academicresearchJournals

Vol. 9(1), pp. 51-61, January 2021
DOI: 10.14662/IJALIS2021.030

ISSN: 2360-7858
http://www.academicresearchjournals.org/IJALIS/Index.htm

International Journal of Academic Library and Information Science

Full Length Research

The Impact of Effort Expectancy on the Use of Open Access Resources by Lecturers in two selected Universities in Nigeria

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Accepted 27 January 2021

The research work was an investigation into the various types of open access resources used by lecturers and the effort expectancy associated with the use of the resources. Effort expectancy is the degree of ease associated with the use of a system. It was to this end that the research set out to investigate the relationship between effort expectancy and use of open access resources by lecturers. Objective of the study was to examine the impact of effort expectancy as a factor that affects the use of open access resources by lecturers in two selected universities in Nigeria namely, University of Ilorin and University of Ibadan. The research design adopted and used for the study is the descriptive research design. Population comprised of lecturers from University of Ilorin and University of Ibadan. Random sampling was used to select a sample size of 117 form University of Ilorin and 174 from University of Ibadan. Instrument used for the study was structured questionnaire specifically designed to gather relevant information. Data collected was analyzed using the Statistical Package for Social Sciences (SPSS). Descriptive statistics such as frequencies, percentages, mean and standard deviation was used to answer research questions while, the Pearson product moment correlation was used to test hypothesis. All was tested at 0.05 level of significance. The study revealed that the mostly used open access resources were open textbooks, open access databases and authors personal archives. Results also revealed a positive correlation between effort expectancy and use of open access resources by lecturers in University of Ibadan (r=.808; n=152; p<0.05) and lecturers in University of Ilorin (r=.537**; n=117; p<0.05). In conclusion, effort expectancy is a strong determinant of use of open access resources by lecturers.**

Key words: Open access resources, Effort expectancy, Lecturers.

Cite this article as: Akanni, O.T (2021). The Impact of Effort Expectancy on the Use of Open Access Resources by Lecturers in two selected Universities in Nigeria. A Study. *Inter. J. Acad. Lib. Info. Sci.* 9(1): 51-61

BACKGROUND OF THE STUDY

Universities have been one of the greatest institutions that have emerged and endured. The modern university is the ideal space for the ecosystem of Scholars o search for new idea in a spirit of free inquiry (Altbach and Salmi, 2011). Universities play fundamentally important rules in any given society. To individuals, they create improved life chances and opportunities; to the economy, enhancement of innovation and skills; and to the society; through increase in knowledge and research discoveries. Universities educate leaders and entrepreneurs of the future, create new ideas and knowledge and also provide opportunities for students of all backgrounds to increase

standards of living for themselves and future generations.

Lecturers are major components of the university system and their role in the continuous existence and existence and substance of the system both for the present and the future is very important. Lecturers contribute to the attainment of the broad objectives of the university which includes teaching, learning and research. They provide academic guidance to students and also extend the frontier of knowledge through research and publication (Nandozie and Nandozie, 2008). Through teaching, lecturers are able to transfer and disseminate knowledge to learners and through research; they are able to contribute to development through inventions, innovations and new discoveries. Other activities carried out by lecturers include: seminar presentation, paper presentation at workshops and conferences and community development.

Open access is defined as a new mode of scholarly communication through which author(s) and right holder(s) of scholarly work grant(s) to all users a free, irrevocable, worldwide right of access to, and a license to copy., use, distribute derivative works, in any digit al medium for any responsible purpose, subject to proper attribution of authorship (Berlin declaration 2003). Open Access (OA) creates free and unbridled access to scholarly information which aims to provide users with information unencumbered by the motive of financial gain or profits. Open access (OA) resources are therefore digital, online, free of charge, and free of most copyright and licensing restrictions (Suber, 2012). The characteristics of open access resources include: free availability of scholarly publication, free of copyright and licensing restriction, materials are available on the internet, material is full text, material can be accessed by anybody from anywhere without any discrimination, and material can be freely by anyone.

Effort expectancy is defined as the degree of ease associated with the use of the system (Venkatesh, Thong & Xu 2012). This does not only have to do with system technology and design but also with personal factors as willingness to learn and use new systems. Effort expectancy is therefore the extent of convenience perceived for using a system. Effort expectancy indicates the level of ease associated with using a system. This variable might likely affect the use of open access resources since the main access point to those resources is the internet.

The effort expectancy in the use of open access resources relates to the perception that lecturers have about the efforts involved in accessing and retrieving open accessing resources from the internet. Lecturers' use of open access resources may likely be influenced by the perceived ease of use of the system involved. Users of open access resources are likely to be influenced by how easy or complex it is for them to access and retrieve open access resources from open access system. If lecturers perceive open access resources retrieval system to be difficult to use, they are more likely to limit their use of open access resources for activities like teaching and research. However, if they perceive the retrieval system of open access resources to be easy and understandable, they are more likely to increase their level of using open access resources.

STATEMENT OF PROBLEM

The primary advantage of open access resources is that the entire content is available to users everywhere regardless of affiliation with a subscribing library. However, the use of open access resources could be limited by some factors. One of such factors is effort expectancy. Effort expectancy is the degree of ease associated with the use of a system. This variable might likely affect the use of open access resources since the main access point to these resources is the internet. It is to this end that the research is set out to investigate the relationship between effort expectancy and use of open access resources by lecturers.

OBJECTIVES OF THE STUDY

The objectives of the study are to:

i. ascertain that types of open access resources used by lecturers in selected universities
ii. ascertain the effort expectancy of usage of open access resources by lecturers;
iii. ascertain the relationship between effort expectancy and use of open access by the lecturers; and

RESEARCH QUESTIONS

The research questions to be examined in this study are:

1. What are the types of open access resources used by lecturers in selected universities?
2. What is the effort expectancy of use of Open Access resources by lecturers?

RESEARCH HYPOTHESIS

The following hypothesis was tested in the study:

HO1: There is no significant relationship between effort expectancy and use of open access by university lecturers.

LITERATURE REVIEW

Effort expectancy refers to the degree of ease related to system usage (Venkatesh and Davis 2012). Effort expectancy indicates the level of ease associated with using a system. Effort expectancy in the use of open access resources relates to the perception that lecturers have about the efforts involved in accessing and retrieving open access resources from the internet. The main thrust is that individuals are likely to show interest in technology usage if that technology is easy to use. This means less complicated technologies. Effort expectancy is therefore the extent of convenience perceived for using a system.

Various studies have been carried out to investigate on how effort affects the use of technological products by lecturers including open access resources by Mbete and Raisamo (2014) carried out a research to examine the intention to adopt and use Open Educational Resources (OER) in higher education in Tanzania. In their study, 102 lecturers (Instructors) were selected from 4 universities and 1 institute of Technology in Tanzania. Result of the study indicated that effort of Beta=0.25, $p<0.005$ which showed that effort expectancy was major influencing factor in the usage of OER by the lecturers. Their result further suggested that the lecturers believe that OER will be easy to use and free of efforts. Implications from conclusion of their study was that the developers of open educational resources should improve the user friendliness and ease of use of open educational resources in order to attract more instructors to adopt and the resources.

Oye, Iahad, and Ab.Rahim (2012), conducted a research on the comparative study of the intention to accept and use ICT among university academic staff of Adamawa State University (ADSU) and Lagos State University (LASU). The result of their research shows that effort expectancy have positive influence and is significant with p-value (.000) on the behavioral intention of the academicians to accept and use ICT in their workplace. The regression results show that the most influential predictor of academic staff intention to accept and use ICT in ADSU is effort expectancy. They therefore concluded that the academic staffs of the universities believe that ICT is useful and easy to use. This influences their behavioral intention to accept and use ICT in their workplace.

Wirba and Abrizah (2011), in a study aimed at applying UTAUT Model to understand Malaysian authors' readiness to self-archive in Open Access repositories carried out a research at determining university lecturers and academicians' readiness to self-archive in digital/Institutional repositories via the green route to open access. The research was carried out on 1,000 lecturers from five different universities in Malaysia. They identified effort expectancy as one of the factors that influence adoption and usage of open access repositories for self-archiving by lecturers in Malaysia. While some studies on technology acceptance have found negative effects of effort expectancy factor in predicting behavioral intention (Debuse et al., 2008), other studies found that effort expectancy factor had positive effects on behavioural intention to adopt open access (Dulle and Minishi-Majanja, 2011).

Indications are that effort expectancy can either inhibit or increase faculty willingness to contribute their research materials into publicly accessible websites. In the study by Lwoga and Questier (2014), effort expectancy factor was found to negatively associate with the faculty's behavioral intention on open access usage. The findings imply that faculty who perceived that it would be difficult for them to open access system was less likely to adopt OA than those who felt the contrary. In the study by Dulle and Minishi-Majanja (2011), carried out on adoption of open access publishing by scholars in six public universities in Tanzania effort expectancy was also found to have positive effects on behavioral intention use adopt open access scholarly communication. It was found to be among the determinants for researchers' behavioral intention of open access usage. It was established that individuals who strongly believed that it would be easier for them to use open access outlets in scholarly communication were 57.9% more likely to adopt this mode than those who felt the opposite.

These findings are similar to the previous technology acceptance studies regarding the negative effects of effort expectancy factor in determining behavioral intention (Debuse et al.,2008). The study by Lwoga and Questier, findings are however contrary to the result of other studies in Tanzania which showed that effort expectancy factor had positive relationship with the behavioral intention to adopt access (Dulle and Minishi-Majanja, 2011). There is thus a need to conduct more training on the use of open access web avenues to enhance faculty capability to use such system, given that studies show that the negative effects of effort expectancy can be minimized with experience (Venkatesh et al., 2003).

There is no gainsaying therefore that from literature reviewed, no research work has been done in Nigeria to study the effect that effort expectancy presents to lecturers in their quest to utilize Open Access resources. The above revelation indicates a dearth of literature on how this factor affects the use of Open Access by lecturers in Nigeria. Therefore, this is the gap in literature that this research work sets out to fill.

RESEARCH METHODOLOGY

The research design adopted and used for the study is the descriptive research design. Descriptive research

design was chosen for the research work because, it is very important in reducing large data to a manageable form as it allows only a small sample population to represent the entire population. The population of the study was made up from lecturers from four (4) faculties in University of Ilorin (UNILORIN) and University of Ibadan (UI) respectively. Preliminary investigation indicated that there were 743 lecturers in University of Ilorin while there were 1,460 lectures in University of Ibadan. At the first stage of sampling, four faculties were purposely selected from the two Universities. The faculties are; Education, Arts, Social sciences and Sciences. At the second stage, three departments with the highest number of Lecturers were selected from each of the faculties. The final stage of the sampling was done by using 60% of the sampling fraction. Instrument used for the study was structured questionnaire specifically designed to gather relevant information.

METHOD OF DATA ANALYSIS

Data collected was analyzed using the Statistical Package for Social Sciences (SPSS). Descriptive statistics such as frequencies, percentages, mean and standard deviation was used to answer research questions while, the Pearson product moment correlation was used to test hypothesis. All was tested at 0.05 level of significance.

RESPONSE RATE

The number of copies of questionnaire distributed in University of Ilorin and University of Ibadan were 117 and 174 respectively. Out of which 100 and 152 copies were duly filled and returned respectively. Response rate was therefore 85.47% for University of Ilorin and 87% for University of Ibadan.

DATA ANALYSIS

Research Question 1: **What are the types of Open Access resources used by lecturers?**

Table 1 presents the results of findings on the types of Open access resources used by lecturers. Results revealed that majority of lecturers in (UI) with 86.18% made use of Open textbooks, while in UNILORIN, result showed that 98% of the lecturers used personal archives. In essence, the mostly used Open Access resources in both universities were; Open textbooks, Open access databases and personal archives.

Research Question 2: What is the effort expectancy of use of Open Access resources by lecturers?

Tables 2, 3, 4 and 5 show the effort expectancy of open access resources by lecturers. The tables revealed that most of the lecturers in the two universities perceived open access resources to be easy to use as they affirmed that. Specifically, most of the respondents 29(76.3%) in social sciences (UI) expressed that printing out open access resources for later use was easy for them. While 22(73.3%) affirmed that downloading the resources was also easy. Interestingly, all respondents 28 (100%) in Arts and 25(100%) in Education at UNILORIN all agreed that they never considered open access search engines to be difficult.

Hypothesis testing: **There is no significant relationship between effort expectancy and use of open access by university lecturers.**

Table 6 reveals the relationship between effort expectancy and use of open access resources by lecturers. A correlation analysis was carried out to determine the relationship between effort expectancy and use of open access resources by lecturer (Table 4.27). The results shows that in University of Ibadan and University of Ilorin, there was a significant positive correlation between effort expectancy and use of open access resources by the lecturers ($r=.808^{**}$; $n=152$; $p<0.01$) and ($r=.537^{**}$; $N = 100$; $p < 0.01$) respectively. This means that as effort expectancy increases, the use of open access resources by the respondent also increases. Therefore, the hypothesis is rejected.

DISCUSSION OF FINDINGS

Results revealed that the mostly used open access resources were open textbooks, open access databases and authors personal archives. The reason could be preference and level of familiarity with these resources. The use of smart devices like smart phones, I pad, and laptops have also made this easy. This supports the results of Nicholas, Rowlands, Watkinson, Brown and Jamali (2012) investigated the scientific researchers' perception of digital repositories and found out that out of 1,675 survey responses, 1,079(63.7%) of the respondents had deposited their research outcomes in one type of open access repository or the other.

Findings also revealed and indicated that a very significant number of respondents averred that open access resources were easy to use. This implies that most of the respondents had the needed information retrieval skills as they did not face any complexity in accessing the open access resources. This in turn

Table 1. Types of Open Access resources used by lecturers in University of Ilorin

Types	Used		Not used	
	F	%	F	%
Institutional Repository	45	45.0	55	55.0
Open Access databases	87	87.0	13	13.0
Authors' Personal archives	98	98.0	2	2.0
Open Textbooks	98	98.0	2	2.0

Table 2. Types of Open Access resources used by lecturers in University of Ibadan

Types	Used		Not used	
	F	%	F	%
Institutional Repository	79	51.9	73	48.1
Open Access databases	125	82.2	27	17.8
Authors' Personal archives	122	80.2	30	19.8
Open Textbooks	131	86.1	21	13.9

Table 3. Effort expectancy of open access resources by lecturers in University of Ibadan

	Arts								Education							
PERCEIVED EASE OF USE	**VHE**		**HE**		**A**		**LE**		**VHE**		**HE**		**A**		**LE**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
I expect interaction of open access resources system to be clear and understandable	6	16.7	13	36.1	10	27.8	7	19.4	13	43.3	17	56.7	-	-	**-**	**-**
It is easy for me to become skillful in publishing my work in open access	4	11.1	15	41.7	15	41.7	2	5.6	10	33.3	20	66.7	-	-	**-**	**-**

Table 3. continues

I expect the interface of open access resources to be friendly to use	3	8.3	17	47.2	11	30.6	5	13.9	14	46.7	16	53.3	-	-	-	-
I expect open access resources interface to be easy to browse and investigate	4	11.1	16	44.4	12	33.3	4	11.1	14	46.7	16	53.3	-	-	-	-
I find it easy to access information resources from open access.	6	16.7	16	44.4	9	25.0	5	13.9	16	53.3	14	46.7	-	-	-	-
I find it easy to retrieve information resources from open access on the internet.	5	13.9	17	47.2	11	30.6	3	8.3	13	43.3	17	56.7	-	-	-	-
Accessing and use of open access materials is a good idea	6	16.7	17	47.2	7	19.4	6	16.7	15	50.0	15	50.0	-	-	-	-
COMPLEX																
I find it difficult to download open access resources	6	16.7	1	2.8	9	25.0	20	55.6	1	3.3	-	-	7	23.3	22	73.3
It is not easy for me to print out open access resources for later use.	6	16.7	1	2.8	5	13.9	24	66.7	2	6.7	-	-	8	26.7	20	66.7
Access instructions are not always clear.	6	16.7	-	-	8	22.2	22	66.7	4	13.3	-	-	8	26.7	18	60.0
To many login instructions required	10	27.8	-	-	9	25.0	17	47.2	8	26.7	-	-	6	20.0	16	53.3
I find it difficult to upload content to open access resources	6	16.7	2	5.6	10	27.8	18	50.0	9	30.0	-	-	8	26.7	13	43.3
Website design of open access resources is too complex for me to access	5	13.9	1	2.8	12	33.3	18	50.0	5	16.7	-	-	11	36.7	11	36.7
It is difficult to save open access resources for later use.	6	16.7	1	2.8	15	41.7	14	38.9	8	26.7	-	-	11	36.7	11	36.7
It is difficult to use open access search engines.	11	30.6	1	2.8	12	33.3	12	33.3	10	33.3	-	-	13	43.3	7	23.3

Key: very High Extent (VHE) High Extent (HE) Average (A) Low Extent (LE)

Table 4. Effort expectancy of open access resources y lecturers in University of Ibadan

	Arts								Education							
PERCEIVED EASE OF USE	**VHE**		**HE**		**A**		**LE**		**VHE**		**HE**		**A**		**LE**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
I expect interaction of open access resources system to be clear and understandable	23	83.3	5	16.7	-	-	-	-	13	52.0	12	52.0	-	-	-	-
It is easy for me to become skillful in publishing my work in open access	14	50.0	14	50.0	-	-	-	-	20	80.0	5	20.0	-	-	-	-
I expect open access resources interface to be easy to browse and negative	26	93.0	2	7.0	-	-	-	-	13	52.0	5	20.0	7	28.0	-	-
I find open access information resources from open access	19	66.7	9	33.3	-	-	-	-	14	56.0	11	44.0	-	-	-	-
I find it easy to retrieve information resources from open access on the internet	14	50.0	14	50.0	-	-	-	-	6	24.0	14	56.0	5	20.0	-	-
I find it easy to upload contents on institutional repository	-	-	5	16.7	23	83.3	-	-	-	-	16	64.0	9	36.0	-	-
Accessing and use of open access materials is a good idea	9	33.3	19	66.7	-	-	-	-	25	100.0	-	-	-	-	-	-
COMPLEXITY																
I find it difficult to download open access resources	-	-	-	-	-	-	28	100.0	-	-	-	-	14	56.0	11	44.0
It is easy for me to print out open access resources for later use	-	-	-	-	5	16.7	23	83.3	-	-	-	-	18	72.0	7	28.0
Access instructions are not always clear	-	-	-	-	5	16.7	23	83.3	-	-	-	-	7	28.0	18	72.0
Too many login instruction required	9	33.3	-	-	5	16.7	14	50.0	5	20.0	-	-	6	24.0	14	56.0
I find it difficult to upload content to open access resources	10	35.7	-	-	8	28.6	10	35.7	5	20.0	-	-	7	28.0	13	52.0
Websites design of open access resources is too complex for me to access	5	16.7	-	-	14	50.0	9	33.3	2	8.0	-	-	13	52.0	10	40.0
It is difficult to save access resources for later use	7	25.0	-	-	14	50.0	7	25.0	8	32.0	-	-	11	44.0	6	24.0
It is difficult to use open access search engines	-	-	9	33.3	19	66.7	-	-	-	-	6	24.0	12	48.0	7	28.0

KEY: VERY HIGH EXTENT (VHE) HIGH EXTENT (HE) AVERAGE (A) LOW EXTENT (LE)

Table 5. Effort expectancy of open access resources by lecturers in University of Ilorin

	Social Sciences								Sciences							
Perceived ease of use	Vhe		He		A		Le		Vhe		He		A		Le	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
I expect interaction of open access resources system to be clear and understandable	10	47.6	11	52.4	-	-	-	-	14	53.8	12	46.2	-	-	-	-
It is easy for me to become skillful in publishing my work in open access	5	23.8	16	76.2	-	-	-	-	13	50.0	13	50.0	-	-	-	-
I expect the interface of open access resources to be friendly to use	9	42.9	12	57.1	-	-	-	-	15	57.7	11	42.3	-	-	-	-
I expect open access resources interface to be easy to browse and navigate	11	52.4	10	47.6	-	-	-	-	14	53.8	12	46.2	-	-	-	-
I find it easy to access information resources from open access	12	57.1	9	42.9	-	-	-	-	10	38.5	16	61.5	-	-	-	-
I find it easy to retrieve information resources from open access on the internet	8	38.1	13	61.9	-	-	-	-	15	57.7	11	42.3	-	-	-	-
I find it easy to upload contents on institutional repository	5	23.8	16	76.2	-	-	-		-	-	13	50.0	13	50.0	-	-
Accessing and use of open access materials is a good idea	21	100.0	-	-	-	-	-	-	13	50.0	13	50.0	-	-	-	-
Complexity																
I find it difficult to download open access resources	-	-	2	9.5	1	4.8	18	85.7	-	-	1	3.8	8	30.8	17	65.4
it is not easy for me to print out open access resources for later use	-	-	3	14.3	4	19.0	14	66.7	-	-	-	-	14	53.8	12	46.2
Access instruction are not always clear	-	-	7	33.3	3	14.3	11	52.4	-	-	-	-	9	34.6	17	65.4
Too many login instruction required	-	-	6	28.6	3	14.3	12	57.1	-	-	7	26.9	7	26.9	12	46.2
I find it difficult to upload content to open access resources	-	-	4	19.0	10	47.6	7	33.3	6	23.1	-	-	8	30.8	12	46.2

Table 5. continues

Websites design of open access resources is too complex for me to access	6	28.6	-	-	6	28.6	9	42.9	-	-	-	-	4	15.4	22	84.6
It is difficult to save open access resources for later use	8	38.1	-	-	4	19.0	9	42.9	-	-	-	-	24	92.3	2	7.7
It is difficult to use open access search engines	6	28.6	-	-	9	42.9	6	28.6	-	-	-	-	-	-	26	100.0

KEY: VERY HIGH EXTENT (VE) HIGH EXTEN (HE) AVERAGE (A) LOW EXTENT (LE)

Table 6. Effort expectancy of open access resources by lecturers in University of Ilorin

	Social Sciences								Sciences							
Perceived ease of use	Vhe		He		A		Le		Vhe		He		A		Le	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
I expect interaction of open access resources system to be clear and understandable	10	47.6	11	52.4	-	-	-	-	14	53.8	12	46.2	-	-	-	-
It is easy for me to become skillful in publishing my work in open access	5	23.8	16	76.2	-	-	-	-	13	50.0	13	50.0	-	-	-	-
I expect the interface of open access resources to be friendly to use	9	42.9	12	57.1	-	-	-	-	15	57.7	11	42.3	-	-	-	-
I expect open access resources interface to be easy to browse and navigate	11	52.4	10	47.6	-	-	-	-	14	53.8	12	46.2	-	-	-	-
I find it easy to access information resources from open access	12	57.1	9	42.9	-	-	-	-	10	38.5	16	61.5	-	-	-	-
I find it easy to retrieve information resources from open access on the internet	8	38.1	13	61.9	-	-	-	-	15	57.7	11	42.3	-	-	-	-
I find it easy to upload contents on institutional repository	5	23.8	16	76.2	-	-	-		-	-	13	50.0	13	50.0	-	-
Accessing and use of open access materials is a good idea	21	100.0	-	-	-	-	-	-	13	50.0	13	50.0	-	-	-	-

Table 6. continues

Complexity														
I find it difficult to download open access resources	-	-	2	9.5	1	4.8	18	85.7	-	-	1	3.8	8	30.8	17	65.4
it is not easy for me to print out open access resources for later use	-	-	3	14.3	4	19.0	14	66.7	-	-	-	-	14	53.8	12	46.2
Access instruction are not always clear	-	-	7	33.3	3	14.3	11	52.4	-	-	-	-	9	34.6	17	65.4
Too many login instruction required	-	-	6	28.6	3	14.3	12	57.1	-	-	7	26.9	7	26.9	12	46.2
I find it difficult to upload content to open access resources	-	-	4	19.0	10	47.6	7	33.3	6	23.1	-	-	8	30.8	12	46.2
Websites design of open access resources is too complex for me to access	6	28.6	-	-	6	28.6	9	42.9	-	-	-	-	4	15.4	22	84.6
It is difficult to save open access resources for later use	8	38.1	-	-	4	19.0	9	42.9	-	-	-	-	24	92.3	2	7.7
It is difficult to use open access search engines	6	28.6	-	-	9	42.9	6	28.6	-	-	-	-	-	-	26	100.0

KEY: VERY HIGH EXTENT (VE) HIGH EXTEN (HE) AVERAGE (A) LOW EXTENT (LE)

Table 7. Relationship between effort expectancy and use of open access resources by lecturers

Name of University	Variables	Mean	Std. Deviation	N	R	Df	Sig. (P)	Remarks
University of Ibadan	Effort expectancy	50.70	6.897	152	.808**	151	.001	Sig.
	Use of open access resources	22.45	5.100					
University of Ilorin	Effort expectancy	52.46	4.722	100	.537**	99	.001	Sig.
	Use of open access	24.07	2.910					

increased their usage of open access resources.

The findings corroborates the findings of Dulleand Minishi-Manjanja(2011) where it was established that individuals who strongly believed that it would be easier for them to use open access were 57.9% more likely to adopt this mode than those who felt opposite. Similarly, Wirba and Abrizah (2011) in a study aimed at applying UTAUT Model to understand Malaysian authors readiness to self-archive in open access repositories identified effort expectancy as one of the factors that influence adoption and usage of open access repositories for self-archiving in Malaysia.

Results also showed a positive correlation between effort expectancy and use of open access resources. This is understandable as ease of use and complexity affect the utilization of open access resources. This result resonates with the study conducted by Mbete and Raisamo (2014) on adoption and use of Open Educational Resources (OER). Their findings showed that effort expectancy was a major influencing factor in the usage of OER. Their results further suggested that that lecturers believed that OER would be easy to use and free of efforts.

CONCLUSION

Through open access resources, journals and other scholarly articles may now be downloaded quicker and easier. Open access resources play a very important role in scholarly communities especially among lecturers, who need access to current and relevant information for their teaching, learning and research activities.

The ease with which open access resources can be accessed and used is a major game changer in the academic world as this implies that lecturers and researchers worldwide would continue to make appreciable use open access resources for a very long time to come in view of the opportunities it presents for all.

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