CHAPTER TWO

INFORMATION NEEDS, ACCESS TO AND USE OF ELECTRONIC INFORMATION RESOURCES BY STUDENTS OF COLLEGE OF AGRICULTURE, IGBO-ORA, OYO STATE, NIGERIA

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Abstract

One of the cardinal points of the change agenda of the Buhari administration is quality education services. Access to and use of quality information found in electronic information resources is inevitable. The study thus examines information needs, access to, and use of electronic information resources by students of Oyo State College of Agriculture and Technology, Igbo-Ora. Four research questions were raised and three null hypotheses were tested at 0.05 level of significance. Descriptive survey research design of correlational type was adopted. Data was collected from 214 ND students using structured questionnaire. The questionnaire was analysed using frequency count, percentages, Pearson's Correlation and Multiple Regression Analysis. Most of the respondents need information on current affairs (x=3.48; Std. = .865), culture (x = 3.39; Std. =1.018), education (x = 3.36; Std. =1.032), etc. Other results show that the students had moderate access to, and frequently use, the internet(x=3.19; Std.=1.124), online databases (x=2.85; Std.=.709), etc. The students lack funding for purchase of electronic information resources (x=3.48; Std. =.865); slow internet connection (x=2.77; Std.=.832). There is empirical link between information needs, access to, and use of electronic information resources by the students. Provision of access to increased band width internet service was recommended.

Keywords: Electronic Information Resources (EIRs), Information needs, access to EIR, use of EIRs, Monotechnic, Students.

Introduction

Information professional have long sought to comprehend what factors are relevant in encouraging a person to seek information More recently, a particular focus of inquiry has been on those factors that play a role in someone deciding to use the library and its resources, as a place to seek information (whether physically or virtually,) as opposed to just surfing the internet. Meanwhile, Aqil and Ahmad (2011) opined that internet is the vehicle for accessing information stored in files or documents on another computer. Thus, information that could enhance the performance of individual persons, especially students, are now resident on the interne in electronic form Information from its conception is attached to issues of decisions, Communications and Control (Majid and Kassim, 2000). Information, in its most restricted technical sense, is a sequence of symbols that can be interpreted as a message. Thus information can be recorded as signs, or transmitted as signals. In other words, information is any kind of event that affects the state of a dynamic system and facilitates learning to take place (Carmichael, 2009). It could therefore be stressed that meeting human needs, from the most basic to the most sophisticated, is information-dependent. Hence, one of the cardinal points of the change agenda in Nigeria today is quality education services. In order to achieve this change agenda, the information needs in tertiary institutions, of students especially, must adequately be met by academic libraries.

Information needs of students in tertiary institutions vary. Haruna and Mabawonku (2001) noted that information needs of individual persons are diverse, and constantly changing. Information need is something not directly observable, but has its "structures unseen"; i.e. it exists in the minds of the seekers. In other words, information need is inherently subjective and occurs only in the minds of seekers, making all the avenues to access it problematic. A need is a psychological construct, closely related to other constructs such as motivations, beliefs and values. Needs cannot be observed by a researcher or librarian, much less by an automated "intelligent agent". Only indicators or signs of needs are observable (Rath, 2006). Understanding the information needs of students in tertiary institutions is necessary for planning and providing high quality education: as well as providing library services to back them. Developments in information technology and access to the wide range of electronic information resources in the new age have led to an emphasis on life-long learning, and increase in desire to pursue higher education (Candy, 2002). According to Ndiaye (2001), informed students know that libraries have resources that are more comprehensive and scholarly than most websites provide. Hence, access to scholarly literature and other electronic information

resources seems to be more convenient to students, especially in this information age. Often, it is in higher institutions that become aware of electronic information resources, especially while having to write research papers or projects. Komolafe-Opadeji (2011) investigated the use of internet and electronic resources among postgraduate students of a Nigerian private university and discovered that postgraduate students regularly access the internet, and preferred using free online resources from Google and Wikipedia, than to subscribe to online data bases like HINARI, EBSCO Host, JSTOR, Questia and High Beam.

The study of Arthur and Brafi (2013) revealed that many students in the municipality had learnt how to use the internet from their teachers and were more likely to use the internet cafes as access points. Many of them also believe that the cost of access was prohibitive. They also showed that more students are using the internet technology to look for information for assignments. Students nowadays are brought up around computers and handsets that can access the internet, and as such are web-savvy. However, the students may not have been exposed to various library resources (electronic information resources), or not be aware of which resources a library might have, or how to make use of them. It is therefore of interest to have the knowledge of what requirement will make a student explore the rich cache of information available in electronic information resources for various curricular and extra-curricular activities in their various institutions of learning. Hence, this study is set to investigate the information needs, access to and use of electronic information resources by students of Oyo State College of Agriculture and Technology, Igbo-Ora, Oyo State, Nigeria.

Statement of problem

Electronic information resources contain current and up-to-date information useful for academic purposes, as well as meeting other relevant information needs (of monotechnic students particularly) in order to enhance the achievement of quality education services as a change agenda in Nigeria. Despite the benefits of the utilisation of electronic information resources by monotechnic students in Nigeria, observation reveals that quite a number of these students do not make full use of these resources for their academic activities. In addition, some monotechnics do not provide access to electronic resources in their libraries. From preliminary investigations, some students seem not to have the required skills and competence to access and use electronic information resources on their own. This study, which investigated the influence of information needs, and access to use of electronic

information resources by students of College of Agriculture, Igbo-Ora, Oyo State, Nigeria is therefore important.

Research Questions

The following are research questions that this study seeks to answer:

1. What are the information needs of students of College of Agriculture, Igbo-Ora?
2. What is the level of accessibility to electronic information resources (EIR) by the students?
3. What is the frequency of use of electronic information resources (EIR) by students of College of Agriculture, Igbo-Ora?
4. What are the challenges faced by the students on use of electronic resources in the college?

Research Hypotheses

The following hypotheses will be tested in the study.

H_{01}: There is no significant relationship between information needs and use of electronic information resources (EIR) by students of College of Agriculture, Igbo-Ora.

H_{02}: There is no significant relationship between accessibility ofelectronic information resources (EIR), and use by students of College of Agriculture, Igbo-Ora.

H_{03}: There is no significant contribution of information needs and accessibility to use of EIR by students of College of Agriculture, Igbo-Ora.

Theoretical Framework

Uses and Gratification Theory

Uses and Gratification Theory (UGT), or need seeking theory, is one of the theories of communications that focuses on social communications. This theory adapts a functionalistic approach to communications and media, and states that media's most important role is to fulfill the needs and aspirations of the audience. Therefore, the more these needs are met, the more satisfaction is yielded (Windahl, Signitzer, and Olson, 2008). The theory of satisfaction and gratification is based on two core questions: 1) why are people attracted to certain media? and 2)what kind of satisfaction do media provide for people? There is a strong link between UGT, knowledge, and information science as it reflects the Ranganathan's five rules of library science.

1) Books are for use. 2) Each reader has his/her own book. 3) Each book has its reader. 4) Books save the readers' time. 5) The library is an active and dynamic organism. The responsibility of libraries is to recognize and attract people, and fulfill their information needs as quickly as possible. A user who is satisfied with the library will return again, and this process will increase the dynamics of the library. The personal and social functions of a library can also be studied through the outcomes of using a library (see fig. {1}).

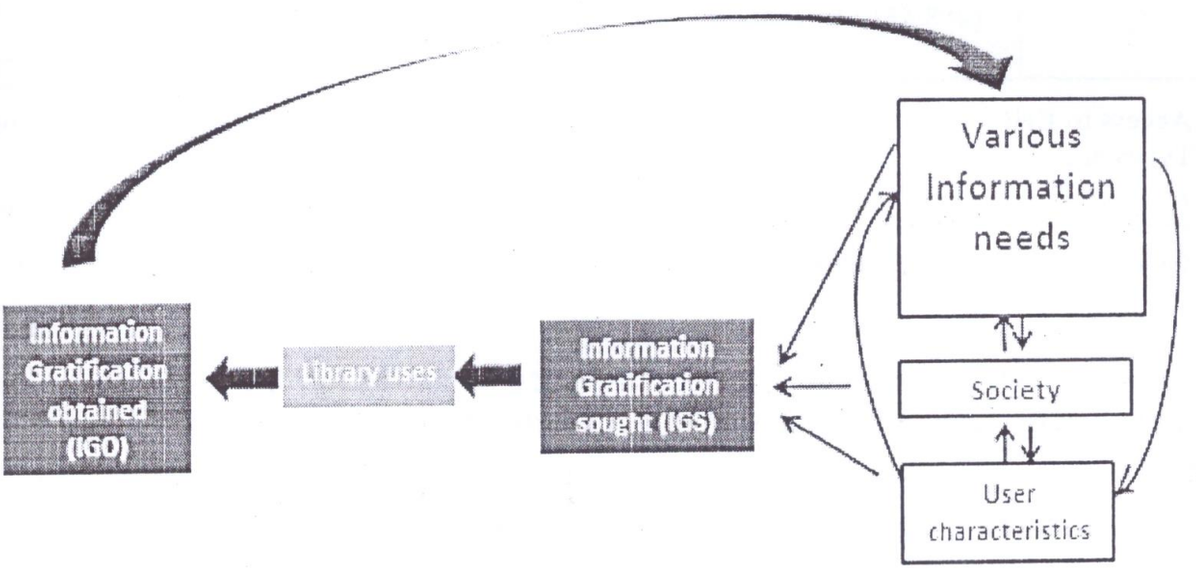

Figure 1: The uses and gratification model of libraries in the traditional context

With the emergence of information technology, the form and type of library services has considerably changed. Electronic books, journals, and databases were created. These technologies have made information more accessible for users. Moreover, with the widespread use of the internet, many communication channels such as websites, electronic information databases, weblogs, wikis, and social media were introduced to users (Mehrad and Tajer, 2016).

Conceptual Model

This study is conceived from the perception that information needs of students, such as lecture/course notes preparation, examination, health, sports, entertainment, among others would have a direct link with use of electronic information resources in terms of frequency of use, purpose of use and challenges of use. Similarly, the study is conceived based on the perception that access to various types of electronic information resources would have a direct link with use of EIR. In addition, there would be a joint contribution of information needs, and access to EIR on the use of EIR by the students.

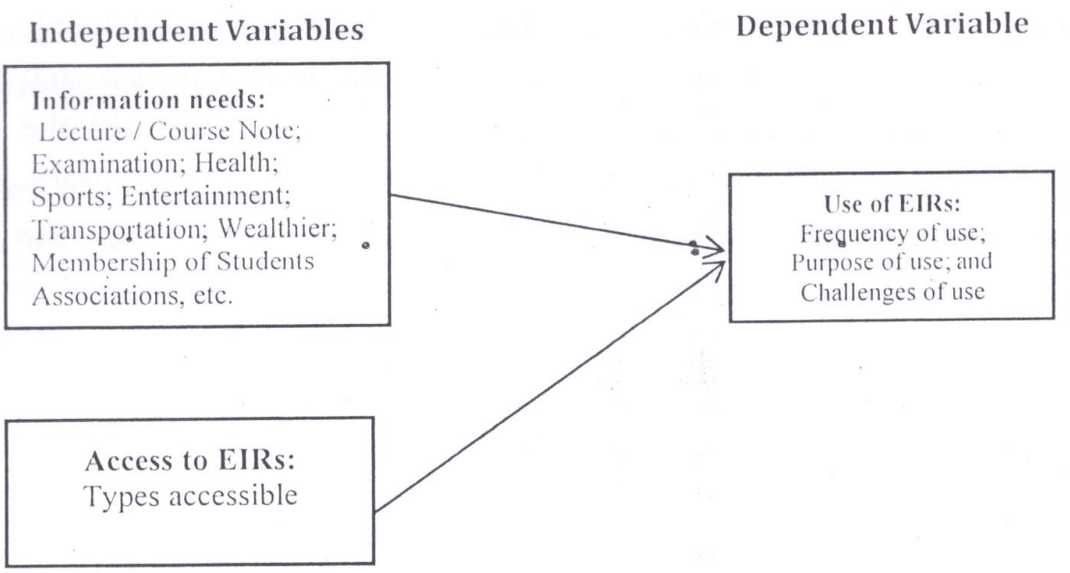

Figure 2: Self-constructed model of information needs, access to and use of electronic information resources

Methodology

Descriptive survey research design of the correlational type was adopted for the study. The population for this study comprised all registered National Diploma (ND) students of Oyo State College of Agriculture and Technology, Igbo-Ora. According to the 2016 record of the college (as at September 2016), the total number of ND students was 986.The study adopted the use of two-stage sampling technique. The first stage involved the use of purposeful sampling technique. Five departments with highest number of students were purposely selected. The second stage involved probability proportionate to size (PPS) of 60% as recommended by the International School of Statistics. This therefore gives a total of 223with the use of structured questionnaire, responses were generated from two hundred and fourteen (214) respondents, giving 96.0% response rate. Hence, most of the respondents 52(24.3%) were from Department of Horticultural Technology (see Figure 4.3).

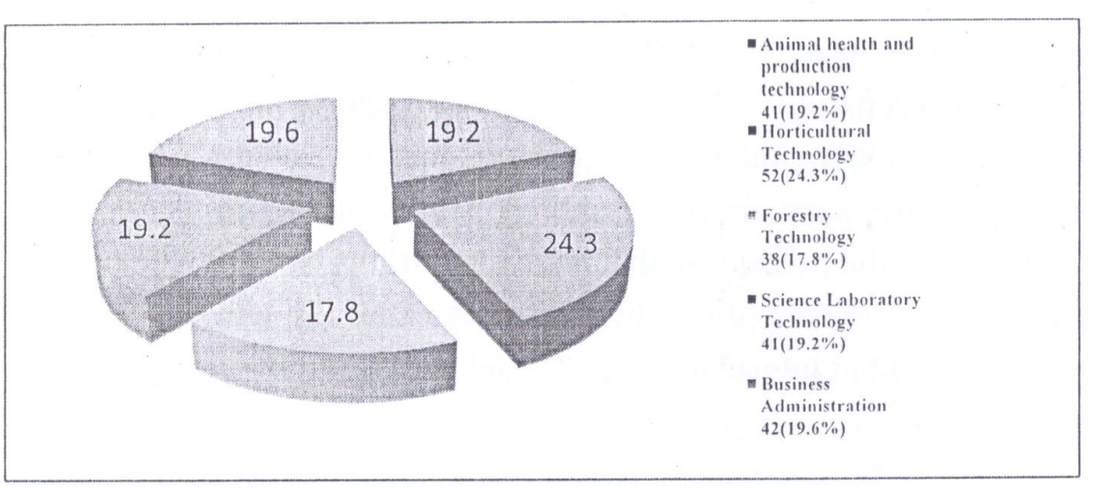

Figure 3: Questionnaire Response Rate

Demographic Characteristics of Respondents

Descriptive statistics of frequencies and percentages were used for the demographic characteristics of the respondents. Thus, Figure 4 is a pie chart that presents information on level of study of respondents.

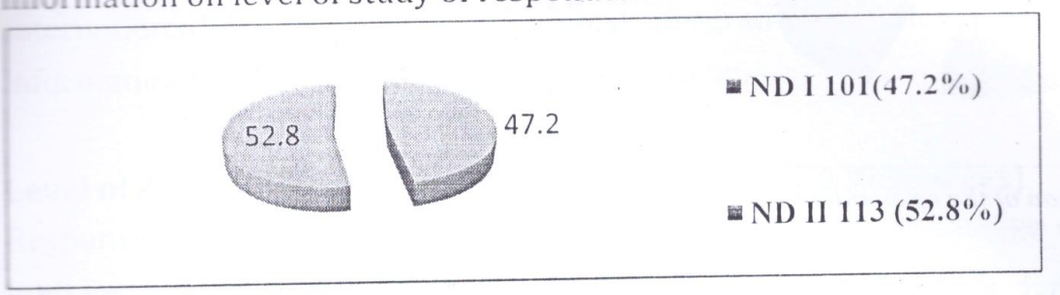

Figure 4: Distribution of Respondents by level of study

Fig. 4 shows that most of the respondents 113(52.8%) were ND II students while 101(47.2%) were ND I students. Information on age of the respondents is presented in figure 5.

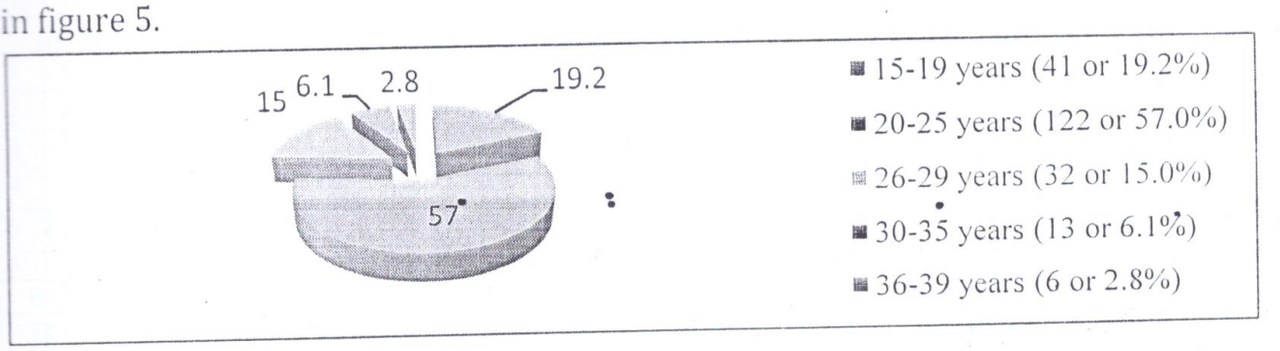

Figure 5: Age of respondents

Most of the respondents 122(57.0%) were between ages 20-25 years, while 6(2.8%) were between ages 36-39 years (Fig. 5). This means that most of the respondents were still in their active years of tertiary education, since they were still under 30 years of age. Fig. 6 presents information on the gender of respondents.

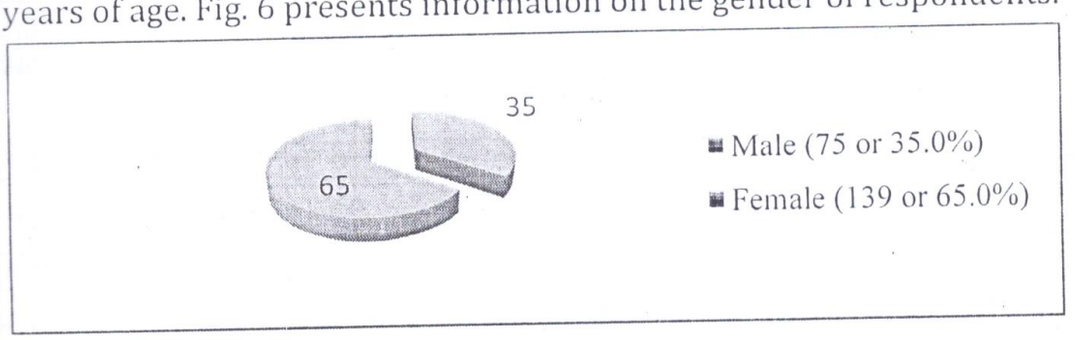

Figure 6: Gender of Respondents

Most of the respondents 139(65.0%) were females, while 75(35.0%) were males. This implies that females were more than males in both faculties surveyed as at the time of this study. Information on religion of the respondents is presented in figure 7.

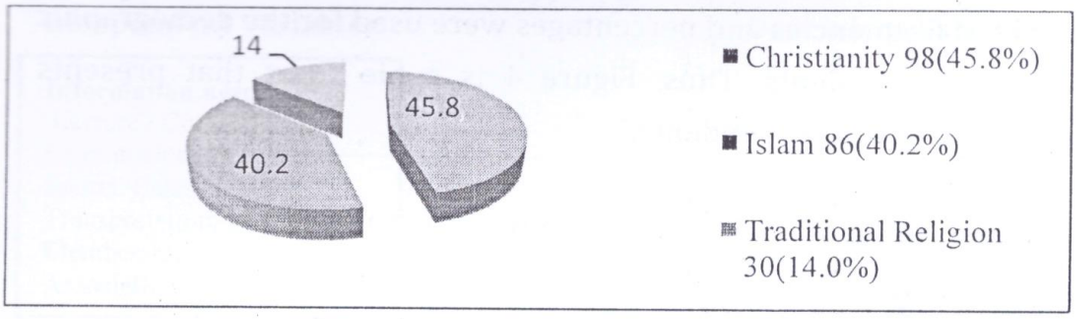

Figure 7: Distribution of the respondents by religion

Fig. 4 shows that most of the respondents 98(45.8%) were Christians, while 30(14.0%) were African Traditional Religions Worshippers.

Information needs of Students of College of Agriculture, Igbo-Ora

Table 1 presents the response rate on information needs of students of College of Agriculture, Igbo-Ora.

Table: Information needs of College students

S/N	Information needs	NN 1		NRN 2		HN 3		VHN 4		$\bar{x}$	Std.
		F	%	F	%	F	%	F	%		
1	Health information	23	10.7	31	14.5	151	70.6	9	4.2	2.68	.720
2	Agricultural information	19	8.9	29	13.6	134	62.6	32	15.0	2.84	.785
3	Transport information	25	11.7	40	18.7	136	63.6	13	6.1	2.64	.767
4	Economic information	12	5.6	155	72.4	30	14.0	17	7.9	2.24	.676
5	Sport information	34	15.9	137	64.0	13	6.1	30	14.0	2.18	.866
6	Lectures time information	25	11.7	9	4.2	160	74.8	20	9.3	2.82	.756
7	Examination information	27	12.6	42	19.6	33	15.4	112	52.3	3.07	1.107
8	Commercial information	20	9.3	135	63.1	28	13.1	31	14.5	2.33	.837
9	Religious information	15	7.0	141	65.9	23	10.7	35	16.4	2.36	.838
10	Cultural information	23	10.7	16	7.5	30	14.0	145	67.8	3.39	1.018
11	Political information	36	16.8	21	9.8	146	68.2	11	5.1	2.62	.824
12	Professional information	27	12.6	24	11.2	135	63.1	28	13.1	2.77	.834
13	Community information	20	9.3	36	16.8	130	60.7	28	13.1	2.78	.791
14	Environment information	19	8.9	54	25.2	20	9.3	121	56.5	3.14	1.077
15	Weathers information	27	12.6	23	10.7	134	62.6	30	14.0	2.78	.841
16	Social information	28	13.1	19	8.9	145	67.8	22	10.3	2.75	.810
17	Current affairs information	11	5.1	20	9.3	38	17.8	145	67.8	3.48	.865
18	Entertainment information	32	15.0	23	10.7	129	60.3	30	14.0	2.73	.882
19	Educational information	24	11.2	17	7.9	32	15.0	141	65.9	3.36	1.032
										N = 214	

VHN: Very Highly Needed, HN: Highly Needed, NRN: Not Really Needed, NN: Not Needed, mean ($\bar{x}$), standard deviation (Std.)

Table 4.1 shows that most of the respondents indicated that they need information on current affairs ($\bar{x}$ = 3.48; Std. = .865); culture ($\bar{x}$ =3.39; Std.= 1.018); and education ($\bar{x}$ = 3.36; Std. = 1.032). The least information needs of the respondents included sports ($\bar{x}$ = 2.18; Std. = .866); economic ($\bar{x}$ = 2.24; Std. = .676); and commercial ($\bar{x}$ = 2.33; Std. = .837). Therefore, it could be inferred that most of the

respondents need information on current affairs, culture, education, environment, examination, agriculture, community, profession, health, among others. This supports Nwalo (2000), and Ikoja-Odongo and Ocholla (2004) who listed the information needs of students to include: health information (local and international); information on political programmes; information on tourism; information for international purposes, and so on.

Level of Accessibility to EIR (Electronic Information Resources)

Response rate on level of accessibility of EIR to students of College of Agriculture, Igbo-Ora is presented in Table 2.

Table 2: Accessibility of EIR (Electronic Information Resources) to students

S/N	Accessibility of EIR	NA		NRA		HA		VHA		$\bar{x}$	Std.
		F	%	F	%	F	%	F	%		
1	Electronic books	25	11.7	136	63.6	3 2	15.0	21	9.3	2.23	.781
2	Electronic journals	28	13.1	26	12.1	1 3 5	63.1	25	11.7	2.73	.833
3	Electronic newspapers	26	12.1	128	59.8	2 1	9.8	39	18.2	2.34	.914
4	Electronic magazines	20	9.3	134	62.6	1 6	7.5	44	20.6	2.39	.917
5	E-mail	31	14.5	29	13.6	1 3 1	61.2	23	10.7	2.68	.851
6	Electronic research reports, conference papers, theses and dissertations	31	14.5	142	66.4	1 2	5.6	29	13.6	2.18	.844
7	Internet	27	12.6	37	17.3	1 8	3.4	132	61.7	3.19	1.124
8	Audio and Video CDs	24	11.2	138	64.5	2 0	9.3	32	15.0	2.28	.854
9	CD-ROM databases	39	18.2	136	63.6	2 4	11.2	15	7.0	2.07	.757
10	OPAC	136	63.6	38	17.8	2 9	13.6	11	5.1	1.60	.907
11	Network base service	32	15.0	122	57.0	1 9	8.9	41	19.2	2.32	.951
12	Online databases	14	6.5	30	14.0	1 4 4	67.3	26	12.1	2.85	.709
										N = 214; Grand Mean = 28.86	

VHA: Very Highly Accessible, HA: Highly Accessible, NRA: Not Really Accessible, NA: Not Accessible, Mean ($\bar{x}$), Standard Devia tion (Std.)

Table 2 shows that most of the respondents indicated that they had access to internet ($\bar{x}$ = 3.19; Std. = 1.124); online databases ($\bar{x}$ = 2.85; Std. = .709); and electronic journals ($\bar{x}$ = 2.73; Std. = .833). However, most of the least accessed electronic resources by the respondents include OPAC ($\bar{x}$ = 1.60; Std. = .907); CD-ROM databases ($\bar{x}$ = 2.07; Std. = .757); and electronic books ($\bar{x}$ = 2.23; Std. = .781). Therefore, it could be inferred that most of the respondents had access to the internet, online databases, electronic journals, and e-mail. A test of norm validation was conducted in order to establish the level of accessibility of EIR to students of College of Agriculture, Igbo-Ora. Results showed the scale of 1–16 is low, 17–32 is moderate, and 33–48 is high. Since the overall mean for the accessibility of EIR

yielded "28.86" which falls within the scale 17–32. It could be concluded that the level of accessibility of EIR to students of College of Agriculture, Igbo-Ora is moderate. This supports Tsakonas and Papatheodorou (2006) who stated that electronic information resources that are available and accessible on the internet include: e-books e-journals, online database, CD-ROM databases and other computer based electronic networks among others.

Use of EIR (Electronic Information Resources) by Students of College of Agriculture, Igbo-Ora

The level of use of electronic information resources is presented in Table 3.

Table3: Frequency of use of EIR (Electronic Information Resources) by students

S/N	Frequency of use of EIR	Rarely/A few times		Occasionally (Monthly)		Often (Weekly)		Frequently (Daily)		Mean ($\bar{x}$)	Std. Dev.
		F	%	F	%	F	%	F	%		
1	Electronic books	31	14.5	146	68.2	18	8.4	19	8.9	2.12	.757
2	Electronic journals	24	11.2	16	7.5	143	66.8	31	14.5	2.85	.805
3	Electronic newspapers	30	14.0	33	15.4	131	61.2	20	9.3	2.66	.834
4	Electronic magazines	145	67.8	17	7.9	31	14.5	21	9.8	1.66	1.052
5	E-mail	23	10.7	18	8.4	142	66.4	31	14.5	2.85	.799
6	[illegible]	16	7.5	149	69.6	25	11.7	24	11.2	2.27	.756
7	Internet	15	7.0	141	65.9	23	10.7	35	16.4	2.36	.838
8	Audio and Video CDs	16	7.5	35	16.4	126	58.9	37	17.3	2.86	.787
9	CD-ROM databases	117	54.7	32	15.0	39	18.2	26	12.1	1.88	1.098
10	OPAC	29	13.6	127	59.3	26	12.1	32	15.0	2.29	.882
11	Network base service	38	17.8	119	55.6	35	16.4	22	10.3	2.19	.848
12	Online databases	33	15.4	28	13.1	136	63.6	17	7.9	2.64	.837
											N = 214

Results in Table 3 show that most of the respondents indicated that they often use audio and video CDs ($\bar{x}$ = 2.86; Std. = .787); electronic journals ($\bar{x}$ = 2.85; Std. = .805); and e-mail ($\bar{x}$ = 2.85; Std. = .799). However, most of the respondents indicated that they had never used electronic magazines ($\bar{x}$ = 1.66; Std. = 1.052); and CD- ROM databases ($\bar{x}$ = 1.88; Std. = 1.098). This implies that most of the respondents regularly use audio and video CDs, electronic journals, e-mail, electronic newspapers, and online databases. This is in line with Tsakonas and Papatheodorou (2006) who maintained that these electronic resources may either be accessed remotely, locally or through the internet.

Challenges faced by the Students on use of Electronic Resources in the College

Table 4 presents response rate on challenges faced by the students on use of electronic resources.

Table 4: Challenges faced by the students on use of electronic resources

S/N	Challenges	SD		D		A		SA		$\bar{x}$	Std.
		F	%	F	%	F	%	F	%		
1	No subscription to the use of electronic information resources on line	24	11.2	17	7.9	32	15.0	141	65.9	3.36	1.032
2	Poor or slow internet connection	27	12.6	24	11.2	135	63.1	28	13.1	2.77	.834
3	Poor internet search	25	11.7	136	63.6	32	15.0	21	9.8	2.23	.781
4	Poor information retrieval skills	131	61.2	32	15.0	22	10.3	29	13.6	1.76	1.098
5	Inadequate funding for purchase of electronic information resources	11	5.1	20	9.3	38	17.8	145	67.8	3.48	.865

Strongly agree (SA), Agree (A), Disagree (D), Strongly disagree (SD), Mean ($\bar{x}$), Standard Deviation (Std.)

Table 4.5 shows that most of the respondents affirmed that they were faced with inadequate funding for purchase of electronic information resources ($\bar{x}$ = 3.48; Std. = .865) while the majority indicated that they were not challenged by poor information retrieval skills ($\bar{x}$ = 1.76; Std. = 1.098). Based on the results in Table 4.5, it could be inferred that most of the respondents faced challenges such as inadequate funding for purchase of electronic information resources, lack of subscription to the use of electronic information resources online, and poor or slow internet connection. This is in line with Madhusudhan (2010) who submitted that the most common problem facing use of electronic resources is slow access ;i.e. it took too long to view or download a document.

Test the Hypotheses

The null hypotheses formulated for the study were tested at 0.05 level of significance.

H_{01}: There is no significant relationship between information needs and use of EIR by students of College of Agriculture, Igbo-Ora.

H_{02}: There is no significant relationship between accessibility and use of EIR by students of College of Agriculture, Igbo-Ora.

The relationship between information needs; accessibility of EIR and use of EIR by students of College of Agriculture, Igbo-Ora is presented in Table 5.

Table 5: Correlation matrix table showing relationship between information needs; accessibility of EIR and use of EIR by the students

Variable lists	Mean	Std. Deviation	Information Needs	Access to Electronic Information Resources	Use of Electronic Information Resources
Information Needs	52.96	7.289	1		
Access to Electronic Information Resources	28.86	3.429	-.260** .000	1	
Use of Electronic Information Resources	28.63	2.652	-.075* .024	.252** .000	1

**. Correlation is significant at the 0.05 level

a. A significant relationship exists (r=-.075*; df =213; p<0.05) between information needs and use of EIR by students of College of Agriculture, Igbo-Ora. The negative relationship implies that the less the information needs, the less the students will use electronic information resources. Therefore, the null hypothesis 1 is rejected. This corroborates Manoj, Gauri, and Bimal (2011) who submitted that electronic information resources (EIR) play vital roles in helping libraries in their quest to support the teaching and learning process of higher institutions, and to provide quality assistance to satisfactorily meet the information needs of the students.

b. There is significant relationship (r = .252**; df = 213; p < 0.05) between accessibility of EIR and use by students of College of Agriculture, Igbo-Ora. This implies that if there is increased accessibility to electronic information resources, the use will also increase. Hence, the null hypothesis 2 is hereby rejected. This supports Sivathaasan, Murugathas and Chandrasekar (2014) who submitted that the internet is a tool through which communication is done and electronic resources are accessed.

c. **H_{03}:** There is no significant contribution of information needs and accessibility to use of EIR by students of College of Agriculture, Igbo-Ora.

Table 6 shows the joint influence of information needs and accessibility of EIR on use of EIR by students of College of Agriculture, Igbo-Ora.

Table 6: Multiple Regression Analysis showing Relative Influence of Information Needs and Accessibility of EIR on use of EIR

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	14.720	2.469		5.962	.000		
Information needs	.686	.260	.854	2.642	.010	.074	13.528
Accessibility	.139	.106	.144	1.313	.012	.643	1.555
R = .252[a]; R^2 = .064; Adjusted R Square = .055; Std. Error of the Estimate = 2.578; F_0 = 7.177							

a. Dependent Variable: Use of EIRs

Table 6 shows that the contribution of independent variables (information needs accessibility) to dependent variable (use of electronic information resources) yielded (information needs: B = .686, t = 2.642, $p < 0.05$; and accessibility: B = .139, t=1.313, $p<0.05$) relatively and significantly influenced the use of EIR by the students. Hence, information needs has the highest influence. The results shows a coefficient of multiple correlation (R=.252 and a multiple R^2 of .064; F-ratio of 7.177). This means that 6.4% of the variance was accounted for by the two predictor variables when taken together. Therefore, the null hypothesis 3 is rejected. This confirms the opinion of Ellis and Oldman (2005) that electronic journals relatively provide access to information, and they are easier to distribute to library patrons than traditional print. Ellis and Oldman stressed that in financially stringent environment with higher education systems, electronic journals have become a medium that is considered cheaper than the traditional printed journals to convey academic information to meet the information needs of various users.

Conclusion

Electronic information resources are crucial and useful to monotechnic students. This could also be applicable to polytechnics and other higher institutions of learning. The electronic information resources can be accessed anywhere and at any time, as they are not location or geographically bound. The students at Oyo State College of Agriculture and Technology, a wide range of information in electronic resources. This perhaps makes them to regularly use the electronic information resources. There is therefore empirical link between information needs, access to electronic resources, and use of electronic information resources by the students.

Recommendations

The following recommendations were made:

1. The College authority and the management of higher institutions in Nigeria should subscribe to high bandwidth internet services, and the password be given to each student at an affordable rate. This will solve the problem of lack of poor internet connectivity challenging the students.
2. Students should be encouraged to make use of their smart devices not only for chatting, leisure and entertainment, but also for academic activities by surfing the internet to access the different varieties of educational databases available online. This will ensure that the students continue, and also improve in, the use of electronic resources for academic activities.
3. In order to address the problem of funding, it becomes imperative for the college authorities to provide adequate funds to equip the library. This will afford the library the ability to subscribe to a lot of educational electronic resources, which would be useful for academic activities of the students.
4. Adequate training, seminar and workshops on use of modern technologies should be organised by stakeholders in the college from time to time. This will enable the students to maximize the opportunities presented by the internet on information available for academic activities.

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