

Academic Libraries and E-Learning in Post Covid-19 Global Pandemic in Ignatius Ajuru University of Education

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Abstract

The study examined academic libraries and e-learning in post covid-19 global pandemic in Ignatius Ajuru University of Education. The study was guided by two objectives and two research questions. Two null hypotheses were formulated and tested at 0.05 level of significance. The study adopted the correlational research design. The study population comprises 250 library users in Ignatius Ajuru University of Education. The accidental sampling technique was used to select 201 users of Ignatius Ajuru University of Education Library, which stood as the sample size. The instrument used for the collection of data was a structured questionnaire titled; Academic Libraries and E-learning in Post Covid-19 Global Pandemic (ALEPCGP). Mean and standard deviation were used to answer the research questions while the Pearson Product Moment Correlation Coefficient was used to test the null hypotheses. Findings revealed that there is significant and positive relationship between library usage, academic library services usage and e-learning in post covid-19 global pandemic in Ignatius Ajuru University of Education, Port Harcourt. Based on the findings of the study, it was therefore recommended that librarians and other library users should acquire relevant ICT skills to enable them utilise the enormous library services and resources online which enhances e-learning.

Keywords: Academic Library, Library, E-Learning, Post Covid-19 Pandemic

Introduction

The shutdown of educational institutions all over the globe as a results of the COVID-19 pandemic has contributed to the growth of e-learning. Over 1.2 billion students in 186 countries were impacted by the pandemic in March 2020. During the coronavirus pandemic, countries that are most impacted have experienced a flood in remote learning enrolment. Technology has modified all spheres of life, including education and the library. The advancement of technology has changed the form of education into new role of teaching and learning, known as e-learning, online learning, virtual learning as well as internet learning. The prominence of e-learning is growing in academic institutions. E-learning is flexible, convenience and has the ability to work anywhere, anytime. Ramkumar and Vinayagamoorthy (2020), mentioned that with the emergence of e-learners, libraries have to change the way in which they provide their resources and services in order to accommodate the newly emerging users (e-learners). The development of the pandemic gave the academic library a growing opportunity.

However, the coronavirus pandemic swept the globe, infecting millions and killing hundreds of thousands (Dong et al., 2020). The virus, which was first identified in Wuhan City, China, in December 2019, eventually infiltrated Nigeria on February 27th, 2020, resulting in a communal spread. This has caused many students to disregard the library and has reduced the amount of utilization formerly received by

the library (Adetayo, 2021), thereby challenging the library's cardinal aims. It has also created a change in the way learning occurs which made e-learning very visible. Interestingly, the growth in e-learning, in which education is delivered and supported through computer networks such as the internet, has posed new challenges for librarians and libraries. E-learners and traditional learners now have access to a universe of digital information through the information computer networks. New information and communications technologies, as well as new educational models, require libraries to re-evaluate the way they develop, manage and deliver resources and services. Academic libraries today, are expected to connect to the vast flow of internet-based services so as to encourage e-learning.

Statement of the Problem

E-learning is a network-enabled method of transferring skills and information to many receivers across time as an educational delivery system. It plays a crucial role in teaching and learning activities as a key communicational channel and a source of support. E-learning has many advantages in learning as it provides wide access to information and information resources, reduce barriers to group interaction and telecommunications, support collaborative learning activities, increase engagement and learner's motivation, enhance engagement of learners with each other and their teachers and support active and learning. With the growth of academic libraries e-learning ought to be enhanced.

Despite the importance of academic libraries to e-learning during the covid-19 experience, it appears that some university students and the general public are unaware that academic libraries could enhance e-learning. It is necessary at this point to look into this so as to change the wrong perception of university students which will help them understand that academic libraries could enhance e-learning. It is in line with the above that the study seeks to examine the relationship between academic libraries and e-learning in post covid-19 global pandemic in Ignatius Ajuru University of Education, Port Harcourt.

Purpose of the Study

The study was guided by the following objectives;

1. Investigate the relationship between academic library usage and e-learning in post covid-19 global pandemic in Ignatius Ajuru University of Education, Port Harcourt.
2. Determine the relationship between academic library services usage and e-learning in post covid-19 global pandemic in Ignatius Ajuru University of Education, Port Harcourt.

Research Questions

The following research questions guided the study;

1. How does academic library usage relate to e-learning in post covid-19 global pandemic in Ignatius Ajuru University of Education, Port Harcourt?
2. What is the relationship between academic library services usage and e-learning in post covid-19 global pandemic in Ignatius Ajuru University of Education, Port Harcourt?

Hypotheses

- Ho₁:** There is no significant relationship between academic library usage and e-learning in post covid-19 global pandemic in Ignatius Ajuru University of Education, Port Harcourt.
- Ho₂:** There is no significant relationship between academic library services usage and e-learning in post covid-19 global pandemic in Ignatius Ajuru University of Education, Port Harcourt.

Literature Review

Academic libraries are libraries attached to institutions of higher learning such as Universities, colleges of education, polytechnics and colleges of technology. They primarily established to provide literature support to the programmes of their parent institutions. The academic library is an integrated part of any academic institution. It is the focal point or the heart of educational research. Academic library is very essential as it enable lecturers and students develop their full potential and widen their horizon, which in turn stimulates educational accomplishment (Mmejim & Oporum, 2022). Edom (2012) posited that academic libraries are described as the singular and most important resource in the pursuit of the general goals and objective of institutions of higher learning.

Academic libraries are placed on a central position since all academic activities revolve around it in the institutions of higher learning. Academic library stands as an indispensable tool in the full realization of the educational goals of tertiary institutions. An academic library is the library that serves institutions of higher learning with information resources for supportive teaching, research and learning activities towards the realisation of the objectives of the institution. (Obi et al., 2020 cited in Mmejim & Oporum, 2022). The objective of an academic library is to satisfy the host institution's information needs. Academic librarians in all higher institutions have many responsibilities, including ensuring the smooth operation of institution libraries, providing quality library services to library users, ensuring the consistent dissemination of information resources to users, and ensuring users' satisfaction for whom library services were established.

Library resources can be print and electronic formats such as books, journals, indexes, magazines, newspapers, reports, microfilms, CD-ROMs, computers files. On the other hand, library services include readers and technical services. The readers' services include circulation and reference services while technical services include acquisition, cataloguing, and serials. According to Omotosho and Okiki (2015), library services such as current awareness, indexing and abstracting, photocopying, printing, and bindery are additional services. Library services must fulfill the demands of their customers, particularly students in this situation. These library services can be provided in person or electronically. Asogwa et al. (2015) claimed that most Nigerian university libraries provided non-electronic/internet-based services. The only resemblance to online service were electronic databases.

Due to infrastructure and maintenance difficulties, only a few libraries can give access to electronic databases. This issue is exacerbated because many university libraries in Nigeria were shut down during the COVID-19 epidemic (Nwosu & Asuzu, 2021). Fallows (2020), on the other hand, claims that libraries in developed nations have learnt from their prior experience and attention to pre-pandemic measures. They began swiftly shifting to new ways of providing library services. Fallows emphasizes that when libraries unexpectedly closed their doors, they instantly opened their digital

platforms, partnerships, and creative activity to reach the public in unique ways, thereby creating new methods for patrons to access resources and services.

Methodology

The study employed a correlational research design. The study population comprises 250 library users in Ignatius Ajuru University of Education, Port Harcourt. The accidental sampling technique was used to select 201 users of Ignatius Ajuru University of Education Library, which stood as the sample size. The instrument used for the collection of data was a structured questionnaire titled; Academic Libraries and E-learning in Post Covid-19 Global Pandemic (ALEPCGP). The questionnaire was structured using a four point likert scale of Strongly Agree (SA)⁴, Agree (A)³, Disagree (D)² and Strongly Disagree (SD)¹. Mean and standard deviation were used to answer the research questions while the Pearson Product Moment Correlation Coefficient (PPMC) was used to test the null hypotheses at 0.05 level of significance.

Results

Research Question 1: Does academic library usage relate to e-learning in post covid-19 global pandemic in Ignatius Ajuru University of Education, Port Harcourt?

Table 1: Summary of descriptive statistics on the relationship between academic library usage and e-learning in post covid-19 global pandemic

S/ N	ITEM	$\bar{X}$	SD	CM	REMARK
1.	Library usage enhance my involvement in e-library	2.81	.759	2.50	Agree
2.	Library usage raised my awareness of e-library	2.30	.753	2.50	Disagree
3.	Library usage improved my understanding of e-library tools	2.60	.491	2.50	Agree
4.	Library usage reduced symptoms of fear for e-learning	2.60	.749	2.50	Agree
5.	I became acquainted with e-learning through library usage	2.89	.862	2.50	Agree
Grand Mean		2.64			Agree

Table 1 above presents the summary of descriptive statistics on the relationship between academic library usage and e-learning in post covid-19 global pandemic in Ignatius Ajuru University of Education, Port Harcourt. Specifically, the respondents indicated that they became acquainted with e-learning through library usage (2.89), library usage enhance their involvement in e-library (2.81), library usage improved their understanding of e-library tools (2.60) and library usage reduced symptoms of fear for e-learning (2.60).

Research Question 2: What is the relationship between academic library services usage and e-learning in post covid-19 global pandemic in Ignatius Ajuru University of Education, Port Harcourt?

Table 2: Summary of descriptive statistics on the relationship between academic library services usage and e-learning in post covid-19 global pandemic

S/ N	ITEM	$\bar{X}$	SD	CM	REMARK
6.	E-Library services encourage e-learning	3.01	.747	2.50	Agree
7.	Library electronic resources enhance e-learning	2.80	.847	2.50	Agree
8.	Digital services hearten e-learning	2.90	.492	2.50	Agree

9.	Library databases promote e-learning	2.60	.494	2.50	Agree
10.	Online user education services raises e-learning consciousness	2.42	.491	2.50	Disagree
Grand Mean		2.74			Agree

Table 2 above presents the summary of descriptive statistics on the relationship between academic library services usage and e-learning in post covid-19 global pandemic in Ignatius Ajuru University of Education, Port Harcourt. Precisely, the respondents expressed that e-library services encourage e-learning (3.01), digital services hearten e-learning (2.90), library electronic resources enhance e-learning (2.80) and library databases promote e-learning (2.60).

Tested Hypotheses

Ho₁: There is no significant relationship between academic library usage and e-learning in post covid-19 global pandemic in Ignatius Ajuru University of Education, Port Harcourt.

Table 3: Summary of Pearson Product Moment Correlation Coefficient on the relationship between academic library usage and e-learning

Variables		Library Usage	E-learning
Library Usage	Pearson Correlation	1	.871**
	Sig. (2-tailed)		.001
	N	201	201
	Pearson Correlation	.871**	1
E-learning	Sig. (2-tailed)	.001	
	N	201	201

The result in Table 3 reveals the summary of the relationship between academic library usage and e-learning in post covid-19 global pandemic in Ignatius Ajuru University of Education, Port Harcourt, with a positive and strong r value (.871) which is statistically significant. It can therefore be concluded that the stated null hypothesis was rejected and its alternative upheld with a p-value of $p = .001$ which is less than the level of significance at 0.05 [$p = .001$ $p < 0.05$]. Based on the finding above, it can be stated that there is a significant relationship between academic library usage and e-learning in post covid-19 global pandemic in Ignatius Ajuru University of Education, Port Harcourt.

Ho₂: There is no significant relationship between academic library services usage and e-learning in post covid-19 global pandemic in Ignatius Ajuru University of Education, Port Harcourt.

Table 4: Summary of Pearson Product Moment Correlation Coefficient on the relationship between library usage and e-learning

Variables			Academic Library Services Usage	E-learning
Academic Library Services Usage	Library	Pearson Correlation	1	.743**
		Sig. (2-tailed)		.000
		N	201	201
		Pearson Correlation	.743**	1
E-learning		Sig. (2-tailed)	.000	
		N	201	201

The result in Table 3 reveals the summary of the relationship between academic library services usage and e-learning in post covid-19 global pandemic in Ignatius Ajuru University of Education, Port Harcourt, with a positive and strong r value (.743) which is statistically significant. It can therefore be concluded that the stated null hypothesis was rejected and its alternative upheld with a p -value of $p = .000$ which is less than the level of significance at 0.05 [$(p = .000) p < 0.05$]. Based on the finding above, it can be stated that there is a significant relationship between academic library services usage and e-learning in post covid-19 global pandemic in Ignatius Ajuru University of Education, Port Harcourt.

Discussion of Findings

The findings of the study shall be discussed as follows:

Academic Library Usage and E-Learning

The finding of hypothesis one revealed that there is significant and positive relationship between academic library usage and e-learning in post covid-19 global pandemic. This infers that the continuous use of the library encourages e-learning. The finding of this study is in support of Adetayo (2021) who affirmed that library services usage has a very strong relationship between e-learning. This assertion goes further to reiterate the fact that consistent academic library usage enhances e-learning. Ramkumar and Vinayagamoorthy (2020) posits that this suggests that libraries have become essential enablers of digital learning. During and after the pandemic, the shift toward e-education highlighted the importance of academic libraries as hubs for online resources, digital repositories, and remote access to information. This positive correlation indicates that strengthening academic library systems can enhance the effectiveness of e-learning initiatives, particularly in developing students' research competencies and fostering continuous learning.

Academic Library Services Usage and E-Learning

The finding of hypothesis one revealed that there is significant and positive relationship between academic library services usage and e-learning in post covid-19 global pandemic. A further interpretation of this finding shows that academic library services when adequately discharged online enhances the occurrence of e-learning. The finding of this study is in line with Omotosho and Okiki (2015), whose study expressed that the introduction of electronic libraries as one of the library services into the education process made e-learning possible. Library services have the potential to significantly change fundamental aspects of the classroom in ways that could have an enormous impact on teaching and learning. Adebowale et al. (2022) avows that the integration of library services with e-learning platforms has enhanced the accessibility, flexibility, and quality of education for students globally. Libraries now play a central

role in digital literacy training, online research assistance, and open educational resource provision.

Conclusion

The study was concerned with the relationship that exist between academic libraries and e-learning in post covid-19 global pandemic in Ignatius Ajuru University of Education, Port Harcourt. Based on the findings of the study which revealed that there is significant and positive relationship between academic library usage, academic library services usage and e-learning in post covid-19 global pandemic in Ignatius Ajuru University of Education, Port Harcourt. It is clear that academic library services and its usage has the potential to encourage e-learning. There is need for librarians in the academic library to flow with the current trend in the profession as this will enhance e-learning.

Recommendations

Based on the findings of the study, the following recommendations were made;

1. Librarians and other library users should acquire relevant ICT skills to enable them utilise the enormous library services and resources online which enhances e-learning; and
2. Institutions should invest continuously in digital library infrastructures. This will ensure that e-learning remains inclusive, engaging, and resource-rich in the post-pandemic educational landscape.

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