



A Survey of Online Resources on the Development of Lifelong Learning among Students of National Open University of Nigeria

By

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Abstract

The research is a survey of online information resources on the development of lifelong learning. In order to achieve this, a questionnaire validated by experts in the field was administered to 150 students randomly selected from the 8 faculties of National Open University of Nigeria (NOUN). Descriptive statistics, using mean and t-test were employed for data analysis. Results revealed that NOUN students accessed online information resources at least once a week ($M=3.33$), mostly through their phones ($M=3.60$) and from cybercafé ($M=3.36$) or their homes ($M=3.34$). Further investigation revealed that resources consulted online were for the following purposes and in this order: self-development ($M=10.83$), research ($M=4.33$), daily living ($M=3.69$), study ($M=3.67$) and relaxation ($M=3.59$). Types of resources mostly consulted online were course modules ($M=3.56$), followed by research reports ($M=3.51$), students' projects ($M=3.41$) and research articles ($M=3.34$) in that order. The t-test result revealed that online information resources had influence on NOUN students' daily living. The t_{cal} value of 3.016 was found to be greater than the t_{tab} value of 1.650 given 298 degrees of freedom at 0.05 level of significance. It also revealed that online information resources had influence on NOUN students' self-development as the t_{cal} value of 2.017 was found to be greater than the t_{tab} value of 1.650 given 298 degrees of freedom at 0.05 level of significance. Some challenges that were found to militate against the use of online information resources were: too many online databases ($M=2.95$), slow internet speed ($M=2.89$), slow internet connectivity ($M=2.89$), inadequate guidance and training ($M=2.89$) and lack of information literacy skills ($M=2.87$). It was recommended that students should be encouraged to use online information resources.

Libraries should be equipped with online databases and facilities for easy access. Also, the cost of laptops and data bundles should be subsidized by institutions for their students especially for those in open and distance learning institutions.

Keywords: online information resources, lifelong learning, daily living, self-development, open and distance learning students, Nigeria

Abstrait

La recherche est une enquête sur les ressources d'information en ligne sur le développement de l'apprentissage tout au long de la vie. Pour y parvenir, un questionnaire validé par des experts du domaine a été administré à 150 étudiants sélectionnés au hasard parmi les 8 facultés de la National Open University of Nigeria (NOUN). Des statistiques descriptives, utilisant la moyenne et le test t ont été utilisées pour l'analyse des données. Les résultats ont révélé que les étudiants du NOUN accédaient aux ressources d'information en ligne au moins une fois par semaine ($M = 3,33$), principalement via leur téléphone ($M = 3,60$) et depuis un cybercafé ($M = 3,36$) ou leur domicile ($M = 3,34$). Une enquête plus approfondie a révélé que les ressources consultées en ligne visaient les objectifs suivants et dans cet ordre : développement personnel ($M=10,83$), recherche ($M=4,33$), vie quotidienne ($M=3,69$), étude ($M=3,67$) et relaxation ($M=3,59$). Les types de ressources les plus consultés en ligne sont les modules de cours ($M=3,56$), suivis des rapports de recherche ($M=3,51$), des projets d'étudiants ($M=3,41$) et des articles de recherche ($M=3,34$) dans cet ordre. Le résultat du test t a révélé que les ressources d'information en ligne avaient une influence sur la vie quotidienne des étudiants du NOUN. La valeur t-cal de 3,016 cela a été trouvé supérieure à la valeur t-tab de 1,650 étant donné 298 degrés de liberté à un niveau de signification de 0,05. Il a également révélé que les ressources d'information en ligne avaient une influence sur le développement personnel des étudiants du NOUN, car la valeur t-cal de 2,017 a été trouvé supérieure à la valeur t-tab de 1,650 étant donné 298 degrés de liberté au niveau de signification de 0,05. Certains défis qui se sont trouvés militer contre l'utilisation des ressources d'information en ligne étaient : trop de bases de données en ligne ($M = 2,95$), une vitesse Internet lente ($M = 2,89$), une connectivité Internet lente ($M = 2,89$), des conseils et une formation inadéquats ($M = 2,89$) et le manque de compétences en littératie informationnelle ($M=2,87$). Il a

été recommandé d'encourager les étudiants à utiliser les ressources d'information en ligne. Les bibliothèques devraient être équipées de bases de données en ligne et d'installations pour un accès facile. En outre, le coût des ordinateurs portables et du forfait de données devrait être subventionné par les établissements pour leurs étudiants, en particulier pour ceux des établissements d'enseignement ouvert et à distance.

Mots-clés : Ressources d'Information en ligne, Apprentissage tout au long de la Vie, vie Quotidienne, Développement Personnel, Etudiants en Apprentissage Ouvert et à Distance, Nigeria

Introduction

Online information resources have become very popular (Madhusudhan, 2007; Badu & Markwei, 2005) and are fast replacing resources in printed format. Learners find them very easy to use as they are readily available and can be accessed from any location. More so, bulk of these resources are high quality materials that are peer reviewed. Teachers, learners and researchers find online resources very helpful not just for academic purpose but perhaps for daily living, self-development and eventually lifelong learning. The lack of competence and training has however limited the use of online resources by teachers (Shuling, 2007). According to Okore et al. (2008), online information resources are resources such as e-journals, e-books, documents, multimedia materials and databases that are stored, transmitted and accessed over a Local Area Network (LAN), Wide Area Network (WAN), intranet or Internet. Wei et al (2003) in their paper *Information-seeking behaviour and Internet use in Uzbekistan* suggested that online information sources have become very crucial sources of information. They mentioned that the extent to which individuals harness the benefit of online resources depends on their local culture and technical infrastructure. Lack of awareness of the existing online information sources is a major factor militating against the use of online resources particularly by library users (Gunasekera, 2010). More so, research has established that online information resources promote academic performance (Yebowaah, 2018). They also have positively impacted teaching (Bhukuvhani *et al*, 2012). Other militating factors against the use of online information resources were the concern of Tariq & Zia (2014) and Ugwu & Orsu (2014) who revealed that lack of Internet

access, lack of laptops, viruses, lack of browsing skills, low Internet bandwidth and insufficient ICT infrastructure are major challenges students face in accessing online information resources. Lim et al (2006) emphasized on the need for computer skills and competencies to access online information resources.

Mouzakitis and Tuncay (2010) quoting Richardson (1978) saw lifelong learning as a process that enables individuals to retain their knowledge, skills, interest and learning opportunities for development all their life time. It is a process that is unending which stimulates and endows learners with skill for self-realization and actualization (University of South Africa, Institute for Adult Basic Education, 2015). Learners that have acquired the skills for lifelong learning have continuous zeal for learning and remain responsible for their learning. They are said to have mastered the act of learning from cradle to grave (Jarvis, 2009). These acquired skills enable them to adapt in this knowledge-based society (Soni, 2012). Soni identified essential elements for coherent and comprehensive lifelong learning as the ability to: collaborate, be insightful, be resourceful, access learning opportunities, develop learning culture and strive for excellence. These are necessary elements for individuals to stay competitive in a global world (Ask and Rjorke, 2005). Lifelong learning should therefore be the ultimate goal of all educational policies. It is in this light that this research sought to study online information resources and the development of lifelong learning among students of National Open University of Nigeria.

Research Questions

The following research questions were asked in the study.

1. What are the online information resources often accessed by NOUN students?
2. What are the means by which NOUN students' access online information resources?
3. How often do NOUN students' use online information resources?
4. To what extent have online information resources enhanced NOUN students' self-development?
5. To what extent have online information resources enhanced NOUN students' daily living?
6. What are the challenges that NOUN students face while

accessing online information?

Hypotheses

The two research hypotheses formulated are:

1. Ho1: Online information resources do not have influence on NOUN students' self-development
2. Ho2: Online information resources do not have influence on NOUN students' daily living

Results and Discussion

This is a survey of online information resources on the development of lifelong learning, using NOUN as a case study. For data collection, a questionnaire titled 'Assessment of Online Resources for Lifelong Learning Questionnaire (AORLLQ)' was administered to 150 undergraduate and postgraduate students randomly selected from the eight (8) faculties and one (1) directorate namely: Faculty of Agricultural Sciences, Faculty of Arts, Faculty of Education, Faculty of Health Sciences, Faculty of Law, Faculty of Management Sciences, Faculty of Science, Faculty of Social Sciences and Directorate for Entrepreneurship and General Studies (DE & GS). Descriptive statistics, using mean and t-test were employed for data analysis

The six research questions earlier raised in the study were answered descriptively.

Research Question 1: What are the online information resources often accessed by NOUN students?

Table 1: Mean Analysis Showing Online Information Resources often accessed by NOUN Students

S/N	Item	Level of Agreement				Mean	SD	Decision
		SA	A	D	SD			
12	E-thesis	55	64	20	11	3.09	0.89	Agreed
13	Yearbooks/Directories	43	68	24	15	2.93	0.92	Agreed
14	Bibliographic information	51	72	18	9	3.10	0.83	Agreed
15	Research reports	81	65	4	0	3.51	0.55	Agreed
16	Reviews	28	36	40	46	2.31	1.10	Disagreed
17	Student projects	76	63	8	3	3.41	0.68	Agreed
18	Videos	28	39	40	43	2.35	1.08	Disagreed
19	Encyclopedia	31	42	47	30	2.49	1.03	Disagreed
20	Information on a specific topic	56	79	11	4	3.25	0.83	Agreed
21	Dictionaries	33	32	40	45	2.35	1.13	Disagreed

22	Research articles	76	56	11	7	3.34	0.81	Agreed
23	E-books	54	61	21	14	3.03	0.93	Agreed
24	Course modules	84	66	0	0	3.56	0.50	Agreed
25	Information for daily living	58	69	13	10	3.17	0.84	Agreed
26	Information for self-development	42	51	30	27	2.72	1.10	Agreed
Cluster Mean								Agreed

Scale Mean 2.50

Table 1 shows the mean and standard deviation rating of types of online information resources often accessed by NOUN students. The table reveals that item 12 (e-thesis) had the mean value of 3.09 and standard deviation of 0.89, item 13 (yearbooks/dictionaries) had the mean value of 2.93 and standard deviation of 0.92, item 14 (bibliographic information) had the mean value of 3.10 and standard deviation of 0.83, item 15 (research reports) had the mean value of 3.51 and standard deviation of 0.55, item 16 (reviews) had the mean value of 2.31 and standard deviation of 1.10, item 17 (student projects) had the mean value of 3.41 and standard deviation of 0.68, item 18 (videos) had the mean value of 2.35 and standard deviation of 1.08, item 19 (encyclopedia) had the mean value of 2.49 and standard deviation of 1.03, item 20 (information on a specific topic) had the mean value of 3.25 and standard deviation of 0.83, item 21 (dictionaries) had the mean value of 2.35 and standard deviation of 1.13, item 22 (research articles) had the mean value of 3.34 and standard deviation of 0.81, item 23 (e-books) had the mean value of 3.03 and standard deviation of 0.93, item 24 (course modules) had the mean value of 3.56 and standard deviation of 0.50, item 25 (information for daily living) had the mean value of 3.17 and standard deviation of 0.84 and item 26 (information for self-development) had the mean value of 2.72 and standard deviation of 1.10. Since the cluster mean value of 2.97 was greater than the scale mean of 2.50, therefore, this means that there was a high usage of various types of online information resources among NOUN students.

The most often accessed online information resources by NOUN students is course modules with mean of 3.56, followed by research reports (3.51), students project (3.41), then research articles (3.34), and information for daily living with the mean of 3.17 in that order. There is a clear indication that accessing course module and research are two major reasons for NOUN students' use of online resources. Okpala (2017) in her research on the use of electronic

resources by National Open University of Nigeria (NOUN) undergraduate and postgraduate students indicated that 69% of NOUN students access online resources for the purposes of research and for accessing NOUN open courseware. This present research corroborates the findings of Okpala (2017).

Research Question 2: What are the means by which NOUN students' access online information resources?

Table 2: Mean Analysis Showing Means by which NOUN Students access Online Information Resources

S/N	Item	Level of Agreement				Mean	SD	Decision
		SA	A	D	SD			
1	Phone	103	38	5	4	3.60	0.68	Agreed
2	Home	58	69	13	10	3.17	0.84	Agreed
3	Laptop	40	30	58	22	2.59	0.85	Agreed
4	Library	16	25	59	50	2.05	0.96	Disagreed
5	Office	76	56	11	7	3.34	0.81	Agreed
6	Cyber café	67	72	9	2	3.36	0.66	Agreed
Cluster Mean						3.02	0.80	Agreed

Scale Mean 2.50

Table 2 shows the mean and standard deviation rating of means by which NOUN students' access online information resources. The table reveals that item 1 (phone) had the mean value of 3.60 and standard deviation of 0.68, item 2 (home) had the mean value of 3.17 and standard deviation of 0.84, item 3 (laptop) had the mean value of 2.59 and standard deviation of 0.85, item 4 (library) had the mean value of 2.05 and standard deviation of 0.96, item 5 (office) had the mean value of 3.34 and standard deviation of 0.81 and item 6 (cybercafé) had the mean value of 3.36 and standard deviation of 0.66. Since the cluster mean value of 3.02 was greater than the scale mean of 2.50, therefore, this means that there was a high access of online information resources among NOUN students.

The most common means of accessing online information resources by NOUN students is Phone with a mean value of 3.60 followed by Cybercafé (M=3.36) then, office (M=3.34) in terms of location of students when accessing online information resources, then. This finding corroborates the study of Omar (2019) in his study on the

impact of mobile phone on the study habits of University of Karachi students. The result of Omar's study showed that the mobile phone is the most common devices for accessing online information. This is quite understandable in a third world country like Nigeria with high poverty rate, which means that most students can't afford laptops. Most libraries in Nigeria are in poor condition, lacking basic facilities so students have no other alternative but to resort to the use of their self-phones in accessing online information. Also, it is easier and less costly to use the self-phone than to get to the location of the library considering the fact that most students see themselves through the university from their menial jobs. In short phone saves students' time.

Research Question 3: How often do NOUN students use online information resources?

Table 3: Mean Analysis showing how often NOUN Students use Online Information Resources

S/N	Item	Level of Agreement				Mean	SD	Decision
		SA	A	D	SD			
7	Daily	56	79	11	4	3.25	0.99	Agreed
8	Weekly	64	75	8	3	3.33	0.68	Agreed
9	Fortnightly	52	69	20	9	3.09	0.84	Agreed
10	Occasionally	39	27	48	36	2.46	1.12	Disagreed
11	Never	0	0	11	139	1.07	0.26	Disagreed
Cluster Mean						2.64	0.78	Agreed
<i>Scale Mean 2.50</i>								

Table 3 shows the mean and standard deviation rating of extent to which NOUN students use online information resources. The table reveals that item 7(daily) had the mean value of 3.25 and standard deviation of 0.99, item 8 (weekly) had the mean value of 3.33 and standard deviation of 0.68, item 9 (fortnightly) had the mean value of 3.09 and standard deviation of 0.84, item 10 (occasionally) had the mean value of 2.46 and standard deviation of 1.12 and item 11 (never) had the mean value of 1.07 and standard deviation of 0.26. Since the cluster mean value of 2.64 was greater than the scale mean of 2.50, therefore, this means that there was a high use of online information resources among NOUN students.

Results revealed that most students access online information resources regularly, at least once a week.

Research Question 4: To what extent have online information resources influenced NOUN students' self-development?

Table 4: Mean Analysis showing Influence of Online Information Resources on NOUN Students' Self Development

S/N	Item	Level of Agreement					Mean	SD	Decision
		VS	S	OS	NS	U			
41	Study	52	46	17	20	15	3.67	1.33	Agreed
42	News	58	50	21	16	5	3.93	1.12	Agreed
43	Checking student portal	49	46	31	24	0	3.80	1.06	Agreed
44	Doing Tutor Marked Assignment (TMA)	61	53	26	10	0	4.10	0.91	Agreed
45	Social network	65	46	28	11	0	4.10	0.95	Agreed
46	Sending e-mail	43	48	32	27	0	3.71	1.07	Agreed
47	Research work	72	57	19	2	0	4.33	0.74	Agreed
48	Accessing NOUN open course work	66	56	21	7	0	4.21	0.85	Agreed
49	Updating subject knowledge	56	46	32	16	0	3.95	0.86	Agreed
50	Relaxation	46	41	32	16	15	3.58	1.29	Agreed
Cluster Mean							3.94	1.02	Agreed

Scale Mean 2.50

Table 4 shows the mean and standard deviation rating of influence of online information resources on NOUN Students' self-development. The table reveals that item 41 (study) had the mean value of 3.67 and standard deviation of 1.33, item 42 (news) had the mean value of 3.93 and standard deviation of 1.12, item 43 (checking student portal) had the mean value of 3.80 and standard deviation of 1.06, item 44 (doing Tutor Marked Assignment (TMA)) had the mean value of 4.10 and standard deviation of 0.91, item 45 (social network) had the mean value of 4.10 and standard deviation of 0.95, item 46 (sending e-mail) had the mean value of 3.71 and standard deviation of 1.07, item 47 (research work)

had the mean value of 4.33 and standard deviation of 0.74, item 48 (accessing NOUN open course work) had the mean value of 4.21 and standard deviation of 0.85, item 49 (updating subject knowledge) had the mean value of 3.95 and standard deviation of 0.86 and item 50 (relaxation) had the mean value of 3.58 and standard deviation of 1.29. Since the cluster mean value of 3.94 was greater than the scale mean of 2.50, therefore, this means that there was a high influence of online information resources on NOUN students' self-development.

Those in academics know that it is either they publish or never get promoted. Online information resources have made research easy so that academics can earn their promotion and derive fulfilment in their chosen profession. Serious students find it easy to pass their examinations because they have more than enough resources online to leverage on. Online information resources have encouraged social networking which is vital in our professional development and day to day living. For instance, there are blogs dedicated for specific issues and interest. Even twitter is an indispensable tool for professional information, mentorship and for daily living. Face book and WhatsApp are also very important information sources that are immensely affecting our lives by providing current information on trending issues and issues that are of specific interest to us. With social media one can easily update one's knowledge base. With very minimal effort individuals get access to news through online information sources. They don't need to buy printed newspapers to get informed about the happenings around them.

The role of e-mail in our professional development and daily living cannot be overemphasized. These are all online information sources ushered in by modern technology. The research of Oladipo & Okiki (2020) supported the fact that online information resources help professionals to remain relevant, enhance improved confidence and help learners acquire new skills.

Research Question 5: To what extent have online information resources influenced NOUN students' daily living?

Table 5: Mean Analysis Showing Influence of Online Information Resources on NOUN Students' Daily Living

S/N	Item	Level of Agreement					Mean	SD	Decision
		VS	S	OS	NS	U			
51	Easy to use	48	56	26	20	0	3.88	1.01	Agreed
52	Available and time saving	52	48	28	20	2	3.87	1.08	Agreed
53	More informative	55	64	16	9	6	4.02	1.04	Agreed
54	More relevant	46	52	38	8	6	3.83	1.05	Agreed
55	More current	66	49	26	5	4	4.12	0.99	Agreed
56	Less expensive	53	43	21	18	15	3.67	1.33	Agreed
57	Supplying information for daily living	43	48	35	18	6	3.69	1.13	Agreed
Cluster Mean							3.87	1.09	Agreed

Scale Mean 2.50

Scale Mean 2.50

Table 5 shows the mean and standard deviation rating of influence of online information resources on NOUN students' daily living. The table reveals that item 51 (easy to use) had the mean value of 3.88 and standard deviation of 1.01, item 52 (available and time saving) had the mean value of 3.87 and standard deviation of 1.08, item 53 (more informative) had the mean value of 4.02 and standard deviation of 1.04, item 54 (more relevant) had the mean value of 3.83 and standard deviation of 1.05, item 55 (more current) had the mean value of 4.12 and standard deviation of 0.99, item 56 (less expensive) had the mean value of 3.67 and standard deviation of 1.33 and item 57 (supplying information for daily living) had the mean value of 3.69 and standard deviation of 1.13. Since the cluster mean value of 3.69 was greater than the decision mean of 2.50, therefore, this means that there was a high influence of online information resources on NOUN students' daily living.

NOUN students resort to online information resources whenever they need current information (4.12) for their daily living. Online information resources present diverse and detailed (4.02) views on issues. They are easy to use, saves users time and always available which explains why they are heavily used for daily living.

Research Question 6: What are the challenges that are being faced while accessing online information?

Table 6: Mean Analysis showing Challenges Faced While Accessing Online Information

S/N	Item	Level of Agreement				Mean	SD	Decision
		SA	A	D	SD			
27	Slow Internet speed	43	58	39	10	2.89	0.90	Agreed
28	Power failure	51	44	28	27	2.79	1.10	Agreed
29	Lack of ICT knowledge	41	47	33	29	2.67	1.70	Agreed
30	Inadequate guidance and training	48	52	35	15	2.89	0.97	Agreed
31	Slow Internet connectivity	49	54	29	18	2.89	1.01	Agreed
32	Lack of information literacy skills	55	41	34	20	2.87	1.05	Agreed
33	Lack of ICT skills	41	50	36	23	2.73	1.03	Agreed
34	Too many junks to select from	39	58	32	21	2.77	0.95	Agreed
35	Proxy server problem	42	47	31	30	2.67	1.09	Agreed
36	High downloading/printing cost	28	31	58	33	2.36	1.02	Disagreed
37	Poor knowledge of search engines	42	56	37	15	2.83	0.95	Agreed
38	Insufficient ICT infrastructure	52	48	29	21	2.87	1.04	Agreed
39	Too many online database	56	50	24	20	2.95	1.03	Agreed
40	Uncooperative attitude of library staff	45	57	28	20	2.85	1.00	Agreed
Cluster Mean						2.78	1.06	Agreed

Scale Mean 2.50

Table 6 shows the mean and standard deviation rating of challenges that are being faced while accessing online information. The table reveals that item 27 (slow Internet speed) had the mean value of 2.89 and standard deviation of 0.90, item 28 (power failure) had the mean value of 2.79 and standard deviation of 1.10, item 29 (lack of ICT knowledge) had the mean value of 2.67 and standard deviation of 1.70, item 30 (inadequate guidance and training) had the mean value of 2.89 and standard deviation of 0.97, item 31 (slow Internet connectivity) had the mean value of 2.89 and standard deviation of 1.01, item 32 (lack of information literacy skills) had the mean value of 2.87 and standard

deviation of 1.05, item 33 (lack of ICT skills) had the mean value of 2.73 and standard deviation of 1.03, item 34 (too many junks to select from) had the mean value of 2.77 and standard deviation of 0.95, item 35 (proxy server problem) had the mean value of 2.67 and standard deviation of 1.09, item 36 (high downloading/printing cost) had the mean value of 2.36 and standard deviation of 1.02, item 37 (poor knowledge of search engines) had the mean value of 2.83 and standard deviation of 0.95, item 38 (insufficient ICT infrastructure) had the mean value of 2.87 and standard deviation of 1.04, item 39 (too many online database) had the mean value of 2.95 and standard deviation of 1.03 and item 40 (uncooperative attitude of library staff) had the mean value of 2.85 and standard deviation of 1.00. Since the cluster mean value of 2.78 was greater than the scale mean of 2.50, therefore, this means that there was a high usage of various types of online information resources among NOUN students.

The most prominent challenge faced by NOUN students in the use of online resources was the fact that there were too many online databases (2.9) leading to confusion on which of the resources to use. The root of this problem is the advent of technology leading to information explosion. Slow internet speed, slow internet connectivity and inadequate guidance and training with same mean value of 2.89 were also prominent challenges. Finally, lack of information literacy skills (2.87) and insufficient ICT infrastructure (2.87) had also hindered access to online information. Results of Oladipo & Okiki's (2017) study also identified slow internet speed (80%) and slow internet connectivity (75%) as major challenges in accessing online information.

The two research hypotheses formulated were tested at 0.05 level of significance.

H_{01} : Online information resources do not have influence on NOUN students' self-development.

Table 6: t-test Analysis Showing Influence of Online Information Resources on Students' Self- Development

Group	N	Mean	Std. deviation	Df	t-cal	t-tab	Sig (P - cal)	Remarks
Online information resources	150	11.29	2.381	298	2.017	1.650	0.044	Reject Ho ₁
Students' self-development	150	10.83	2.549					

Significant at df=298; P=0.05, t-calculated > t-tabulated

Table 6 shows t-test analysis of influence of online information resources on NOUN students' self-development. The t-cal value of 2.017 was found to be greater than the t-tab value of 1.650 given 298 degrees of freedom at 0.05 level of significance. The t-cal value was significant since it was greater than t-tab value, the null hypothesis was rejected. Also, P-cal was less than the P-set. It implied that online information resources had influence on NOUN students' self-development.

Ho₂: Online information resources do not have influence on NOUN students' daily living.

Table 7: t-test Analysis Showing Influence of Online Information Resources on Students' Daily Living

Group	N	Mean	Std. deviation	Df	t-cal	t-tab	Sig (P - cal)	Remarks
Online information resources	150	12.43	2.281	298	3.016	1.648	0.044	Reject Ho ₂
Students' daily living	150	11.82	2.546					

Significant at df=298; P=0.05, t-calculated > t-tabulated

Table 7 shows t-test analysis of influence of online information resources on NOUN students' daily living. The t_{-cal} value of 3.016 was found to be greater than the t_{-tab} value of 1.650 given 298 degrees of freedom at 0.05 level of significance. The t_{-cal} value was significant since it was greater than t_{-tab} value, the null hypothesis was rejected. Also, P_{-cal} was less than the P_{-set} . It implied that online information resources had influence on NOUN students' daily living.

Conclusion

National Open University of Nigeria (NOUN) students are into distance learning and as such are conversant with the use of ICT in education. Most of their lectures and resources are online which they access mainly through their self-phones, cybercafe, laptops etc.

Internet resources, if well presented to students can enhance their reading habits and lead to lifelong learning. In Nigeria, the reading culture is said to be low (Otache, 2020) but this might not be as students are still reading immensely but online. Most NOUN students are on self-sponsorship from income that is scarcely adequate to run their families as married men/women. Even those students that are unmarried who sponsor themselves through menial jobs since the school logo is 'work and learn', their financial constraint is the reason they cannot afford laptops and data bundles needed to access online information resources. The university through TETFUND can subsidize the cost of laptops to make them readily available to all students. All study Centre libraries should be fully equipped with all ICT infrastructure. Students need to be encouraged to constantly use online information resources as this research has revealed that these resources actually have positive impact on lifelong learning which the ultimate goal of education is.

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