AVAILABILITY AND ACCESSIBILITY OF INFORMATION RESOURCES TO UNDER GRADUATE STUDENTS OF FEDERAL UNIVERSITY OF TECHNOLOGY MINNA

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ABSTRACT

The Availability and Accessibility of Information Resources to Students of Federal University of Technology Minna) was studied.. The objectives of the research were to determine the availability of information resources to students of FUT minna; to determine its accessibility; to determine the information resources frequently used by students and to determine information resources that are readily available and easily accessible. Survey research method and structured questionnaire were used to obtain data. Based on the data collected, it was discovered that there was: lack of some major information resources (such as online resources, dictionaries, and newspapers/magazines),and inaccessibility of available materials. There was strong students 'preference to use electronic information resources. Based on the findings, recommendations were made which are as follows: up to date and

adequate information resources should be provided by the library, both in manual and electronic formats, adequate accessibility should be given to students to eliminate barriers in consulting the information resources available and *the institution should ensure that sufficient networked computers and other online resources and electronic   are available to the students in adequate quantities.*

Keywords: Availability, Accessibility, Information resources, Undergraduate students, Federal University of Technology Minna

INTRODUCTION

Information has always played an important role in the development of life. It is a key factor in any society, that determines its growth and development, which is why it should be available and accessible to everybody especially students of higher institutions. Adeoye and Popoola (2011)states that in each society there are facilities other than the classroom that can contribute in no small measures to teaching and learning process, for learning to take place, learners must have access to necessary information resources. They have to interact with tangible and intangible resources for institution to ensure some level of performance.

Information resources include information in electronic form, audiovisual or information in physical(manual) form, or any hardware or software that makes possible the storage and use of information. Popoola and Halisu(2009) define information resources as those information bearing materials that are in both printed and electronic formats, such as textbooks, journals, indexes, abstracts, newspaper, magazines, databases, internet, emails, and video tapes

These information resources include but is not limited to electronic mail, phone mail, local databases, externally accessed databases, CD-ROM, motion picture film, digitized information, or microfilm and other facilities used in transmitting information. The two main types of information resources are the print (manual) and the electronic information resources. The manual (print) information resources comprises materials in print format such as books, journals, manuals, pamphlets, periodicals, newspapers, maps, dictionaries, encyclopedias etc.

The electronic information resource comprises the internet, the online databases and the World Wide Web. CD-ROM databases, video tapes, diskettes magnetic disk, computers, microforms, microfiches, electronic books, electronic journals etc. The non-printed materials

are often referred to as audio visual resources, some of which require special equipment to operate. Non print materials can also be grouped into three, which are the audio, visual and the audio visual resources.

The last few years have seen a number of changes in the higher education sector which have exerted pressure upon the manual information resources. Students constitute one part of the society who are fortunate to have access at no cost to themselves, to variety of information resources. Universities use considerable proportions of their budgets to provide this technology for their students to assist in the learning process.

Availability of information resources means ensuring the presence of those materials. Popoola (2008) affirmed that the information resources and services available in institutional information systems must be capable of supporting research activities among student and faculty members .The ability of academic institutions to provide and make available the basic information resources is called into question, even though information resources are the supportive input for any academic institution, their availability is always a problem.

Aguolu and Aguolu (2006) argue that availability should be viewed from both national and instructional levels. They attribute the lack of availability of information sources to the steady proliferation of universities: federal, state, and private, along with increases in students and faculty, and the diversification of courses and academic and research programmes, without adequate information sources to meet the actual information needs.

According to Aguolu and Aguolu (2006), information resources may be available in the library and even identified bibliographically as relevant to one's subject of interest, but the user may not be able to lay hands on them. The more accessible information resources are, the more likely they are to be used. Readers tend to use information resources that require the least effort to access.

Accessibility of information resources is an important aspect of the study. Accessibility of information resources means that the resources are available, and the users can identify and use the resources. Iyoro (2009) in his study identified accessibility as one of the pre-requisites of information use. Ugah (2008) opined that the more accessible information sources are, the more likely they are to be used, and users tend to use information resources that require the least effort to access.

Aguolu and Aguolu (2006) reveal that efforts are being made worldwide to promote access to information in all formats. They lament the attendant of underdevelopment such as power failure, machine breakdowns, and lack of spare parts and technicians, which intermittently stall the performance of the modern gadgets of information storage and transfer in developing countries. Aguolu and Aguolu (2006) noted that availability of an information resource does not necessarily imply its accessibility, because the resource may be available but access to it prevented for one reason or the other.

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Aguolu and Aguolu (2006) note that availability of an information resource does not necessarily imply its accessibility, because the resource may be available but access to it prevented for one reason or the other.

The emergent role of information resource in the new knowledge dispensation is enhanced by two main factors; first the value of information lies in its availability and the ability to access and adapt to suit new applications and improve the efficiency of existing systems.

Consequently, in recent years, there has been an increase in the use of information resources. The growth in information and communication technology has brought more ways of providing and accessing information resources. Information resource is a key factor that supports teaching, learning and research work in academic institutions. It determines its growth and development which is why it should not only be made available but also accessible to students of tertiary institutions. Ehikamenor (2008) and Ugah (2008) opine that

students are not against coming to the library but only want the resources to be available, and accessible for their use, This assertion was corroborated by) Popoola (2008), Iyoro (2009) and many other scholars. Adequate library resources and services should be made available at all levels for undergraduates to support intellectual cultural and technical development of students, especially undergraduates enrolled in Nigerian Universities. This research intends to examine the availability and accessibility of information resources to student of tertiary institutions using Federal University of Technology Minna as a case study.

Statement of the problem

Information resources have continued to play important roles in the academic institutions. The ability of academic institutions to provide the available information resources is being continually undermined and called into question. In spite of the fact that information resources are the supportive input for any academic institution for research, learning and teaching, it is observed that various institutions managements are not providing adequate information resources for their institutions, and also in some places where the resources are available, their accessibility becomes a problem. In the light of this, the study examined the availability and accessibility of information resources to the students of tertiary institution in Nigeria using Federal University of Technology Minna as a case study.

Objectives of the Research

The broad objective of the research is to determine the availability and accessibility of information resources to student of Federal University of Technology Minna. Specifically the study seeks to;

1 determine the information resources availability to students of Federal university of Technology Minna;

2 determine the information resources accessible to students of f Federal university of Technology Minna;

3 determine the information resources frequently used by students of Federal university of Technology Minna;

4 determine those information resources that are readily available and easily accessible to students of f Federal university of Technology Minna.

Research Question

 The following research questions guided the study;

1. What are the information resources available to students of Federal university of Technology Minna;

2. What are the information resources accessible to students of Federal university of Technology Minna;?

3. What type of information resources are frequently used by students of f Federal university of Technology Minna;?

4. What forms of information resources are readily available and easily accessible to students of Federal university of Technology Minna;?

Significance of the Study

The study will in no small measure contribute to the growth of tertiary institutions in Nigeria, by assisting them in selecting the basic information resources preferred and used by students. The findings of this research will also help to establish and place the library in its rightful position by identifying availability and non-availability of information resources in the institution, that is used for study in the Federal university of Technology Minna.

Furthermore, the findings will constitute a useful tool in the hand of curriculum planners and other stakeholders with particular regards to tertiary institutions, so that they would begin to see the need for impressive availability of information resources for the production of high quality graduates and deliberate accessibility of information resources for maximum usage by students of tertiary institutions.

Literature review

Availability of Information Resources to Students

Availability of information resources refers to making information resources available to the users. Popoola (2008), states that the information resources and services available in institutional information systems must be capable of supporting research activities among the studenst and faculty members.

Aguolu and Aguolu (2006) argue that availability should be viewed from both national and instructional levels. They attribute the lack of availability of information sources to the steady proliferation of universities: federal, state, and private, along with increases in

students and faculty, and the diversification of courses and academic and research programmes, without adequate information sources to meet the actual information needs. Dike (2008) conducted research on the scarcity of books in Nigeria and the threat to academic excellence. She was able to establish that non-availability of information sources have led faculty and students not to use library services. Buckland (2012) analysed frustrations felt by users who fail to find the information sources they want in the library. He outlines four relationships between the user and availability or resources, which are:

1. The greater, the popularity, the lower the immediate availability.

2. The longer the loan period, the lower the immediate availability, the shorter the loan period, the higherthe immediate availability.

3. The greater the popularity, the shorter the loan period has to be and the less the popularity, the longerthe loan period can be.

4. Increasing the number of copies available, like shortening the length of loan periods, increases theimmediate availability.

 A   study by Okiy (2010) showed a non-availability rate of only 7.5%. Iyoro (2009) found that availability of serials at the University of Ibadan was 94 percent, with 242 of 256 respondents agreeing that serial publications are available and readily accessible.

Ajayi and Akinniyi (2008) found frustration among information seekers due to the non-availabilityof sources. Oyediran-Tidings (2010) studied information needs of library users at the Yaba College of Technology, Lagos, and observed low use of the library by the students, which was attributed to the expressed unavailability of desired information resources. The paper suggests seeking user input for the acquisition process and policy. Information resources must be available in the institutions .Popoola (2008) affirms that the provision and efficient use of information resources are central to any meaningful research and teaching in Nigeria.

 Accessibility of information resources

Accessibility of information sources is very important in the research.Iyoro (2009) in his study identified accessibility as one of the pre-requisite of information use. Ugah (2008) opined that the more accessible information resources are the more likely they are to be used, and users tent to use information resources that require the least effort to access.

Information resources should not only be made available but also accessible in the institutions of learning. This is supported by Nnadozie and Nnadozie (2008) who cautioned

that availability of information resources and service does not automatically translate to information accessibility and use. Ugwu (2008) explained further in his study that the problem of storage and display of information resources have been combined with the problem of getting information to users quickly.

Although online searching and electronic bibliographic databases are now available in almost every field which confirms that as information expands, the ability of the user to process it remains fixed. The limited access to up to date information resources in the institutions of learning in Nigeria is a main problem that impedes research and learning. According to Aguolu and Aguolu (2006), resources may be available in the library and even identified bibliographically as relevant to one's subject of interest, but the user may not be able to lay hands on them. The user may encounter five possible types of inaccessibility problems. These are conceptual, linguistic, critical, bibliographic, and physical inaccessibility. Aguolu and Aguolu 2006 noted that availability of an information source does not necessarily imply its accessibility, because the source may be available but access to it prevented for one reason or the other.

Olowu (2006) identifies natural and artificial barriers to free access to information. The library's poor reputation was attributed to lack of accessibility of information sources. Iyoro (2009) examines the impact of serial publications in the promotion of educational excellence among information professionals receiving further training at the University of Ibadan. The study looks at the perception of how serial accessibility has contributed to students' learning process. Serials were found to play significant role in the acquisition of knowledge, because the serial collection was easily and conveniently accessible.

Accessibility is one of the prerequisites of information use, and the action of information seeking depends on the needs, the perceived accessibility, sources, and information seeking habits. In a study by Oyediran-Tidings (2010) at Yaba College of Technology, Lagos,it was discovered that low use of the library by students were observed. This was attributed to expressed accessibility problems.

Aguolu and Aguolu (2006) reveal that efforts are being made worldwide to promote access to information in all formats; they lament the attendant of underdevelopment such as power failure, machine breakdowns, and lack of spare parts and technicians, which

intermittently stall the performance of the modern gadgets of information storage and transfer in developing countries.

Ilo and ifijeh 2010) state that students now access information resources electronically from library media centre, cyber cafes, personal computers at home and handheld devices. Recognizing the importance of information access, academic libraries took responsibility for automating their Libraries; funding bodies such as Federal Ministry of Education in Nigeria introduced the virtual project, which pulls together resources electronically, connecting all the academic libraries in Nigeria, with the Hub at the National University Commission (Federal Ministry of Education, 2000).

The development in internet connection has made it easier for students to access information resources online. According to Adeye and Oyeyinka (2008), internet connectivity is far below that of developed countries. This is improving as a result of many universities and other institutions achieving direct access though wireless connections. As access grows, Nigerian researchers, scholars, and the general public will have the opportunity of learning, and doing other activities.

Jagboro (2007) had also emphasised the emerging reliance and attitude of users to electronic resources. In a study she conducted in some Nigerian universities, it was found that 45.2 percent of the respondents accessed from cyber cafes. Though according to her, is due to the proximity of cyber cafes to user facilities.

The electronic information resources have wider access and application to users, especially the research students. Commenting on the advantages of electronic information resources Dadzie (2009) wrote that electronic information resources are valuable tools that complement the print based resources in a traditional library setting. Their advantages according to her include:1. Access to information that might be restricted to the user due to geographical location or finances. Access to more current information and provision of extensive links to additional resources related contents. Speedy access to publications and availability on the desktop

Research methodology

Research design

In the study which was a case study, the survey research design was adopted. Federal university of Technology has two campuses and these campuses have different libraries serving them.Therefore survey design was suitable because it is a method that is used primarily for its suitability in   efficient study of a large population. Nichols (2010) corroborated this by opining that survey research as a method involving relative incidence, distribution and interrelations of sociological and psychological variables.

 Population of the study

 This refers to the total number of persons, objects, organization upon which the study collects relevant data and information (Kolo, 2010).Thus, the target population for this research involves the entire students of Federal University of Technology Minna as at 2014/2015 academic session which was 13000 students.

3.4 Sample and sampling techniques

The sampling fraction of the study is 5% of the total population which is 650 students. According to Wema and Dominick (2007), five percent is a representative of large population of ten thousand (10000) and above.

Out of the total population 5% of the group was selected for the survey: a total of 650 copies of questionnaire were distributed among the students. Simple random sampling technique was adopted to select 650 students. Simple random sampling technique involves balloting where the elements are listed on small sheets of paper and wrapped to select the desired number or sample size. According to Wema and Dominick (2007) everybody in the population was given a chance be part of the sample, Choosing 650 students was found to be representative of the entire population.

 Validity and reliability of the Instrument

        The research instrument used in this study is the questionnaire. The instrument (questionnaire) used was validated by experts in the Library and Information Technology Department who fine-tune the grammatical and structural design of the questionnaire and also made corrections. It was corrected and pre –tested by admnistration of forty (40) copies on

the undergraduate students of Faculty of Education, University of Ibadan. It was administered to them across the major departments of the Faculty. After pretest, the reliability coefficient were 0.75 for availability and 0.68 for Accessibility using the Cronbach Alpha method to determine the reliability coefficient of the instruments.

Method of data analysis

In analyzing the data, tabular presentation, frequencies and simple percentage were used.

Analysis of research questions / results

Results from analysis of the research questions are hereby presented in the order of the research questions as follows:

Four research questions were answered in this study,

Research question 1: what are the information resources available to students of tertiary institutions?

Are textbooks available to students of FUT Minna?

Table 1: Availability of textbooks

Option	Frequency	Percentage
Yes	423	98.8%
No	5	1.2%

In Table 1: 98.8% of the students agree that Textbooks are available, while 1.2 percent thinks that it is not available. this shows that textbooks are available to students of FUT Minna

Are journals available to student of FUT Minna? (

Table 2: Availability of journals

Option	Frequency	Percentage
Yes	326	76.2%
No	102	23.8%

From the table 2 : 76.2% assert that journals are available while 23.8% voted for its non-availability. This shows that journals are available to students of FUT Minna

Are dictionaries available to students of FUT Minna?

Table 3 : Availability of dictionaries

Option	Frequency	Percentage
Yes	201	47%
No	227	53%

From the Table 3: 47% voted for the availability of dictionaries, while 53% voted for its non-availability.

Are Newspaper/Magazines Available To Students Of FUT Minna?

Table 4 : Availability of newspapers/magazines

Option	Frequency	Percentage
Yes	94	22%
No	334	78%

Table 4 shows that 22% of the respondents agree that newspaper/magazines and available while 78% do not agree that it is available.

Are internet/online resources available to students of FUT Minna?

Table 5: Availability of internet/online resources

Option	Frequency	Percentage
Yes	139	32.5%
No	289	67.5%

32.5% voted for the availability of internet and online resources, while 90% voted for its non-availability.

Research question two: what are the information resources accessible to the students of tertiary institutions?

Are textbooks accessible to students of FUT Minna?

Table 6: Accessibility of textbooks

Option	Frequency	Percentage
Yes	356	83%
No	72	17%

In the table above 83% of the students agree that text books are accessible, while 17 percent said that it is not accessible.

Are Journals accessible to students of FUT Minna?

Table 7: Accessibility of Journals

Option	Frequency	Percentage
Yes	192	44.7%
No	236	55.3%

From the Table 7, 44.7% think that journals are accessible while 55.3% voted for its non-availability.

Are internet/online resources accessible to students of FUT Minna?

Table 8 : Accessibility of internet/online resources

Option	Frequency	Percentage
Yes	43	10%
No	358	90%

On Table 8, 10% voted for the accessibility of internet and online resources, while 67.5% voted for its non-accessibility.

Are dictionaries accessible to students of FUT Minna?

Table 9: Accessibility of Dictionaries

Option	Frequency	Percentage
Yes	143	33.3%
No	285	67.7%

From Table 9, 33.3% voted for the accessiblity of dictionaries, while 67.7% voted for its non-accessibility.

Are Newspapers/magazines accessible to students of FUT Minna?

Table 10: Accessibility of newspapers/magazines

Option	Frequency	Percentage
Yes	154	36%
No	274	64%

Table 10 shows that 36% of the respondents agree that newspaper/magazines are accessible while 64% do not agree that it is accessible.

Research question 3: what are the information resources frequently used by students of f FUT Minna?

Do you frequently use Textbooks?

Table 11: use of textbooks

Option	Frequency	Percentage
Yes	428	100%
No	0	0%

The table 11 shows that 100% of the respondents frequently make use of textbooks.

)Do you frequently use Journals**?**

Table 12: use of journals

Option	Frequency	Percentage
Yes	120	28%
No	308	72%

The analysis of the table above shows that 120 students representing 28% of the respondents frequently use journals, while 72% do not.

Do you frequently use newspapers/ magazines?

Table 13: use of newspapers/ magazines

Option	Frequency	Percentage
Yes	139	32.5%
No	289	67.5%

The analysis of the table above shows that 289 students representing 67.5% of the respondents do not frequently use newspapers/magazines, while 32.5% do.

Do you frequently use internet/ online resources.

Table 14: use of internet/online resources

Option	Frequency	Percentage
Yes	401	93.7%
No	27	6.3%

The analysis of the table above shows that 401 students representing 93.7% of the respondents frequently use computer/internet facilities, while 6.3% do not.

Do you use dictionaries?

Table 15: use of dictionaries

Option	Frequency	Percentage
Yes	290	67.8%
No	138	32.2%

Table 15 shows that 67.8% of the respondents make use of dictionaries frequently, while 32.2 % do not.

Research question 4: Which of the information resources are readily available and easily accessible?

Are Textbooks readily available and easily accessible to students of F.U.T Minna?

Table 16: readily availability and easy access to textbooks by students

Readily available			Easily accessible		
Option	Frequency	Percentage	Option	Frequency	percentage
Yes	282	66%	Yes	228	53.3%
No	136	34%	No	200	46.7%

The Table 16 analysis indicates that 228 respondents representing 53.3% agreed that textbooks are easily accessible, while 282 respondents representing 66% agreed that text books are readily available.

Are Journals readily available and easily accessible to students of .F.U.T. Minna?

Table 17: readily availability and easy access to journals by students

Readily available			Easily accessible		
Option	Frequency	Percentage	Option	Frequency	percentage
Yes	120	28%	Yes	57	13.3%
No	308	72%	No	371	86.7%

From the analysis of Table 17 28% of the respondents agreed that journals are readily available while 13.3% believe that they are easily accessible, but 72% and 86.7% claim they are neither available nor accessible

Are internet and online resources readily available and easily accessible to students?

Table 18: readily availability and easy access to internet and online resources to students

Readily available			Easily accessible		
Option	**Frequency**	**Percentage**	**option**	**Frequency**	**percentage**
Yes	28	6.6%	Yes	28	6.6%
No	400	93.4%	No	400	93.4%

From the analysis of Table 18, 6.6% of the respondents agreed that Internet and online resources are readily available while 93.4% believe that it is not easily accessible

)Are dictionaries readily available and easily accessible to students?

Table 19: Readily availability and easy access to dictionaries by students

Readily available			Easily accessible		
Option	**Frequency**	**Percentage**	**option**	**Frequency**	**percentage**
Yes	86	20%	Yes	83	19%
No	342	80%	No	345	81%

From the analysis of Table 19, 20% of the respondents agreed that dictionaries are readily available while 80% agree that it is not readily available. 19% of the respondents agree that dictionaries are easily accessible, while 81% agree that it is not easily accessible.

Are newspaper/magazines readily available and easily accessible to students of F.U.T Minna?

Table 20: readily availability and easy access to newspapers/ magazines by students

Readily available			Easily accessible		
Option	Frequency	Percentage	option	Frequency	percentage
Yes	52	12%	Yes	49	11%
No	377	88%	No	379	89%

From the analysis in Table 20, 12% of the respondents agreed that newspapers/magazines are readily available while 88% believe that it is not available, 11% of the respondents agree that newspapers/ magazines are easily accessible, while 89% did not agree.

Discussion of findings

It is necessary at this juncture to discuss these findings in relation to the research question.

The findings in relation to research question 1: WHAT ARE THE INFORMATION RESOURCES AVAILABLE TO STUDENTS OF TERTIARY INSTITUTION?

It was discovered that textbooks and journals are the main information resources available, while internet/electronic resources, dictionaries, and newspapers/magazines are not available. This is in consonance with the findings of Ajayi and Akinniyi (2008) who found frustration among information seekers due to the non-availability of sources. Oyediran-Tidings (2010) studied information needs of library users at the Yaba College of Technology, Lagos, and observed low use of the library by the students, which was attributed to the expressed unavailability of desired information resources. The paper suggests seeking user input for the acquisition process and policy. It also disagrees with the views of Popoola (2008) who insists that Information resources most be available in the institutions. He affirms that the provision and efficient use of information resources are central to any meaningful research and teaching in Nigeria.

The findings in relation to research question 2: WHAT ARE THE INFORMATION RESOURCES ACCESSIBLE TO STUDENTS OF TERTIARY INSTITUTION?

It was discovered that the students have access to textbooks, while internet/online resources, journals, dictionaries and newspapers/ magazines are not accessible. This shows that most of the information resources are not accessible. This agrees with the views of Ugwu 2008 that the limited access to up to date information resources in the institutions of learning in Nigeria is a main problem that impedes research and learning. In the same vein Aguolu and Aguolu (2006), posit that resources may be available in the library and even identified bibliographically as relevant to one's subject of interest, but the user may not be able to lay hands on them. The user may encounter five possible types of inaccessibility problems. These are conceptual, linguistic, critical, bibliographic, and physical inaccessibility. Aguolu and Aguolu note that availability of an information source does not necessarily imply its accessibility, because the source may be available but access to it prevented for one reason or the other.

The findings in relation to research question 3:   WHAT TYPE OF INFORMATION RESOURCES ARE FREQUENTLY USED BY STUDENTS OF TERTIARY INSTITUTIONS? It was discovered that students would naturally and frequently make use of textbooks, internet/online resources and dictionaries. This agree with the views of Ehikamenor (2008) and Ugah (2008) who opine that students are not against coming to the library but only want the resources to be available, and accessible for their use, This assertion was agreed by Popoola (2008), Iyoro (2009) many others. Adequate library resources and services should be made available at all levels for undergraduates to support intellectual cultural and technical development of students, especially undergraduates enrolled in Nigerian Universities.   .

The findings in relation to research question 4: WHAT TYPES OF INFORMATION RESOURCES ARE READILY AVAILABLE AND EASILY ACCESSIBLE TO STUDENTS OF TERTIARY INSTITUTION? It was discovered that textbooks were the only information resources readily available and easily accessible   This again agrees with the findings of Ajayi and Akinniyi (2008) who found frustration among information seekers due to the non-availability of sources. Oyediran-Tidings (2008) studied information needs of library users at the Yaba College of Technology, Lagos, and observed low use of the library

by the students, which was attributed to the expressed unavailability of desired information resources.

Conclusion

Based on the findings of the study, one could conclude that:

Information resources are not available and accessible to students of tertiary institutions adequately. Tertiary institutions require quality information resources in order to enhance teaching, learning and research. It is needed to assist students in innovative research in order to acquire knowledge and experience to provide expert services so as to be professionals and qualified graduates.

Recommendations

Based on the research findings, the researcher wishes to make the following recommendations for consideration to tertiary institutions;

1. Up to date and adequate information resources should be provided in the library, both in manual and electronic form.
2. Adequate accessibility should be given to students in order to eliminate barriers in consulting the information resources available.
3. The institutions should ensure that sufficient networked computers are available to students.
4. ICT centers with well trained personnel should be established in the university where students can have unlimited access to computers, the web and other resources.
5. The library should be staffed with enough computers and relevant ICT staff to assist students in the use of the electronic library.

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