

## **The Impact of Resource Sharing on Information Dissemination among Postgraduate Students of Adamawa State University, Mubi**

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### **Abstract**

*This study investigates the impact of resource sharing on information dissemination among postgraduate students of Adamawa State University, Mubi. The study was guided by four objectives, four research questions, and one hypothesis. Related literatures were reviewed based on the objectives of the studies. A descriptive research design was adopted for the study. The study population comprised all the postgraduate students of Adamawa State University, Mubi total of 346. Yaro Yamani sampling techniques were used to draw a sample of 100 for the study. A self-developed questionnaire was used to collect data. Data retrieved was analyzed using descriptive statistics of frequency counts, percentages, and mean. The analysis of (ANOVA) was used to test the null hypothesis at a 0.05 level of significance. The findings indicate that smartphones, Desktop/Laptop computers, USB Flash drives, and the Internet are available for resource sharing while tablets and CD-ROMs are not available; Desktop/Laptop computers, Smartphones, USB Flash drives, and the Internet are the most accessible ICT tools for resource sharing while CD-ROM and tablets are not; WhatsApp, Email, Google Drive, and Zoom are the channels mostly used for collaboration among the students while Telegram and Google Meet are not available; Journal articles, slides, and educational videos are frequently shared among postgraduate students while hand-outs, notes, and Textbooks are rarely shared; and, There is no significant difference between the levels of impact of resource sharing on information dissemination among the postgraduate students of Adamawa State University, Mubi. Amongst other recommendation preferred include: the University Management should support and improve the provision of ICT tools such as Smartphones, Desktop/Laptop Computer and Internet for resource sharing, etc.*

**Keywords:** Resource Sharing, Information Dissemination, and Postgraduate Students.

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### **Introduction**

Humans have developed over time by creating intellectual content to advance the frontiers of knowledge and development, therefore, if what is known is to be useful, there is a need to share it with others. Therefore it is pertinent that knowledge generated by institutions of higher learning needs to be disseminated to those who need it. Resource sharing encompasses the collaborative use of digital and physical resources, including e-books, e-journals, databases, and research materials, to facilitate access to information beyond the immediate repository. Resource sharing is a fundamental aspect of modern library operations, enhancing access to materials and information that individual libraries might not possess. This practice involves the cooperative exchange of

resources among libraries to maximize their effectiveness and provide comprehensive services to users (Gorman and Karmel, 2020).

The increasing demand for academic resources according to Johnson (2020), has driven libraries to develop interlibrary loan services, enabling users to access materials beyond their institutional collections. This approach not only reduces costs but also improves user satisfaction. Resource sharing among postgraduate students plays a pivotal role in academic success, as it enhances access to a wide array of scholarly materials. According to Ojedokun and Aina (2021), postgraduate students often rely on resource-sharing systems such as interlibrary loans and digital repositories to access specialized materials not available in their institutions. These systems not only improve the quality of research but also reduce the financial burden of purchasing resources individually. Furthermore, effective resource sharing fosters collaboration and knowledge exchange among students, which is essential for multidisciplinary research (Ibrahim and Musa, 2019).

One of the key benefits of resource sharing is the expansion of access to diverse materials. Libraries that engage in resource-sharing programs can offer patrons a broader range of resources, including books, journals, and digital content, beyond their local collections (Williams and Smith 2019). This expansion is particularly valuable in academic libraries, where the breadth and depth of research materials can significantly impact scholarly work. This paper reviews the impact of resource sharing as it plays a critical role in information access, which essentially depends on what is available. Resource sharing aims to provide access to a wide variety of information materials. The opportunities that postgraduate students can derive from cooperative access to library resources and services to enhance their studies would be beneficial as they are engaged in advanced studies and research related to their area of interest. The postgraduate students of Adamawa State University (ADSU) are found in the four (4) faculties in the university ranging from faculty of Education, Science, Agriculture, and Social and Management Science.

Information dissemination refers to the process of distributing information to a target audience or the public. It involves various methods and channels, such as digital platforms, printed materials, and face-to-face communication, to ensure that information reaches its intended recipients effectively. According to Davis and Smith (2021), information dissemination plays a crucial role in enhancing communication and ensuring that accurate and timely information is shared among stakeholders. They emphasize that effective dissemination strategies are vital for the success of organizational and academic communication efforts.

A postgraduate student is someone who has already earned an undergraduate degree and is enrolled in further academic study to gain more specialized knowledge or research experience. According to Smith and Jones (2020), postgraduate students engage in advanced coursework and often contribute original research in their chosen field. Postgraduate students might be pursuing a master's or doctoral degree, to deepen their expertise and potentially contribute new knowledge to their discipline. Similarly, Brown (2019), stated that postgraduate students are generally characterized by their focus on independent research and a higher level of specialization compared to undergraduate students. Furthermore, Williams and Clarke (2021), see this stage of education that involves significant engagement in research projects, which are essential for the completion of their advanced degrees. This study is intended to examine the impact of resource sharing on information dissemination among postgraduate students of Adamawa State University, Mubi.

### **Statement of the Problem**

Resource sharing is critical among postgraduate students in the knowledge society, where people work to have access to information that will enhance their work. Ineffective resource sharing can have an advanced effect on information dissemination among postgraduate students in their research activities. The implication of not having ineffective resource sharing if not addressed, postgraduate students will have to suffer in accessing information. The researchers' informal interaction with some postgraduate students revealed that resource sharing is ineffective among them. This creates a desire in the researchers to find out the impact of resource sharing on information dissemination among postgraduate students at Adamawa State University, Mubi.

### **Objectives of the Study**

The general objectives of this study are to determine the impact of resource sharing on information dissemination among postgraduate students of Adamawa State University, Mubi while the specific objectives are:

1. To determine the availability of ICT Tools for resource sharing on information dissemination among postgraduate students in Adamawa State University, Mubi.
2. To determine the accessibility of ICT Tools for resource sharing among postgraduate students in Adamawa State University, Mubi.
3. To determine the collaboration channels for resource sharing on information dissemination among postgraduate students in Adamawa State University, Mubi.
4. To determine the extent to which postgraduate students share information in Adamawa State University, Mubi.

### **Research Questions**

1. What are the available ICT Tools for Resource Sharing on Information Dissemination among Postgraduate Students in Adamawa State University, Mubi?
2. What are the Accessible ICT tools used for Resource Sharing on Information Dissemination among Postgraduate Students at Adamawa State University, Mubi?
3. What are Collaboration Channels for Resource Sharing on Information Dissemination among Postgraduate Students in Adamawa State University, Mubi?
4. To what extent do Postgraduate Students Share Information resources?

### **Hypothesis**

- i.  $H_{01}$ : There is no significant relationship between the impact of resource sharing and information dissemination among Postgraduate Students of Adamawa State University, Mubi.

### **Literature Review**

Resource sharing is very important among postgraduate students, but it requires the availability of necessary ICT tools, especially in a Technological era. Yekinni, Ladigbolu, Adeniyi, and Oluwasusi (2021) examined information and communication technologies usage among agricultural students of tertiary institutions in the Southwest of Nigeria. The study revealed that the most available ICTs among students were the Internet and mobile phones. Similarly, a study carried out by Richard, Bernard, Nwogwugwu, Demort, and Christiana (2023) on Information and Communication Technology Availability, Utilization, and Research Work Performance among Postgraduate Students in South-South Universities, in Nigeria. Using ex-post facto research design

revealed that there is a significant influence of ICT availability and utilization for research on postgraduate students' research work performance. Furthermore, Joel, Nwafor-Orizu, and Vandi (2020) investigated the availability and extent of use of electronic information resources by postgraduate students in federal university libraries in North East Nigeria. The descriptive survey research design was adopted for the study. The findings revealed that postgraduate students in federal universities in the North East rated that the following electronic information resources were available: e-journals, e-books, CD-ROM, online databases, internet, e-catalogs, WWW, and e-mails.

In a study conducted by Oladipo and Omojola (2021) on the Availability and Utilization of Social Media Platforms for exploration work performance among postgraduate students at the University of Ibadan. The findings show that tools like Google Drive and Zoom were widely available and used for information sharing among postgraduate students. According to Bola (2023) who researched factors influencing the Availability of Information Communication Technology Tools for Sharing Information Among Students of Postgraduate at three higher learning institutions in south-west Nigeria. A comprehensive analysis was conducted to evaluate the various ICT tools employed for facilitating information sharing in academic settings. The research identified several ICT tools available and accessible such as email, instant messaging, online databases, and collaborative platforms (e.g., Google Drive, Microsoft Teams). Okoye, Nwakwo, and Aliyu (2022) conducted a study on the impact of the availability and accessibility of Social Media Platforms among postgraduate students at the University of Nigeria, Nsukka. The study shows that ICT tools such as Learning Management Systems (LMS), email, cloud storage, and social media platforms are available and accessible to postgraduate students. The findings revealed that LMS and cloud storage were the most utilized tools, with students reporting improved collaboration and access to resources. The study concluded that ICT tools enhance information sharing among postgraduate students.

The integration of ICT tools in academic settings has made it easier for postgraduate students to share, access, and manage information efficiently. In a study conducted by Joe (2022) at the University of Lagos, the objective was to evaluate the accessibility of ICT tools in enhancing resource sharing for effective information dissemination among postgraduate students. The findings revealed that a significant proportion of students had access to multiple ICT tools, such as desktops, laptops, smartphones, and tablets, alongside internet availability, with smartphones being the most prevalent, facilitating quick access to academic resources and improving communication among peers. The study concluded that enhanced accessibility to these ICT tools significantly impacted resource sharing and information dissemination, highlighting the need for universities to invest in better internet infrastructure to further support academic success. Similarly Akinola, Akinola, and Adedokun (2020). In their study on the role of ICT in enhancing information dissemination among postgraduate students in Nigerian universities. The study indicates that having access to these technologies and tools such as desktops, laptops, smartphones, and CD-ROMs not only improves the quality of academic interactions but also fosters a more collaborative learning environment engaging resources more efficiently and effectively..

According to Samuel, Harry, and Musah, (2018) On Postgraduate students' perception towards the use of ICT in research in Ghanaian public universities. The paper adopted the survey methodology. This study revealed that most postgraduate students perceive the use of ICT applications in research as very important in their research activities because it provides quick access to information, convenience of access to information, time-saving, and currency of information accessed. The implication of these is that it facilitates resource sharing and

information dissemination among postgraduate students. Samuel (2019), whose study sought to examine the use of ICT in research by postgraduate students in public universities. The survey design was adopted for the study. The finding of the study revealed that most students frequently accessed ICT facilities such as e-resources, communication and collaboration applications, citation and compiling bibliography applications, data analysis applications, and sharing and/or publishing in their conduct of research.

Samuel (2021), this paper aims to identify the awareness and utilization of ICT applications to facilitate the research of postgraduate students. With the survey design, the study identified that most students were aware that ICT use in research can facilitate their scientific inquiries. The results further indicated that ICT tools were well publicized. Again, most of the respondents indicated that they had adequate skills in the use of ICT to conduct research. The use of ICT tools in research makes it easy for researchers to work with big data and information resources.

Collaboration plays a critical role in academic success, particularly at the postgraduate level. As students delve deeper into specialized fields of study, the need for exchanging ideas, sharing research findings, and working together on projects becomes essential. Research conducted by Ponera (2023) on the use of social media for exchanging knowledge and information by postgraduate students at four higher learning institutions in northern Tanzania. The study used a convergent research design to collect quantitative and qualitative data concurrently. The study establishes that postgraduate students were willing to exchange knowledge and information using social media to interact and socialize. Based on their willingness, the study revealed that social media offered various benefits to postgraduate students, including timely access to knowledge and information, collaborative learning, strengthening their knowledge base, and enhancing their academic performance. Agada-Mba, Toluwalashe, Ujunwa, Oboakore, and Jemisenia (2024) carried out a study on the Effectiveness of Online Collaboration Tools for Researchers in Poor Resource Settings. The study investigated the effectiveness of online collaboration tools among researchers in some university communities in Nigeria. The research adopted an online survey method. Findings showed a high preference for many of the platforms presented to respondents, with Google Scholar being the most frequently used, followed by Mendeley and Zotero were used for online collaboration among postgraduate students. Aina and Ibrahim (2022) conducted a study on a model for collaboration medium and information sharing among postgraduate students in Nigerian Institutions. A mixed-method approach combining surveys and interviews was adopted. The researchers found that social media platforms, academic networking sites, and institutional repositories were the most frequently used channels for sharing information. The study revealed that these channels are effective in facilitating timely access to research materials and peer support.

According to Adeyi, Annune, and Tsegba (2024), in their study on the utilization of social media platforms for research productivity by postgraduate students in universities in Benue State, Nigeria. The findings of the study revealed that Facebook, Twitter, Google+, Wikis (Wikipedia, Wikia, Wikispaces), Blog, Academia, LinkedIn, and WhatsApp among others are available to postgraduate students, which they use for research and resource sharing. Similarly, Zubairu (2021) researched the impact of social media platforms amongst tertiary institutions and schools in Dutse Jigawa State, Nigeria. The study aims to identify why students use social media platforms as well as to examine the impact on student's performance. Findings show that the majority of students at tertiary institutions utilized social media platforms such as Facebook, WhatsApp, and Twitter are available platforms used by postgraduate students as channels for collaboration. Jacob's (2022) research examined search engines, social networking utilization, and knowledge-sharing practices among undergraduates at Federal University Oye-Ekiti, Nigeria. The findings revealed that



WhatsApp, email, Twitter, and Facebook top the list of utilized social networking sites among the students.

In the study conducted by Adebayo and Suleiman (2023) on information dissemination medium for sharing information and collaboration among postgraduate students in Kwara State University. The study used a convergent research design to collect quantitative and qualitative data simultaneously. The research revealed that digital platforms like WhatsApp and Google Drive are the most effective channels for collaboration, with students reporting improved access to shared resources and enhanced communication. These findings further highlight the importance of ensuring equitable access to technology in enhancing collaborative efforts among postgraduate students. Furthermore Ahmed, Zainab, and Kabiru (2024) the researchers explored the various collaboration channels used for information distribution among postgraduate students at Bayero University, Kano. The study employed Mixed methods to gather data on the most effective channels, such as online platforms, face-to-face meetings, and social media. The findings highlighted the importance of digital tools in facilitating collaboration. The study concluded the need for institutions to integrate these channels into their academic frameworks to enhance information sharing.

Furthermore, Adeyemi (2022) researched the Impacts of collaboration and the challenges of sharing information among students of the postgraduate school at Lagos State University. The study utilized a survey method involving 680 postgraduate students across different faculties. The findings revealed that online forums, institutional intranets, social media platforms, and cloud-based tools have been identified as effective means for information sharing among postgraduate students and social media platforms like WhatsApp and Telegram were the most frequently used channels due to their ease of access and real-time communication capabilities. The study concluded that enhancing the accessibility and usability of these platforms could significantly improve collaboration and information sharing among postgraduate students.

Resource sharing among postgraduate students is vital for improving academic collaboration and performance. A study conducted by Joel, Nwafor-Orizu, and Vandi (2020) investigated the availability and extent of use of electronic information resources by postgraduate students in federal university libraries in North East Nigeria. The descriptive survey research design was adopted for this study. The finding revealed that postgraduate students to a great extent make use of electronic information resources like CD-ROM, internet, WWW, and e-mails in federal university libraries in North East, Nigeria. According to Adeyi, Annune, and Tsegba (2024), the study investigated the utilization of social media platforms for research productivity by postgraduate students in universities in Benue State, Nigeria. The study adopted a descriptive survey research design. The study revealed that postgraduate students to a high extent utilize social media platforms for research productivity in Universities in Benue State. It further revealed that the extent of social media platform utilization significantly affects the research productivity of postgraduates.

In another study Adegboye and Ojo (2022) study the extent to which postgraduate students use ICT tools for information sharing at the University of Ibadan, Oyo State. A descriptive research design was adopted for the study. The research found that postgraduate students are increasingly utilizing ICT tools such as email and social media for information dissemination. The study concluded that more digital infrastructures are required to enhance significant improvement and effectiveness of information sharing among postgraduate students. In a study by Bola and Mary (2023) on the level to which sharing Information Using ICT Tools among Postgraduate Students in South-West Universities of Nigeria. The Researchers employed a mixed-methods approach.

Their findings indicate a high utilization of digital platforms like email, WhatsApp, Facebook, and social media for academic teamwork. The study concludes that ICT tools significantly enhance information sharing among postgraduate students.

Similarly, Olowu and Ogunlade (2023) in their study on the extent of accessibility practice of digital tools for information sharing among postgraduate students in Bowen University, Iwo-Osun State. A mixed-method survey research design was used. Their findings indicated that ICT tools are widely used among postgraduate students, with automated platforms, WhatsApp, Internet and academic databases being the most frequently utilized. The study concluded that digitalization tools have helped in information sharing among the majority of the postgraduate students.

## Methodology

A descriptive survey research design was adopted for the study. According to Ndiyo, N. A., (2005), A survey gathers relatively limited data from a relatively large number of cases; it gathers information about variables rather than information about individuals. The population of the study is three hundred and forty-six (346) Postgraduate Students of Adamawa State University, Mubi with a sample size of 100 **using the Yaro Yamani sampling technique formula**. A self-developed questionnaire titled: Questionnaire was used to collect data. Data retrieved was analyzed using descriptive statistics of frequency counts, percentages, and Mean. The analysis of variance (ANOVA) was used to test the null hypothesis at a 0.05 level of significance. Decisions are taken as accepted when the mean is above 2.50 and are rejected when the mean is below 2.50.

## Response Rate

Out of the one hundred instruments administered to the respondents, 72 representing (71%) were male while 29 representing (29%) were female. Furthermore, 22(22%) were PGD Students, 68(67%) were Masters Students while 11(11%) were PhD Students.

**Research Question 1:** What are the available ICT tools for resource sharing on information dissemination among postgraduate students?

Table 1: Available ICT tools for resource sharing among postgraduate students.

S/N	Statement	SA	A	D	SD	Mean
1.	Desktop/Laptop Computers are available to me for resource sharing.	32	64	2	3	3.23
2.	Tablet is available to me for resource sharing.	12	23	12	54	1.93
3.	USB Flash Drives is available to me for resource sharing.	8	86	3	4	2.97
4.	Internet is available to me for resource sharing	11	83	4	3	3.00
5.	Smart Phone is available to me for resource sharing	80	14	5	2	3.70
6.	CD-ROM is available to me for resource sharing	10	17	69	5	2.31
<b>Cluster</b>		<b>Mean</b>				<b>2.85</b>

**Source:** Field Survey, 2024

Table 2 above shows the available ICT tools for resource sharing. From the table, 32 respondents selected "strongly agreed", 64 selected "agreed", 2 "disagreed" and 3 "strongly disagreed" that desktop/laptop computer are available to them for resource sharing. Again, 12 aligned with "strongly agreed", 23 aligned with "agreed", 12 "disagreed" and 54 "strongly disagreed" that they have tablets available to them. On the Available use of USB Flash Drives, 8

respondents selected "strongly agreed", 86 selected "agreed", 3 "disagreed" and 4 "strongly disagreed". On the Available use of the Internet, 11 respondents selected "strongly agreed", 83 "agreed", 4 "disagreed" and 3 "strongly disagreed". Also, 80 respondents selected "strongly agreed", 14 "agreed", 5 "disagreed" and 2 "strongly disagreed" were recorded for Smart Phones. Finally, 10 respondents selected "strongly agreed", 17 "agreed", 69 "disagreed" and 5 "strongly disagreed" that CD ROM is available to them. The above Table indicates that the most Available ICT tools for resource sharing are Smartphones, Desktop/Laptop Computers, and the Internet.

**Research Question 2:** What are the Accessible ICT tools used for Resource Sharing on Information Dissemination among Postgraduate Students at Adamawa State University, Mubi?

**Table 2: Accessibility of ICT Tools for Resource Sharing Among Postgraduate Students.**  
20 77 2 2 3.13

S/N	Statement	SA	A	D	SA	Mean
1.	Desktop/Laptop Computer is accessible for resource sharing	20	77	2	2	3.13
2.	Tablet is accessible to me for resource sharing	5	26	66	4	2.31
3.	USB Flash Drives for resource sharing	80	15	3	3	3.70
4.	Internet is accessible to me for resource sharing	10	85	3	3	3.00
5.	Smart Phone is accessible to me for resource sharing	80	13	6	2	3.69
6.	CD-ROM is accessible to me for resource sharing	6	16	74	5	2.22
<b>Cluster Mean</b>						<b>3.00</b>

**Source:** Field Survey, 2024

Table 2 above shows the accessible ICT tools for resource sharing. From the table, 20 respondents selected "strongly agreed", 77 selected "agreed", 2 selected "disagreed" and 2 "strongly disagreed" that they have access to desktop/laptop computers for resource sharing. Again, 5 aligned with "strongly agreed", 26 aligned with "agreed", 66 "disagreed" and 4 "strongly disagreed" that they have access to tablets. On having access to USB Flash Drive 80 respondents "strongly agreed", 15 selected "agreed", while 3 selected "disagreed" and 3 "strongly disagreed". On having internet access the respondent's selections are 10 "strongly agreed", 85 "agreed", 3 "disagreed" and 2 "strongly disagreed". Also, 80 "strongly agreed", 13 "agreed", 6 "disagreed" and 2 "strongly disagreed" were recorded for having access to Smart Phones. Finally, 6 "strongly agreed", 16 "agreed", 74 "disagreed" while 5 "strongly disagreed" that they have access to CD ROM Based on the table above it shows that the most Accessible ICT tools are USB Flash Drives, Smartphones, and Desktop/Laptop Computer.

**Research Question 3:** What are Collaboration Channels for Resource Sharing on Information Dissemination among Postgraduate Students in Adamawa State University, Mubi?



Table 3: Collaboration Channels for Resource Sharing among Postgraduate Students.

S/N	Statement	SA	A	D	SD	Mean
1	I collaborate with colleagues to share resources using Google Drive	11	85	5	0	3.05
2	I collaborate with colleagues to share resources using e-mail	76	22	2	1	3.71
3	I collaborate with colleagues to share resources using WhatsApp	83	16	1	1	3.79
4	I collaborate with colleagues to share resources using Telegram	9	19	70	3	2.33
5	I collaborate with colleagues to share resources using Zoom	7	89	5	0	3.01
6	I collaborate with colleagues to share resources using Google Meet	8	20	73	0	2.35
Cluster Mean						3.04

Source: Field Survey, 2024

Table 3 above shows the collaboration channels for resource sharing. From the table, 11 respondents selected "strongly agreed", 85 selected "agreed", 5 selected "disagreed" and 0 "strongly disagreed" that they used google drive to share resources. Again, 76 aligned with "strongly agreed", 22 aligned with "agreed", 2 "disagreed" and 1 "strongly disagreed" that they used Email to share information. On using whatsapp 83 respondents "strongly agreed", 16 selected "agreed", while 1 selected "disagreed" and 1 "strongly disagreed". On using telegram the respondent's selections were 9 "strongly agreed", 19 "agreed", 70 "disagreed" and 3 "strongly disagreed". Also, 7 "strongly agreed", 89 "agreed", 5 "disagreed" and 0 "strongly disagreed" were recorded for using Zoom. Lastly, 8 "strongly agreed", 20 "agreed", 73 "disagreed" while 0 "strongly disagreed" that they used Google Meet. The above table indicates that WhatsApp, Email, Google Drive, and Zoom are the channels mostly used for collaboration.

**Research Question 4:** To what extent do Postgraduate Students Share Information resources?

Table 4: The Extent to which Postgraduate Students Share Information Resources.

S/N	Statement	VH	H	L	VL	Mean
1.	To what extent do you share Journal articles with your colleagues?	11	84	5	1	3.03
2	To what extent do you share Hand-out with your colleagues?	8	24	69	0	2.39
3.	To what extent do you share slides with your colleagues?	5	93	3	0	3.01
4.	To what extent do you share Textbooks with your colleagues?	6	22	70	3	2.30
5.	To what extent do you share notes with your colleagues?	7	26	68	0	2.39
6.	To what extent do you share educational videos with your colleagues?	7	88	6	0	3.00
Cluster Mean						2.68

Source: Field Survey, 2024

Table 4 above shows the extent to which postgraduate student share information resources with their colleagues. From the table, 11 respondents selected "very high extent", 84 selected "high extent", 5 selected "low extent" and 1 "very low extent" to which they shared a journal article. Again, 8 aligned with "very high extent", 24 aligned with "high extent", 69 with "low extent" and 0 "very low extent" to which they shared hand out. On sharing slide 5 respondents selected "very high extent", 93 selected "high extent", 3 "low extent" and 0 "very low extent". On sharing textbooks the respondents' selections are 6 "very high extent", 22 "high extent", 70 "low extent" and 3 "very low extent". Also, 7 respondents selected that they shared notes to a "very high extent",

26 selected "high extent", 68 "low extent" and 0 "very low extent". Finally, on sharing educational videos, 7 respondents selected "very high extent", 88 selected "high extent", 6 "low extent" and 0 "very low extent". From the above table, it indicates that Journal articles, slides, and educational videos are frequently shared among postgraduate students.

H<sub>01</sub>: There is no significant relationship between the impact of resource sharing and information dissemination among Postgraduate Students of Adamawa State University, Mubi.

**Table 5: A one-way ANOVA testing the relationship between the impact of resource sharing and information dissemination among Postgraduate Students**

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	0.135267	2	0.067633	0.199531	0.820902	3.554557
Within Groups	6.101314	18	0.338962			
Total	6.236581	20				

Table 5 presents an Analysis of Variance (ANOVA) on the impact of resource sharing on information dissemination among postgraduate students of Adamawa State University, Mubi. From the analysis, the p-value obtained is 0.820902 and the degree of freedom is 20, F Statistics is 0.199531. It can be seen that the p-value is greater than the critical value ( $P > 0.05$ ) therefore, the null hypothesis is hereby accepted. This implies that there is no significant difference between the levels of impact of resource sharing on information dissemination among the postgraduate students of Adamawa State University, Mubi.

### Summary of Major Findings

Based on the objectives of the study the following is the summary of the findings:

1. The findings indicate that smartphones, Desktop/Laptop computers, USB Flash drives, and the Internet are available for resource sharing while tablets and CD-ROMs are not available.
2. The finding shows that Desktop/Laptop computers, Smartphones, USB Flash drives, and the Internet are the most accessible ICT tools for resource sharing while CD-ROM and tablets are not.
3. Based on the findings WhatsApp, Email, Google Drive, and Zoom are the channels mostly used for collaboration among the students while Telegram and Google Meet are not available.
4. The findings indicate that Journal articles, slides, and educational videos are frequently shared among postgraduate students while hand-outs, notes, and Textbooks are rarely shared.
5. There is no significant difference between the levels of impact of resource sharing on information dissemination among the postgraduate students of Adamawa State University, Mubi.

## Discussions of Findings

The finding of objective one is the availability of ICT tools for resource sharing among Postgraduate students of Adamawa State University, Mubi. Revealed that the prominent ICT tools for resource sharing are smartphones, desktops/laptops, internet, and USB drives. This study agrees with Okunoye (2022), and Yekinni, Ladigbolu, Adeniyi, and Oluwasusi (2021) who found out that computers, internet, server, and mobile phones are ICT tools available for resource sharing. This implies that the postgraduate students of Adamawa State University, Mubi have a minimum of four ICT tools available to them for resource sharing. The study differs from Joel, Nwafor-Orizu, and Vandi (2020) whose findings revealed that postgraduate students in federal universities in North East rated that the following electronic information resources were available: e-journals, e-books, CD-ROM, online databases, internet, e-catalogs, WWW and e-mails.

On the accessibility of ICT tools for resource sharing. The findings indicate that Desktops/Laptops, USB Flash drives, internet, and smartphones are ICT tools accessible to the postgraduate students of Adamawa State University, Mubi. Again the study agrees with Akinola, and Adedokun (2020) who found in their study that Desktops, Laptops, Smartphones, and CD-ROMs are accessible ICT tools for resource sharing. This means that the postgraduate students of Adamawa State University have access to four ICT tools for resource sharing. The findings differ from Samuel (2019), whose study sought to examine the use of ICT in research by postgraduate students in public universities. The findings revealed that most students frequently accessed ICT facilities such as e-resources, communication and collaboration applications, citation and compiling bibliography applications, data analysis applications, and sharing and/or publishing in their conduct of research.

Furthermore, the study revealed that Google Drive, Email, Whatsapp and Zoom are collaboration channels used for resource sharing among postgraduate students of Adamawa State University, Mubi. These findings are in line with Adeyi, Annune, and Tsegba (2024), whose Findings revealed that Facebook, Twitter, Google+, Wikis (Wikipedia, Wikia, Wikispaces), Blog, Academia, LinkedIn, and WhatsApp among others are available to postgraduate students, which they use for research and resource sharing among them. Again the study aligned with Zubairu (2021) who found out that, the majority of students at tertiary institutions utilized social media platforms such as Facebook, WhatsApp, and Twitter to collaborate with their colleagues, and Jacob (2022) whose findings revealed that WhatsApp, email, Twitter, Facebook, Google+ and Blog among others are the channels for collaboration. Furthermore, the study agrees with Adeyemi (2022). whose findings revealed that online forums, institutional intranets, social media platforms, and cloud-based tools have been identified as effective means for information sharing among postgraduate students and social media platforms like WhatsApp and Telegram were the most frequently used channels due to their ease of access and real-time communication capabilities This entails that postgraduate students of Adamawa State University, Mubi collaborate with their colleagues.

To understand the extent to which postgraduate students of Adamawa State University, Mubi share information sources. The study found that journal articles were the highest information source shared by the postgraduate students of Adamawa State University, Mubi with a mean that is greater than the criterion mean of 2.5. Other types of resources shared include slides and educational videos while hand-outs, notes, and Textbooks are rarely shared among the students. This indicates that postgraduate students of Adamawa State University, Mubi shared a minimum of three information sources. This study differs from Adeyi, Annune, and Tsegba (2024) who found that postgraduate students to a high extent utilize social media platforms for research

productivity in Universities in Benue State. It further revealed that the extent of social media platform utilization significantly affects the research productivity of postgraduate students. Again, Olowu and Ogunlade (2023). Their findings indicated that ICT tools are widely used among postgraduate students, with automated platforms, WhatsApp, Internet and academic databases being the most frequently utilized.

### **Conclusion and Recommendation**

This study highlights the positive impact of resource sharing on information dissemination among postgraduate students of Adamawa State University, Mubi. Effective resource sharing can improve access to essential academic resources, which in turn enhances students' research output and overall academic experience. The study revealed the prominent ICT tools that are available and accessible for resource sharing among postgraduate students, such as smartphones, desktops/laptops, internet, and USB drives. The study also revealed the various collaboration channels through which the students share resources which include Google Drive, Email, WhatsApp, and Zoom.

Based on these findings the following recommendations were made:

1. University Management should support and improve the provision of ICT tools such as Smartphones, Desktop/Laptop Computer and Internet for resource sharing.
2. University Management should invest in reliable Internet services, well well-equipped Computer Labs to ensure students have consistent access to ICT tools.
3. University Management should provide adequate bandwidth for Internet services that will improve Mobile-friendly platforms such as WhatsApp, Email and Zoom for collaboration.
4. The University Library should subscribe to databases for sharing current Journal articles, and provide a Smart Board for slide presentations and educational videos.
5. Efforts should be ensured by the university management to see that the impact of resource sharing is felt among the postgraduate students to ease knowledge updates.

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