Perception and Use of Electronic Resources by Students in School of Nursing, Agbor, Delta State, Nigeria.

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Abstract

This study aimed at investigating the perception and use of electronic resources by students in school of Nursing, Agbor, Delta State, Nigeria. The study adopted the descriptive design survey type. A questionnaire titled: perception and use of Electronic Resources by Students Nurses Questionnaire (PUERSNQ) was designed for data collection. The sample size for the study was 100 nursing which is 20% of the total population of 500. The response rate amounts to 89% return rate. Tables, frequency counts and simple percentage statistical tool were used to answer the research questions. The study revealed that nursing students make use of e-mail and it happens to be the highest used electronic resources by them. It was also discovered that the usage of electronic information resources by nursing students is mainly for academic purposes, communication and recreation purpose as well as for entertainment. Also, it was discovered by this study that majority of the nursing students preferred the use of electronic resources to the printed sources because of their several advantages. Furthermore, this study disclosed that there are various obstacles faced by nursing students on the use of electronic resources which includes operational skills, unavailability of electronic resources for use among others. It was recommended that sufficient networks computers should be made available for students, embedded in the curriculum, undertaken in an appropriate time and supported by academic staff and so on.

INTRODUCTION

Electronic resources are important source of up-to-date medical information (Ainsley & Brown, 2009). Student nurses use electronic information resource to stay up-to-date on current research and can make decision based on that research, thereby increasing the possibility of improved health care. Great changes are taking place in the practice of nursing services, especially in the context of rapid scientific and technological advances and information explosion of the century.

This places a strenuous demand on practicing student nurse in the area of information seeking thus necessitating a re-examination of the relevance of electronic resource in a rapidly changing environment. The nature of libraries is certainly changing due to the availability of electronic information. The cabinet of index cards that formed the catalogue in the academic libraries of twenty years ago were first replaced by microfiche, then by dedicated terminals with the electronic index and now replaced by PCs linked to the CD-ROM services and then internet (Williamson, 2009).

Using online databases to search current literature offers nursing students the opportunity to understand the value of research and literature to evidence-based nursing practice (Ainsley & Brown, 2009). Researchers have shown that nursing students regarded the acquisition of e-resources related skills and the us e of internet for communication and information retrieval purpose as important learning tools. This is in line with Ajuwon (2003) whose study indicated that

"medical and nursing students who have participated in online education have stated that this mode of education has several advantages over traditional method of instruction'. She further identifies the advantages as follow:

(i)   Convenience of taking a course at a time that fitted students schedules and at a place that they did not have to commute to attend.

(ii)   Online learning also assists students with the practical knowledge of some aspects of medical such as cardiology.

It is a truism, that e-materials have not only added to existing forms but improve on existing forms and structures of school of nursing instruction to create better, faster, cheaper versions of today's curricula and courses. Simpson (2006) noted that despite a wealth of studies showing how information technology (IT) improves cares, makes the workplace better for clinicians, and reduces costs; nursing has been the slowest constituency to accept it. Whatever basis nursing has for not using IT, there are even more consumers in health care and the resultant demand for evidence-based nursing.

There is a general consensus that the internet can transform school of nursing education into student centered-learning rather than in institution-cantered instruction. Nursing education has been described by many scholars as an information intensive profession. Student nurses need access to accurate, pertinent and timely information in order to excel
academically and in the long run provide the highest quality of care. The use of computer- base technologies for information management and for communication will increasingly be part of the normal academic experience of many student nurses.
However, the poor state of ICT infrastructure in Nigeria is likely to contribute to the development of an infective use of electronic information resources by student nurses. Brown (2003) collaborated this when he said that "constraints to us3e of ICT range between poor infrastructure and financial capacity of respondent. It is obvious that student nurses found the e-material a very useful resource. However, another reason for ineffective use of the e material is inadequate training. Student nurses need appropriate education and training to ensure effective use of the electronic material in all their academic pursuits.
One fact stands out clearly, in this review of student nurses attitude towards electronic resources in Nigeria. There has not been comprehensive, institutional effort to address the situation. In other words, the crucial relevance of electronic resources at every level and at every stage of effective care delivery has never been addressed notionally.
Electronic resources are those electronic information resources and service that user's access electronically via a computing network form inside the library or remote to the library (Shim, 2001). It is now one of the most important sources of information for nursing students and medical students throughout the world. Advances in telecommunication technology in this information era have led to the developments of computer networks that allow access to vast amount of information services. Of the many computer network that been developed, the most prominent and widespread is the internet, a global networks that enables computers of all kinds to directly and transparently communicate throughout the world (Ajuwon, 2003)
Student nurses constitute one part of society who should be fortunate to have access at no cost to themselves, to a variety of electronic information resources. Nursing institutions in Nigeria use considerable proportions of their budgets to provide this technology for their students to assist in the learning process. How does nursing student themselves feel about the availability of electronic information which may require the acquisition of new skills to utilize effectively? In Nigeria, little is known about nursing students attitudes towards this form of information provision and without a better understanding. It is difficult for institution to known if they are meeting the needs of student nurses effectively.

In a nutshell, the use of e-resources will increasingly be part of the normal work experience if many nurses. Habits are changing and most students nursed perfect e-journals when they make access easier, save the reader's time and are known within the specific scholarly discipline. Student nurses needs to be taught about research skills and in addition there is evidence that student nurses want their subject turors to teach them about technology, which will lead to the effective use of e-materials. Borgman (1996) led credence to this when he concluded that use of online e-resources and retrieval system requires a basic knowledge and searching skills.

STATEMENT OF THE PROBLEM

The perception or attitude of student nurses using electronic resources in Nigeria today is backward. However, the poor state of ICT infrastructure in Nigeria is likely to contribute to the development of an ineffective use of electronic information resources by student nurses. Also as per financial constraints, not all student nurses have the fund to finance themselves while on the part of inadequate training; student burses need appropriate education and training to ensure effective use of the electronic materials in all their academic pursuits. All these factors are what this research tends to investigate.

OBJECTIVES OF THE STUDY

The main spotlight of this research is to examine the perception and use of electronic resources by students in school of Nursing, Agbor, Delta State.
However, this paper's central research objectives are:
1. To ascertain if the information provided by electronic resources are more effective and reliable than printed information resources;
2. To investigate the electronics resources used by student nurses;
3. Identify the reasons why nursing students make use of electronics resources
4. To find out if nursing students have the required knowledge and skills in using electronics information resources and
5. To examine the factors militating against the use of electronics resources by these nursing students.

MATERIAL AND METHODS

This study adopted the descriptive survey design. The population of this study comprises of all the nursing students in students in School of Nursing, Agbor, Delta state. 100 nursing students were selected from the school susing the simple random sampleing technique. A questionnaire titled perception and use of Electronics Resources by Student Nurses questionnaire (PUERSNQ) was structured for data collection for the study. The researcher personally administered copies of the questionnaire to the students and were retrived as soon as they were completed because the researcher had to wait for the respondents to fill them and assist them in filling them by providing oral assistance to them. However, this amount to 89% return rate.

RESULT AND DISCUSSIONS

This section presents the analysis of the collected questionnaires and discussion of the finding of the study. The data was analyzed using simple percentages and frequency counts.
Demographic variables
Table 1 Gender Distribution Of The Respondents

Gender	Frequency	Percentages
Male	39	43.8
Female	50	56.2
Total	**89**	**100**

The male respondents are 39 (43.8%) and their female counterparts 50 (56.2%)

Table 2: Age distribution of the Respondents

Age Bracket	Frequency	Percentage
Below 20 years	6	6.8
20 - 25	59	66.3
26 – 30 years	22	24.7
30 years	2	2.2
Total	**86**	**100**

59 respondents representing 66.3% are between the age range of 20 – 25 years, followed by 22 respondents representing 24.7% between the age range of 26 – 30 years, 6 respondents representing 6.8% are below 20 years while 2 are above 30 years.

Tables 3: Electronic Resources Used

Electronic Resources	Number of Respondents	%
E-mail	8	91.0
World Wide Web	34	38.2
OPAC	9	10.4
CD-ROM	31	34.8
Electronic Journals	26	29.2
Online Database	17	19.1
Search Engine	34	38.1
None of the above	2	2.2

From the table 4.4 above, 81 (91.0%) of the respondents make use of E-mail while 21 (23.5%) use the World Wide Web. 34 respondents representing 38.2% make use of search engines while 31 of the respondents representing 34.8% uses the CD-ROM. As for the online database, 17 respondents representing 9.1% made use of it, while for electronic journal 26 respondents representing 29.2% used it. OPAC had only 9 respondent representing 104%, while 2 respondents representing 2.2% did not make use of any electronic information resource listed in the questionnaire

Table 4 where electronics resources are used

Places	Number of resp.	%
At home	4	4.4
Cyber cafes	83	94.3
Library	5	5.6
Parents / friends offices	9	10.1

From the responses obtained from the questionnaires and explained using the table 4 above, 84 respondents which represent 94.3% make use of Cybe café while using 9 respondents make use of electronics resources in either parents or friends offices, 5 respondents representing 5.6 uses the library to access electronic resources while 4 respondents representing 4.4% have access to the electronic resources at their homes

Table 5 *Hindrances Of Electronic Resources To Academic Career N*

Hindrances	Numbers of respondents	%
Finance	19	21.3
Infrastructure	15	16.3
Lack of skills	15	16.8
None of the above	54	60.6

Among the problem listed by the researcher in table 5 above 1.9 (21.3%) respondents saw finance as one of the major constrain hindering their use of electronic resources in their academic pursuit, 15(16.8%) saw lack of infrastructures like power supply as a major hindrance. On the other hand,

lack of skill to access the necessary information from the bulk of available information in the various database is another major constrain as attested to by 19(16.8%) while 54(60.6%) did not attest to this question.

`Table 6: Reasons for Electronic Resources Use

Reasons	Number of Resp.	%
Communication	30	33.7
Recreation entertainment	41	46.0
Personal record	19	21.3
To obtain material for academic work/to supplement academic	64	71.9
To solve medical problem	30	33.9

Tables 6 reveals that 30 (33.7%) use these resources mainly for academic purposes, 60 respondents representing 67% used the resources for communication purpose. As for the respondents that use electronic resources for recreation entertainment 41(46.0%) affirmed a lower number of respondents, while 19(21.3%) use the resource for personal record storage and 30(33.7%) use the resource to solve medical problems.

Table 7: level of IT/ computer Literacy

Level	Number of Respondents	%
Very high	6	6.8
High	16	17.9
Average	49	55.0
Below average	10	11.2
Beginner	7	7.9
Non	1	1.2

From the data provided in table 7 it is clearly seen that the number of respondents that have average knowledge of IT/ computer Literacy is higher with 49(55.0%) it was followed by those that have very high knowledge of IT/ computer Literacy respondents representing 11.2% had average knowledge of IT/ computer literacy. from the data collected, it was discovered that only 1.2 of the respondents representing 1.1% had no knowledge of IT/Computer Literacy.

Table 8: How Electronic Resources Skills were Acquired

How skills were Acquired	Number of Respondents	%
Self-study	17	19.1
From friend and colleagues	26	29.2
Attendance of formal course	28	31.5
Trial and error	15	16.8
From lecturers	3	3.4

From table 8 above, 28(31.5%) had the skills obtained from a formal courses which they either pay for or attended a training orientation programme, 17(19.1%) did self-study like reading of books, articles, attending of tutorial classes and so on. Respondents that got their skill from friends, family members, colleagues etc. are 26(29.2%), while 15(10.8%) had theirs using trial by error method. Only 3(3.4%) got their skill form lecturers teachings.

Table 9 Frequency of Electronic Resource Use

Alternative	Online Database	E-Journal	Search Engine	OPAC	WWW	E-mail	CD-ROM

	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Daily	1	1.2	3	3.3	-	0	-	0	1	1.2	17	19.7	6	6.7
2 -3 times a week	5	5.6	8	8.9	2	13.5	3	3.3	9	10.1	30	33.7	5	5.6
2 – 3 times a month	6	6.7	7	7.9	12	13.5	3	3.3	9	10.1	19	21.3	8	8.9
Monthly	5	5.6	7	9.7	9	10.1	1	1.2	2	2.3	15	16.8	6	6.7
Yearly	-	0	1	1.2	-	0	2	2.3	-	0	-	0	6	6.7

Table 9 above shows the frequency of which nursing students make use of electronic resources, the data reveals that: four E-mail, 81 respondents did attest to its usage among the 81 respondents, 17(19.7%) used it daily 30(33.70%) respondents use E-mail 2-3 times a week, 19(21.3%) respondents is E-mail 2-3 times a month, while 15(16.8%) respondents accepted using it monthly. No respondents used it on a yearly basis. For CD-ROM, 31 respondents agreed using it. Among this 31 respondents 6(6.7%) use it daily 5(5.6%) attested to using it 2-3 times a week, while 6(6.7%) use it monthly and yearly. Respondent for electronic for electronic journals were 26. Among this 3(3.3%) use it on a daily basis, 8(8.9%) used it 2 – 3 times a week 7(7.9%) accepted using it monthly. Only 1(1.2%) used electronic journals yearly. Online databases had 17 respondents agreed using it. Among this 17 respondents, 1(1.2%) used it daily, 5(5.6%) used it 23 times a week, 6(6.7%) used it 2-3 times monthly. 21 respondents used World Wide Web (www) among this number, 1(1.2%) used it on a daily basis, 9(10.1%) used it 2-3 times a week likewise 2-3 times a month, 2(2.3%) used it yearly.

Respondents that uses search engine were 34. Among this 34 respondents, 2(2.3%) used it 2-3 times a week, 12(13.5%) said they used it 2-3 times a month while 9(10.1%) used it yearly. For OPAC 9 respondents affirmed to it use from this 9 respondents, 3(3.3%) used it 2-3 times a week, another 3(3.3%) used it on a monthly basis, while 2(2.3%) used it yearly.

CONCLUSION AND RECOMMENDATIONS

With the numerous advantages listed by joan and kanthy (1998) "student attitudes towards electronic resources which includes quick and easy delivery of needed information re- specification of needs, the "just in time" obtaining of information and so many other electronic information usage when fully implemented will aid the students of nursing schools in others to meet up with their colleagues in the information level. In addition, the provision of the needed environment that accumulates electronic resource should be provided for the students. This will include the automation of nursing school library to international standard and the practical teaching of the student so that they can be able to comprehend the knowledge delivered to them. In the same vein, provision of electronic resources will, to a large extent extent improved the capability of the student in getting information that they need both for academic purpose and for otherwise.

However, students from this study are encouraging, in that so many students do use these electronic resources and are confident in doing so. However, it is also apparent that a large numbers of students from the sample population are leaving university without the necessary transferable skills to cope in an information based society. In this light, the following recommendations are recommended to enable students to effectively assist in this information age.

✓ Ensure there are sufficient networked computers are available for students, especially at peak times.
✓ Information retrieval skills training should be embedded in the curriculum, undertaken in an appropriate time and supported by academic staff. Academic staff must be aware of the services which are most beneficial to their courses and also their students.
✓ Ensure students studying without an emphasis upon technology receive sufficient information retrieval skills training so are not be prejudiced against due to subject chosen.

- ✓ Promotion of in-screen help, printed guides and training for less popular electronic resource to encourage students to see the potentials on them.
- ✓ Ensure information skill training is pithed at a level which is appropriate to the individual needs of the students.

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