# EFFECTS OF E-RESOURCES IN PROMOTING READING HABITS: A STUDY OF LIBRARY USERS OF THE NIGERIAN DEFENCE ACADEMY KADUNA, NIGERIA

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## ABSTRACT

*The study explores the impact of e-resources on the reading habits of Nigerian Defence Academy Library users. By analysing the attitudes and experiences of cadets, faculty and researchers, this research sheds light on the significance of e-resources in modern –day learning environments. The objectives of the study were to find out the impact of electronic resources on cadets, the types of e-resources users use and the problems they faced when accessing electronic information resources. A case study research method was adopted. The major instruments were questionnaire while interview*

*and observation were used to complement it. The sampling techniques adopted was simple random. The statistical analyses used in analysing the data are percentages and frequency counts. Out of 100 cadets, only 75% cadets are familiar with e-resources. Only 90% of students use e-resources. They use e-resources for learning, reading, teaching, jobs, recreation, news etc. They use different types of e-resources such as e-books, e-journals, e-magazine, e-maps, e-news etc. They prefer mobile phones most to access e-resources. But due to a lack of adequate collection, high speed Internet connection, proper knowledge, and infrastructure, they face many difficulties in using e-resources in the Academy library.*

**Keywords:** E-resources, Reading habit, Cadets, Nigerian Defence Academy

## Introduction

Reading is an essential tool for lifelong learning. It is important for everyone to develop a good reading culture as to perform excellently in academic endeavours. Reading skills for students are critical for academic performance and personal growth. Reading is an important component of student's ultimate literacy development. Reading habit as a settled or regular tendency or practice influences the promotion of people's reading interest for personal, academic, social, economic, cultural, etc., development. Consistent and methodical reading habit guarantees a highly sharpened intellect, refined emotions, elevated tastes, and consequently effectual involvement in social, religious, cultural, and political life. Reading habit ignites the fire of enthusiasm and imagination of an individual. Picton (2022) affirmed that the mind attains more wisdom while the eyes gain additional through reading which re-energizes the mind. He further noted that those who are accustomed to regular reading are further opportune to secure multiplying successes through wider mental horizons. Reading habit is a vital factor affecting intellectual and emotional growth and one of the places where people can develop a good reading habit is the library. The library plays a pivotal role as an information center where information can be readily obtained as well as a study place for users to engage in beneficial reading.

In the words of Ajidahun (2022) the library is unarguably and indubitably one of the intellectual wonders of life and one of the greatest and remarkable innovations and inventions that have proved, indisputably, man's creative audacity. He considered the library to be a significant educational masterwork, with strong ability and comprehensive power, and the capability to bring the desired and incredible evolution and practical changes to human society with immeasurable outcomes. The outlined impact of libraries has been reinforced by the advent of ICT, which has so much facilitated electronic resources. Fundamentally, the word electronic refers to gadgets designed or operated by the techniques or concepts of microchips and electrons implemented on or through electric-bite (automated) technologies such as a computer. Meanwhile, the other word, resources denote sources or supplies from which benefits are derived. Thus, ERs could mean an automated source from which a benefit is derived. Among the various attempts made to define ERs in more scholarly expressions, few shall be highlighted here as a way of giving some insights into the subject matter.

Mostafa (2022) describe electronic materials as information resources that one needs the computer to access, via a personal computer, mainframe, or handled mobile devices, and are accessed by the use of the Internet or local area networks. The 21st Century has experienced a remarkable proliferation of electronic resources (e resources) which have tremendously changed the reading habits of users. Islam and Habiba (2023) identified electronic information resources (EIRs) as the most significant source of scientific information communication within the university community, especially among researchers. Nevertheless, the use of ERs has only facilitated access to large collections of library materials rather than displacing printed resources (Okazie, 2022). The changes that have occurred in the world of ICT have shifted the content of libraries' resources from printed information to online information resources. Aside from that, the revolution in ICT has availed libraries to not necessarily require physical structures before they could provide information materials for their clientele to read, which how users read those electronic resources provided by libraries are based on their reading habits. Amori (2023) opined that e-resources such as e-journal, e-book, CD-ROM databases, online databases and web-based resources when effectively utilized constitute an important input in the information services in libraries. They help in providing relevant information required by students, which if properly utilized can help in improving reading culture and improve academic excellence.

## Objectives of the Study

The general objective is to identify the reading habits of library users as a determinant of the utilisation of EIRs at the Nigerian Defence Academy, Kaduna. The specific objectives are to:

1. examine the impact of electronic resources by cadets at the Nigerian Defence Academy;
2. identify the types of electronic information resources library users read at the Nigerian Defence Academy Library; and
3. identify the problems faced by the cadets when accessing electronic information resources at the Nigerian Defence Academy Library.

## Review of Related Literature

EIRs can be described as any resources in which the accessibility and storage of information are done on electronic systems and networks (Chimni, 2022). The advent of EIRs has been playing a vital role in complementing and supplementing the paper-based information resources in academic libraries. The essence of proper organization and treatment of every information resource in the library is to serve the information needs of the users through proper utilisation. Library patrons in large part rely on EIRs to search, retrieve and communicate research findings thus turning ERs into an indispensable ally while seeking dependable, timely, and apposite information. The use of electronic information resources equally advances their research output (Graham, 2023).

*Background of the Academy Library of the Nigerian Defence Academy, Kaduna*

The Nigerian Defence Academy (NDA) Kaduna is a military university based in Kaduna,

Nigeria, that trains officer cadets for commissioning into one of the three services of the Nigerian Armed Forces: Army, Navy and Air force. It was established February 1964 as a reformation of the British-run Royal Military Forces Training College (RMFTC). It has five faculties and also school of postgraduate studies. The NDA Library is the main library that support both teaching and military training. The library acquired and developed information resources that meet the information needs of cadets, faculty members, officers and civilians staff. The Academy Library was launched at the end of 1963 to facilitate and enhance effective learning. The library was finally moved to the permanent site on the 16th June, 2009 for effective teaching and learning to meet the objectives.

*Impact of Electronic Information Resources*

The importance and wide ranging scope of electronic resources for general communication, information retrieval and instructional delivery to support teaching and research activities in tertiary educational institutions is acknowledged worldwide. The literature also shows that a number of relevant studies have been carried out on the use of e-resources by lecturers, research scholars and students worldwide. General user opinion towards the use of electronic resources, in particular CD-ROM, has been positive, with students enjoying using these sources and finding relatively few problems while using them (Ray & Day, 2022). This is clearly confirmed in the case of a survey undertaken at Oakland University by (Schulz & Salomon, 2022) into students' satisfaction with CD-ROMs. The study according to Ray and Day (2022) found out that 83% of students surveyed felt that using this source saved them time, and found it relatively easy to use. Two thirds of those surveyed stated that if the CD-ROMs was busy, they would wait for it to become free rather than use the print tool.

However, a study of online searching of scientific information in science and technology libraries of Delhi reveals a sizeable number of users are facing numerous problems while browsing electronic information, such as lack of knowledge about the resources, lack of trained staff and inadequate terminals, (Ali, 2023) Studies have also been carried out on the use of electronic resources by teachers, students and research scholars of universities and research organizations. Majority of the respondents feel that the use of the UGC-Infonet e-journals has created high dependency value on their research work and they needed current article alert services and electronic document supply services (Madhusudhan, 2023; Kaur, Gurjeet, 2023) studied the impact of EIRs on user of social science in Gulbarga University. A questionnaire was used to collect data on awareness and usage of EIRs among users, identify their satisfaction level, measure the impact of EIRs and identify the problems users faced. The study found that use of EIRs was not only affected by low seep of network and reading direct from computer but also lack of enough computers in library and paid access of information. The findings of the study indicated that a lot need to be done to increase the use of ERs and librarians should reorient themselves, think creatively and adopt the new technology to generate services and resources to increase the use of e-resources.

Chisenga (2022) examined the impact of advent of EIRs on some core aspects related to the research activity across agricultural libraries of Northern India. Six aspects have been covered in this

study. The response of the users for each statement under investigation has been collected through a simple Yes/No option. The majority of respondents are of the opinion that due to advent of EIRs and in view of the ICT developments the literature survey and problem identification has become easy and fast. The spirit to conduct more and more research has increased among respondents. Moreover, this has also enabled the users to complete and publish their research work in a lesser time than required in print era. Some of the respondents also agreed that the cross comparison of findings of one's study with those of other studies has become easy and fast in electronic era.

*Types of Electronic Resources among Higher Institution Students*

Thanuskodi (2022) opined that e-resources are the electronic representation of information. There are available in various forms like e-books, digital libraries, online journal magazine, e-learning tutors and on line test. Because of the effective presentation with multimedia tools, these e-resources have become the source of information. He further agreed that Electronic resources delivers the collection of information as full text databases, e-journals, image collections, multimedia in the form of CD, tape, Internet, and web technology. E-resources may include e-journals, e-discussions, e-news, and e-data archives can be viewed as an e-resources. In addition, electronic information sources are a wide range of products going from electronic periodicals to CD-ROMs, from mailing list to databases, all of them having a common feature of being used and sometime modified by a computer.

Mostafa (2023) examined availability of electronic resources for service provision in university libraries in Ogun State Nigeria. Three universities were covered in the study namely Babcock University, Covenant University and Federal University of Agriculture Abeokuta, in which the result shows that EBSCOHOST, HINARI, JSTOR, OARE, MIT, AGORA, ScienceDirect, IEE are the library e-resources available in the three libraries mentioned. Similarly, Omotayo (2022) mentioned some examples of e- database being used today in academic libraries include JSTOR, AGORA, HINARI, EBSCOhost, Science Direct, OARE and MIT Open Courseware. Further, Adeniran, (2020) conducted a survey where some e-resource collections in Redeemer's University Library where mention, such resources includes. Internet source, Online Databases, CD-ROM, OPAC and e-journals.

Sukula (2022) submitted that various types of e-resources used in higher institution libraries include databases, e-journals, e-books, e-news, e-images, e-music and sound collection, data/GIS, academic commons, e-reference, and subject guides. It needs noting that emergence of electronic information resources (EIRs) has tremendously transformed information handling and management in Nigerian academic environments, and university libraries in particular (Ani & Ahiauzu, (2019). These dramatic changes include the way in which information is provided to the university communities. Ali (2023) explained that a number of e-resources initiatives have been put in place in Nigeria. This is aims at assisting in the development, training and use of e- resources in a number of academic institutions. For example, the Morlenson Center for International Library Programmes acting on behalf of MacArthur Foundation to support some grantee university libraries, The Electronic Information for Libraries Network (eiFL.Net), and MTN Foundation, among others.

## Problems faced in Accessing Electronic Information Resources

Although the introduction of these e- resources and services is a welcome development to the information profession their use by the library patrons poses some challenges and concerns, listing such factors hindering the use of e- resources in Nigerian higher institutions, to include lack of strategic planning, adequate or reliable funding, lack of use of Internet to provide information services to users and a lack of consistent training for users in new ICT services (Gwazah, 2022). Moreover, Oduwole and Akpati (2022) mentioned some of the constraints in accessing e-resources, including insufficient number of terminals available for use despite high demand and in adequate electricity supply. A major problem however identified by Chisenga (2022), are lack of information retrieval skills for exploiting electronic resources, thus making the level of usage of resources by students is very low. Sharma (2023) noted that high cost of hardware, software and particularly Internet service providers were significant barriers to the provision of electronic resources. Chisenga (2022) found that slow Internet access, and lack of constant power supply were the major factors inhibiting the use of e-resources. However, other less limiting factors were non-availability of e-resources relevant to my information needs (20.0%) and dislike for reading from screen.

## Methodology

This study adopted a descriptive survey design and the target population was 500 Cadets of the Nigerian Defence Academy, Kaduna, 20% of whom was drawn from the population which resulted to 100 cadets as the sample size. The cadets were sampled randomly since the number is manageable. A self-developed questionnaire was used for data collection and it was vetted by two Library and Information Science professionals. It has two sections.  Section A was demographic distribution of the respondents and section B was designed to elicit data on the variables of the study. The 100 copies of the questionnaire were administered to the respondents, 95 copies were returned and found valid for the analysis. The data collected was analysed using frequency and simple percentages.

## Response Rate

The data analysis is here presented in line with the objectives of the study. The return rate of the questionnaire is 95%. This is because 95 copies of questionnaire were retrieved back out of 100 copies administered as represented in the table 1.

**Table 1:** Distribution of Respondents by Faculty

| Faculty | Frequency | % |
|---|---|---|
| Engineering | 19 | 20 |
| Sciences | 17 | 17.9 |
| Art & Social Science | 30 | 31.6 |
| Military Science | 17 | 17.9 |
| Management Science | 12 | 12.6 |
| **Total** | **95** | **100** |

In Table 1, respondents vary with faculties. However, all the five Faculties in the Academy are represented with the Faculties of Engineering accounting 19(20%), Sciences 17(17.9%), Art and Social Sciences 30(31.6%), Military Science 17(17.9%) and Management Sciences with a frequency of 12 (12.6%).

**Table 2:** Impacts of Electronic Resources Use on Reading Habits of the Respondents

| Impact | SA | A | D | SD | U |
|---|---|---|---|---|---|
| It improves my reading habit | 56(58.9%) | 18(18.9%) | 14(14.7%) | 7(7.5%) | — |
| It reduces my reading interest | 29(30.5%) | 14(14.7%) | 37(38.9%) | 15(15.8%) | — |
| It expanded my reading possibility | 40(42.1%) | 17(17.9%) | 23(24.2%) | 6(6.3%) | 4(4.2%) |
| It makes reading more enjoyable | 60(63.2%) | 12(12.6%) | 23(24.2%) | — | — |
| Use of e-resources waste my time | 23(24.2%) | 23(24.2%) | 39(41.1%) | 10(10.5%) | — |
| It has improved my independent and life-long reading skills | 64(67.4%) | 11(11.6%) | 19(20.0%) | 1(1.1%) | — |

*SA: Strongly Agreed; A: Agreed; D: Disagreed; SD: Strongly Disagreed; U: Undecided*

Table 2 reveal that 74(77.9%) respondents agreed that e-resources improve their reading habit; 43(45.3%) believed that it reduces their reading interest, while only 7 were undecided. The table also showed that 57(60.0%) agreed to the fact that electronic resources has expanded their reading possibility. When asked if the EIRs' use influence reading culture 72(75.8%) agreed to the fact that e-resources make reading enjoyable. The table also revealed 46(48.4%) agreed that using electronic resources waste time; even as 75(78.9%) agreed that EIRs has improved their independent and life-long reading skills.

**Table 3:** Types Electronics Resources used by the Respondents

| E-Resources | Use | Not Use | U | R | % |
|---|---|---|---|---|---|
| E-Books | 34(35.9%) | 14(14.1%) | — | 95 | 100 |
| E-Journal | 23(24.2%) | 20(21.1%) | — | 95 | 100 |
| Database | 17(17.9%) | 34(35.9%) | — | 95 | 100 |
| E-reference | 12(12.6%) | 12(12.6%) | — | 95 | 100 |
| CD-ROM | 4(4.2%) | 11(11.6%) | — | 95 | 100 |
| E-news | 5(5.3%) | 4(4.2%) | — | 95 | 100 |

*Key: U=Use, U=Undecided, R=Respondent, %=Percentage*

From Table 3, out of 95 respondents, 34(35.9%) agreed to be using e-books, and 23(24.2%) for e-journal. When asked about the use of databases, only 17(17.9%) agreed to using them. The table shows that most of the students are not conversant with the use of e referencing, as only 12(12.6%%) indicated using it. The use of CD-ROM seems not to be popular too, showing that only 4(4.2%) use CD-ROM it. The table also shows that 5(5.3%) make use of e-newspaper while 4(4.2%) do not.

**Table 4:** Problems Hindering the Effective Use of Electronic Resources on Respondents

| Problems | SA | A | SD | D | U |
|---|---|---|---|---|---|
| Inadequate skills on how to use e-resources | 30(31.6%) | 21(22.6%) | 20(21.0%) | 24(25.6%) | — |
| My library does not have e-resources | 19(20.0%) | 14(14.7%) | 45(47.4%) | 17(17.9%) | — |
| Inadequate facilities for using e-resource in the library | 66(69.5%) | 5(5.3%) | 12(12.6%) | 9(9.5%) | 3(3.2%) |
| Poor power supply | 47(49.5%) | 17(17.9%) | 19(20.0%) | 12(12.6%) | — |
| Poor Internet facilities | 69(72.6%) | 3(3.2%) | 13(13.7%) | 10(10.5%) | — |

*Key: SA: Strongly Agreed; A: Agreed; D: Disagreed; SD: Strongly Disagreed; U: Undecided*

Table 4 reveals that 51(53.7%) agreed that one of the major factors hindering the effective use of e-resources on the respondents' reading culture is adequate skill on how to use e-resources. Similarly, 62(65.7%) agreed on the fact that their library do not have e-resources while 71(74.7%) agreed that there are inadequate facilities for using e-resources in their library. The table also reveals that 64(67.4%) agreed that poor power supply is a challenge in using e-resources. Also, 72(75.7%) are of the view that poor Internet facilities is one of the factors hindering the effective use of e-resources on the respondents' reading culture.

### Discussion of the Findings

This study investigated the impact of e-resources in promoting reading habits: a study of library users at the NDA Kaduna, Nigeria. Findings revealed that majority of the respondents were from Faculty of Art and Social Sciences, which means there are more cadets in the faculty, Findings also revealed that e-resources improved the reading habit of cadets, thus making e-reading enjoyable not wasting their time when reading: meaning that e-resources have impact on their reading habits. The study also revealed the types of e-resources majorly used by the cadets included were e-books, followed by e-journals with only a few of them patronising e-databases and e-reference. Essentially, CD-ROM and e-news have the lowest patronage. Further findings also revealed that the major problems hindering the effective use of e-resources by the cadets included poor Internet facilities and inadequate facilities for using e-resources in the library and also poor power supply is yet another problem, as well as inadequate skills on how to use e-resources.

### Conclusion

The study revealed that there are enough e-resources in the library but few cadets patronise CD- ROM, e-reference, Internet facilities, Power supply and inadequate skills on how to use e-resources are great problems for cadets even as the e-resources has impact on the cadets' reading and research activities at the NDA, Kaduna.

### Recommendations

Based on the study's findings, it is hereby recommended that:

1.  The NDA Library should encourage cadets to use other e-resources not only the e-books alone.
2.  The Academy Library should organise seminar for the cadets on how to use EIRs.
3.  The library should have alternative supply of power like solar or standby generator. The Internet facilities should be upgraded. They should keep up with the availability of the facilities in the library for the convenience use of EIRs.

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