



**ATTITUDE AND PERCEPTION OF LECTURERS TOWARDS ELECTRONIC JOURNALS IN
TERTIARY INSTITUTIONS IN SOKOTO STATE, NIGERIA**

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AIBSTRACT

This study examines attitude and perception of lecturers towards electronic journals (e-journals) in tertiary institutions in Sokoto State. In spite of the relevance e-journals in teaching, learning and research, it had been discovered that a number of lecturers in tertiary institutions of Sokoto State were not exposed to electronic journals. A field survey had shown that academics in the institutions under study are more inclined to consulting printed materials such as textbooks, print journals, magazines etc. with little attention to e-journals. This attitude was attributed to the negative perception some of the lecturers have about electronic journals or lack of awareness. This was, therefore, considered a problem worthy of empirical investigation. The study uses survey research design covering eight (8) tertiary institutions in Sokoto State. Questionnaire was used as the instrument for data collection and administered to 329 lecturers. The data collected were analysed, using descriptive analysis through the use of frequencies and percentages. Findings from the study indicate positive attitude and perception by the lecturers towards e-journals, as it established that lecturers perceived e-journals as an important tool for teaching, learning and research activities. Recommendations made include the need for more enlightenment campaign in the aspect of e-journals usage so as to enable the academics appreciate e-journals more as a tool for accomplishing research tasks and academic development.

Keywords: *Attitude, Perception, Lecturers, Electronic journals, Tertiary institutions, Sokoto State*

Introduction

Journals are the most important valuable information communication channels for researchers. Their production dates back to the seventeenth century, and their importance has not diminished. With the advent of the Internet and electronic publishing, they have become more easily accessible (Omotayo, 2012). Print books may be around for a long time, but print journals are rapidly being supplanted by e-journals. It



is important to study the attitude and perception of lecturers towards electronic journals in tertiary institutions in this period of technological development because of the central role they play in scientific communication.

One of the most frequently used electronic resources is the electronic journal. Most people have diverse perceptions as well as impressions of what electronic journals (e-journals) are. According to Chan (2014), the term is often referred to as electronic publishing, electronic serials, online journals or electronic periodicals. Electronic journals play a significant part in any academician's scholarly work and are the most preferential tools of the trade apart from books. Rowlands (2012) described the trend of electronic journals as "evolutionary process" as there has been a gradual increase in the use of electronic journals. He furthermore, posited that e-journals have become an important information format as they are published, distributed and accessed electronically. E-journal, hence, is a term used to describe a subset of a periodical publication that is published in digital form to be displayed on a computer screen.

E-journals have provided excellent opportunities to access scholarly information which were previously beyond the reach of users due to geographical constraints. Through electronic journals, lecturers and other researchers can have access to global information resources for their scholarly work. Therefore, it is in view of this, that this study was designed to investigate the attitude and perception of lecturers towards electronic journals in tertiary institutions in Sokoto State through quantitative approach.

Statement of the Problem

Tertiary institutions all over the world are the centres for innovation, education, discoveries and researches. The world today is evolving much faster than expected and in a digitised manner. One can no longer afford to waste time with long cumbersome methods of achieving goals, whereas there are shorter and much easier ways. Electronic journals serve as one of the primary sources of information for people in the academia, because of the roles they play in facilitating teaching, learning and research, which are core academic activities (Bashorun & Isah, 2011). They provide academicians with easy and effective ways of interaction with other researches that are available all over the world. Electronic journals are associated with numerous benefits which include; ease of use, high speed, ability to access research information from outside the library and it provides more current and up to date information. Similarly, they are highly valuable for their ability to connect lecturers with different research works. It is also a vital tool that helps the academicians to generate, exchange and share information as well as knowledge.

However, despite their relevance in teaching, learning and research, it has been observed that a number of lecturers in tertiary institutions in Sokoto may not have been exposed to electronic journals. A field survey had shown that lecturers in the institutions under study are more inclined to consulting printed materials such as textbooks, print journals, magazines etc. with little attention to e-journals. This attitude could be attributed probably to the negative perception some of them have about electronic journals or perhaps lack of awareness. This was, therefore, considered as a problem worthy of empirical investigation.

Research Questions

The study sought to answer the following questions

1. To what extent are lecturers in the tertiary institutions in Sokoto State aware of electronic journals?
2. What is the attitude of the lecturers towards electronic journals in the tertiary institutions under study?



3. What is the perception of the lecturers towards the use of electronic journals in the tertiary institutions under study

Review of Related Literature

Literature on e-journals has been reviewed extensively in academic circles, with many focusing on the extent of awareness, particularly in relation to teaching, learning and research. Awareness is to know what is going on or an understanding of the activities (Nura, 2015). It can also be described as specific coordination and knowledge sharing among individuals.

However, to understand the level of awareness among researchers and academic staff on e-journals, many studies employed log analyses (Hamid, Nicholas, & Huntington, 2015); (Borrenge, Ubano, Mallusdhan & Apati, 2012); online questionnaire surveys (Rusch-Feja & Siebeky, 2009); and interviews/focus groups (Olsen, 2014). Studies in many underdeveloped and developing countries show slow progress in the adoption of these electronic journals. A research conducted by Rameharam and Dawe (2006) at the University of West Indies in Trinidad and Tobago shows that only 8% of the academic staff of the institution from Faculty of Engineering were aware of e-journals.

Similarly, a study by Salaam and Aderibigbe (2010) in the University of Agriculture, Abeokuta, Nigeria, found, that some of the academic staffs were not aware of such electronic facility (as e-journals). The study reported, again that, the usage of e-journal was encouraging among the few staff. Furthermore, the study of Gideon (2008), found, that over 40% of researchers in the University of Lagos, Nigeria have strongly agreed that lack of knowledge or awareness of electronic journals has been an obstacle to the use of e-journals in the institution. This is an addition to over 25% who agreed (as opposed to strongly agree), to the same response on lack of knowledge or awareness of e-journals.

The concept, attitude, has been defined in many ways by different scholars. Keil (2016) believed that attitude is a positive or negative feeling that an individual holds about objects, persons, and ideas which are generally regarded as enduring through modification by experience or persuasion and as learned rather than of innate tendency or trait. Attitudes are the feelings and beliefs that largely determine how individuals will perceive their environment, commit themselves to intended actions, and ultimately behave (Velnampy, 2018). Paul, Rosnold and Adeyinka (2017) citing Taiwo (2014) said attitudes are inclinations and feelings, prejudices or bias, preconceived notions, ideas, fears, and convictions about any specific topic. He further added that an attitude is a mental and neutral state of readiness organized through experience exerting a directive or dynamic influences upon individual's response to all objects or situations with which it is associated.

In addition the findings of a survey conducted by Williams (2014) on lecturers revealed that a correlation between levels of use; skills; familiarity; knowledge of ICT and lecturers' positive attitude and perception have contributed to their readiness toward use of e-journals. Yaacob (2017) investigation on the government supported libraries in Malaysia examined the relationship between the librarians' attitudes and perception toward e-journals. A significant relationship was found among attitude and use of e-journals, recency of attaining professional qualification, and knowledge of IT. Academicians' level of knowledge of technology was a good predictor of attitudes and perception toward use of e-journals.

Moreover, in their study at Makerere University, Okello-Obura and Magara (2013) found that 90% of lecturers had positive attitude and zeal in using e-journals while only 10% had negative attitude and had no zeal in using e-journals. In another study, Moothart's (2014) study in Colorado State University has concluded that 73.4% of the faculty officers preferred e-journals to print journals. Among the same group,



75.0% used e-journals at least once every month. In the Nigerian context, Eguaveon (2011) surveyed users' attitude on a computerized service in Kenneth Dike Library University of Ibadan; has shown positive attitudes of academic staff towards e-journals.

Also, Borrego (2007), indicates that perception to electronic journals of the academic staff at the universities belonging to the Consortium of Academic Libraries of Catalonia (CALC), was positive and extensive on the use of electronic journals among academics. In Nigeria, Bashorun and Isah (2011) examined the user perception of electronic resources by academic staff of the University of Ilorin. The results revealed that, frequency of use of electronic resources was low. Reasons alluded to this were lack of time required to focus on teaching and lack of awareness to some of the electronic resources.

It is evident from the review that few research studies exist on attitude and perception of lecturers on electronic journals. There is therefore the need for more studies that will give more insights into the attitude and perception of teaching staff towards electronic journals especially using institutions in the far north Nigeria i.e. North-west geopolitical zone of Nigeria. Thus, this study investigated lecturers' perception of electronic journals in tertiary institutions in Sokoto State, a State in the North-west Geopolitical zone of Nigeria.

Methodology

This study adopted a quantitative research methodology using survey research design. The population of the study was 1,995 lecturers from the eight (8) tertiary institutions in Sokoto State. Therefore, the sample size of the study was determined using values from Louis, Lawrence and Keith (2007) table. From the table, for a population of 2000, a random sample of 322 respondents is sufficient to generate 95% confidence level and $\pm 5\%$ margin of error. Confidence level according to Louis, Lawrence and Keith (2007) is an index of how sure one can be (95% of the time or 99%) that responses lie within a given variation range. For this study, a confidence level of 95% and a margin error of $\pm 5\%$ was used to draw a sample size of 329 lecturers. The number was decided proportionately among the institutions; hence, 16% was used from the population of each institution. A self-developed questionnaire was the main instrument used for data collection, and was administered to all cadres of lecturers in all the eight tertiary institutions after it was pre-tested. Both open and closed-ended questions were used. Descriptive statistic using frequencies and percentages were also used in reporting the data collected for the study.

Presentation of Results and Discussion of the Findings

Response Rate

This part presents the response rate for the study. The response rate of the eight tertiary institutions is shown in Table 1.

Table 1: Response Rate

S/ N	Institution	Questionnaire Administered	No of Questionnaire Returned	Percentage %
1	Usmanu Danfodiyo University, Sokoto	145	139	45.2
2	Sokoto State University, Sokoto	40	38	12.1
3	Shehu Shagari College of Education, Sokoto	81	74	24.3
4	Umaru Aliyu Shinkafi Polytechnic, Sokoto	34	30	8.4
5	School of Nursing and Midwifery, Sokoto	12	10	3.2
6	Sultan Abdulrahaman School of Health Technology, Gwadabawa	10	7	2.3
7	College of Legal and Islamic Studies, Wamako	4	4	1.3
8	College of Agriculture, Wurno	3	3	1.0
	TOTAL	329	305	97.8

Table 1, shows that a total of 329 copies of the questionnaire were administered to the lecturers in all the tertiary institutions in Sokoto State, out of which 305 were duly completed, returned and found usable for the analysis representing 97.8%. This shows that the returned copies were good enough to generate the needed data for the study. The high response rate was achieved because of the efforts of the researchers in ensuring that the instrument was administered personally.

Awareness about Electronic Journals by Lecturers

The respondents were asked to indicate their awareness on the existence or otherwise of electronic journals. Majority of the respondents, 287 (94.1) indicated that they were aware of electronic journals; which implies that many of the lecturers were aware of electronic journals in the tertiary institutions in Sokoto State.

Attitude of Lecturers toward E-Journals

Table shows the attitude of respondents towards electronic journals.

Table 2: Attitude of Lecturers toward E-Journals

Statement	Strongly Agree (5)		Moderately Agree (4)		Not Agree (3)		Moderately Disagree (2)		Strongly Disagree (1)	
	F	%	F	%	F	%	F	%	F	%
I am comfortable using electronic journals	28	9.7	43	14.9	108	37.6	96	33.4	12	4.1
I prefer to use e-journals to print journals	41	14.2	51	17.7	121	42.1	66	22.9	8	2.7



Using e-journals provides me with adequate knowledge that improve my teaching, learning and research activities	39	13.5	54	18.8	126	43.9	50	17.4	18	6.3
I have confidence in using e-journals	40	13.9	47	16.3	113	39.3	-	-	-	-
I use e-journals because it saves my time	56	19.5	50	17.4	101	35.2	60	20.9	20	6.9
I have phobia for using e-journals	29	10.1	123	42.8	43	14.9	50	17.4	42	14.6
Using e-journals is not flexible	13	4.2	20	6.9	100	38.8	72	25.0	82	28.5
I tend to avoid using e-journals because I don't have the IT knowledge/skill	22	7.6	34	11.8	29	10.1	90	29.5	112	39.0
I don't use e-journals because I don't like them	20	6.9	31	10.8	79	25.27	90	31.3	67	23.3
I can perform or render a better service even if I don't use e-journals, so for that I keep away from them.	19	6.6	27	9.4	112	39.0	88	30.6	41	14.2
Using e-journals is expensive and requires a lot of mental efforts	94	32.7	71	24.7	62	21.6	39	13.5	21	7.3
I used print journals more than e-journals	85	29.6	86	29.9	38	13.2	50	17.4	28	9.7

Table 2 indicates that majority of the respondents 108(37.6%) did not agree that they were comfortable using e-journals followed by 96(33.4%) who moderately disagreed. Another 43(14.9%) moderately agreed whereas 28(9.7%) others strongly agree that they were comfortable using e-journals and only 12(4.1%) indicated their comfortability using electronic journals.

In addition 121(42.1%) did not agree that they prefer to use e-journals to print journals followed by 66 (22.9%) who moderately disagreed that they prefer to use e-journals to print journals. 51(17.7%) of the respondents moderately agreed that they prefer to use e-journals to print journal. The analysis also indicates that 41(14.2%) of the respondents strongly agreed that they prefer to use e-journals than print

journals. Lastly, only 8(2.7%) of the respondents indicated that they prefer to use e-journals to print journals.

Similarly, only 21 (7.3%) of the respondents strongly disagreed that using e-journals was expensive and require a lot of mental efforts. Of course 86(29.9%) of the respondents also moderately agreed that they used print journals more than e-journals. This is; followed by 85 (29.6%) who strongly agreed that they used print journals more than e-journals. While 50(17.4%) of the respondents strongly disagreed that they used print journals more than e-journals. Moreover, 38 (13.2%) of the respondents did not agree that they used print journals more than e-journals. Lastly, only 28 (9.7%) of the respondents did not agree that they used print journals more than e-journals.

Perceived Usefulness of Electronic Journals

The lecturers were asked to indicate the perceived usefulness of e-journals with the following statements using the following scale of Strongly Agree (SA), Moderately Agree (MA), Not Agree (ND), Moderately Disagree (MD) and Strongly Disagree (SD). The data are presented in Table 3

Table 3 Perceived Usefulness of Electronic Journals

Items	Strongly Agree (5)		Moderately Agree (4)		Not Agree (3)		Moderately Disagree (2)		Strongly Disagree (1)	
	F	%	F	%	F	%	F	%	F	%
Using e-journals enables me to accomplish my task more quickly	126	43.9	100	34.8	24	8.4	25	8.7	12	4.2
Using e-journals improves my performance;	126	44.9	58	20.8	41	14.2	22	7.6	19	6.6
Using e-journals improves my productivity.	107	37.2	69	24.0	61	21.3	26	9.0	24	8.3
Using e-journals enhances effectiveness in my research.	105	36.5	64	22.2	55	22.6	46	16.0	17	5.8
Using e-journals makes it easier for me to do my work.	93	32.4	82	28.5	77	26.8	20	6.9	15	5.2

From Table 3, 126(43.9%) respondents strongly agreed using electronic journals enable them to accomplish their task more quickly. While 100(34.8%) moderately agreed with the statement. 25(8.7%) moderately disagreed using e-journals enable them to accomplish their task more quickly; while 24(8.4%) did not agree with the statement as well as 12(4.2%) who strongly disagreed using e-journals enable them to accomplish their task more quickly. Thus, this implies that many of the lecturers have a positive perception about e-journal in accomplishing their tasks.

Similarly, 129 (44.9%) strongly agreed using e-journals improved their performances as well as 58 (20.8%) who moderately agreed. Another 41 (14.2%) did not agree using e-journals improved their performances whereas 22 (7.6%) moderately disagreed. Only 19 (6.6%) strongly disagreed using e-journals improved their performances. This implies that many of the lecturers have a positive perception about e-journal in improving teaching, learning and research activities.

Perceived Ease of Use of E-journals by Lecturers

The lecturers were asked to indicate the level of perceived ease of use of electronic journals.

Table 4 Perceived Ease of Use of E-Journals by Lecturers

Items	Strongly Agree (5)		Moderately Agree (4)		Not agree (3)		Moderately Disagree (2)		Strongly Disagree (1)	
	F	%	F	%	F	%	F	%	F	%
I find e-journals easy to use	92	30.2	69	24.0	66	22.9	45	15.6	15	6.9
Using e-journals does not require a lot of my mental efforts.	111	38.6	81	28.2	52	18.1	24	8.3	19	6.6
My interaction with e-journals is clear and understandable.	116	40.4	69	24.0	41	14.2	35	12.2	26	9.1
I find it easy to get the e-journals to do my research work.	50	17.4	71	24.7	113	39.3	40	13.9	11	3.8
Learning to use e-journals will be easy for me.	132	45.9	82	28.2	56	19.5	10	3.4	7	2.4

From Table, 492(30.2%) of the respondents strongly agreed that they found e-journals easy in terms of usage, while 69(24.0%) of the respondents moderately agreed that they found e-journals easy in terms of usage; and 66(22.9%) did not agree that they found e-journals easy to use. Nevertheless, only 45(15.6%) and 15(6.6%) moderately and strongly disagreed to have found e-journals easy in terms of usage. This implies that more than a half of the lecturers in tertiary institutions in Sokoto State had a positive perception on the perceived ease of use of e-journals in teaching, learning and research activities.

The table also shows that 132(45.9%) and 82(28.2) respectively strongly and moderately agreed that learning to use e-journals was easy for them; whereas 56(19.5%) did not agree with the notion, while 10(3.4%) and 7(2.4%) respectively moderately and strongly did not agree that learning to use e-journals was easy for them. This indicates that majority of the lecturers in tertiary institutions in Sokoto State had a positive perception on the perceived ease of use of e-journals to teaching learning and research activities which invariably implies that majority of the lecturers perceived the electronic journals easier in terms of usage.



Discussion of the Findings

The accessibility and the availability of information are increasing day by day in the modern world. The way of searching and delivering of research information is vastly changed with the modern technology and with modern equipment. As a result, the use and importance of e-journals in scholarly communication is on the increase. Additionally, the new information technology has created a new infrastructure for libraries and change the way they function and provide services. The main function of a library is to provide information to the users. With the help of electronic resources faculty members can access to the huge volume of information with speed and accuracy.

The findings of the study established that awareness on e-journals is no longer an issue among lecturers in the tertiary institutions of Sokoto State because the level of awareness was found to be very high. The study also established a positive perception of the lectures toward e-journals as they perceived them useful for teaching, learning and research activities. This is not surprising since e-journals generally report latest and up to date break through researches. (Eguaveon, 2011; Williams, 2014) study supported these findings when it found out that most of the faculty members used e-journals for research and professional growth. They were aware that e-journals could be utilized for various purposes like for research work, seminar, project work and writing papers etc. This result further reiterates the importance of e-journals to academic staff and in library holdings.

Conclusion and Recommendations

Based on the findings of this study, lecturers in tertiary institutions in Sokoto State were aware of electronic journals. The attitude and perception of the lecturers towards electronic journal was positive. This is because those that had negative attitude about e-journals based the difficulties they encountered in accessing or using e-journals which in turn profoundly had influenced their attitude towards them.

Based on the findings, therefore the following recommendations where made:

1. Although the findings established high level of awareness on electronic journals among academic staff in tertiary institutions in Sokoto State, still there is the need for more awareness programs to publicize existing and new e-journals. Awareness and sensitisations fora should be formed among academics, library staff and database managers on the importance of e-journals subscribed to by their institutions libraries. This effort should be sustained by all the stakeholders
2. Despite the fact that the attitude and perception of the lecturers towards e-journal was found to be positive, there is still need for more enlightenment campaigns in to enable the academics appreciate e-journals more as a tools for accomplishing research tasks and academic development.
3. Management of the institutions studied, should also try to increase subscription to more e-journals, as research paradigm is now tilting towards the use of e-journals.



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