOR, DataStar database, Dialog database, Directory of open Access Journals etc. The authors also noted that the awareness of the availability of the resources was not widespread among the students. At the Redeemers' University, Ede, Osun state, Nigeria, Adenira (2013) noted that e-resources available in the library for students use include Internet sources, online databases, CD-ROM, Online Public Access Catalogue (OPAC) and e-journals. Egberongbe (2011) observed a heavy use of e-resources among staff and students of University of Lagos, Nigeria. Among the e-resources the staff and students use heavily are e-magazines, e-thesis, World wide web, e-newspapers, e-mail, e-research report and bibliographic databases. Emelozor, Akinbu and Akinwoye (2016) observed that staff and students make use of these resources regularly.

### **Student's perception towards online resource training**

Student's perception of library online resource training differs. While some consider it very helpful for their academic pursuits, others feel it is irrelevant for them (Tamrakar & Garg, 2016; Fedynich, Bradley & Bradley, 2015). Rodriguez , Ooms , and Montañez, (2008) and Kim, Kwon, and Cho (2011) noted that student satisfaction with online resources training involve a lot of factors including learner-instructor interaction, learner-learner interaction, learner-content interaction, training organization, support services/administrative issues, facilitator, technical support, and delivery method. How the students view and feels towards each of these components to a great extent determines what his perception towards the training. Song, Singleton, Hill, and Koh (2004) stated that students in online learning are more engaged in their studies than students in other forms of learning as their discussions were more interactive. Hong and Jung (2011) studied the competencies of a successful online learner. Their results identified management skills as being most important. In contrast, Kim, Kwon, and Cho (2011) emphasized media integration and instructors' quality teaching to be the significant predictors of both social presence and student satisfaction. Hussein-Farraj, Barak, and Dori (2012) attributed learning style to the development of positive perceptions of online learning. Piccoli, Ahmad, and Ives (2001) noted that students were very satisfied with library online resource training. The authors went on to say that the students considered the training as very important and saw it as worth doing frequently as it enabled them to connect to the online resources environment at any time from any location. Omeluzor, Akibu and Akinwoye (2016) opined that online training increases the users' confidence and use of library resources.

## **Impact of Library Online Resources**

Library online resources training have made a positive impact on students' academic performance. Edem and Egbe (2016) and Sharma (2009) showed that library online e-resource training can equip students with the skill to- use e books, e - journals and internet resources for their studies. The authors went on to say that Library e-resource training can also help to improve literature search skills among Students. Wong (2013) found out that such training greatly assist in the improvement of students' learning outcomes where students' overall pass rate can increase from 70% to 80% in a given semester. Sharma (2009) noted that library e-resource training is a way of marketing library e-resources to the students as well as equipping them with the skills to make meaning out of resources. The internet can be used for effective retrieval and meeting of students information needs. This is very important for university library since many of them engage in research work (Sherma 2009). Online resources have been very useful in reducing the problem of citing obsolete materials in research, current materials are used by researchers and this has made them to be in line with current trends in their areas of specialty. In addition to that, it has help to check duplication of research in a subject area, many of them that possess the internet surfing skills can easily identify trendy areas to research on. Digital resources are less expensive and good for distance learning program; researchers can access these resources irrespective of time and location. The use of the online databases (if maximized) plays a major role in helping postgraduate students access large number of materials from different parts of the globe (Edem and Egbe, 2016).

The adoption of the library online resources through internet has leverage access to information and communication by providing an un-reserved access to email

messages, web boards, online services, e-publication and so on. Anyanwu & Ossai-Onah, (2013) noted that internet provides many benefits to its users, including access to information from distant databases that can be studied to improve knowledge. Okiki and Asiru (2011) stated that the Internet is the most prominent electronic resource making it possible to access electronic books and journals and various databases. It provides several opportunities for the academia, the resources are user friendly, and can be easily updated sometimes at no extra cost to the subscribers and are available worldwide. The resources can enable innovation in teaching, learning and increase timeliness in research. The impact of using library online resources through the internet on postgraduate students lies in its extra ordinary potential for being all things to all people (Nwezeh, 2010). The library online resources has become one of the most important modes of communication and its services are being exploited by people in every walk of life such as business, education, defense, medical etc. (Anyanwu & Ossai-Onah, 2013). Oyewumi, Oladapo & Adegun (2014) are of the opinion that the best impact of the library resources and services are felt when the array of expertise could only be of benefit to the patrons through the adequacy and relevance of the librarian to accomplish a mission.

## **Challenges of Online e-resource training on Post Graduate students**

There are many challenges associated with library online resource training, White (2005) and Kumar (2015) identified time constraint, lack of prior knowledge of e-resources and ICT skills among the participants and congested training curriculum as some of the challenges affecting online resource training. The author further stated that instruction strategies that are not interactive should not be encouraged in online resource training. Watsonia (2015) observed that many people do not like using

the computer for long hours on continuous bases as they complain of body pains. Watsonia further noted that people's resistance to change, slow internet connection and lack of basic idea of how to use a computer are challenges of online resource training. Resistant to change, doesn't allow people to adapt to the online learning environment,

Igbo & Imo (2014) and Mungai (2011) listed lack of awareness of the availability of e-resources, constant power outage, high cost of internet connectivity and computer equipment as hindrances to online resources training, lack of adequate internet facility and connectivity to enable them access information quickly. Others include lack of adequate guide to the use of the library, poor ICT skills on the part of postgraduate students and lack of time due to tight academic & job schedule.

#### **Research Method**

This study investigates the availability, perception, impact and challenges of Online Library resources training on postgraduate students of VTE. The study adopted a descriptive design, the population of the study comprises of 24 postgraduate students of Technical and Vocational Education and Training that attended Library Online resources training in the 2014/2015 academic year at Nnamdi Azikiwe Library, University of Nigeria,

**Table 1**

**Frequency and percentage ratings of respondents on Library online resources the students were exposed to during the training**

S/N	Item Statement	Frequency	Percentage	Rank
1	E-journals	22	91.7	1 <sup>st</sup>
2	e-books	22	91.7	1 <sup>st</sup>
3	Ebscohost	21	87.5	2nd
4	Hinari	21	87.5	2nd
5	TEEAL	21	87.5	2nd
6	DOAB	21	87.5	2nd

Nsukka. These students were chosen because it is expected that they must have put the knowledge gained into practice. Questionnaire was used for data collection. The questionnaire was designed by the researchers base on literature review. The instrument was subjected to cronbach's Alpha reliability analysis. The result showed reliability co-efficient of 0.82. This indicated that the instrument was reliable. Data gathered were analyzed using frequency counts, percentages, mean and standard deviation. Items with mean scores of 2.5 above and percentages of 50% and above are considered as what the respondents agreed on.

#### **Results**

##### **Demography of the respondents**

Analysis of the students' demography show that the students were from various departments in the Faculty of Vocational and Technical education. 4 were from Agricultural Economics, 6 were from Business Education 8 from computer education and 6 from Industrial education. 18 were male while 6 were female. 16 were master degree students and 8 were PhD students. 13 of the students have spent two academic years in their program, five have spent three, another five have spend three years and one has spend four years. All the respondents were between the age bracket of 30- 40 yrs.

7	AGORA	21	87.5	2nd
8	JSTOR	21	87.5	2nd
9	OARE	20	83.3	3rd
10	Science Direct	20	83.3	3rd
11	DOAJ	19	79.2	4 <sup>th</sup>
12	ARDI	10	41.7	5 <sup>th</sup>
13	Nature Publishing Group	10	41.7	5 <sup>h</sup>
14	Edward Elgar's Journals and Development Studies eBooks	10	41.7	5 <sup>th</sup>
15	Turnitin	9	37.5	6 <sup>th</sup>
16	Pubmed Central	9	37.5	6 <sup>th</sup>
17	INASP	8	33.3	7 <sup>th</sup>
18	Cellpress	7	29.2	8 <sup>th</sup>

Table 1 presents online resources which the respondents were exposed to during the training. From the Table, it was discovered that Hinari, OARE, AGORA, Ebscohost, e-books, E-journals, JSTOR, Science Direct, TEEAL, DOAJ and DOAB

**Table 2**

were the available online resources which the students were exposed to during the training. More than 50% of the respondents were of the opinion that they were exposed to the materials during library online training.

**Mean and standard deviation of respondents on Perception of the students toward the training**

S/N	Item Statement	Mean	SD	Rank
1	It will really help our academic progress	3.43	.91	1st
2	I see it as worth doing frequently	3.31	.88	2nd
3	It is a very important training	3.22	.97	3rd
4	The training helps us to gain insight on how to use online resources	3.16	.90	4th
5	I wish it will take more days.	3.09	.86	5th
6	I think it should be included in the school curriculum	3.05	.92	6th
7	The skills are somehow confusing	3.01	.98	7th
8	It is too costly	2.80	.92	8th
9	It is for those that have personal computer	2.74	.95	9th
10	It is not relevant to my studies	2.12	.91	10th

The result on Table 2 shows that postgraduate students perceived that library online resource training has really helped their academic progress with a mean rating of

3.43; I see it as worth doing frequently with a mean score of 3.31 while, It is a very important training has a mean score of 3.22. The only item which was viewed negatively

by the respondents was, it is not relevant to my studies with a mean value of 2.12 which is below the criterion mean of 2.5. However, the standard deviations of the ten items

ranged from 0.88-0.99; indicating that the respondents views on the items are not far from each other.

**Table 3**

**Mean and standard deviation of respondents on the impacts of library online resources training on their academic activities**

S/N	Item Statement	Mean	SD	Rank
1	I can use it to communicate and e-mail articles	3.25	.92	1st
2	I can freely perform basic task on data base search	3.19	.97	2nd
3	I can use it for plagiarism check	3.12	.99	3rd
4	I can create documents now using Microsoft word	3.11	.87	4th
5	I can bookmark important sites	3.10	.83	5th
6	I can evaluate different sites to find out their authenticity	3.10	.82	5th
7	It has improved my knowledge of literature search	3.03	.98	6th
8	I can determine the relevance and validly of online information sources	2.97	.96	7th
9	I can identify different sources of information through online search	2.92	.92	8th
7	I can use various search systems to retrieve information in a variety of formats	2.73	.91	9th

Table 3 shows that all the listed items had mean values between 3.25 and 2.73. These values were all above the criterion mean of 2.5. This indicates that all the listed items constitute impacts of library online resource training on students' academic

programme. Among all the listed items, I can use it to communicate and e-mail articles ranked highest with a mean score of 3.25. The low standard deviation score of all the items indicated that there was not much difference in the opinion of the respondents.

**Table 4**

**Mean and standard deviation of respondents on the challenges affecting library online resources training**

S/N	Item Statement	Mean	SD	Remark
1	Constant power outage	3.65	.89	1st
2	Inadequate infrastructures	3.57	.75	2nd
3	Time Management	3.22	.86	3rd
4	Lack of previous training or teaching on the use of online resources	3.21	.94	4th
5	Physical problems like blurred vision, backache and joint pains due to long use of computer	3.09	.97	5th
6	Low internet bandwidth	3.07	.95	6th

Table 4 revealed that all the listed items are the challenges affecting online resources training in the library. This is because all the items have mean scores above the criterion mean of 2.5. Among these challenges, are constant power outage with a mean score of 3.65; inadequate infrastructures with a mean score of 3.57 followed by time management with a mean score of 3.22 are the highest challenges affecting library online resources training. The low standard deviation score for all the items is an indication that there is not much divergence of opinion among the respondents.

### **Discussion of Findings**

The major online resources the students were exposed to during the training are Hinari, OARE, AGORA, Ebscohost, e-books, E-journals, JSTOR, Science Direct, TEEAL, DOAJ and DOAB. These resources were among the 28 e-resources which Chima & Udo (2015) noted were available at Nnamdi Azikiwe Library, Nsukka. The resources were also part of the resources which Adenira (2013) noted were available at the Redeemers University Library. How far the e-resources, the students were exposed to covered the courses offered in the departments in Faculty of Vocational and Technical Education cannot be said with any degree of certainty though it is beyond the scope of this study.

Findings from the study revealed that the students perceived the training positively. It can be said with some degree of certainty that the training was valued highly by the students. This is evident in the three responses that ranked highest. The respondents believed that the training will help in their academic pursuit, that it is worth doing frequently and that it is a very important training. This finding is consistent with the findings of Piccoli, Ahmad, and Ives (2001) who noted that students

perceived online training as very important, worth doing frequently and very educative.

The training also has a positive impact on the research activities of the students, the training equipped the students with the skills they required to do online literature search, bookmark the sites they like, communicate using email, determine the validity of online documents etc. In other words, the training equipped the students with the skills to be independent online information seekers. This finding is consistent with the findings of Edem and Egbe (2016) and Sharma (2009) which showed that library online resources training can equip students with the skill to use e-books, e-journals and internet resources for their studies. The authors went on to say that Library e-resource training can also help to improve literature search skills among students. The finding is also consistent with the findings of Wong (2013) which discovered that such trainings greatly assist in the improvement of students' learning outcomes and can improve students' overall pass rate from 70% to 80% in a given semester.

Findings from the study further showed that there are many challenges affecting library online resources training in Nnamdi Azikiwe Library, Nsukka. Among these problems are constant power outage, inadequate infrastructure, low internet bandwidth, time management etc. Many of these problems such as the problem of inadequate infrastructure, constant power outage and low internet bandwidth are not peculiar to Nnamdi Azikiwe Library alone. They are problems which every university in Nigeria and other developing countries are facing. The other problems like problems of blurred vision, back pain, joint pain while using the computer; time management and lack of previous computer training on the use of online resources are personal problems of the students which they can find solution to

on their own. However, problems such as lack of previous training or teaching on the use of the computer should be looked into by the library. It will be a very good development if the library can bridge ICT literacy gap among the students before introducing them to the training. This is to ensure that all participants are in the same level of ICT knowledge and also to ensure that the whole class is carried along during the training. The findings of the study are consistent with those of White (2005) and Kumar (2015) who identified time constraint, lack of prior knowledge of e- resources and ICT skills among the participants and congested training curriculum as some of the challenges affecting online resources training.

### **Conclusion**

Findings from the study revealed that students perceived the online resource training organized by the Nnamdi Azikiwe library positively. The training also has positive impact on their academic activities. Many of them as a result of the training have acquired the skills needed for online literature search. Many felt that the training is worth doing frequently while others felt that through the training, they gained computer literacy skills and can communicate through e-mails perfectly. However, there are many challenges confronting the e-resources training. Among these challenges are improper planning of the training in terms of time, inadequate infrastructure and constant power outage. Based on these findings, this

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work concludes that e-resource training is important for postgraduate students as it equips them with the skill to do online research work and improve their academic activities.

### **Recommendations**

Based on the findings of the study the following recommendations were made;

- a. Online resource training should be a continuous affair for postgraduate students and should even be extended to undergraduate students, so that they learn the search skills from the early stage of their career.
- b. The training should be made compulsory for all postgraduate students, as other courses introduced by school of postgraduate studies.
- c. The University should make provision for alternative power supply to enable students practice what they learnt during the online trainings. There should also be constant power supply throughout the training to ensure hands on practice.
- d. The library should use adjustable chairs and tables for e-resource training to enable people adjust their seating positions as they deem fit to avoid the problems of body pains brought about by sitting at a place for a long time.
- e. In planning the training programme, students' activities and courses should be put into consideration to ensure that the training do not interfere with other activities involving the participants/students.

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