



Assessment of Access and Use of Internet Resources for Learning


Murtala Aminu

1. Research Scholar, The Maharaja Sayajirao University of Baroda Gujarat State.



How to Cite: Aminu, F. (2022). Assessment of Access and Use of Internet Resources for Learning. *International Journal of Knowledge Processing Studies*, 2(3), pp. 10-14.

Publisher: Ayande Amoozan -e- ATA (AAA)

 <https://doi.org/10.22034/kps.2022.149693>

Received: 2022/03/08; Revised: 2022/04/24 Accepted: 2022/05/06; Published Online: 2022/05/13

Abstract

Purpose: This study was conducted in other to assess the access and use of internet resources for learning by the students of the Maharaja Sayajirao University of Baroda. To ascertain the use of internet resources for learning by students of the Maharaja Sayajirao University of Baroda. This study is to outline how students access the Internet resources available, also to examine the purposes of the students' use of Internet resources, and investigate the challenges in access and use of Internet resources by the students.

Method: The survey research method was adopted for the study. The sample distribution was based on three (3) Faculties, also the data was collected for the study by using descriptive analysis.

Findings: Given the findings of the study, it could be concluded that information in all issues on access and use of internet resources for learning has been one of the major challenges facing the educational system in most tertiary institutions.

Conclusion: the researchers recommended that the Maharaja Sayajirao University of Baroda should create more awareness concerning the existence of available internet resources in the University and how should be used. ©authors

Keywords: internet resources, challenges in access, Maharaja Sayajirao University

Corresponding Information: Murtala Aminu, Research Scholar, The Maharaja Sayajirao University of Baroda Gujarat State. murtalazuru84@gmail.com

1. Introduction

Everyone knows what the Internet is, we all use it, we rely on it, and our society knows how it works. It is out there and we connect to almost become dependent on it. However, do we understand what the Internet is, and messages magically traverse it. In this paper, we explore the Internet and its many components. (F. Richard and H. Wei 2018)

With the advent of the Internet, education has benefited in more ways than can be mentioned, few

involve watching videos, browsing assignments and projects, charting, exchanging messages and images, etc. but still it will not take over the traditional methods of education it will continue to play a major part (Abbey-Livingston, 1982). Libraries have transformed into digital and virtual libraries where physical books, journals, magazines, newspapers, and thesis, and dissertations have changed into e-books, e-journals, e-newspapers, e-magazines e-thesis, e-dissertations, etc. internet resources are easily accessed in remote areas.



Information resources are items containing information. They are also defined as anything that consults and obtains information (Khalid, 2010). Within the context of library and information studies, information resources can be described as any information in electronic, audio-visual, or physical form, or any hardware or software that makes possible the storage of information (Ota University 2010). The developments in internet resources have made it easier for students to access relevant information in different areas, especially for teaching, learning, and research.

Internet resources are generally in the form of online books, online journals, online magazines, online newspapers, Internet-based resources, e-mail publishing, wireless publishing, web publishing, etc. These are available either through Open Access international donors or commercial vendor's example Escohost, Hinari, DOAJ, Science direct, and SAGE. Internet resources have become a major element of University, college, etc library collections worldwide.

One will wonder how universities access and use internet resources. However, preliminary observations revealed that most of the citations and references of the students in the Maharaja Sayajirao University of Baroda in writing assignments, presentations, projects, etc. indicate no element of internet resources citations and references. This brought about the need to assess the access and use of internet resources for learning by the Students of the Maharaja Sayajirao University of Baroda.

1.1 Objectives of the Study

We aim:

1. To outline how students in Maharaja Sayajirao University of Baroda access the Internet resources available.
2. To examine the purposes of the students in Maharaja Sayajirao University of Baroda using Internet resources.
3. To investigate the challenges in access and use of Internet resources by the students in Maharaja Sayajirao University of Baroda

Significance of the Study

The study will be significant particularly to students in the Maharaja Sayajirao University of Baroda and also will serve as a source of feedback for the University. The finding of the study could be used as sources of reference to other research on access and use of internet resources.

This study will cover access and use of internet resources by the students at the Maharaja Sajsirao University of Baroda. Internet resources are available at the Maharaja Sayajirao University of Baroda.

2. Literature review

2.1 Access to Internet Resources by Students

Access to internet resources is concerned with the use of computer networks and internet facilities to access online information for teaching, learning, and research as well as self and community development. Students in developing countries will need to utilize the Internet as a source of information for teaching, learning, and research development.

Online/internet information resources have become an integral component of academic library collections worldwide. The resources are regarded as essential for learning, teaching, and research activities (Blecic et.al, 2007; Kumar and Kumar, 2017 Zhang, Ye & Liu, 2015). Internet information resources provide many advantages over the traditional print resources such as 24x7 access, universal access; saving physical space; ability to link indexing and abstracting databases; accessibility from the user's home, office, or dormitory irrespective of whether or not the physical library is open; the ability to get usage statistics that are not available for print collection; and their relative ease of maintenance.

2.2 Online Information Resources Available for Students

Information sources especially online and CD-ROMs have become a source of public wealth. They are tangible objects for information transfer both in sciences, technologies, and humanities. Some of the resources currently available by the students involve the followings: There are available in various forms like e-books, digital libraries, online journal magazines, e-learning tutors, and online tests.

However, the extent of children's Internet use for communication is unclear, in part, because few studies have recorded actual use (versus self-reported use) and, in part, because studies are so few. Gross (2014), using the diary report of upper-middle-class adolescents, found that the extent to which the Internet was used for communication was dependent on the number of acquaintances, family, and friends online.

2.3. Purpose of Internet Resources Use by Students

Omotayo (2010), Sharma (2009), Borrego (2007), and Ibrahim (2004) have described that electronic journals are the most used among the arrays of available internet resources. As viewed by Omotayo (2010) 22 (8.98%), 67 (37.35%), 102



(41.63%), 34 (13.88%), and 20 (8.16%) of the total population of 245 used electronic journals daily, weekly, monthly, bi-monthly and occasionally respectively. They mostly use Electronic journals monthly, while 52% of the total population in Borrego, et al. (2017) Stated that they use electronic journals exclusively or mainly.

Students use internet resources for diverse purposes as demonstrated in the literature. Obaje and Camble (2008), report that CD-ROMs are mostly used for literature searches during project/dissertation and thesis writing as well as personal research by staff. According to (Omotayo, 2010) says academics/students at Obafemi Awolowo University, Ile-Ife, Ibadan use electronic resources mostly for literature search in research and professional growth. Kumar and Kumar (2008), highlighted six reasons for using electronic information sources. Users in the study use electronic sources in support of their study (70%) and teaching (59%). One-third of respondents used the sources for project work. Eight-eight percent of medical science users accessed electronic information sources for study, followed by engineering (67%) and management studies (55%).

A similar by Ansari and Zuberi (2016) report that about one-third (32%) of respondents use electronic resources for research. About one-quarter (29.4%) use it to prepare lectures and 24.8% for gaining subject knowledge.

2.4. Challenges to Access and Utilization of Internet Resources by Students

Calvert, a Yale graduate of 2000 maintains that online plagiarism is a growing problem. He explains that in a 'few years, academicians and students were able to buy papers on a variety of subjects using the Internet, Thousands of "hits" are visiting the sites each week. He continuously explained that other problems include the following: - Not everything was on the web, but only eight percent of journals are on the web. Abdullahi and Haruna (2014) conclude that lack of basic knowledge of ICT is the second major constraint after the problem of erratic power supply to the use of ICT in the university libraries in Nigeria. This was corroborated by Abdurrahman (2018), though the percentage that represents the hypothesis is low as compared to other constraints such as erratic power supply, networking, and availability of equipment, among others. Ali's (2015) study among the users of the Indian Institute of Technology (IIT) in Delhi found that the majority of users face difficulty while browsing for e-resources.

Slow internet connectivity, Poor ICTs facilities, lack of access to low-cost printers in the library, using an advanced search strategy of most databases, and lack of awareness of most of the e-resources are significant contributors to the low patronage of customers. However, Urbano and Borrego (2014) found that the user's difficulties with the access of e-resources are due to the lack of standardization in the usage of collecting data and difficulty in recognizing the value of a particular title. In another study, Borrego, (2007) suggested that the users should be supported with more training to enhance their information-seeking skills while using electronic resources.

Moreover, Wolman and Peritz (2013) cite limited time and lack of effective information retrieval skills as factors affecting users' access to electronic information. However, some studies, for example, Kinengyere (2017), revealed that available information is not necessarily accessed and used by users. The study shows that the availability of information does not necessarily mean actual use because the users may not be aware of the availability of such resources, they do not know how to access these resources or do not know what the resources offer.

3. Method

The survey research method was adopted for the study. This method is considered appropriate for this study because it allows extensive gathering of information, and it enables the researchers to reach out to the study population in their different locations. The sample distribution was based on three (3) Faculties: Faculty of Science 90, Faculty of Arts 43, and Faculty of Social Work 32 with a total sample of 165 for the study. This number was employed for data collection.

The questionnaire was also employed as an instrument for data collection. The questionnaire was structured (close-ended). A question was found reasonable responses from respondents and can easily be interpreted quantitatively for data analysis.

4. Findings

One hundred and sixty-five copies of the questionnaire were distributed to the respondents and eighty-eight of them were duly completed and found useful. The respondents assisted the researchers by providing answers to the questions asked relevant to their school activities.

4.1. Data Analysis and Discussion



This section analyses and discussed the data collected for the study by using descriptive analysis to answer the research questions raised in the study.

4.2. Access and Use of the Internet Resources Available in Institution

One of the objectives of the research was to identify the means of access and use of the internet resources available in their institution.

Table 1 shows that search engines with 36 (40.9%) had the highest frequency scores, whereas library websites with 28 (31.8%) had the least scores. so the search engine is used the most in accessing internet resources in the college. Students access resources through the internet for assignments and research.

Table 1. How do you Access Internet Resources Available in M.S.U of Baroda?

Means of Internet Access and Use	Gender Distribution				Total	
	Male		Female			
	F	%	F	%	F	%
Through library website	28	31.8	8	9.1	36	
Search Engines	36	40.9	16	18.2	52	
Sub-total	64	72.8	24	27.2	88	100

Table 2. Purpose of Access and Use of Internet Resources Available in M.S.U of Baroda

Purpose of Internet Access and Use	Gender Distribution				Total	
	Male		Female			
	F	%	F	%	F	%
For Research Activities	18	20.5	5	5.7	23	
For Paper Publication	12	13.6	3	3.4	15	
For Learning	24	27.3	11	12.5	35	
For Seminar, workshop/presentation	4	4.5	2	2.3	6	
For preparing of Note	6	6.8	3	3.4	9	
Sub-total	64	72.8	24	27.2	88	100

Table 2 shows that Internet cafe with 24 (27.3%) had the highest frequency scores, whereas modem with 10 (11.4%) had the least scores.

Table 3. Challenges to Access and Use of Internet Resources by Student in M.S.U of Baroda.

Challenges to internet Access/use by M.S.U Students.	Gender Distribution				Total	
	Male		Female			
	F	%	F	%	F	%
Slow internet connectivity in institution	11	12.5	4	4.5	15	17.0
Erratic power supply	10	11.4	3	3.4	13	14.8
Poor I C Ts facilities	9	10.2	3	3.4	12	13.6
Lack of access to internet connectivity	16	18.2	7	8.0	23	26.1
Insufficient access to needed journals	7	8.0	3	3.4	10	11.4
Lack of ICT Skills	11	12.5	4	4.5	15	17.0
Sub-total	64	72.8	24	27.2	88	100

Table 3 shows that lack of access to internet connectivity with 23 (26.1%) had the highest frequency scores, whereas insufficient access to needed journals with 10 (11.4%) had the least scores.

5. Conclusion

This study is set to investigate the Assessment of Access and use of internet Resources for Learning by students of the Maharaja Sayanirao University of Baroda. To accomplish this, three (3) objectives were formulated. The research questions sought to find:

1. Through which channels do students in Maharaja Sayajirao University of Baroda access Internet Resources for Learning?

2. For what purpose do the students in Maharaja Sayajirao University of Baroda use internet resources

3. What are the challenges to access and use of internet resources by the students in the Maharaja Sayajirao University of Baroda?

The Survey research method was employed in the conduct of this study. The data collected for the study was presented and analyzed using descriptive statistics. The population of the study was made up of registered Undergraduate students of the Maharaja Sayajirao University of Baroda. The total number of registered students collected was 165. However, the whole population was distributed to



the respondents; a total number of 88 were duly completed and returned to the researcher.

Arising from the findings of the study, it could be concluded that information on all issues about Access and use of internet resources for learning has been one of the major challenges facing the educational system in most tertiary institutions. Lastly, the school has few internet resource centers, and although they were available but not enough to accommodate the need of the students.

5.1. Recommendations

In the light of research findings, on the subject highlighted in the research work, the following recommendations are proffered:

1. The school management should make the school environment more business-oriented so that more people will participate in running internet cafes as it seems to be the easiest and most affordable way for students to have access to internet resources.

2. Also the researchers recommended that the Maharaja Sayajirao University of Baroda should create more awareness concerning the existence of available internet resources in the University.

References

- Abdullahi, A & Harun S.A. (2018). use of e-resources among postgraduate student at the Islamic University in Riyadh, Saudi Arabia, *Journals of Academic librarianship*, 23(1), 69-75
- Ali, N. (2015) the use of electronic resources at iii Delhi library: A study of search behavior. *The electronic library*. 23(6), 691-703. <https://doi.org/10.1108/02640470510635773>
- Ani, Okon E. and Ahiauzu, B. (2018). Towards effective development of electronic information resources in Nigerian University Libraries. *Library Management* 29(6/7): 504 – 514. <https://doi.org/10.1108/01435120810894527>
- Bernard, J. (2012). Perfecting Your Research Work. London: Unique Press.
- Borrego, A. Anglada L, Borrios M, and Cornellas N, Use and users of E-journals at Catalan Universities: *Journals of Academic librarianship*, 33(1) (2007)697-75. <https://doi.org/10.1016/j.acalib.2006.08.012>
- Fox, Richard and Hao, W. (2018) Internet infrastructure: Networking, web services, and clouds Computing. <https://doi.org/10.1201/9781315175577>
- Khalid, A. A. and Hafeez U. (2010), utilization of Online Arabic Information resources among Undergraduate student, King Khalid University Jiddah, *Libri*, 22(1) 1-7

Kumar, BT., & Kumar GT (2015). Perception and use of e-resources and the Internet by Indian academics, *The electronic journals*, 28(1), 137-156.

<https://doi.org/10.1108/02640471011023432>

Mahammed, S.A (2014). The Manger: Mahabbat Agrovet Stores No. 27 Kaduna Road Opposite Gura Filling Station Zaria.

Omosho, A. (1991). Statistics Ibadan: N.P.S. Educational Publishers Ltd. Osuala, E. C. (2005). *Introduction to Research Methodology*. Nimo: Rex Charles and Patrick. 253-267.

Swain, D. & Panda, K. (2009). Use of e-services by faculty members of business school in state of India: a study. *Collection building*, 28(3):108-16. <http://www.emeraldinfo.com> (accessed June 12, 2013).

<https://doi.org/10.1108/01604950910971134>