

ICT SKILLS AND LIBRARY USE PURPOSE AMONG UNDERGRADUATES IN TWO FEDERAL UNIVERSITIES, SOUTH-WEST, NIGERIA

by

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Abstract

ICT skills are vital in accessing the available university library information resources. Unfortunately, students possess low ICT skills and are not competent in the use of the library. The extent at which they are able to utilize the available information library resources depends on how excellent their ICT skills. The study therefore, examined the effect of information communication technology skills on the utilization of library information behavior resources on undergraduates in South- West, Nigeria. The descriptive survey design was adopted for the study. The population comprises of thirty-eight thousand and thirty-nine (38, 039) undergraduates at the University of Ibadan and the University of Lagos. The multi stage sampling technique was used to select the sample size of 321. In order to achieve the objectives of the study, two (2) research questions were raised.

Useful data was gotten from 297 students, that is 93% of the population. The data collection instrument used was the questionnaire which was carefully designed and data collected was analysed through the use of Statistical Package for Social Science (SPSS) on tables using frequency counts and percentages. The result of the study indicated that students were able to use online databases. Majority of the undergraduates also indicated that they mostly used the library for educational activities making the library underutilized. The study concluded that undergraduates in both universities possess some basic skills but it is not sufficient for utilization of the library resources and the research recommended that computer literacy programmes

should be added to user education to enhance ICT skills so that students can make maximum use of available university library information resources.

Keywords: *Information communication technology skill, university library information resources, academic libraries, library use, South-west, Nigeria.*

Introduction

Libraries have historically been an important facility in supporting educational endeavors of students. In the universities, libraries are important in supporting all academic work of students. Undergraduates require primary and secondary information in universities for studies, term papers and project writing. This becomes a crucial need for students to utilise available library resources in academic libraries because academic information is required in order to pass all examinations, complete academic assignments which are given at every academic curriculum stage, and in project writing. Information needed for these activities is acquired, processed, and disseminated by the university library which has the responsibility for providing literature support to teaching, learning and research for all the academic programmes in the institution.

Academic libraries are fundamental for the main mission of universities and colleges the country over and with that in mind, Kuh and Gonyea (2003) noticed that the library is the actual appearance of the basic beliefs and academic life activities. Questioning the libraries importance to learning activities of student is, as stated by Kuh and Gonyea, "almost heretical". University of Lagos, Akoka and University of Ibadan are both prestigious universities with high standards.

Tibbo (2002) investigated the historians' information seeking behavior and stated that when students use web searches in carrying out their academic activities, "we have no idea if they succeeded in finding these materials". Mann (2003) placed that most analysts, despite the fact that they possessed computers, discovered just a negligible portion of the sources accessible to them. He disclosed that students will in general work within some psychological system that restricts their essential impression of the universe of information accessible to them.

The improvement of ICT abilities (skills) is essential for higher education and its roles. Information technology progress has offered the present information searchers various freedoms to have access to assortment of information including those usually accessible

electronically, like CD-ROMs, Web-OPACs, databases and the Internet. In certain examples these are supplanting the print-based sources of information as the essential media for the capacity and correspondence of recorded information. Sufficient ICT skill is very essential for the successful use of library information resources. This entails the ability to access stored and processed vast amount of information in the library combined with the capacity of undergraduates to communicate this information for different use. The estimation of sources of electronic information and services is that they can be handily shared, disseminated, refreshed, controlled, and quickly searched while the utilization of all electronic sources is getting high and very much appreciated. The effect of ICT abilities has advanced the use of electronic sources regarding e-diaries, digital books, and so forth.

Undergraduate students at the University of Lagos and University of Ibadan as well as other tertiary institutions are expected to use the library as one of their major sources of information. However, this is not the case as revealed from studies in library use. Zondi (2002), in her investigation set up that a dominant part of undergraduates shows an extremely low degree of capability in the utilization of a library as well as information-seeking behaviour and pattern. It very well may be accepted that undergraduates could be encountering specialized issues in information access; being catalogue cards, the library inventories do not give satisfactory admittance to the libraries' assortments; or understudies are ignorant of information and do not have the necessary library proficiency abilities in accessing e-sources.

Mellon (2006) reasoned that students experience specialized issues attempting to find materials from academic libraries. Past the facilities problems is the powerlessness of undergraduates to utilize distinctive pursuit procedures and how to source the scholastic information needed for them to excel. The utilization of library resources by students depends greatly on the ICT skills of such students and that determines the extent of materials he can get from the library.

Statement of the problem

Information technology has caused variations in the exemplification of understanding, from paper based to digital resources. The swing has steered to fresh information layouts, fresh techniques of dispensing and retrieving information and new information services. The increase in information obtainable on the World Wide Web have effects on the information behavior of library users. They no longer see

the library as relevant with the vast information available from different geographical locations, formats and sources.

Realizing these; libraries have begun to churn out innovative ways of getting the right information to their clientele. These innovative information services are meant to ease the pressure caused by this in-flux of vast information. At the University of Lagos and University of Ibadan libraries respectively, there have been conscious efforts at teaching undergraduate's relevant ICT skills aimed at improving the overall utilization of Library resources.

However, research has shown that despite these efforts the students' use of university libraries and their resources in these South-western University libraries is low (Ola and Bedford 2012; Mutani, 2016). In light of the foregoing, this study intends to analyse the level of ICT skills possessed by students of the two universities to see if these skills affect their use of library resources.

Research questions

The study has answered the following research questions:

1. What is the level of Information Communication Technology (ICT) skills possessed by undergraduates at University of Ibadan and University of Lagos?
2. What is the purpose of use of library information resources by undergraduates at the University of Ibadan and the University of Lagos;

Significance of the study

The findings of this study will reveal the ICT skills possessed by students and how it affects their utilisation of library information resources. The study is expected to be of significance to a number of stakeholders in education. These include the university management, academic libraries and librarians. By highlighting the existing ICT skills of undergraduate students, it is hoped that academic librarians will take note of possible weaknesses in their user guidance programmes which could lead to more focused information literacy interventions that would improve the ability of the students to seek and retrieve information relevant to their academic needs in the libraries.

It will also assist the university libraries to take note of the specific information resources required by the students and provide for the information needs of their clientele. They include enriching the library by

acquiring new media technical equipment especially for young users who do not have the habit of visiting the libraries. The university management could also integrate ICT skills in the academic curriculum of students to promote their utilisation of library information resources.

Literature Review

The university libraries have shifted from the conventional type of offering manual types of assistance to the electronic structure, through ICT channels, for viable and effective sharing of information services to their clients. The term ICT (Information Communication Technology) has been characterized in an assortment of ways by researchers across different orders. As indicated by Mansell and Silverstone, in Olorunfemi and Mosert (2012), ICTs are networks of electrons, which comprise equipment and programming that are connected by a huge swath of specialized conventions, along these lines, ICTs can be supposed to be electronic instruments utilized for a social event and information storage for simple access by clients.

It is with no uncertainty that ICT has enormously affected innovative work in numerous scholarly activities through the arrangement of a wide assortment of information and numerous useful sources which can be utilized to look for different information. The transformation of printed document in the library into digital formats that can be accessed through electronic resources e.g. E-books, E-journals, etc has been successfully achieved. The capacity to utilize PCs viably has become a fundamental piece of each understudy's schooling: these abilities establish a bunch of electronic practices that structure the centre of ICT abilities bundles, bookkeeping page, word processors, information base and introduction (Haywood, 2003). This makes data and correspondence innovation abilities imperative for understudies to have the option to access and utilize data.

As indicated by (Isreal and Edesiri, 2013), ICT abilities manage the capacity to apply ICT to explicit purposes. He further declared that ICT abilities are not just about utilizing programming bundles or utilizing working frameworks, nor is it concerned uniquely with keyboarding abilities and understudy's capacity to duplicate kind or adhere to directions. Maybe, key abilities of ICT are about how understudies utilize their insight to discover, create and present data, regardless of whether it is text, picture or numbers, or every one of these in an incorporated undertaking. Nnamani (2012) examination on the degree of ICT abilities controlled by the students of the Health and Physical Education

Department, Enugu University of Science and Technology, Enugu, found that the understudies had ICT abilities to a low degree. The reasons were because of the non-accessibility of PCs in the division, and the unavailability of the web; in light of the monetary impediment of the understudies.

Understudies depend on earlier openness to both explicit assets and source types to achieve data errands (Twait, 2005). These recognizable assets can be physical, advanced, and even personal friends and family, for example (Nichols and Mellinger, 2007). Numerous sorts of library materials like diaries, books, licenses, papers, principles, photos, pictures, movies or music are currently accessible in electronic or advanced structure however a few gatherings of library client come up short on the essential ICT abilities to get quality data (Stubbing and McNab, 2001). From Quadri (2012) perspective, computerized assets hold numerous benefits, for example, time and spot comfort, practicality, capacity to look through straightforwardly on text (as against the index records), capacity to connect to additional understanding material and the capacity to disperse and share data. From the library's perspective, the computerized design offers the accommodation of capacity and upkeep, cost advantage, capacity to target worldwide clients, and so forth. Nonetheless, advanced assets likewise present human, social and innovative issues, like defeat in perusing on the screen, issues in web access and speed, helpless foundation, absence of adequate abilities to utilize the computerized assets, and perceptual change coming about because of option to utilize instead of actual belonging (Chauhan, 2004) and so forth. This, along these lines, restricts the capacity of understudies in looking for pertinent data in electronic structures.

Then, Khan and Bhatti (2011) examined the data looking for the conduct of lawful experts. The review uncovers that a large portion of the respondents guarantee that ICT has made their data looking for measure simpler, while a couple of the respondents rate their data recovery ability as poor. It is recommended that PC preparation and network access ought to be given to the attorneys and law understudies to improve their PC abilities. Likewise, Ozoemelem (2009) concentrated on how postgraduate understudies of Library School in Delta State University (Abraka) in Nigeria use electronic assets utilizing a survey on an example size of 78 members. Discoveries showed the understudies had helpless abilities in the utilization of ICT, and that they generally got to the Internet in Cybercafé. Then again, both male and female understudies utilized electronic assets a ton.

Gakibayo, Ikoja-Odongo, and Okello-Obura (2013) surveyed in their examination on the use of electronic data assets in Mbarara University Library by understudies by tending to four destinations in particular; recognizing the accessibility of e-assets in Mbarara University library, deciding the degree of the significance and utilization of e-assets in Mbarara University library and in conclusion proposes systems to advance the use of e-assets by understudies. The examination found that the use of e-assets was not just influenced by the absence of PC abilities and data education abilities yet additionally need enough PCs and moderate web availability. The recurrence of the utilization of these assets showed that a ton should be done to expand asset use.

Research Methodology

The study adopted a quantitative research methodology and a survey research design to achieve the objectives of the research. The combined population of the two Universities as at the time of conducting this research was a total of thirty-eight thousand and thirty-nine (38,039). Due to the vast population under study, the researchers utilized a multistage sampling technique for ease of access and handling of the research data. The first stage involved a random sample of the faculties in the two universities under study, from this a sample of selected faculties at the University of Ibadan were Arts, Education, and The Social Sciences while University of Lagos samples were Pharmacy, Law and Basic Medical sciences. Five percent was used in selecting the sample from each faculty. The justification of the sample size was based on the submission of Gay and Airasan (2003) who averred that one rule of thumb for determining an adequate sample size for descriptive research is that it should consist of 10 to 20% of the population under study. This gives a total sample size of 321 students of the study population.

The instrument employed in data collection for the study was the questionnaire. The instrument was subjected to face validation from experts in the Faculty of Education, University of Ibadan. Their comments, corrections and suggestions were integrated into the final drafts of the instruments. For content validity of the instrument, Cronbatch Alpha reliability method at 0.05 significant level was adopted. Copies of the questionnaire were distributed to students at Caleb University, Lagos for trial-testing. The Statistical Package for the Social Sciences (SPSS) was used for the analysis. Descriptive statistics such as frequency and percentile distribution was used to analyse the research questions.

Discussion of Results

A total of three hundred and twenty-one (321) copies of the questionnaire were administered to the undergraduates of University of Lagos and University of Ibadan. However, only two hundred and ninety-seven (297) copies of the questionnaire were completed, returned and used for the analysis. A total of one hundred and thirty-four students at the University of Lagos (134) and one hundred and sixty-three (163) undergraduate students at the University of Ibadan participated in the study, giving a response rate of 93%. Most of the respondents, 106 (35.7%) are 200 level undergraduates, while 14 (4.7%) were in their 500 level. Also, most of the respondents 138 (46.5%) indicated that they were to be between the ages of 21-24 years of age, while 1 (.3%) noted that they were 30 years and above. Majority of the undergraduates that were sampled in the two universities consisted of more males 168 (56.6%) than females 129 (43.4%).

Answers to research questions

Research Question One: What are the Information Communication Technology (ICT) skills possessed by undergraduates at the University of Ibadan and the University of Lagos?

<i>ICT skills possessed</i>	<i>Very High</i>	<i>High</i>	<i>Low</i>	<i>Very low</i>
Locate and use online public access catalogue (OPAC)	43 (14.5%)	105 (35.4%)	26 (42.4)	23 (7.7%)
Using online databases	49 (16.5%)	120 (40.4%)	112 (37.7%)	16 (5.4%)
Using electronic reference materials	86 (29.0%)	115 (38.7%)	76 (25.6%)	20 (6.7%)
Ability to download text article from a database	101 (34.0%)	106 (35.7%)	68 (22.9%)	22 (7.4%)
Ability to create documents of various types and save in desired location	101 (34.0%)	156 (52.5%)	33 (11.1%)	7 (2.4%)
Ability to save documents into the hard drive, USB (etc) and send as e-mail to yourself and also to others	123 (41.4%)	130 (43.8%)	35 (11.8%)	9 (3.0%)
Using information technology resources (e.g. scanner, printer etc.)	81 (27.3%)	92 (31.0%)	98 (33.0%)	26 (8.8%)

Table 1: Possession of ICT Skills by Undergraduates of the two Universities

Before resources can be utilized, students must be able to locate such resources. The researchers therefore sought to find out the percentage of students whom were able to locate and utilize library resources. One of such ways is through the OPAC. The table above indicates that 50.1% of the students were unable to locate and utilize resources through the OPAC system. However, 56.9% of them indicated that they were able to use online databases. This finding is in line with that of Haglund and Olsson (2008) and Jamali and Asadi (2010). Since they preferred online databases to the OPAC and these databases could be accessed without visiting the library environs it explains reasons why they do not utilize these library resources.

Research Question Two: What is the purpose of use of university library information resources by undergraduates at the University of Ibadan and the University of Lagos?

Category	Very often	Often	Rarely	Not at all
For class assignments	47 (15.8%)	101 (34.0%)	96 (32.3%)	53 (17.8%)
To study	61 (20.5%)	94 (31.6%)	110 (37.0%)	32 (10.8%)
Preparation for examination	47 (15.8%)	78 (26.3%)	124 (41.8%)	48 (16.2%)
To augment lecture notes	26 (8.8%)	56 (18.9%)	143 (48.1%)	72(24.2%)
For personal knowledge	39 (13.1%)	66 (22.2%)	140 (47.1%)	52 (17.5%)
For project writing/ term paper	56 (18.9%)	71(23.9%	93 (31.3%)	77 (25.9%)

Table 2: Purpose of use of university library information resources

The researchers further sought to determine the purpose of using the university library resources. The findings as indicated by the majority of the under graduates use the university library information resources for class assignments (34.0%) and least used it to augment lecture notes (48.1%). This implies that the respondents' purpose of using the library information resources is for educational activities relating to their course. The finding is supported by the study of Yusuf and Iwu (2010) which results shows that 88% students in Covenant University visited the library to read for examination. Hussain and Kumar (2013) also in their study found that most users visit to the library to study course material while minimum percentages of user using the library for any class assignment, competitive examination etc. There shows that the library is underutilized.

Summary of findings

This is the summary of the findings of this study;

1. Users were unable to locate and use the OPAC at the Library implies they did not possess the requisite ICT skills required to use the Library Resources.
2. Preference of online databases to OPAC was another reason for non-utilization of library resources.
3. Most of the respondents use the university library information resources for class assignments, study, and preparation for examination.

Conclusion and Recommendations

The study sought to determine the effect of ICT skills on the utilization of library resources, from two south western universities. This was in order to proffer solutions to the problem of usage of library resources. The study found that a major hurdle to the use of these resources was students were unable to properly utilize the OPAC which hold the information of resources contained within these libraries. Based on the above findings, the following are the recommendations

1. Computer literacy programmes should be added to user education to increase students' ICT skills. This will alleviate the challenge from the findings of inability of the undergraduate students to make optimal use of the library OPAC.
2. Libraries should embark on information literacy programs on the use of electronic resources and facilitate an increase in internet bandwidth.
3. There should be an advocacy from the library to improve students' utilization of library resources.

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