

**ACCESS AND UTILISATION OF ON-LINE ARABIC INFORMATION
RESOURCES BY ACADEMICS IN THE AHMADU BELLO UNIVERSITY,
ZARIA AND BAYERO UNIVERSITY, KANO**

BY

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Faculty of Education
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November, 2014

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**Department of Library and Information Science
Faculty of education
Ahmadu Bello University, Zaria**

November, 2014

DECLARATION

I hereby declare that this thesis entitled “Access and Utilisation of On-Line Arabic Information Resources by Academics in the Ahmadu Bello University, Zaria and Bayero University, Kano” had been written by me under the supervision of Professor Zakari Mohammed and Dr. Ezra S. Gbaje.

All literature consulted and cited were properly acknowledged.

Hamza Ukashatu Musa

Signature

Date

CERTIFICATION

This is to certify that this thesis entitled “Access and Utilisation of On-Line Arabic Information Resources by the Academics in Ahmadu Bello University, Zaria and Bayero University, Kano” had met the requirements for the award of Master’s Degree in Library and Information Science (MLIS) of Ahmadu Bello University, Zaria-Nigeria.

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DEDICATION

To the blessed memories of my beloved parents late Malam Ukashatu Musa and Hajiya Fatima Ukashatu Musa Matazu; my uncle, Dr. Siraj Abdulkarim and his wife Dr. Mardhiyya Abbas Mash; and to my dear wife, Hindatu Hudu Ingawa and my twin sons, Ibrahim and Ismaeel.

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ABSTRACT

This study was set out to investigate the Access and Utilisation of Online Arabic Information Resources by Academics in the Ahmadu Bello University, Zaria and Bayero University Kano. In order to achieve this objective, Six (6) research questions were formulated and four hypotheses were tested at 0.05. A survey method was employed in the conduct of this study. The entire population was used for this study, which was made up of all the academics teaching Arabic and Islamic Studies in ABU Zaria and BUK. A well-structure questionnaire was administered to 126 of Academics in both ABU Zaria and BUK with a total of 79 (62.7%) copies returned. The data collected for the study were presented and analyzed using both descriptive statistics and inferential statistics. Frequency distribution tables, percentages and histograms were also used for the descriptive statistics while One Way Analysis of Variance (ANOVA) and T-test were used to test the four hypotheses formulated and determine the areas of differences among the Academics teaching Arabic and Islamic Studies in both Universities. It was discovered that, over 60% of the academics teaching Arabic and Islamic Studies in Ahmadu Bello University, Zaria and Bayero University, Kano were not accessing and utilising the online Arabic information resources available due to lack of awareness of the availability and lack of information literacy skill(s). The study recommended that the university library should take a leading role to create more awareness among Academics on the use of online databases made available to them by conducting training and retraining programmes, organizing workshops, seminars, and conferences so as to increase the level of accessing and utilisation of online Arabic information resources.

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LIST OF ABBREVIATION

1. ABU: Ahmadu Bello University.
2. AJOL: Means African Journals Online.
3. BUK. Bayero University, Kano
4. DOAJ: Means Directory of Open Access Journal.
5. EALL: Encyclopedia of Arabic Language and Literature
6. HINARI: The Health Internet-Work Access to Research Initiative.
7. JSTOR: Scholarly Journal Archive
8. JAIS: Journal of Arabic and Islamic Studies
9. PDF : Portable Document File

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Information is seen as a basic ingredient for personal, social and national development. It's a vital to the overall academic development of university's teaching staff. Thus, it has to be stored and transmitted in both print and electronic devices for access by its customers.

The advancement in Information and Communication Technology (ICT) introduced new dimensions in the generation, acquisition, organization, processing and dissemination of information in virtual environment. The ICTs help information users to search, access and use information regardless of time, distance, location, size and language. The ICTs bring information at the fingertips of information seekers. Libraries use information technology for better services and satisfy diverse user needs (Kattimani and Kamble, 2007). Libraries have transformed into digital and virtual libraries where physical books, journals and magazines, newspapers, theses and dissertations have changed into e-books, e-journals, e-newspapers, e-magazines e-thesis, e-dissertations etc. Online information resources are easily accessed in remote areas. Online information resources solve storage problems and control the flood of information where print sources are being digitised because of the value of information in the life of human endeavor (Swain and Ray, 2009).

Information Resources

Information resources are items containing information. They are also defined as anything consult and obtain information (Keith, 2004). 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 make possible the storage of information (University of Otah, 2010). Information resources consist of all the collection of a library including prints and non-print provided with a review to satisfying information needs of the users to help them perform better in their chosen areas of studies. Such resources include books, journals, reference books, computers and related electronic gadgets. These are usually consulted by customers due to their information contents whether in print or electronic format.

Arabic Information Resources

Arabic Information Resources refer to information sources or resources written in Arabic on various subjects. They are resources that are usually found in Arabic division of the different libraries and information centers. The resources can be in print, non-print and electronic media. They are usually consulted by customers with Arabic language background.

On the other hand, Arabic information resources could be said to consist of documents and other non-book resources in Arabic and English languages provided to satisfy the information needs of users with Arabic language background (Hafez, 2006). Such resources include books of Grammar (Nahwul-wadhihi), Philosophy (Mundhiq) books of Rhetoric (Balagah), Morphology (Sarf) books of literature (Adab), philology (Fihul-luggah) Arudiy, Arabic Dictionaries (Qamus) and encyclopedias (Mausuah), Arabic magazines (Mujallah) and newspapers (Jaridah) Book of Sentences analysis (Al'ierab) in print and electronic formats. They may include print journals, magazines, newspapers, print book, Radio and Television broadcasting. The non prints or Internet

based formats include. e-journals, e-books, e-theses, e-newspapers,(HTML or Acrobat pdf), streaming videos, podcasting etc. Some of the Internet based resource may be accessed automatically via a University's IP address or using a given password to restrict access. The purpose of the information resources is to provide knowledge, fact, ideas and opinion on variety of subjects to the users.

Online Arabic Information Resources

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

The online Arabic information resources are Arabic sources or resource within Arabic language accessed through Internet, Intranet and network. The online Arabic information resources include online books, online-journals, (HTML or Acrobat PDF), streaming videos, podcasting, etc. Some of the Internet resources are accessible automatically via a University's IP address or by using restricted password for adequate utilization.

Online Arabic information resources, like other online resources, are needed to support the relevant university staffs academic work such as teaching, learning, research and self-development.

Access to Online Arabic Information Resource by Academics

Access to online Arabic information resources is concerned with the use of computer network and internet facilities to access the online Arabic information for teaching, learning, and research as well as self and community development. The developments of online information resources has made it easier to access relevant information in different areas especially for teaching, learning and research. The academics in developing countries will need to utilise Internet as a source of information for teaching, learning and research development. (Ojedokun and owolabi2003) stated that “the Internet resources are an invaluable tool for collaborative research among academic staff” Internet resources provide a way for the academics in universities to have better access to each other and serve as tool for facilitating teaching, learning and research.

Online 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, Kumar and Zhang, 2011). Online information resources provide many advantages over the traditional print resources such as 24x7 access, universal access; saving physical space; ability to linked 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.

Online Arabic information resources are convenient to search and access vast amount of information within the shortest possible time. A good number of online Arabic databases are available on the Internet, which can be accessed free of charge or through university’s subscriptions to provide free online databases access to their customers to

support academic work/activities especially in the area of teaching, learning and research as well as self and community development.

Utilisation of Online Arabic Information Resource

Online information resource utilisation is concerned with the use of variety of information resources for teaching, learning and research activities. Such resources include online books, journals, theses, and dissertations, online newspapers, magazines, indexes/abstract, internet based, online Databases, online encyclopaedia and Dictionaries etc.

Khalid and Hafeez (2010), found that Arabic electronic information resources (online/offline) are used for the purpose of conducting scientific research, teaching and community development etc. Letchumanan(2011), study found that factors such as easy access reduced physical visit to library. The user-friendly features of online resources offer a comfortable platform for participants to use e-books, e-journals, e-magazines, e-newspapers, e-theses, e-dissertations etc. Many academics in universities rely on online information resource as their sources of information because they provide many advantages over the traditional print based resources. They contain current information because they are updated frequently. They offer advanced search capabilities, and offer flexibility in the storage of results. They enable access and use of information without restriction of time and location.

University library provides access to information resources in various format including online information resources services. This can be through the open access international donors or annual subscription of online Arabic databases such as Maktabu-shamiley,

Arab e-Marefa (Ebscohost), ahlaldeeth, Arabic Paryrology databases (Ebscohost and Sage), Index Islamicus database (Sage), Arabica (Arabica, online Encyclopaedia Arabic Literature and Linguistics databases) alislamhouse, ATLA Religion Database, Hinari,, etc. to facilitate access to online Arabic information resources among customers through online information resource training as a way of promoting online resources usage.

1.2 Statement of the Problem

Academics are those who are actively involved in teaching learning and research activities. They are involved in teaching, researching, administrating and community development. Academics in any society are seen as the propellers of knowledge because they provide an effective learning environment. They need information resources especially online information resources to support and promote their daily activities. Information is stored, shared, accessed and used properly to support education society. Online information resources have brought about a shift in the provision of library services and information by providing wide access to resources from different parts of the world with ease. Online information resources provide many advantages over print resources such as providing 24x7 access, universal access; saving physical space; ability to linked from and indexing and abstracting databases; accessibility from the users 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 resources and their relative ease of maintenance. Online information resources have become an integral and substantial component of academic library collections worldwide. The resources are regarded as essential for teaching, learning and research activities as well as self and community development (Blecic, Kumar and nand Zhang 2011). Supporting teaching,

research and learning activities traditionally becomes a major mission of academic libraries. University library that is to provide access to online information resources in order to enhance information resources utilisation among its customers. However, preliminary observations revealed that most of the citations of the Academics teaching Arabic and Islamic Studies in writing books, journal articles and conference papers indicate no element of online Arabic citations and no single research was conducted on online Arabic Information Resources. Hence the need of the research access and utilisation of online Arabic information resources by the Academics in Ahmadu Bello University, Zaria and Bayero University Kano.

1.3 Research Questions

The following are the research question the study seeks to answer.

1. What types of online Arabic information resources available for use by Academics in ABU Zaria and BUK?
2. How do the academics access and utilise the online Arabic information resources available in ABU Zaria and BUK?
3. For what purpose do the academics in Ahmadu Bello University, Zaria and Bayero University Kano access and utilised online Arabic information resources?
4. To what extent are the academics in Ahmadu Bello University, Zaria and Bayero University Kano satisfied with the online Arabic information resources?
5. To what extent the online Arabic information resources available and are used in Ahmadu Bello University, Zaria and Bayero University Kano are relevant to the needs of the academics?

6. What are the challenges to access and utilisation of online Arabic information resources by the academics in Ahmadu Bello University, Zaria and Bayero University, Kano?

1.4 Hypotheses

The research sought to answer the following null hypotheses:

Ho1. There is no significant difference between the types of online Arabic information resources available in Ahmadu Bello University, Zaria and Bayero University Kano

Ho2. There is no significant difference between the academics in Ahmadu Bello University, Zaria and Bayero University Kano in the type of online Arabic information resources they access and utilise.

Ho3. The type of online Arabic information resources available and are being utilised by the academics in Ahmadu Bello University, Zaria and Bayero University Kano have no significant effect on their level of satisfaction of the resources.

Ho4. The online Arabic information resource available and are being utilised by the academics in Ahmadu Bello University, Zaria and Bayero University Kano have no significant relationship with the needs of the academics

1.5 Objectives of the Study

The objectives of this study are as follows:

1. To determine the types of online Arabic information resources the available for use by Academics in Ahmadu Bello University, Zaria and Bayero University, Kano

2. To determine how academics in Ahmadu Bello University, Zaria and Bayero University Kano access the online Arabic information resources available
3. To examine the purpose the academics in Ahmadu Bello University, Zaria and Bayero University Kano utilise the online Arabic information resources
4. To investigate the extent to which the academics in Ahmadu Bello University, Zaria and Bayero University Kano are satisfied with the online Arabic information resources
5. To outline the extent to which the online Arabic information resources are available and are being utilised in Ahmadu Bello University, Zaria and Bayero University Kano relevant to the need of the Academics
6. To investigate the challenges in accessing and utilising online Arabic information resources by the academics in Ahmadu Bello University and Bayero University Kano

1.6 Significance of the Study

The study would be significant particularly to Academics in Ahmadu Bello University, Bayero University Kano and other Academics in Nigerian Universities. Also would serve as a source of feedback for the university libraries in the institutions on the provision of online Arabic information resources and services to the academics and community in general. The finding of the study could be used as sources of reference to other research on access and use of online Arabic information

1.7 Scope of Study

This study will covered access and utilisation of online Arabic information resources by the Academics in Ahmadu Bello University, Zaria and Bayero University Kano.

Specifically, the Academics involved in the study were those teaching Arabic and Islamic studies in Ahmadu Bello University, Zaria and Bayero University Kano.

1.8 Limitation

This study was limited to Ahmadu Bello University, Zaria and Bayero University Kano due to the constraints of finance, the time within which the research is to be carried out, presented and defended, proximity and logistics among others

1.8 Operational Definition of Terms

In this research the following concept were defined operationally

Academic work: refer to all activities that facilitate teaching, learning, research and self-development etc.

Academics: refer to the teaching staff in a university.

Arabic information Resources: These refer to material which denotes any resources written in Arabic language.

Arabic Customers. Refer to those academics teaching Arabic and Islamic Studies, Undergraduate and Postgraduate students, Arabic and Islamic studies Diploma student, and members of the community that understand Arabic language

Access: the right or opportunity to have to contact with something especially that will bring you benefit.

Electronic resources: means online information resources and services

This is also known as information resources that can be access via network, Internet or Intranet etc.

Teaching: is a process of educating learners by a teacher.

Utilisation: To use something in an effective way.

Research: is an investigation, examination of study or finding out about something

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter examines the literature relevant to the study. The literature was derived from textbook, journals (CD-ROMs, online and print) and reference sources etc. with the aim of putting the study in proper prospective. In order to achieve this effectively, the review is organized in the following manner: The concept of Arabic online information resources, available online Arabic information resources for Academics, internet access as a means of accessing online Arabic information resources by the Academics, access to online Arabic information resources by the academics, Utilisation of online Arabic information resources by academics, purpose for utilisation of online Arabic information resources by the Academics, challenges to access and utilisation of online Arabic information resources by the Academics and summary of the review.

2.2 The Concept of Online Arabic Information Resources

Electronic resources, popularly known as e-resources which have become a major element of library collections worldwide. Electronic resources usually consist of online/offline book, journals, magazines, newspaper, online thesis, dissertation, online databases which are likely to be alternative through media. Islmq, al-badr, ajurry, EALL online, waqfeya, Maktabu-Shamela, Maktabu Lugatul-Arabiyyah, Arab e-marefa, Arabic papyrology database (Ebscohost and DOAJ) Jstor, and Arabica, Hinari, are some of the example of online Arabic databases. Sharma (2009) identifies e-resources to include E-journals, data archives, manuscripts, maps, books, E-magazines, E-theses, E-newspapers, e-mail, research reports, and bibliographic databases.

However, Ahmed, (2011) adds OEALL, alislamhouse, Islam-L, and online reference works.

The online Arabic information resources include e-journals, e-books (HTML or Acrobat Pdf), e-newspapers, e-magazines, streaming videos, podcasting, etc. Hafeez (2006), Islmq, al-badr, ajurry, waqfeya, Maktabu-Shamela, Maktabu Lugatul-Arabiyyah, are the example of online Arabic information resource. Khalid (2011) adds Arabica, Index Islamicus database, alislamhouse, ahlaldeath, ATLA Religion Database, DOAJ, SAGE, OARE.

In e-resources information is stored electronically and which are accessible through electronic systems and networks. According to Saye(2001), “electronic resources are the resources that are generated through some electronic medium and made available to a wide range of viewers both on-site and off-site via some electronic transferring machine or internet.

On the other hand, E-resources are generally in the form of e-Books, e-Journals, OPACs, CD-ROMs, Online databases, internet resource, electronic link and web publishing etc. These are available either through Open Access or commercially (Kumar, and Kumar, 2008).

2.3.1 Availability of Online Arabic Information Resources for Academics

Haridasan , and Khan’s (2009) research study indicated that there exists awareness of e-resources (such as e-books, e-journals, e-encyclopedias, e-theses, CD-ROM databases, e-mail, internet based resource and the OPAC) among research scholars. (Ojedokun andOwolabi, 2003). Badu (2005) found out that e-journals and other e-resources are

available for academics staffs of Karachi. Similarly Kinengyere (2007), found out e-journals and other e-resources is not necessarily accessed and used by users. The study shows that the availability of information does not necessarily mean actual use, because the academician may not be aware of the availability of such resources, they do not know how to access these resources. Sharma (2009), Borrego et al (2007), and Ibrahim, (2004) have all reported that e-journals are the most used among the arrays of available electronic resources. Falk, (2005) reviewed library on-line databases of United States libraries and described the availability of on-line databases for library patrons in the USA. The major findings were (i) on-line databases are now widely available to library patrons in the United States, and many patrons can tap into these databases from their own computers; and (ii) larger libraries and library systems can afford to offer their own choice of databases to their patrons through their web sites. Shaalan, and Latheefa (2006) and Ojedokun and Owolabi (2003) are:-

The Arabic Papyrology (Ebscohost and DOAJ): is the first electronic compilation of Arabic papyri. It is non-commercial project running under the patronage of the international society for Arabic Papyrology and a partner of the Trismegistos metadata project of Greek, Dometic, Arabic, etc. the documents. Access is free via the internet.

Arab e-Marafa (Ebscohost and DOAJ): is the leading Arabic language research database providing full text for 950 academic journals and statistical reports issued by various bodies in the Arabic world including universities, research centers, and public statistical departments, central banks, scientific association and regional organizations. The database provides international standard bibliographic records for almost 70,000 articles plus the access to these articles. Additional content includes thousands of dissertation and over 7,000 book reviews.

Online Journals of Islamic Studies Religion: is Publishes research articles, notes, comments, review-articles and book reviews in all disciplines of Islamic Studies including the Qur'an, Hadith, Tafsir, Sirah, 'Ilm al-Kalam, Jurisprudence, Fiqh, Law, Religion, Philosophy, Psychology, Anthropology, Sociology, Culture, Civilization, Political Science, Economics, Language, Literature, History, Science and Technology.

Journal of Islamic and Arabic Education: JIAE is devoted to the dissemination of research concerning Islamic and Arabic Education. It is published twice a year on the Web. JIAE is a fully internet and refereed journal. It publishes articles, research studies, reports and book reviews related to teaching and learning Islamic and Arabic Studies.

Brill online (Journal of Arabic Literature): Since its inception in 1970 the Journal of Arabic Literature has provided an international scholarly forum for the discussion of Arabic literature and has secured its position at the forefront of critical and methodological debate. The journal publishes literary, critical and historical studies, as well as reviews and bibliographies, on a broad range of Arabic materials – classical and modern, written and oral, poetry and prose, literary and colloquial.

Arabica online: is a multidisciplinary academic journal with an international editorial board representing various fields of research, specializing in language, literature, history, thought, and civilizations of the Arab speaking world in both a classical and contemporary context.

JAIS online database (SAGE): The Journal of Arabic and Islamic Studies (JAIS) is an international, peer-reviewed, open access, academic journal. It is also the world's most widely read journal in the field of Arabic, Islamic and Middle Eastern Studies. With

aims of the journal is to promote the study of history, language, literature and culture through the publication of research articles.

EALLO database (SAGE): The Encyclopedia of Arabic Language and Linguistics Online comprehensively cover all aspects of Arabic languages and linguistics. It is interdisciplinary in scope and represents different schools and approaches in order to be as objective and versatile as possible. The Encyclopedia of Arabic Language and Linguistics Online is cross-searchable and cross-referenced, and is equipped with a browsable index. All relevant fields in Arabic linguistics, both general and language specific are covered and the Encyclopedia of Arabic Language and Linguistics Online includes topics from interdisciplinary fields, such as anthropology, psychology, sociology, philosophy, and computer science.

Online Journals of Islamic Studies Religion: is Publishes research articles, notes, comments, review-articles and book reviews in all disciplines of Islamic Studies including the Qur'an, Hadith, Tafsir, Sirah, 'Ilm al-Kalam, Jurisprudence, Fiqh, Law, Religion, Philosophy, Psychology, Anthropology, Sociology, Culture, Civilization, Political Science, Economics, Language, Literature, History, Science and Technology.

Journal of Religion and Human Relations: The Journal of Religion and Human Relations (JORAHR) is an academic journal with focus on religious and human relations issues, but accommodate researches from other disciplines within academic spectrum. The African continent is the main focus.

Online Journals of Islamic Studies (1962-2011) available on JSTOR at <http://www.jstor.org/action/showJournals?browseType=discipline&contentType=jour>

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[Islamic Research Institute, International Islamic University, Islamabad](#) RL:

<http://www.jstor.org/stable/20839093S>

Islamway online: is an Islamic project aimed at contributing strongly in the Islamic media, and keep up with the tremendous technological advances in the world around. A site aims to provide intelligent, authoritative responses to anyone questions about Islam, whether it is from a Muslim or a non-Muslim, in different languages (www.islamway.net)

Waqfeya. It contains a lot useful online Arabic and Islamic studies books, journal articles, international newspapers on philology and literature: www.waqfeya.net

Bard Al: This is the personal website of Shaikh Abdurrazzaaq Abdul-Muhsen Al-Badr. It contains a lot of useful books, articles and lectures. (Arabic and English) Short Link: <http://IslamHouse.com/318424>

Islmaqa: is a global Sunni Islamic website on the Internet providing information regarding Islam to Muslims and non-Muslims in twelve languages. (www.islm-qa.com)

Islam house: Website based on the Quran and the Sunnah, offering trusted and reviewed materials in more than 100 languages! (www.islamhouse.com)

Index Islamicus database which is a comprehensive index to publications on Arabic and Islamic subjects throughout the world. Records cover almost 100 years, from 1906 to the present. The scope includes the Middle East, the Muslim areas of Asia and Africa, plus Muslim minorities elsewhere in the world. Over 3,000 journals are monitored for inclusion, together with conference proceedings, monographs, multi-authored works and book reviews. Journals and books are indexed down to the article and chapter level.

Oxford Islamic Studies Online: Brings together the best current scholarship in the field for students, scholars, government officials, community groups, and librarians to foster a more accurate and informed understanding of the Islamic world.

Arabwp online: website, constructed by the National Institute for Technology and Liberal Education (NITLE) and funded by the Mellon Foundation, is a comprehensive online presentation of the Arab world. It is divided up into the following teaching and learning modules: history, ethnicity and identity, Islam, Arab Americans, literature and philosophy, popular culture and the performing arts, family and society, art and architecture, the Arabic language, and lastly, geography, demographics, and resources

Askzad online: All subjects covered in Arabic language 100 % full text, more than 350 Arabic newspapers, magazines and limited journals from 1997 onwards.

AIslam-L online: For scholarly discussion of the history of Islam.

The ATLA Religion Database (Ebsco Host) is an index of academic articles in the area of religion. It is updated quarterly by the American Theological Library Association

(ATLA). The database indexes journal articles, essays and book reviews related to a wide range of scholarly fields related to religion. The database is available on a subscription basis through a database aggregator. The total database includes over 1.8 million article citations from over 1,700 journals. There are more than a quarter of a million essay citations from more than 18,000 multi-author works. The number of book reviews is over half a million. ATLA indexes multi-author works, such as Festschriften and conference proceedings, with separate records for each Scholarly fields with significant degrees of coverage includes: Ancient History, Anthropology, Archaeology, Bible, Ethics, Religious studies, Philosophy, Human Culture & Society, World Religions and languages (Arabic and Islamic, Hinduism religious) etc.

Nexis UK is an aggregated collection of newspapers, magazines, newswires and broadcasts (including BBC Monitoring Online) from around world. It is mainly in English and Arabic covers archives of newspapers going back up 30 years.

Factiva factiva is similar to Nexis UK, but the coverage includes publications in more than 25 languages (including Arabic, Russian, Chinese, Japanese and many others)

However, in a similar review that Latifa (2006) in their study found that 85% of their respondents graded themselves as 'average' in the use of computers, very few rated themselves as 'experts' (4.1%). While 10% accepted that they were 'complete Most of the institutes and universities provide on-line Arabic databases to their users to support teaching, research and development. The literature shows on-line Arabic databases with their retrieval network capabilities, have been gradually replacing many of their printed counterparts.

Ahmad (2005), reviewed library on-line Arabic databases of king Faisal Abdul-Azeez University and Jamiatul Islam-madina libraries and described the availability of on-line Arabic databases for library patrons in the KSA. The major findings were (i) on-line Arabic databases are now widely available to library patrons in the Kingdom of Saudi Arabiyya, and many patrons can tap into these databases from their own computers; and (ii) larger libraries and library systems can afford to offer their own choice of databases to their patrons through their web sites. This study provides valuable information to information professionals.

2.4 Internet Access as a Means of Accessing Online Arabic Information Resources by Academics

The Internet and the web are constantly influencing the development of new modes of scholarly communication; their potential for delivering goods is quite vast, as they overcome successfully the geographical limitations associated with the print media. Also, the distribution time between product publication and its delivery has been drastically reduced. The Internet is very important for university libraries for efficient retrieval and meeting of information needs since most of them call for more research work.

Ohakire and Okwuanaso (2006) maintained that the Internet as an instrument for research and communication has opened up numerous possibilities for resource sharing at local and global levels and information on latest journals, books and transactions can be exchanged directly through the Internet. This has caused many libraries to move towards digital e-resources, which preferably is less expensive and more useful for easy access.

On the other hand, Azubogu and Madu (2007) observed that academic staffs of the Imo State University, Owerri, Nigeria, have resorted to the use of computer and Internet technologies to search for information because the university library lacks funds to subscribe to scholarly and research journals. Likewise, Ojedokun and Owolabi, (2003) also stated that Internet resource is an invaluable tool for collaborative research among academic staff. However, Oketunji (2001) opined that the functions of internet has always been to provide a way for academic staff to have better access to each other and as tool to facilitate research, He went on to say that the internet is the world's most efficient means of communication when compared to other sources. While, Olalude (2007) reported that the internet is a powerful efficient tool for searching, retrieving and disseminating information among the academics.

Coombs (2005) conducted a case study under the title "Lesson Learned from Analyzing Library Database Usage Data." The results from examining usage data showed that users were utilizing particular types of resources, from specific physical locations, and accessing those resources from website. In another research, Madhusudhan (2007), conducted a study to learn about the use of the Internet by research scholars and perceive that the majority of the use the Internet daily for their academic purposes, because all faculties were provided connection to the Internet. It also, revealed that the researchers of the university were getting quality information through the internet most of academics search information through the Internet because the university library had provided access to the various data bases and on line journals for all the academics and students in general. In a similar research by Madhusudhan (2007) conducted a survey on Internet use by research scholars at Delhi University, which reveals that most

respondents used search engines more than subject gateways or Web directories to locate information.

Academics use the opportunity to associate with colleagues who have made important contributions to human knowledge. The entire faculty (100%) uses the EIR for subject knowledge update, for writing research/review articles and for proposed research.

Ehikhamenor (2011), Investigated the 'Use and Impact of Electronic Resources at the University of LagosNigeria'. The findings showed that 32(28.6%) lecturers were not aware of the library electronic resources, 69.8% of lecturers had received training on use of electronic resources.

Mahajan (2006) conducted a study on Internet use by researchers in Punjab University, Chandigrah, which analyzes how the convergence of information and communication technologies, as embodied by the Internet, has transformed the present day society into a knowledge society.

2.5 Access to Online Arabic Information Resources by the Academics

Kaur reports e-resources can be good substitutes for conventional resources if the access speed is fast, access to all the important e-journals is provided and more computer terminals are installed to provide access to e-resources. Gbaje (2007), discovered that only 20 percent of those surveyed provide access to electronic resources. Sharma (2009), reports that 80.77% of teachers and 86.67% of research scholars are able to access the e-resources very easily. It was further reported in the survey that 51.92% of teachers have taken training as regards the use and access of electronic resources. In related study, Muhammad (2007), reported on a survey of convenient access to, and use

of, EALL databases (CDROM and online) with full-text journals and their effect on information seeking behavior of Kuliyyatul Arabiyya academics at the King Abdulaziz University Jiddah. The survey documented academics preferences of print and electronic resource, and the specific Arabica database and full-text journals. The results showed that Academics were unaware of the two full-text journal databases (Ebscohost and DOAJ) available at the Library. Hence they resorted to AJURRI as their source of access to full-text articles. They concluded that most academics now prefer using electronic access to information (online) to traditional print indexes and abstracts. However, Herring (2002), studied the use of electronic information resources in 12 scholarly peer-reviewed electronic journals. The journals represented areas of active interdisciplinary research available through the Web without subscription or registration. A total of 175 articles published from 1999 to 2000 were examined. The 175 articles had a total of 4289 unique references. Over 55% of the articles (97) cited electronic resources. In addition 658 citations, or 16% of the total, were to electronic resources. The 97 articles that referenced electronic information resources had a total of 2584 unique citations, 26.5% of which were to electronic information resources.

In similar research by Latifah (2010), majority of the study population in University of King Abdulaziz Jiddah (97.1%) were able to access and use of online resources independently. Singh and Gautam (2004) under the title “Electronic databases: the Indian scenario,” focus on access to information through on-line or CD-ROM media, which has remained a challenging effort for both users and the intermediaries. It concludes that the nature of information delivery and consumption is changing, as modern information technology provides easy access for almost everyone to the ever-growing amount of stored information in international, national, and local databases.

2.6 Utilisation of Online Arabic Information Resources by Academics

Omotayo (2010), Sharma (2009), Borrego et al(2007), and Ibrahim (2006) have all reported that e-journals are the most used among the arrays of available electronic resources.

As reported 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. A majority use e-journals monthly, while 52% of total population in Borrego, et al. (2007) stated that they use electronic journals exclusively or mainly.

According to Sharma (2009), the second highest preference in terms of e-resources usage after e-journals is the Web and e-mail with 30 (57.69%) and 41 (78.84%) among teachers, whereas 23 (76.66%) and 18 (60.00%) among research scholars use them, respectively.

Shalan (2012), investigated the awareness and use of online Arabic and Islamic databases among research scholars of Jami'atul Islam Madina Riyadh. Results show that online EALL, Arabica and Ajurry databases are extensively used for research needs, preparation of lectures, and for obtaining current knowledge. Supported by (Madhusudhan 2008). That 67.64% of research scholars of faculty of science and 69.23% of research scholars of engineering use e-journals for research work whereas 35.29% of sciences use e-journals to update knowledge and 23.70% of engineering use these for study. Kaur (2000) studied Guru NanakDevUniversity, and Bavakutty and Salih (1999) conducted a survey at CalicutUniversity, which showed that students, research scholars, and faculty members used the Internet for education and research. Talhami, (2009) analyzed the use of Arabic database (online/offline) using a sample of

70 academics at the King Faisal Abdulaziz University library of Jami'atul Islam Madinah. The study found that only 18% of respondents agreed to know much about online Arabic database, while about 80% knew little about the resources. Slightly over half of the respondents used both printed and electronic database, while 42.9% used only printed sources. About one-third of the respondents used Arabic database for research, about one-quarter to one third used it to prepare lectures and gain subject knowledge.

Madhusudhan, (2007) conducted a study to learn about the use of the Internet by the research scholars of the university of Delhi, India. It revealed that a majority of the research scholar 70% used the Internet daily for academic purposes, summarized their finding as follows: using e-journals and data bases. It also indicated that 98 percent of user preferred the Internet e-mail facility, 96% were using the World Wide Web, 4% the least used the FTP Internet service, some faced information retrieval problems through the Internet and 73% of users faced very low bandwidth when surfing the web.

Madhusudhan (2010) carried out a study on the use of electronic resources by teachers, students and research scholars of universities and research organizations. Seventy-eight percent (78%) of the respondents feel that the use of the UGC-Infonet e-journals has created high dependency value on their research work and they needed current article alert services and electronic document supply services.

Madhusudhan (2010) determined the use of e-resources, users' skills in handling e-resources, and the purpose of their use by research scholars of Kurukshetra University, Kurukshetra, India. The findings revealed that electronic resources have become an integral part of the information needs of research scholars. That the e-resources could be

good substitute for conventional resources, if the access is fast, and more computer terminals are installed to provide access to e-resources.

Stephen (2012) examined the knowledge and use of electronic information resources by faculty at the University of West Indies. The findings showed high level of awareness (80%) of electronic resources made available by the library; but low use of the library specific resources; 83% of respondents acquired skills to use electronic resources through self-teaching, and they still expressed a need for training. The highest use of electronic resources was for communication (86%), followed by research (77%), support of teaching activities (74%) and for administrative purposes (41%). However, Kanaujia and Satyanarayana (2003), study revealed that in addition to browsing the web consistently, users consulted e-journals regularly on the internet, to find online databases and for self-development.

In a study by Zhang, Ye and Liu (2011) found that electronic resources are used for the purpose of conducting scientific research, teaching, and for self-development. Bar-Ilan, Peritz, and Wolman (2003) conducted an extensive survey of the senior academic staff of the Israeli University on their use of electronic journals and databases. The major findings were that the use of electronic sources is already widespread among the respondents and more than 50% found the electronic services indispensable. Disparities were found in usage patterns between the different disciplines.

A t-test analysis was conducted by Ibrahim (2006), to measure use of e-resources and detect factors that deter effective and frequent use. A criterion of less than 0.05 was used to determine the significance of use. Figures show that frequency of use of e-resources was significantly low for most types of e-resources. The least frequently used

e-resources were e-books ($t. = 2.10, p < 0.05$), the online catalogue ($t. = 2.65, p. < 0.05$) and bibliographic databases ($t. = 2.60, < p. 0.05$). For comparison, online reference works ($t. = 2.86, p < 0.05$), e-journals ($t. = 2.70, p. < 0.05$) and full-text articles ($t. = 2.78 p. < 0.05$) were found to be more popular, even though they still fell below the anticipated frequency in the survey's set mean.

2.7 Purpose for Utilisation of Online Arabic Information Resources by the Academics

Academics use electronic resources for diverse purposes as demonstrated in the literature. Obaje and Camble (2010), report that CD-ROMs are mostly used for literature searches during project/dissertation and thesis writing as well as personal research by staff. Academics at Obafemi Awolowo University, Ile-Ife, use electronic resources mostly for literature search in research and professional growth (Omotayo, 2010).

Kumar and Kumar (2008), however, 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%).

Ahmad (2011), reports Arabic database are used for research purposes, about one-quarter to one third used it to prepare lectures and gain subject knowledge. In a similar by Ansari and Zuberi (2010) report that about one-third (32%) of respondents use electronic resource for research. About one-quarter (29.4%) use it to prepare lectures

and 24.8% for gaining subject knowledge. However, In Catalan Universities, electronic journals were consulted for both research and teaching by 53.6% of the respondents to a survey. They were consulted only for research by 37.4% and only for teaching by 2.7%. Respondents in Exact and Natural Sciences and Engineering mainly use journals for research, whereas those in Biomedicine use them for both teaching and research.

Azubogu and Madu (2007) did a survey “on the use of computer and internet technology among the teaching staff of Imo State University”, Nigeria and reported a high level of use of information technology by the respondents. They gave reasons for the use of internet by teaching staff to include: ease of use, convenience, free access to the internet, access to free information on the internet among others. In another study, Ojedokun and Owolabi (2003), explored and “assessed the impact of internet competence on the use of the internet for teaching/research activities among academic staff of the University of Botswana”. The findings of the survey had shown that most academic staff in the University of Botswana is using the internet in their research/teaching activities.

2.8 Challenges to Access and Utilization of Online Arabic Information Resources by the Academics

Calvert,(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 variety of subjects using the Internet, Thousands of “hits” are visiting the sites each week. He further explained that other problems include the following: - Not everything is on the web, only eight percent of journals are on the web. No search or Meta search engine searches the entire web, and what is found is not updated, daily monthly or even

weekly. Quality control does not exist 36 on the web, anybody can put anything on the web. Reading of digital book for more than one hour could be of discomfort.

Abdullahi and Haruna (2008) found 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 (2008), 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 (2005) study among the users of the Indian Institute of Technology (IIT) in Delhi found that majority of users face difficulty while browsing for e-resources. Lack of printing facilities, terminals and trained staff are the major reasons that discourage users from accessing electronic information services. Hafeez (2006) identified various problems the users face while using Arabic electronic resources. Slow internet connectivity, Poor ICTs facilities, lack of access to low cost printers in the library, using advanced search strategy of most databases, and lack of awareness of most of the e resources are significant contributors for the low patronage of customers. However, Urbano and Borrego (2004) found that the user's difficulties to 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 in order to enhance their information seeking skills while using electronic resources.

To add, Wolman and Peritz (2003) cite limited time and lack of effective information retrieval skills as factors affecting users' access to electronic information. Therefore, a perceived lack of various resources, such as time, equipment, funding, training and

insufficient information on software coupled with lack of knowledge and skills of staff, insufficient technical support and the risks associated with implementing innovations in teaching, particularly those using technologies, were cited as the most prohibiting barriers to academic staff's use of electronic information resources in their teaching (Johnston and McCormack, 1996 in Manda and Nawe, 2008).

2.8 Summary of the Review

In this chapter various works that bordered in general were reviewed. The review was presented from previous studies to give a proper perspective to this study. They explore the access and utilisation to wide range of online information sources very similar to this study. The relevance of online Arabic information resources for academics works/activities (teaching, learning, research and self-development) of ABU & BUK is more concern of the study. It must be noted that most of the work reviewed in the study emanate from developed countries that differ from Nigeria in the rate of accessing and utilising of these information sources. It's therefore; hope that the result of this study will serve as literature for further study on access and utilisation of online Arabic Information resources in general.

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CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter described the research methodology to be used in carrying out the study. It be sub-divided under the following headings:

- Research Method Adopted for the Study
- Population of the Study
- Sample and the Sampling Techniques
- Instrument for Data Collection
- Validity of the Instrument
- Reliability of the Instrument
- Procedure for the Data Collection
- Procedure for Data Analysis and Discussion

3.2 Research Method Adopted For the Study

A survey research method was adopted for the study. According to Muhammad (2005) a research design is said to be survey design if it has no control group. Aina and Ajiferuke (2002), argued that, survey design could be conveniently used in large and small population without sacrificing efficiency in addition to time and money saving and currency. This method was considered appropriate for this study because it allows extensive gathering of information, it is easier, convenient and flexible. Also it enables the researcher to reach out to the study population in their different locations. In addition, the survey method was used because the work was interested in describing certain variables in relation to the population

3.3 Population of the Study

Adamu and Johnson (1997) defined population as a collection of individual items whether of people or things that are to be observed in a given problem situation. Similarly, Osuala (2002:39) reported that “population as any group of individuals that have one or more characteristics in common that is of interest to the researcher. Population According to Mugo (2010), is a group of individuals, persons, objects or items from which samples are taken for measurement. The population of this study comprised Academic staff teaching Arabic and Islamic Studies in Ahmadu Bello University, Zaria and Bayero University, Kano. The Table below showed the population of the study for both the institutions studies

INSTITUTIONS	STAFF	DEPARTMENT	No
AhmaduBelloUniversity, Zaria (ABU)	Academics	Arabic	21
AhmaduBelloUniversity, Zaria (ABU)	Academics	Art and Social Science Education	20
AhmaduBelloUniversity, Zaria (ABU)	Academics	Institute of Education (Arabic and Islamic Education)	18
AhmaduBelloUniversity, Zaria (ABU)	Academics	Centre for Islamic and Legal studies	11
Bayero University, Kano (BUK)	Academics	Arabic	29
Bayero University, Kano (BUK)	Academics	Islamic Studies	28
Total			126

3.4 Sample and Sampling Techniques

Since the population is not large and it is manageable, the researcher used the whole population for the study. Bernard (2012) also supported this by asserting that if a population of a study is less than two hundred (200) the entire population should be used for the study.

3.5 Instrument for Data Collection

The instrument used for collecting data in this research was questionnaire. The choice of this method of data collection was based on the following reasons.

First, the respondents were literate and capable of completing the questionnaire without any assistance from anybody. Secondly, the respondents were spread over a geographical location. Thirdly, the questionnaire method enjoys prominence in educational research. According to Omotosho (1994), “questionnaire is the most instrument frequently used in educational research. This popularity is demonstrated by the number of published studies’

3.6 Validity of the Instrument

According to Muhammad (2005) “the instrument for data collection is said to be valid when it is able to produce correct responses from the subjects of the sample study”. In order to ensure that the questionnaire is capable of eliciting the required data and information from the respondents, the instrument was subjected to face validation. The researcher presented a draft instrument to an expert, senior colleagues and supervisors for validation

3.7 Reliability of the Instrument

The reliability of the instrument was established by conducting a pilot study within one week at the Takai Academy Zangon Shanu, Zaria. And the result of pilot study shows that the instrument was reliable. It was tested using Pearson Product Moment Correlation (PPMC) at 0.05 significant levels. The choice of the institution is because it was not form part of the scope of the study. The researcher personally distribute the 4 questionnaires to their Arabic teachers/lecturers, this is in line with Adigu (2011), Dangani (2010), noted that the pilot testing is usually done on a much smaller scale than the main study but under the same or similar condition.

3.8 Procedure for Data Collection

The copies of the questionnaire administered were distributed to the respondents by the researcher and a research assistants from each Department and a period of four weeks were used by respondents to fill in the questionnaires and returned to the researcher

3.9 Procedure for Data Analysis

The statistical techniques used in the analysis and interpretation of data were the frequency counts, table, charts and percentages, Analysis of variance (ANOVA) was also used to test the hypotheses.

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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presented the data collected for the study. Analysis and discussions of the data and findings were also presented. The chapter presented in the following sub-headings:

4.2 Response Rate of Academics;

4.3 Data Analysis and discussion;

4.3.1 Descriptive Analysis

4.3.2 Inferential Analysis

4.2 Response Rate of Academics

Out of the 126 copies of the questionnaire distributed to the respondents, a total of 79 (62.7%) copies were returned duly completed and found usable for this study. The response rate was realized due to the fact that the research assistants used were the Heads of Department and Lecturers in their respective Universities. It could also be attributed to the fact that the respondents were given up to four weeks within which to complete and return their copies of questionnaire. The response rate of Academics teaching Arabic and Islamic Studies in Ahmadu Bello University and Bayero University Kano according to their University Departments is shown in table 4.1 below

Table 4.1 Response Rate of the Academics According to Departments and Universities

INSTITUTUTIONS	DEPARTMENTS	QUESTIONNAIRE DISTRIBUTED	QUESTIONNAIRE RETURNED
ABU Zaria	Arabic	21	14
	Art and Social Science Education	20	15
	Institute of Education(Arabic and Islamic Education)	18	11
	Centre for Islamic and Legal Studies	11	7
	BUK	Arabic <i>Department</i>	29
	Sharia and Islamic Studies	28	18
TOTAL		126	79

Questionnaire administered =126 Questionnaire returned =79

From Table 4.1 above, it can clearly be seen that there is variation in the response rate from Academics. The variations in the response rate are due to the fact that the population size of Academics teaching Arabic and Islamic Studies of these universities studied is not of equal proportion. It is clear from the Table that Arabic Department and Sharia and Islamic Studies of Bayero University have more population than other Department in Ahmadu Bello University, Zaria. Though Ahmadu Bello University, Zaria has more than two Departments teaching Arabic and Islamic Studies. Therefore, it can be concluded that from the Table Ahmadu Bello University, Zaria has more population of Academics teaching Arabic and Islamic Studies.

Table 4.2.1 Gender Distribution of the Respondents

The researcher attempted to find out the gender distribution of the Academics studied. This enabled the researcher to obtain a clear picture of the gender categorization of the Academics teaching Arabic and Islamic Studies in Ahmadu Bello University, Zaria and Bayero University, Kano respectively. Below is Table 4.2 showing the gender distribution of the Academics studied.

Table 4.2 Gender Distribution of the Respondents

GENDER	ABU ZARIA		BUK KANO		Total	
	Freq.	%	Freq.	%	Freq.	%
MALE	41	87.2%	29	90.6%	70	88.6%
FEMALE	6	12.8%	3	9.4%	9	11.4%
Total	47	100.0%	32	100.0%	79	100.0%

The table shows that there are more male respondents 70 (88.6%) than female respondents of 9 (11.4%). This revealed that there are more male academics than female across the surveyed departments in the universities.

Also, the researcher further asked the respondents to indicate their educational qualifications. The essence is to identify the type's educational qualification obtained by the Academics teaching Arabic and Islamic studies in ABU Zaria and BUK respectively. In doing this a list of educational qualification was outlined for them to tick as many as relevant as shown in Table 4.3 below.

EDUCATIONAL QUALIFICATION	ABU ZARIA		BUK KANO		Total	
	Freq.	%	Freq.	%	Freq.	%
LLM	1	2.1%	0	0.0%	1	1.3%
BA	2	4.3%	8	25.0%	10	12.7%
MA	15	31.9%	9	28.1%	24	30.4%
M ED	22	46.8%	8	25.0%	30	38.0%
PH D	7	14.9%	7	21.9%	14	17.7%
Total	47	100.0%	32	100.0%	79	100.0%

Table 4.3 above has shown the responses of the Academics on the educational qualification obtained for teaching Arabic and Islamic studies in Ahmadu Bello University respectively. It can be seen that at ABU Zaria 22 (46.8%), 15 (31.9) and 7 (14.9%) obtained M. ED degree, MA degree and PhD respectively. Whereas, 2(4.3%) and 1 (2.1%) of the responses indicated that they obtained BA and LLM degree respectively.

On the other hand, at the BUK 9 (28.1%), 8 (25%) and 7 (21.9%) of the Academics obtained MA, MED, BA and PhD degrees respectively.

From the above analyses, it was revealed that majority of the Academics teaching Arabic and Islamic studies in ABU Zaria were MED holders while at BUK the majority of them were MA holders, It can be concluded that PhD qualification was the highest

qualification of the Academics teaching Arabic and Islamic studies in both ABU Zaria and BKU respectively.

4.2 Data Analysis and Discussion

This section analyzed and discussed data collected for the study. This is therefore done through descriptive analysis and secondly through inferential analysis.

4.2.1 Descriptive Analysis

Under this section, the data collected with respect to the research questions asked in the study were analyzed and discussed as follows

4.2.1.1 Types of Available Online Arabic Information Resources being Aware by the Academics in Ahmadu Bello University Zaria and Bayero University Kano

The research was aimed at identifying the various types of available online Arabic information resources which the Academics in Ahmadu Bello University Zaria and Bayero University Kano are aware of. In order to achieve this, a list of online Arabic information resources was outlined for the respondents to tick as many possible in their respective Universities. Below is Table 4.4 and fig. 1 showing the types of online Arabic information resources available.

Table 4.4: Types of the available online Arabic information resources being of aware by the Academics in Ahmadu Bello University Zaria and Bayero University Kano

Types of Online Arabic Information Resources	Universities			
	ABU Zaria		BU Kano	
	F	%	F	%
Ahlaldeeth online	13	27.7	0	0.0
AIslam-L online	12	25.5	13	40.6
Ajurry online	10	21.3	0	0.0
Al-badr online	4	8.5	0	0.0
Arab e-Marafa (Ebscohost)	4	8.5	5	15.6
Arabic Paryrology database (Sage OARE)	3	6.4	4	12.5
Arabwq online	12	25.5	14	43.8
Arabica online	24	51.1	4	12.5
Askzad online	5	10.6	4	12.5
Ashshamly	9	12.8	6	18.8
Ayna.com	5	10.6	0	0.0
Brill online (Journal of Arabic Literature)	29	61.7	6	18.6
EALL Online	17	36.2	5	15.6
Islamay Online	8	17.0	4	12.5
JAIS Online databases (DOAJ)	24	51.1	0	0.0
Online islamhouse	9	19.1	0	0.0
Online Journals of Islamic Studies Religion	14	29.8	0	0.0
Qardawi.com	6	12.8	6	18.8
Saidul.com	8	17.0	2	6.3
Waqfeya online	10	21.3	12	37.5

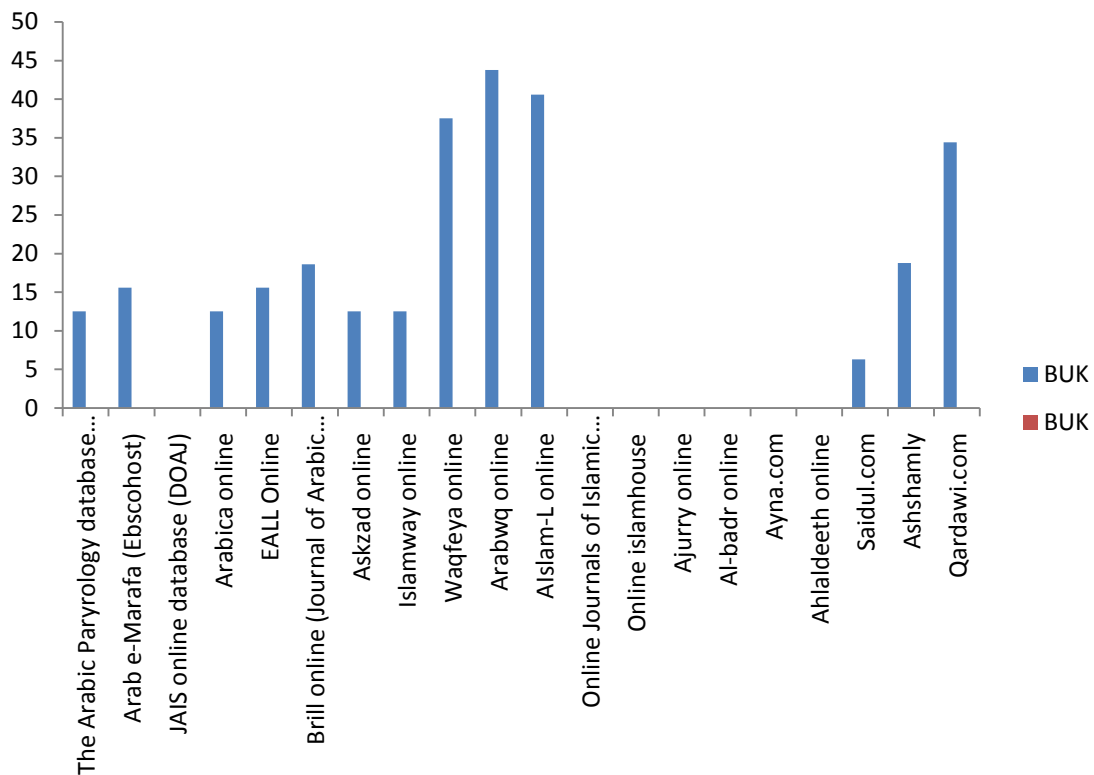


Fig. 1 Types of Available Online Arabic Information Resources being of aware by the Academics in Ahmadu Bello University Zaria and Bayero University Kano

Table 4.4 and Fig. 1 above, it was discovered that Brill Online (Journal of Arabic Literature), JAIS Online Database (DOAJ) and Arabica Online, Waqafeeya, Arabwq online and Alslam-L online were the types of online Arabic information resources known by Academics with highest frequency of over 50% responses scores by the academics in Ahmadu Bello University, Zaria and Bayero University, Kano respectively, Whereas Al-badr online and Arabwq, Arab e-Marafa (Ebscohost) and The Arabic Paryrology database (Sage OARE) were the types of online Arabic information resources aware with least frequency of less than 6.4% responses scores respectively.

However, a further observation from the table indicated that Online Journals of Islamic Studies Religion, Online Islamhouse, Ajurry online, Al-badr online, Ayna.com, Ahlaldeeth online and JAIS online database (DOAJ) were completely not known by the

Academic in BUK. This perhaps might be connected to the fact that majority of the Academics teaching Arabic and Islamic Studies may not consider online resources as sources of information for their academic activities. It was also observed that over 61% of the respondent in both ABU Zaria and BUK were not aware the available of online Arabic information resources on University Library's websites. The above finding is not surprising because on one hand, today's library provides a lot of online database resources to support academic activities but they are under utilised due to lack of awareness of their availability and information literacy skills by their customer. This finding is corroborated by that of Kinengyere (2007) who found out that the availability of information does not necessarily mean actual use, because the academician may not be aware of the availability of such resources, they do not know how to access these resources. Similarly Madhusudhan (2008) and Talhami, (2009) found that only 18% of academics at the King Faisal Abdulaziz University Library of JIM agreed to know much about Electronic Arabic database, while about 80% knew little about the resources. But also not confirmed with earlier finding of Egberongbe (2011) found out that 32(28.6%) lecturers were not aware of the library electronic resources, 69.8% of lecturers had received training on use of electronic resources at the University of Lagos Nigeria.

TYPES OF INFORMATION RESOURCES	UNIVERSITIES											
	ABU Zaria						BU Kano					
	VU		R		NU		VU		R		NU	
	F	%	F	%	F	%	F	%	F	%	F	%
Ahlaldeeth online	7	14.9	4	8.5	36	76.6	0	0.0	0	0.0	32	100
AIslam-L online	5	10.6	5	10.6	37	78.7	11	34.4	3	9.4	18	56.3
Ajurry online	2	4.3	1	2.1	44	93.6	0	0.0	0	0.0	32	100
Al-badr online	3	6.4	2	4.3	42	89.4	0	0.0	0	0.0	32	100
Arab e-Marafa	3	6.4	0	0.0	44	93.6	4	12.5	0	0.0	44	93.6
Arabic Paryrology	2	4.2	1	2.1	44	93.6	5	15.7	0	0.0	27	84.4
Arabwq online	4	8.5	7	14.9	36	76.6	10	31.3	3	9.4	19	59.3
Arabica online	16	34.1	6	12.8	25	53.2	3	9.4	2	6.3	27	84.4
Askzad online	1	2.1	4	8.5	42	59.3	2	6.2	2	6.3	28	87.2
Ashshamlay	6	12.7	3	6.4	38	80.8	0	0.0	0	0.0	32	100
Ayna.com	3	8.5	1	2.1	42	89.4	0	0.0	0	0.0	32	100
Brill online (JAL)	19	40.4	4	8.5	24	51.0	5	15.7	1	3.1	26	81.3
EALL Online	13	27.6	5	10.6	29	60.1	3	9.4	2	6.3	27	84.4
Islamay Online	8	17.0	1	2.1	38	80.9	2	6.3	0	0.0	30	83.8
JAIS Online	3	6.4	2	4.3	42	89.4	0	0.0	0	0.0	32	100
Online islamhouse	2	4.3	5	10.0	40	85.1	0	0.0	0	0.0	32	100
Online JAIR	8	17.0	4	8.5	18	56.3	0	0.0	0	0.0	32	100
Qardawi.com	3	6.4	2	4.3	42	89.9	4	12.5	4	12.5	24	75.0
Saidul.com	6	12.7	1	2.1	40	85.1	0	0.0	1	3.1	31	96.9

Waqfeyya	8	17.0	0	0.0	39	83.0	7	21.9	3	9.4	22	68.8
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Table 4.5: Level of usefulness of Online Arabic information resources by the respondents in ABU and BUK

KEY VU- VERY USEFUL R-RARELY NU-NOT USEFUL

(DOAJ)=Jais Online Database, BroL(JOAL)= Brill online (Journal of Arabic Literature),
 OJoIR = Online Journals of Islamic Religion, TAPD (sage oare) = The ArabicParyrology
 Database (Sage Oare

Usefulness of Online Arabic Information Resources

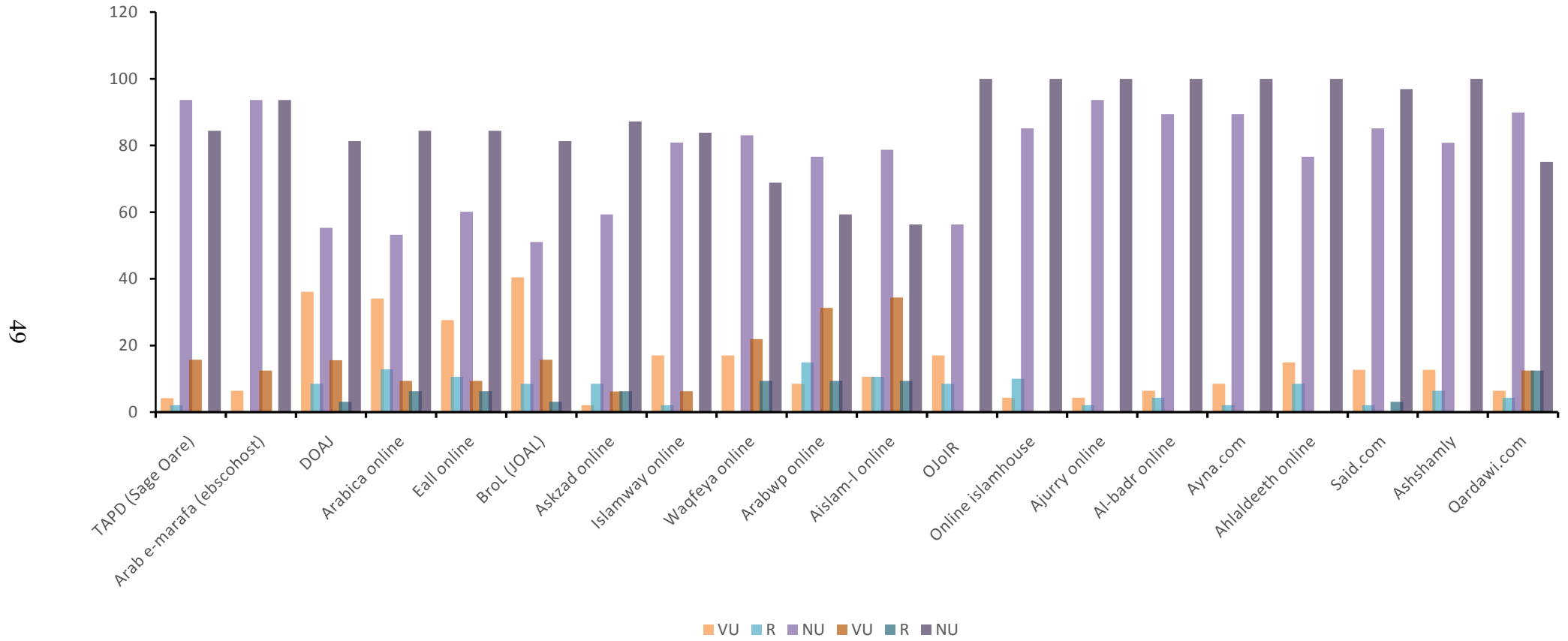


Fig 2: Level of usefulness of Online Arabic information resources by the respondents in ABU and BUK.

The table 4.5 and Fig 2 showed the responses of the respondents of the usefulness of online Arabic information resources by the Academics teaching Arabic and Islamic Studies in ABU Zaria. It was discovered that majority of the Academics in both ABU Zaria and BUK indicated that online Arabic information resources outline to them were not useful with the highest frequency of over 60% response scores respectively. It was only at ABU Zaria that Brill online (Journal of Arabic Literature) EALL online, JAIS (Journals of Arabic and Islamic Studies) and Arabica online were found to be very useful with the highest frequency of over 50% response scores.

However, The above finding from both Universities showed that majority of Academics teaching Arabic and Islamic Studies ABU Zaria and BUK were not using online Arabic information resource due to lack of awareness of the resources and lack of computer literacy skills which is not surprising with A t-test analysis conducted by Ibrahim (2004), to measure use of e-resources and detect factors that deter effective and frequent use. A criterion of less than 0.05 was used to determine the significance of use. Figures show that frequency of use of e-resources was significantly low for most types of e-resources due to lack of awareness.

Similarly, the finding of Egberongbe (2011) investigated the 'Use and Impact of Electronic Resources at the University of Lagos Nigeria'. The findings showed that 32(28.6%) of the lecturers studied were not using library electronic resources due to lack of awareness of the resources. This finding corroborated that of Renwick (2009) who examined the knowledge and use of electronic information resources by faculty at the University of West Indies. The findings showed high level of awareness (80%) of electronic resources made available by the library; but low use of the library specific

resources; 83% of respondents acquired skills to use electronic resources through self-teaching, and they still expressed a need for training.

4.2.1.2 Means of Accessing Online Arabic Information Resources by the Academics of ABU and BUK

A list of options was provided for the respondents to indicate as many relevant options as possible as shown in the table 4.7 below.

Table 4.6 Means of Accessing Online Arabic Information Resources by the Academics of ABU and BUK

Means of Accessing Online Arabic Information Resources by the Academics of ABU and BUK	UNIVERSITIES			
	ABU Zaria		BU Kano	
	F	%	F	%
Internet (Cable and Wireless)	42	89.4	0	0.0
GSM Network	18	38.3	25	78.1
Internet Café	11	23.4	17	53.1
Modem	32	68.1	25	78.1
Through library website	10	21.3	0	0.0
Search engines	28	59.6	31	96.9

Means of Accessing Online Arabic Information Resources by the respondents in ABU Zaria and BU, Kano

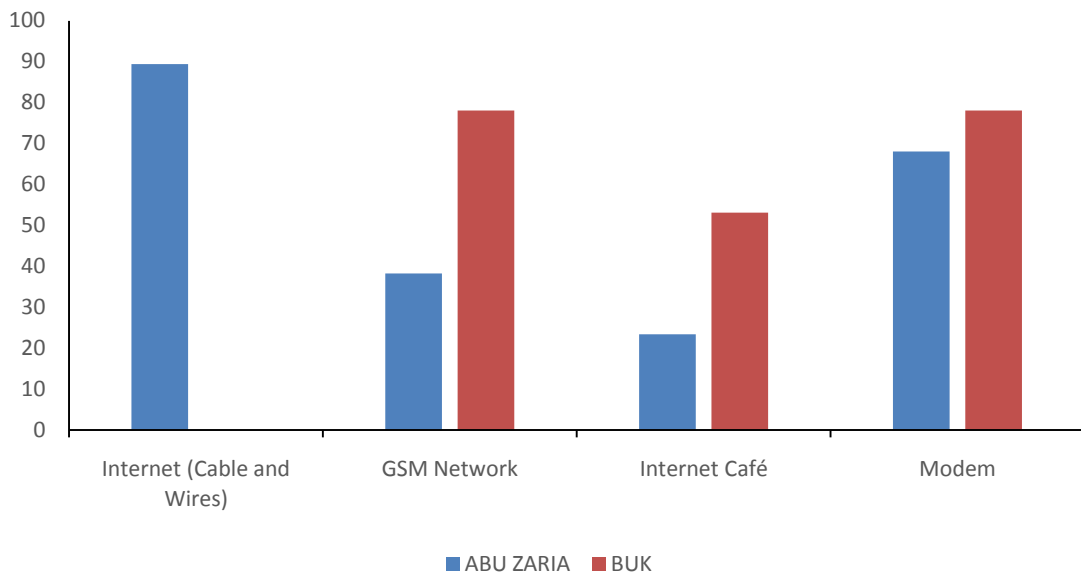


Fig. 3 Means of accessing online Arabic information resources by the Academics of ABU and BUK

Table 4.6 above revealed Internet (Cable and Wires) were the means of accessing online Arabic information resources with highest frequency of 80% responses score by the Academics in ABU Zaria due to availability of internet connectivity in the institution. Whereas internet Café were also another means of accessing online Arabic information resources with the least frequency of less than 23% responses respectively. However at BUK, that GSM Network and personal Modem were the means of accessing online Arabic information resources resource with the highest frequency of Over 70% responses scores by the Academics due to lack of Internet connectivity in the offices and poor ICT finicalities. The study went further to discovered that Over 60% and 90% of the respondents in ABU and BUK access online Arabic information resources through GOOGLE and other search engine instead to search through available online library databases. This finding is supported by earlier finding of Madhusudhan (2007) reveals that most research scholars at Delhi University, used search engines more than

subject gateways or Web directories to locate information. This finding is not agreed by Abdul Mannan Khan (2009) noted that a majority of research scholars and Faculty members of JMI and JNU Universities were able to access online database through central universities library website. This shows that there is need for both Universities library to organize more training to their academics especially those teaching Arabic and Islamic on the use of online database available.

As follow up to the above research question raised in to outline the frequency on how online Arabic information resources are being used by Academics in ABU and BUK, the respondents were asked to indicate as many option as applied on the table below table 4.9

Table 4.7: Ways by which Academics Access and Used of Online Arabic Information Resources in ABU Zaria and BUK

Means of Access and Used Online Arabic Information Resources Available	ABU Zaria		BU Kano	
	F	%	F	%
By direct reading from Net	46	97.9	32	100
By downloading the information resources	38	80.9	32	100
By mere cut and paste	8	17.0	6	18.8
By saving the document in any storage devices	18	38.3	6	18.8
By printing the content of the document	33	70.2	19	59.4
Downloading forwarded document from an email	6	12.8	10	31.3

Ways by which Academics of ABU and BUK used Online Arabic Information Resources Available

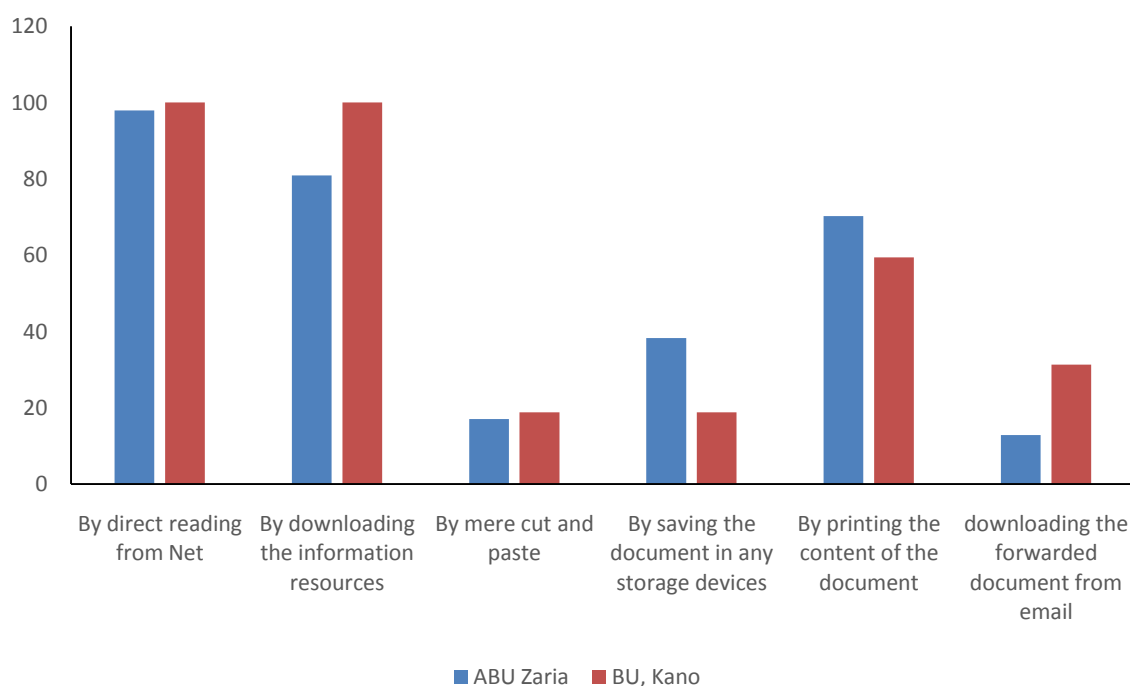


Fig. 4 Ways by which Academics access and Utilisation the online Arabic Information Resources available in ABU Zaria and BUK

Table 4.7: And Fig. 4above revealed that Academics Arabic and Islamic studies at ABU Zaria and BUK access and use online Arabic information resources through direct reading from the net, downloading the information resource and printing the content of the document with the highest frequency of over 70% and 100% responses scores respectively.

On the other hand, the use of cut and paste, saving the document in the storage devises

were found to be the least means of access and use of online Arabic information resources with frequency of less than 20% responses scores. However, from the result, it shows that majority of the respondents prepare reading from the net and downloading the information resource then printing the content of the document

4.2.1.3 Purposes of Access and Utilization of Online Arabic Information Resource by the Academics in ABU Zaria and BUK

The researcher further sought to find out the purposes of accessing and utilization of online Arabic information resources by the Academics in ABU Zaria and BUK. In order to obtain the answers, the respondents were asked to indicate their purposes of using online Arabic information resources in their respective institutions as outline in the table below

Table 4.8: Purposes of Access and Utilisation of Online Arabic Information Resource by the Academics in ABU Zaria and BUK

Purpose of access and use of online Arabic Information Resources by the respondents of ABU Zaria and BUK	Universities			
	ABU Zaria		BU Kano	
	F	%	F	%
Research activities	40	85.1	32	100
Paper writing for publication	24	51.1	23	71.9
Teaching	27	57.4	15	46.9

Seminar/workshop presentation	21	44.7	12	37.5
Self-development	8	17.0	1	3.1
Consultancy service	16	34.0	2	6.3
Community development	5	10.6	6	18.8
Lecture Note	32	68.1	24	75.0
Thesis/ Dissertation writing	37	78.7	25	78.1

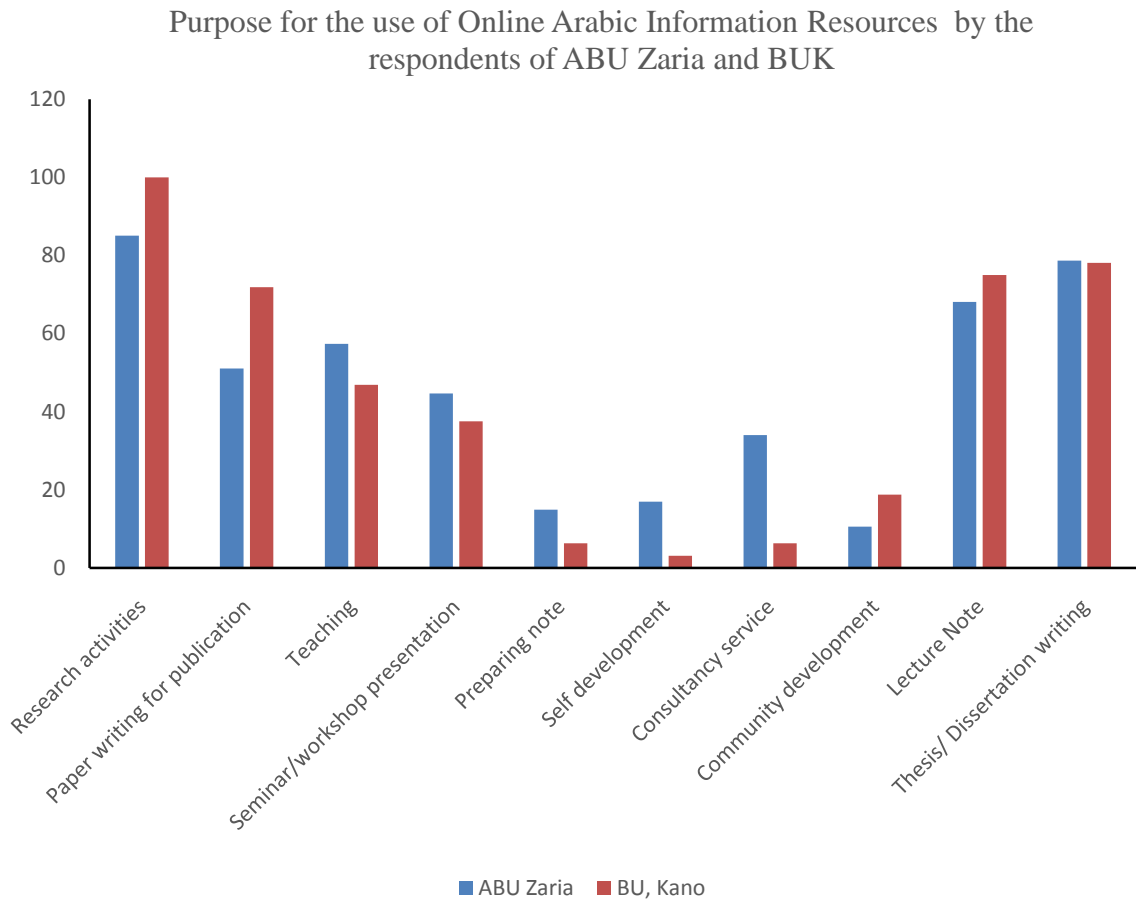


Fig. 5. Purposes of Access and Utilization of Online Arabic Information Resource by the Academics in ABU Zaria and BUK

Table 4.8 and Fig 5 revealed the response of the respondents on the reasons/purpose for access and utilization online Arabic information resources that research activities a, thesis writing, lecture note, teaching, preparing writing for publication were the major reasons for access and use of online Arabic information resources with highest frequency over 60% and 90% responses score by the Academics in ABU Zaria and BUK whereas Self-development and community development were the least frequency of less than 15% responses score respectively. However, this finding showed that majority of the respondents in both ABU and BUK were using online Arabic information resources purposely for research activities and thesis writing. This finding

corroborates the finding of Talhami, (2009) reports Arabic database are used for research purposes, about one-quarter to one third used it to prepare lectures and gain subject knowledge. But it also confirmed the earlier finding of Obaje and Camble (2008), report that library database are mostly used for literature searches during project/dissertation and thesis writing as well as personal research by staff. Similarly the report was also agreed Ansari and Zuberi (2010) report that about one-third (32%) of respondents use electronic resource for research. About one-quarter (29.4%) use it to prepare lectures and 24.8% for gaining subject knowledge.

4.2.1.4: Extent of Satisfaction with the Use Online Arabic Information Resources by the Academics in ABU Zaria and BUK

This is to find out the frequency at which Academics were satisfied with the online Arabic information resources available in ABU Zaria and BUK. In doing this, a list of options to the respondents to determine their level of satisfaction of the resources and the responses were captured and presented in table 4.11 and Fig. 9

Table 4.9: Extent of Satisfaction with the Use Online Arabic Information Resources by the Academics in ABU Zaria and BUK

Types of Universities information resource	Types of Universities											
	ABU Zaria						BU Kano					
	HS		RS		NS		HS		RS		NS	
	F	%	F	%	F	%	F	%	F	%	F	%
Ahlaldeeth online	6	12.8	5	10.6	36	76.6	0	0.0	0	0.0	32	100.0
AIslam-L online	5	10.6	5	10.6	37	78.7	10	31.2	4	12.5	18	56.3
Ajurry online	2	4.3	5	10.6	40	85.1	0	0.0	0	0.0	32	100.0
Al-badr online	2	4.3	1	2.1	44	93.6	0	0.0	0	0.0	32	100.0
Arab e-Marafa	1	2.1	1	2.1	45	95.8	5	15.8	0	0.0	27	84.9
Arabic Paryrolog	2	4.3	1	2.1	44	93.6	4	12.5	0	0.0	28	87.5
Arabwq online	4	8.6	7	14.9	36	76.6	8	24.9	5	15.6	19	59.9
Arabica online	12	25.5	10	21.3	25	53.2	2	6.2	3	9.9	27	84.4
Askzad online	1	2.1	4	8.5	42	89.3	2	6.1	2	6.3	28	87.5
Ashshamlay	4	8.6	1	2.1	42	89.4	0	0.0	0	0.0	32	100.0
Ayna.com	3	6.4	2	4.3	42	89.4	0	0.0	0	0.0	32	100.0
Brill online (JAL)	17	36.1	6	12.8	24	51.1	5	5.6	1	3.1	26	81.3
EALL Online	13	27.6	5	10.6	29	61.7	2	6.3	3	9.4	27	84.4
Islamay Online	8	17.0	1	2.1	38	80.9	2	6.2	0	0.0	30	93.8
JAIS Online	2	4.3	1	2.1	44	93.6	0	0.0	0	0.0	32	100.0
Online islamhous	2	4.3	5	10.6	40	85.1	0	0.0	0	0.0	32	100.0
Online JISR	8	17.0	4	8.5	35	74.5	0	0.0	0	0.0	32	100.0
Qardawi.com	2	4.2	4	8.5	41	87.2	4	12.6	1	3.1	27	84.4
Saidul.com	6	12.8	1	2.1	42	89.4	0	0.0	0	0.0	32	100.0
Waqfeyyaonline	8	17.0	0	0.0	39	83.0	5	15.7	4	12.5	23	71.9

KEY HS-Highly Satisfied RS-Rarely Satisfied NS-Not Satisfied

(DOAJ)=Jais Online Database, BroL (JOAL) = Brill online (Journal of Arabic Literature), OJoIR = Online Journals of Islamic Religion, TAPD (sage oare) = The Arabic Paryrology Database (Sage Oare)

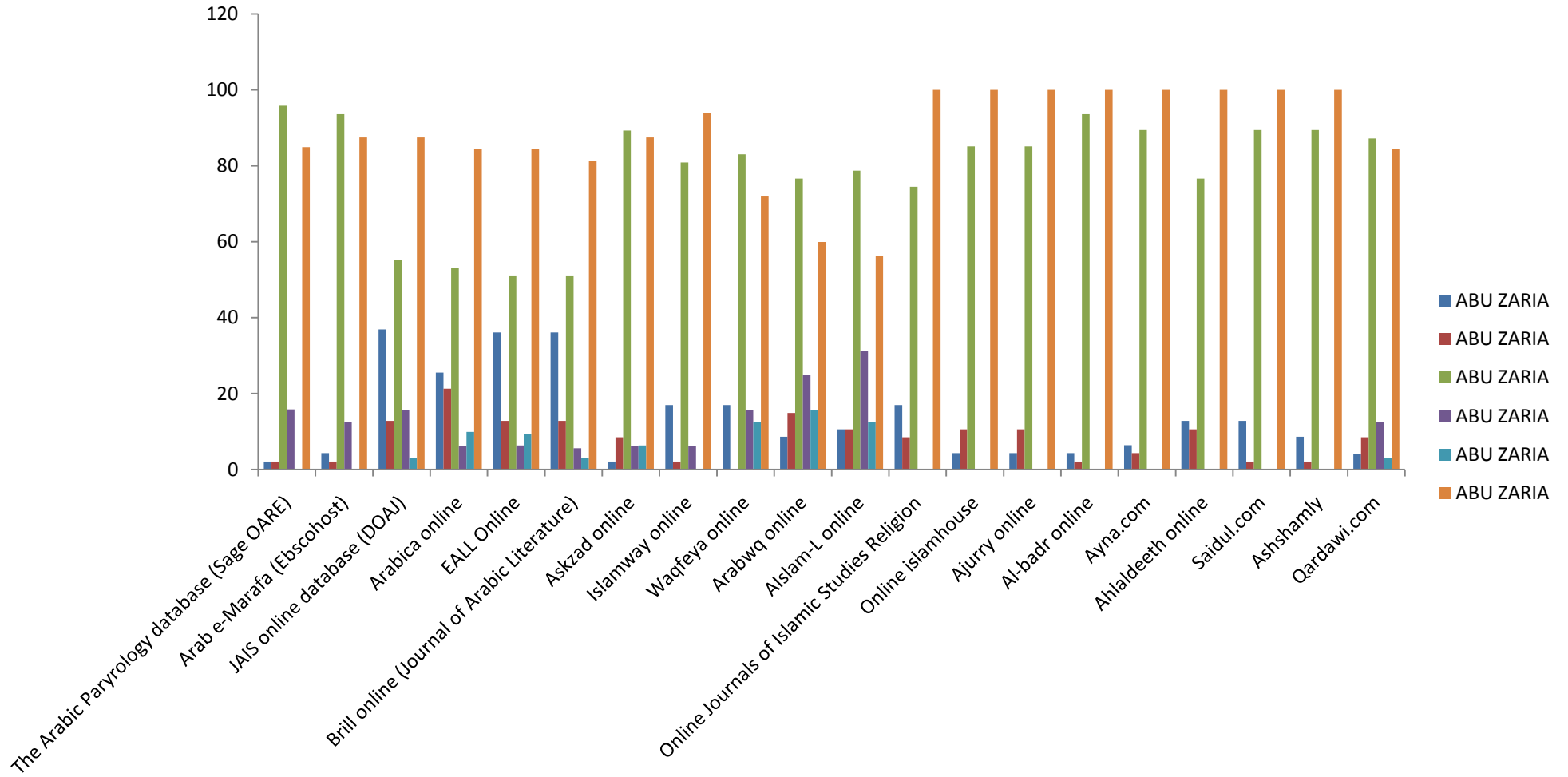


Fig.6: Extent of Satisfaction with the Use of Online Arabic Information Resources by the Academics in ABU Zaria and BUK

The table 4.9 and Fig. 6. above revealed that Brill online (Journal of Arabic Literature) EALL online , JAIS (Journal of Arabic and Islamic Studies) and AIslam-L online were the types of online Arabic Information resources indicated highly satisfied with highest frequency of over 25% response score by the Academics of both ABU Zaria and BUK. Whereas, Ajurry, Arab e-Marafa (Ebscohost) and Askzad online were the types of online Arabic Information resources indicated highly satisfied with least frequency of less than 10% response score by the Academics of both ABU Zaria and BUK respectively. On the other hand, it was observed that majority of the Academics teaching Arabic and Islamic Studies in both ABU Zaria and BUK found were not satisfied with highest frequency of over 80% and 100% response score respectively. This corroborate the earlier finding of Hafeez (2010) that Slow internet connectivity, Poor ICTs facilities, lack of access to low cost printers in the library, using advanced search strategy of most databases, and lack of awareness of most of the e resources are significant contributors for the low level of satisfaction and patronage of customers.

4.2.1.5: The Extent of Relevance of Online Arabic Information Resources to the Need of Academics in ABU and BUK

The researcher further sought to find out the extent of relevance of Online Arabic Information Resources to their Academic needs by Academic in ABU Zaria and BUK. In order to obtain the answers, the respondents were asked to indicate their option as many as relevant to their need.

Table 4.10: The Extent of Relevance of Online Arabic Information Resources to the Need of Academic Activities in ABU and BUK

Types of information resources	Universities											
	ABU Zaria						BU Kano					
	VR		RR		NR		VR		RR		NR	
	F	%	F	%	F	%	F	%	F	%	F	%
Ahlaldeeth online	16	34.0	5	10.6	26	55.3	16	50.0	10	32.3	6	18.8
AIslam-L online	17	36.2	7	14.9	23	48.9	10	31.3	11	34.4	11	34.4
Ajurry online	19	48.6	5	10.6	23	48.9	8	25.0	10	31.2	13	40.7
Al-badr online	30	53.8	6	12.8	11	23.4	15	46.9	9	28.1	8	25.0
Arab e-Marafa	12	25.5	1	2.1	34	72.4	6	18.8	0	0.0	26	81.3
Arabic Paryrology	17	36.1	5	10.6	25	53.2	6	18.6	0	0.0	26	81.3
Arabwq online	15	31.9	10	21.3	21	44.7	14	33.8	5	15.6	13	40.7
Arabica online	33	70.3	5	10.6	9	15.2	23	75.1	4	12.5	4	12.5
Askzad online	26	55.3	8	17.0	13	27.6	12	37.5	11	34.4	9	28.2
Ashshamlay	12	25.5	2	4.3	33	70.2	17	53.1	4	12.5	11	34.4
Ayna.com	26	55.3	11	23.9	10	21.4	9	28.1	15	46.9	8	25.0
Brill online (JAL)	21	44.7	13	27.7	13	27.7	20	62.5	3	9.4	9	28.1
EALL Online	13	7.6	9	19.1	15	53.2	20	62.5	1	3.1	11	39.4
Islamay Online	26	55.3	8	17.0	13	27.6	29	61.7	8	17.0	12	37.5
JAIS Online	30	53.8	6	12.8	11	23.4	15	46.9	9	28.1	8	25.0
Online islamhouse	17	36.2	8	17.0	22	36.8	7	21.9	12	37.5	39	40.7
Online JISR	16	34.0	8	7.0	23	48.9	11	34.4	6	18.8	15	46.9
Qardawi.com	8	17.1	8	17.0	31	66.0	21	65.7	8	25.0	3	9.9
Saidul.com	12	25.5	4	8.5	31	66.0	8	25.0	9	28.1	15	46.1
Waqafeyaonline	29	61.7	8	17.0	10	21.2	13	40.6	11	34.4	8	35.0

KEY VR- Very Relevant RR- Rarely Relevant NR- Not Relevant

(DOAJ)=Jais Online Database, BroL (JOAL) = Brill online (Journal of Arabic Literature), OJoIR = Online Journals of Islamic Religion, TAPD (sage oare) = The Arabic Paryrology Database (Sage Oare).

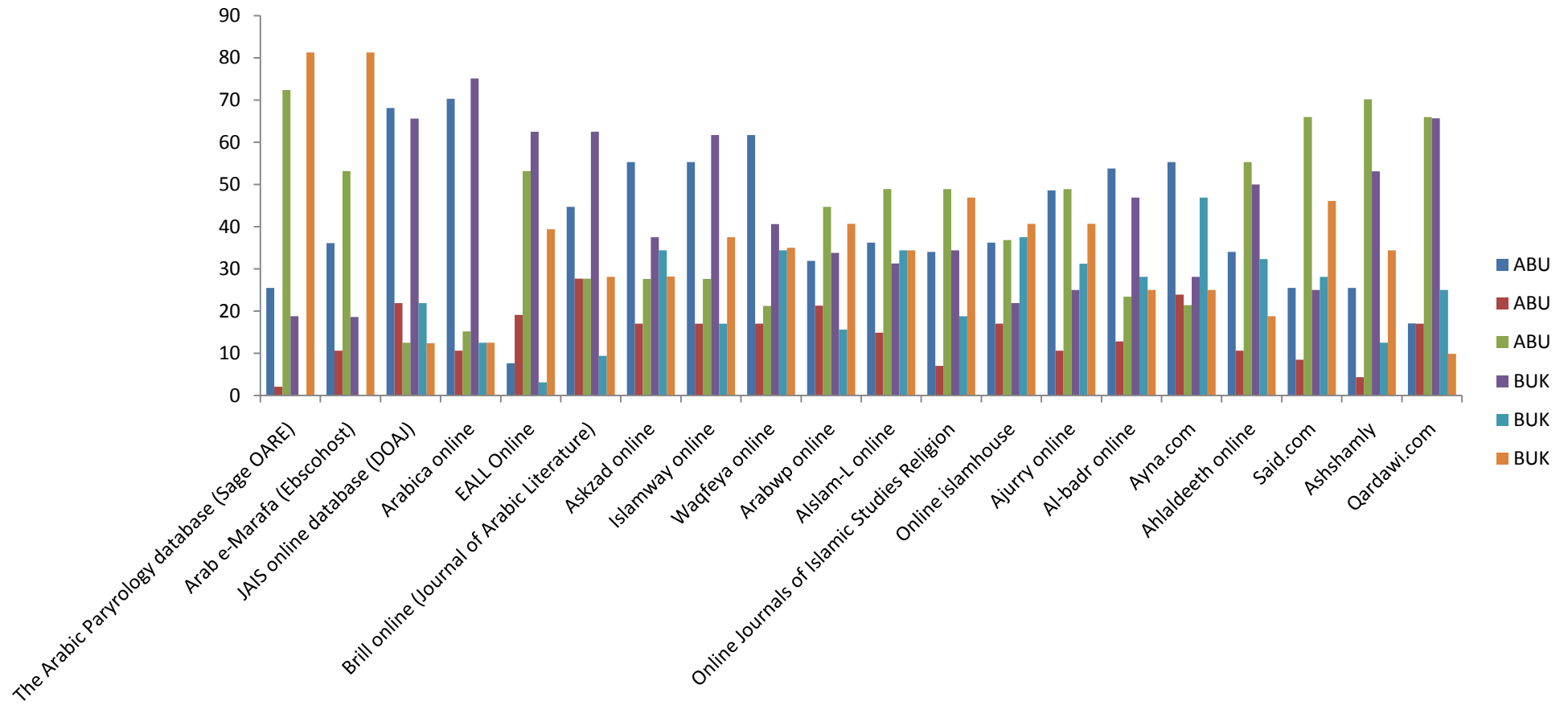


Fig. 7. The extent of relevance of online Arabic Information Resources to the Need of Academic Activities in ABU and BUK

Table 4.10 and Fig 7 above have shown that Arabica, JAIS, and EALL Al-badr-online, Waqafeya, Askzad, Islamway and Aynan.com, Brill online were very relevant online Arabic information resources to the Academic with highest frequency of over 60% responses scores by the Academics in both ABU Zaria and BUK respectively. Whereas, Ajurry online Arabica Arab e-Marafa (Ebscohost), Ashshaml and Qardawi indicated very relevant with the least frequency of less than 20% responses score respectively.

4.2.1.6: Challenges to Access and Utilization of Online Arabic Information Resources by the Academic of ABU Zaria and BUK.

One of the objectives of this research is to identify the major challenges in accessing and utilization of online Arabic information resources by the Academics in ABU Zaria and BU Kano, in order to obtain the answers, the respondents were asked to indicate their challenges in accessing and utilization of online Arabic information resources in their respective institutions as outline in the table below;

Table 4.11: Challenges to Access and Utilisation of Online Arabic Information Resources by the Academic of ABU Zaria and BUK

Challenges faced by the respondents of ABU and BUK in accessing and utilisation of online Arabic information resources.	Universities			
	ABU Zaria		BU Kano	
	F	%	F	%
Not computer literate	33	70.2	24	75.0
Slow Internet connectivity in the institution	46	97.9	31	96.9
Erratic power supply	46	97.9	29	90.6
Poor ICT facilities	39	83.0	32	100

Lack of access to Internet connectivity in the office	37	78.7	30	93.8
Insufficient access to needed journals	32	68.1	31	96.9

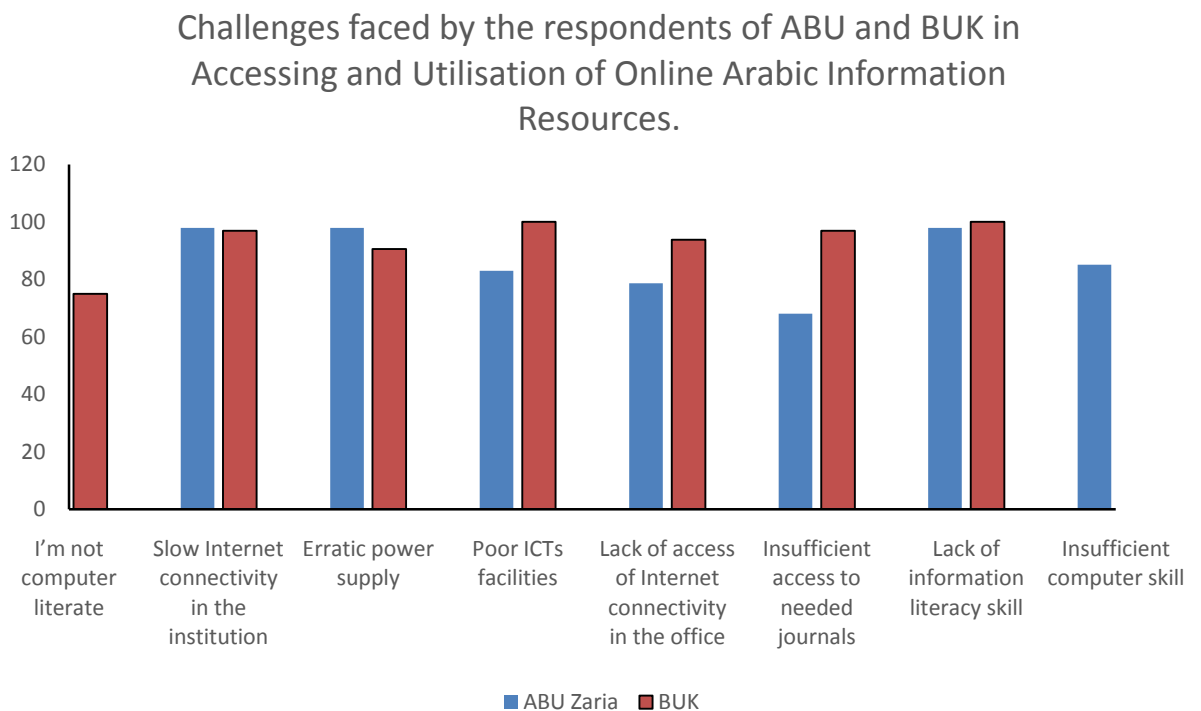


Fig. 8. Challenges to Access and Utilization of Online Arabic Information Resources by the Academic of ABU Zaria and BUK.

From Table 4.11 and Fig.8. Shown that slow Internet connectivity in the institution, Erratic power supply, insufficient computer skill and lack of information literacy skill were the major challenges in accessing and utilisation of online Arabic information resources with highest frequency of over 85% responses scores by the Academics in Ahmadu Bello University Zaria and Bayero University Kano respectively. Whereas, poor ICT facilities and lack of Internet connectivity in the office were the major challenges in accessing and utilisation of online Arabic information resources with highest frequency of 95% and 100% responses scores by the Academics at Bayero University Kano. The prevalence of these challenges was also reported in similar

studies such as Abdullahi and Haruna (2008) who found out that lack of basic knowledge of ICT is the second major constraint after the problem of erratic power supply to the use of electronic resources in the university libraries in Nigeria. The result falls in line with Hafeez (2010) identified various problems the users face while using Arabic electronic resources. Slow internet connectivity, Poor ICTs facilities, lack of access to low cost printers in the library, using advanced search strategy of most databases, and lack of awareness of most of the e resources are significant contributors for the low patronage of customers.

4.2.2 Inferential Analysis

This section presents the result of the inferential statistics used to test the 4 hypotheses formulated for this study. To test all the 4 hypotheses, One Way Analysis of Variance (ANOVA) was used. ANOVA was used to test all the hypotheses because they are all trying to find out the differences among the Arabic and Islamic Studies Departments of Ahmadu Bello University, Zaria and Bayero University Kano.

Hypothesis One

Ho1. There is no significant difference between the types of online Arabic information resources available in Ahmadu Bello University, Zaria and Bayero University Kano
Ho2.

Table 4.12: Analysis of variance on the types of available online Arabic information resources in Ahmadu Bello University, Zaria and Bayero University Kano

Group Statistics

COLLEGE	N	Mean	Std. Deviation	Std. Error	DF	t-value	P	Decisions
ABU ZARIA	47	4.8085	3.24130	.47279	77	3.307	.001	Significant
BUK	32	2.8125	1.28107	.22646				

Table 4.14: shows the analysis of variance on the type of available online Arabic information resources in Ahmadu Bello University, Zaria and Bayero University Kano at ($P < 0.05$) level of significance. From the table, the observed T- value of 3.307 is greater than the P critical value of .001 at the same degree of freedom. This implies that the null hypothesis is rejected. It can therefore be concluded that there is a difference between the types of online Arabic information resources available in Ahmadu Bello University, Zaria and Bayero University Kano.

Hypothesis two

Ho 2. There is no significant difference between the academics in Ahmadu Bello University, Zaria and Bayero University Kano in the type of online Arabic information resources they access and utilise.

Table 4.13: Analysis of variance between the academics in Ahmadu Bello University, Zaria and Bayero University Kano in the type of online Arabic information resources they access and utilize.

COLLEGE	N	Mean	Std. Deviation	Std. Error	DF	t-value	P	Decisions
ABU ZARIA	47	4.2766	2.92443	.42657	77	2.745	.008	Significant
BUK KANO	32	2.7813	1.15659	.20446				

Table 4.13 shows the analysis of variance between the Academics teaching Arabic and Islamic Studies in Ahmadu Bello University, Zaria and Bayero University Kano in the

type of available online Arabic information resources access and utilised at ($P < 0.05$) level of significance. From the table, the observed T- value of 2.745 is greater than the P critical value of .008 at the same degree of freedom. This implies that the null hypothesis is also rejected. It can therefore be concluded that there is a difference between the academics in Ahmadu Bello University, Zaria and Bayero University Kano in the type of online Arabic information resources they access and utilise. This justify by the t-value of 2.745 as significant at 1% level.

Hypothesis three

Ho3. The type of online Arabic information resource available and are being utilised by the academics in Ahmadu Bello University, Zaria and Bayero University Kano have no significant effect on their level of satisfaction in the resource.

Table 4.14: Analysis of variance on the types of online Arabic information resources available and are being utilised by the academics in Ahmadu Bello University, Zaria and Bayero University Kano have no significant effect on their level of satisfaction in the resource.

COLLEGE	N	Mean	Std. Deviation	Std. Error	DF	t-value	P	Decisions
ABU ZARIA	47	1.6426	.42783	.06241	77	3.482	.001	Significant
BUK KANO	32	1.3625	.18535	.03277				

Table 4.14 shows the analysis of variance the types of online Arabic information resources available and are being utilised by the academics in Ahmadu Bello

University, Zaria and Bayero University Kano have no significant effect on their level of satisfaction at ($P < 0.05$) level of significance. The observed T- value of 3.482 is greater than the P-critical value of .001 at the same degree of freedom. This implies that the null hypothesis cannot be retained but rejected. It can therefore be concluded that the types of online Arabic information resources available and are being utilised by the academics in Ahmadu Bello University, Zaria and Bayero University Kano have no significant effect on level of satisfaction in the resource.

Hypothesis Four

Ho4. The online Arabic information resource available and are being utilised by the academics in Ahmadu Bello University, Zaria and Bayero University Kano have no significant relationship with the needs of the academics

Table 4.15: Analysis of variance on the online Arabic information resources available and are being utilised by the academics in Ahmadu Bello University, Zaria and Bayero University Kano have no significant relationship with the need of Academics.

COLLEGE	N	Mean	Std. Deviation	Std. Error	DF	t-value	P	Decisions
ABU ZARIA	47	2.8000	.82587	.12047	77	-.486	.628	Not significant
BUK KANO	32	2.8797	.51020	.09019				

Table 4.15 shows the analysis of variance the online Arabic information resource available and are being utilised by the academics in Ahmadu Bello University, Zaria and Bayero University Kano have no significant relationship with the needs of the academics at ($P < 0.05$) level of significance. From the table, the observed T-value of -

.486 is less than the P-critical value of .628 at the same degree of freedom. Also, the observed level of significance is 0.000. This means that the null hypothesis which says there is no significant relationship in the types of online Arabic information resource available and are being utilising by the academics in Ahmadu Bello University, Zaria and Bayero University to determine their need is accepted. It can therefore be deduced that there is significant relationship in the types of online Arabic information resource available and are being utilised by the academics in Ahmadu Bello University, Zaria and Bayero University to their need.

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CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter provides the summary of the study, findings, conclusion and recommendations.

5.2 Summary of the Study

This study was carried out to investigate the Access and Utilisation of Online Arabic Information Resources by the Academics in Ahmadu Bello University, Zaria and Bayero University, Kano. To do this, seven research questions were formulated and four hypotheses were tested. The literature was review according to the research question pattern.

A survey method was employed in the conduct of this study. The total number of 126 (62.7%) Academics teaching Arabic and Islamic Studies in Ahmadu Bello University, Zaria and Bayero University Kano (Arabic Faculty of Art, ABU Zaria, Art and Social Science Education, ABU Zaria, Institute of Education ABU Zaria, Arabic and Islamic Education, ABU Zaria, Centre for Islamic and Legal Studies ABU Zaria, Arabic Department, BUK, Sharia and Islamic studies, BUK were used for this study. The instrument used for data collection was questionnaire; the data collected for the study were presented and analyzed using both descriptive statistics and inferential statistics. Frequency distribution tables, percentages and histograms were used for the descriptive statistics while One Way Analysis of Variance (ANOVA) and T-test were used to test the four hypotheses formulated and determine the areas of differences among the Academics teaching Arabic and Islamic Studies in both Universities. The study found out about that over 61% of Academics teaching Arabic and Islamic Studies in Ahmadu

Bello University, Zaria and Bayero University Kano were not accessing and utilised the available online Arabic information resources due to lack of awareness of their availability and problem associated with the resources.

5.3 Summary of Major Findings

Based on the data collected and analyzed for this study, the following are the major findings:

1. Out of twenty online Arabic Information resources listed to the Academics in Ahmadu Bello University, Zaria and Bayero University Kano, the study discovered that:
 - a. Brill online (Journal of Arabic Literature) JAIS online database (DOAJ) and Arabica, Al-badr online and Arabwq were the types of online Arabic information resources which the Academics in both ABU Zaria and BU Kano respectively were aware of.
 - b. Brill online (Journal of Arabic Literature) JAIS online database (DOAJ) and Arabica online, Al-badr online and Arabwq online were the types of online Arabic information resources used by the Academics in both ABU Zaria and BUK respectively.
2. On how and where Academics access and use online Arabic information resources available, the study revealed that:
 - a. Over 70% of the respondents indicated GSM Network and personal Modem as the means of accessing online Arabic information resource in BUK due to lack of Internet connectivity in the offices.
 - b. Over 60% and 90% of the respondents in ABU and BUK access online Arabic information resources through GOOGLE and other search engines

instead of searching through available online library databases.

3. That over 60% and 90% of the Academics teaching Arabic and Islamic studies in both ABU and BUK respectively access and utilise online Arabic information resources for the purpose of research activities, theses writing, lecture notes, teaching and preparing writing for publication.
4. On the challenges faced by the Academics in accessing and utilisation of online Arabic information resources listed to them, it was discovered that:
 - a. Slow Internet connectivity in the institution, erratic power supply, insufficient computer and lack of information literacy skills were the major challenges in accessing and utilisation of online Arabic information resources with the highest frequency of over 85% by the Academics in Ahmadu Bello University Zaria and Bayero University Kano respectively.
 - b. Poor ICT facilities and lack of Internet connectivity in the offices were also the major challenges in accessing and utilisation of online Arabic information resources with the highest frequency of 95% and 100% by the Academics at Bayero University Kano.
5. Out of twenty online Arabic Information resources listed to the Academics teaching Arabic and Islamic Studies in Ahmadu Bello University, Zaria and Bayero University Kano, the study discovered that 80% and 100% of the respondents found were not satisfied due to lack of information literacy skill and other problems associated with accessing the resources
6. Out of twenty online Arabic Information resources listed to the Academics teaching Arabic and Islamic Studies in Ahmadu Bello University, Zaria and Bayero University Kano, the study discovered that Arabica, JAIS online, and EALL Al-badr-online, Waqafeya, Askzad, Islamway and Aynan.com and Brill

online (Journals of Arabic literature) were found very much relevant to the need of their Academic activities.

7. Out of twenty online Arabic Information resources listed to the Academic teaching Arabic and Islamic Studies in Ahmadu Bello University, Zaria and Bayero University Kano, the study discovered that Brill online (Journal of Arabic Literature) and EALL online, JAIS online database (DOAJ), Arabica online, Arabwp online, Alslam-L online were very much valuable to their Academic activities
8. There is no significant difference between the types of online Arabic information resources available in Ahmadu Bello University, Zaria and Bayero University Kano.
9. . There is no significant difference between the academics in Ahmadu Bello University, Zaria and Bayero University Kano in the type of online Arabic information resources they access and use
10. That there is significant relationship between the needs of the academics of Ahmadu Bello University, Zaria and Bayero University Kano on online Arabic information resources available
11. The type of online Arabic information resource available and being utilised by the academics in Ahmadu Bello University, Zaria and Bayero University Kano have no significant effect on the level of satisfaction.

5.4 CONCLUSION

Based on the findings of the study, it could be concluded that majority of Academics teaching Arabic and Islamic studies in both Ahmadu Bello University Zaria and Bayero University Kano were not accessing and utilising available online Arabic information

resources due to lack of awareness of their availability, lack of information literacy skills and problems associate with the resources. Therefore, they need training on how to access and make use of the available online databases in the University libraries' website in order to improve their teaching and research activities.

However, there is no doubt that if all Academics would be trained on how to access and use the online Arabic information resources available, there will be high of online access and usage, higher quality teaching and research activities, and above all high level satisfaction with online Arabic information resources available.

5.5 RECOMENDATIOS

Arising from the findings of this study, the following recommendations are made:

1. University library should take a leading role to create more awareness among Academics on the online databases made available to them through different communication channels.
2. In order to increase the accessibility and usability of online databases by the Academics, the study therefore, recommended that there is need for both university libraries to organize more training in order to increase the level of awareness of their resources to enhance information resource utilization among their customers.
3. The staff of the University library ICT or Computer centers must be skill enough to assist Academics and other researchers when they face any problem in accessing and utilising online information resources
4. The University Management should: Provides internet connectivity to each lecturer's office especially in Bayero University Kano, so as to enable the

library to provide online services to them at the comfort of their offices.

5. The Library should facilitate access to online Arabic information resources by making them available on the library website
6. That the Academics should not only base the use of online Arabic information resources on teaching, learning and research but rather encourage in community development services and also consultancy services.

5.6 SUGGESTION FOR FURTHER RESEARCH

1. Online Arabic information resource: An analysis of the availability and usage in Ahmadu Bello University Zaria and Bayero University Kano
2. Use of online Arabic Information Resource by Arabic postgraduate students in Ahmadu Bello University, Zaria and Bayero University Kano.

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Appendix 1

QUESTIONNAIRE ON ACCESS AND UTILISATION OF ONLINE ARABIC INFORMATION RESOURCES BY THE ACADEMICS IN AHMADU BELLO UNIVERSITY, ZARIA AND BAYERO UNIVERSITY KANO

Department of Library and information Science,
Faculty of Education,
Ahmadu Bello University, Zaria
30th Oct, 2013

Dear Respondent,

I am an MLS student in the above named department conducting a research entitled “Access and Utilisation of online Arabic information resource by the Academic in Ahmadu Bello University, Zaria and Bayero University, Kano”

This research is essentially for academic purposes. You are one of those selected in your department for this exercise. Kindly assist to respond to the questions in this questionnaire.

All the information given will be used strictly for the research purpose only.
Thank you for your anticipated cooperation.

Yours sincerely,

Hamza Ukashatu Musa
08065639006/08071342217
hamzaukashat@gmail.com

Appendix 2

SECTION A: Personal Background Information

1. Gender
Male
Female
2. Institution :
 - a. ABU Zaria
 - b. BUK Kano
3. Department:
 - a. Art and social science Education
 - b. Arabic faculty of art
 - c. Arabic and Islamic studies Institute of education
 - d. Centre for Islamic and Legal Studies
 - e. Arabic BUK
 - f. Islamic Studies BUK
4. Educational Qualification (please tick the relevant options)
 - a. BA
 - b. B. ED
 - c. MA
 - d. M. ED
 - e. PhD others please specify...
5. Teaching Experience 0-5 6-10 11-20 21years and above

SECTION B: Availability of online Arabic information resources in ABU Zaria and BUK.

6. What types of online Arabic information resources are you aware that are available in your institution for the use of the academics?
(Please Tick the relevant options)
 - a. The Arabic Paryrology database (Sage OARE)
 - b. Arab e-Marafa (Ebscohost)
 - c. JAIS online database (DOAJ)
 - d. Arabica online
 - e. EALL Online
 - f. Brill online (Journal of Arabic Literature)
 - g. Ajurry online
 - h. Askzad online
 - i. Islamway online
 - j. Waqfeya online
 - k. Arabwp online
 - l. AIslam-L online
 - m. Journal Of Islamic And Arabic Education
 - n. Index islamicusis
 - o. Ahlaldeeth online
 - p. Online islamhouse
 - q. Ayna.com
 - r. Al-badr online
 - s. Ashshamly
 - t. Qardawi.com
7. What types of online Arabic information resources do you use in your institution?

(Please Tick the relevant options)

- a. The Arabic Paryrology database (Sage OARE) ()
- b. Arab e-Marafa (Ebscohost) ()
- c. JAIS online database (DOAJ) ()
- d. Arabica online ()
- e. EALL Online ()
- f. Brill online (Journal of Arabic Literature) ()
- g. Ajurry online ()
- h. Askzad online ()
- i. Islamway online ()
- j. Waqfeya online ()
- k. Arabwp online ()
- l. AIslam-L online ()
- m. Journal Of Islamic And Arabic Education ()
- n. Index islamicusis ()
- o. Ahlaldeeth online ()
- p. Online islamhouse ()
- q. Ayna.com ()
- r. Al-badr online ()
- s. Ashshamly ()
- t. Qardawi.com ()

8. How often do you use the online Arabic information resources available in your institution?

S/N	Types of online Arabic information resources available	Level of Use				
		Very often	Often	Undecided	Rarely	Not often
A	The Arabic Paryrology database (Sage OARE)					
B	Arab e-Marafa (Ebscohost)					
C	JAIS online database (DOAJ)					
D	Arabica online					
E	EALL Online					
F	Brill online (Journal of Arabic Literature)					
G	Ajurry online					
H	Askzad online					
I	Islamway online					
J	Waqfeya online					
K	Arabwp online					
L	AIslam-L online					
M	Journal Of Islamic And					

	Arabic Education					
N	Index islamicusis					
O	Ahlaldeeth online					
P	Online islamhouse					
Q	Ayna.com					
R	Al-badr online					
S	Ashshamly					
T	Qardawi.com					

SECTION C: How do the Academics in ABU Zaria and BUK access and utilize the online Arabic information resources available in your institution

9. Which of the followings are the means of accessing online Arabic information resources in your institutions?

(Please Tick the relevant options)

- a. Internet (Cable and wires)
- b. GSM Network
- c. Internet Café
- d. Modem
- e. Others please (specify).....

10. How can you access the online Arabic information resources in your institution?

(Please Tick the relevant options)

- a. Through library website
- b. Search Engines
- c. Others please specify.....

11. Where did you access the online Arabic information resources available in your institution?

(Please Tick the relevant options)

- a. At home
- b. At the office
- c. Class hour
- d. Internet Café
- e. **Others specify**.....

12. How do you use the online Arabic information resources in your institution?

(Please Tick the relevant options)

- a. By direct reading from Net
- b. By downloading the information resources
- c. By mere cut and paste
- d. By saving the document in any storage devices
- e. By printing the content of the document
- f. downloading the forwarded document from email

SECTION D: PURPOSES OF ACCESS AND USE OF ONLINE ARABIC INFORMATION RESOURCE IN ABU ZARIA AND BUK

13. For what purpose do you use the online Arabic Information Resources in your university?

(Tick as many as possible)

- a. Research activities ()
- b. Paper writing for publication ()
- c. Teaching ()
- d. Seminar/workshop presentation ()
- e. Preparing note ()
- f. Self-development ()
- g. Consultancy service ()
- h. Community development ()
- i. Lecture Note ()
- j. Thesis/ Dissertation writing ()
- k. Others specify.....

SECTION E: CHALLENGES TO ACCESS AND UTILISATION OF ONLINE ARABIC INFORMATION RESOURCES BY THE ACADEMIC IN ABU ZARIA AND BUK

14. Indicate the challenges you do encounter while accessing and utilising the online Arabic information resources in your institution?

(Please Tick the relevant options)

- a. I'm not computer literate ()
- b. Slow Internet connectivity in the institution ()
- c. Erratic power supply ()
- d. Poor ICTs facilities ()
- e. Lack of access of Internet connectivity in the office ()
- f. Insufficient access to needed journals ()
- g. Lack of information literacy skill ()
- h. Lack of computer literacy skill ()
- i. Others specify.....

SECTION F: EXTENT OF SATISFACTION WITH ONLINE ARABIC INFORMATION RESOURCES BY THE ACADEMICS IN ABU ZARIA AND BUK

15. What is the extent of your satisfaction with the online Arabic information resource available in your institution?

(Please Tick the relevant options)

S/ N	Types of online Arabic information resources available	Level of satisfaction				
		Highly satisfied	satisfie d	Undecid ed	Rarely	Not satisfied
A	The Arabic Paryrology database (Sage OARE)					
B	Arab e-Marafa (Ebscohost)					
C	JAIS online database (DOAJ)					
D	Arabica online					
E	EALL Online					
F	Brill online (Journal of Arabic Literature)					
G	Ajurry online					
H	Askzad online					

I	Islamway online					
J	Waqfeya online					
K	Arabwp online					
L	AIslam-L online					
M	Journal Of Islamic And Arabic Education					
N	Index islamicusis					
O	Ahlaldeeth online					
P	Online islamhouse					
Q	Ayna.com					
R	Al-badr online					
S	Ashshamly					
T	Qardawi.com					

SECTION G: THE EXTENT OF RELEVANCE OF ONLINE ARABIC INFORMATION RESOURCES TO THE ACADEMICS IN ABU AND BUK.

16. Indicate the extent to which the online Arabic information resources available in the institution are relevant to your needs?
(Please Tick the relevant options)

S/N	Types of online Arabic information resources available	Level of relevance				
		Very relevant	Relevant	Undecided	Rarely	Not relevant
A	The Arabic Paryrology database (Sage OARE)					
B	Arab e-Marafa (Ebscohost)					
C	JAIS online database (DOAJ)					
D	Arabica online					
E	EALL Online					
F	Brill online (Journal of Arabic Literature)					
G	Ajurry online					
H	Askzad online					
I	Islamway online					
J	Waqfeya online					
K	Arabwp online					
L	AIslam-L online					
M	Journal Of Islamic And Arabic Education					

N	Index islamicusis					
O	Ahlaldeeth online					
P	Online islamhouse					
Q	Ayna.com					
R	Al-badr online					
S	Ashshamly					
T	Qardawi.com					