

ICT Skills as Correlates of Electronic Information Resources Utilisation among Postgraduate Law Students of the University of Ibadan

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Abstract

The goal of any library is to create avenue for its users to have maximum benefits from information resources and services provided. Achieving this requires knowledge and use of ICT and ICT based resources, since library services are basically and currently ICT driven. The study therefore examined ICT skills as correlates of electronic information resources use by postgraduate law students of the University of Ibadan. Using descriptive research design of correlational type, random sampling technique was adopted to select 120 respondents from 347 postgraduate law students. Questionnaire was the main instrument used for data collection. Of 120 copies of the questionnaire administered, 115, representing 95.8% were returned and valid for analysis. Data was analysed using frequency distribution and Pearson product moment correlation, run on SPSS version 20.0. The findings revealed that the level of ICT use was moderate (mean=50.80) and the level of EIR use was moderate (mean=40.88). The findings further revealed that a strong positive significant relationship exists between ICT skills and EIR use ($r=0.219$; $p<0.05$). The study concluded that ICT skills and EIR use of postgraduate law students could be enhanced by providing adequate facilities and conducive environment through periodic training for new library users.

Keywords: ICT Skills, Electronic Information Resources, EIR Use.

Introduction

Information is widely accepted as vital and fifth factor of production as sources and the basic need for the progress of humanity and the development of a nation as a whole. As such, every piece of information should be extracted from wherever it is, and made available provided to the users at the right time, in the right proportion, without delay of time. Only then, can that piece of information be put to its maximum use. According to Khan (2016), usage of electronic information sources is the most important step during the process of gathering information for

study purpose, to update knowledge or for any other purpose. Information sources include books, journals, encyclopedias, dissertations, as well as the electronic media used by users to fulfill their information needs. The growth of information technology (IT) in libraries has changed the whole scenario of seeking information by users. For example internet has made it possible for users to access electronic sources such as e-books, e-journals, databases, etc. from anywhere and at any time.

In the recent time, the university library services have been strengthened through the use of Information Communication Technology (ICT) facilities in providing required information to support the Teaching, Learning, and Research programmes of the parent institution. The immense benefits of ICT that National Universities Commission as the government agency charged with the coordination of University development in Nigeria has tried to create a mutually beneficial atmosphere for the Universities by creating the Nigerian Virtual Library project which University libraries in Nigeria are linked to. Through this project, the University libraries receive E-Resources and Online journals for the benefits of their users. Adebisi (2009) referring to Henderson (1992) enumerated some of the benefits of ICT to library users as provision of speedy and easy information, provision of remote access to users, provision of round-the-clock access to users, access to unlimited information from different sources and providing more current information. This has provided solution to the problem of delay in information access and use. It has made information sharing effective and efficient.

Angeline and Rani (2015) described ICT as the hardware, software, telecommunication technology, human skills and intellectual content that enable the study, design, development, implementation, support, management or use of intellectual expression. ICT encompasses hardware, software and all other forms of intellectual contents and human skills that can enhance information gathering, processing and dissemination.

Information and Communication Technology fundamentally, has changed the practices and procedure of nearly all forms of endeavours both within business and the government sector because of the numerous benefits that accrues from its use. The imperativeness of ICT s in modern librarianship cannot be over emphasized. Talab and Tajafari (2012) regard ICT as the highest medium by which the highest quality service in the library and information profession can be achieved. In his own view, Nwalo (2000) opined that librarians are duty bound to apply

ICT in the 21st century. Ramana (2006) and Nwalo, (2009) are of the view that the use of ICT has tremendous impact on library operations, resources, services, and users. The use of ICT provides quality information handling, especially in academic libraries; it also builds strong and effective communication system. Adebisi (2009) referring to Anachobi (2007), noted that ICT provides libraries with capabilities for location, storage, retrieval and dissemination of information including those stored in other computers around the world in websites with the help of Internet. Okore (2010) further adds that, ICT have potentials for ensuring the dissemination of precise and concrete information as well as facilitating effective link between different categories of people and institutions worldwide.

The advent of ICT in libraries has changed manual system of gathering, processing, and disseminating information to users and has also made information service as well as information access much easier and faster. Tiamuyi (2000) opines that ICT increases effectiveness and efficiency in performing basic data handling task thereby reducing the unit cost of the various library operations. ICT has imparted on house-keeping activities in libraries such as selection, acquisition, cataloguing and classification often referred to as behind the scene services. All these have brought about the provision of electronic information resources (EIR) and services.

EIR are the information resources available in remotely located databases that could be accessed through interactive communication with the help of computers and communication channels (Khan, 2016). Aina, Mutula and Tiamiyu (2008) defined electronic resources as information resources that are available in computer processable form. Thanuskodi (2012) opines that the term, electronic resources, is a generic word for electronic information stored both offline or online. This is consistent with the description of the term by Konappa (2014) who described electronic resources as those information resources and services that users access electronically via a computing network from inside the library or remote to the library. Electronic resources refer to this e-materials that require computer access, whether through a personal computer, mainframe or handheld mobile device (Dongardive, 2015). According to the author, these may either be assessed remotely via the internet or locally. EIR are being added to library collections at exponential rates. Libraries do extensive work to make e-resources available without the need for individuals to enter the library complex. Since the creation of EIR, its potential as an instructional tool and learning environment has attracted intense academic interest and commercial

development. Santhi, Radhakrishnan, and Swaroop (2010) and Elavazhagan and Udayakumar (2013) found that the level of electronic information resources use by library users was fair since e-resources are time saving and easy to use. Nallathamb and Kanakaraj (2012).

There was however a disagreement between the finding of this study and that of Kalbande, Shinde, and Ingle (2013) that majority of library professionals were dependent on e-resources to get desired and relevant information. Bidyut, Bajpai, and Chakraborty (2013) observed that e-resources has posed new challenges for library professionals to manage the electronic information resources properly.

Oduwole (2004) stated that ICT skills and information searching skills are barriers to the use of electronic resources. The author also identified lack of ICT and power supply outage as constraints to use of electronic resources. Konappa (2014) identifies electronic resources as those information resources and services that users access electronically via a computing network from inside the library or remote to the library. Electronic information resources, in reality have become the backbone of many academic organisations. Ani and Ahiauzu (2008) stated that the emergence of electronic information resources has tremendously transformed information handling and management in Nigerian academic environments and University libraries in particular. There is a clear paradigm shift from manual ways of carrying out information services powered by analog data to electronic ways of accessing and retrieving information powered by electronic gadgets (Eze and Uzoigwe, 2013).

Ondari-Okenwa (2004), Adomi (2005), Oduwole and Sowole (2006) identified three common problems militating against the adoption and usage of ICT and electronic resources in Nigeria. These include lack of adequate ICT skills among staff and users, low basic information literacy levels in the Nigerian population, and prohibitive cost in developing countries to gain access to internet through cybercafé (Salaam and Aderibigbe, 2010). From electronic resources management viewpoint, Bothmann and Holmbery (2006) remark that the challenges facing the management of electronic resources in libraries are: planning (staffing, budgeting, change, communication and management tools), policies (change, decision making and communication) and workflow. Similarly, Okoye and Ugwuanyi (2012) identify inadequate: skills, acquisition, budgeting and communication as the major challenges confronting the management of electronic resources in libraries.

There are many advantages of e-resources in enhancing and supporting research and education such as enabling users to save time,

providing instant easy improved access (Vakkari, 2008) to use useful information at minimum cost. For example, e-resources are quick to access, save time and keep up-to-date with current happenings in the specific fields and related areas. From various studies, Odewale and Oyewumi (2010) assert that the frequency of access and use of web-based electronic databases helps in decision-making. Further, electronic information play a pivotal role in enhancing the research and development activities and improving the productivities of an individual (Kumar & Singh, 2011). They show further that the use of e-resources is expanding its boundaries to a greater extent to fulfill the research objectives of an individual.

Iwehabura (2009) admits that the ability to provide faster and easier access to current information by users in various places such as homes, offices and other workplaces, hostels and dormitories; easy storage and the possibility of sharing the same information resources among many users at a time, saving space with relatively easy maintenance and easy linkage to indexing and abstracting databases are some other advantages of electronic resources. Sharing this view, Srinivasa, Rao and Choudhury (2009) observe that academic libraries often opt for electronic resources due to physical space, escalation in journals' prices, digital literacy, discovery system, and skilled manpower in meeting needs of the large community of users.

Bodomo, Lam and Lee (2003) also pointed out that electronic resources can be retrieved easily by searching through their author, title, full text of the articles, date range, journal and subject categories. Electronic resources can also be printed, searched and saved to be revisited at a later date. They are updated more often than printed tools. Opeke (2004) affirming this point, admits that with the use of electronic information resources, the problem of accessing information lessened and the constraints of time and space removed.

Dadzie (2007) cited in Egberongbe (2011) list the advantages of electronic resources which include: access to information that might be restricted to the user due to geographical location or finances, access to more current information, and provision of extensive links to additional resources related contents. The advantages of electronic resources can be described as that which can be delivered from the most appropriate sources to the users. This makes the new trend most appropriate for law libraries and law students.

Law is a programme associated with a desk based research that depend so much on library resources to get cases, law reports, statutes, judgments and so on. However, the cost of procuring such resources in

print format by law students especially the postgraduate students is near impossible due to dwindling resources in the educational sector. The rapid emergence and development of electronic databases therefore makes it possible to envision radically different ways of electronic accessing and using information resources of the library as traditionally provided. Postgraduate law students are just like any other students who receivespecialised knowledge in the area of law. This makes the information needs geared towards legal information resources which could be in print or electronic format. Thus, Information and communication technology has imposed a new role on librarians as educators. Going by the Council of Legal Education requirement, it is the duty of the law librarian to provide the appropriate texts and to guide the prospective lawyers how to access information from them. This according to Tobi (2008), is a crucial aspect of legal education. In the digital environment, the librarian should show the lead by studying the available web resources in law, their nature, uses and device possible ways of making them accessible to library users.

It could be observed from the foregoing that the advantages of electronic information resources are enormous but this depends on certain factors such as ICT skills of the users. The present study therefore examines the relationship between ICT skills and information resources use by postgraduate law students of the University of Ibadan.

Objectives

The main objective of the study was to examine ICT skills as correlates of information resources utilisation by postgraduate law students of the University of Ibadan. Specifically the objectives are to:

1. Identify the level of ICT skills of Postgraduate law students of the University of Ibadan;
2. Find out the level of electronic information resources utilisation by postgraduate law students of the University of Ibadan.
3. Find out the relationship between ICT skills and information resources use by postgraduate law students of the University of Ibadan

Research questions

1. What is the level of ICT skills of postgraduate law students of the University of Ibadan?
2. What is the level of electronic resources utilisation by postgraduate law students of the University of Ibadan?

Hypotheses

The following hypothesis will be tested at 0.05 level of significance.

H₀1. There is no significant relationship between ICT skills and electronic information resources utilisation by postgraduate law students of the University of Ibadan

Methodology

The study adopted research design of Correlational type. The population of the study comprised all postgraduate law students of the University of Ibadan. There were 257 postgraduate law students comprising 210 Master of law students, 4 M.Phil and 53 PhD students during the 2015/2016 academic session when the study was conducted. Simple random technique was used to select 120 students from the sample population. A structured questionnaire tagged "Questionnaire on ICT Skills and Electronic Resources use (QUICTERU)" consisting of three sections was used to elicit information from respondents. Section A of the questionnaire consists of 8 items on demographic information of respondents. Section B consists of 15 items measuring ICT skills while section C consists of 10 items which measured electronic resources use. Two hundred copies of the questionnaire were administered on the postgraduate students of the University of Ibadan. Out of the 200 copies distributed, 115 were returned and valid for analysis. The data obtained were collated, coded and analysed using descriptive and inferential statistics. Descriptive statistics of frequency counts, percentages, mean and standard deviation were used to answer the research questions while the Pearson product moment correlation was used to analyse the hypothesis tested.

Results

Research Question 1

Research question one aimed at identifying the level of ICT skills possessed by postgraduate law students of the University of Ibadan and use of electronic information resources by postgraduate law students of the University of Ibadan. Respondents were asked to rate their ICT proficiency skills on a 4-point scale and the result is presented in Table 1.

Table 1: Level of ICT skills of postgraduate law students of the University of Ibadan

S/N	Items	Very high		High		Moderate		Low		Very low		Mean	Std. Dev.
		N	%	N	%	N	%	N	%	N	%		
I.	Laptops	39	33.9	55	47.8	18	15.7	1	0.9	2	1.7	4.17	0.712
II.	Multimedia	13	11.3	20	17.4	57	49.6	13	11.3	12	10.4	3.44	0.809
III.	Printers	21	18.3	61	53.1	18	15.7	13	11.3	2	1.7	3.66	0.475
IV.	OPAC	10	8.7	12	10.4	54	47.0	32	27.8	7	6.1	3.06	0.480
V.	CD ROM	7	6.1	52	45.2	26	22.6	0	0.0	30	26.1	3.70	1.284
Sub Total		Mean = 18.03										Std. Dev. = 3.761	
<i>Proficiency in using application package</i>		N	%	N	%	N	%	N	%	N	%	Mean	Std. Dev.
I	Word processing	26	22.6	52	45.2	30	26.1	7	6.1	0	0.0	3.97	0.786
II	Power point	5	4.3	35	30.4	48	63.5	26	22.6	1	0.9	3.65	0.886
III	Electronic spreadsheet	5	4.3	52	45.2	26	22.6	2	1.7	30	26.1	3.37	0.949
IV.	Basic programming	7	6.1	10	8.7	26	22.6	26	22.6	46	40.0	2.36	0.949
V.	Electronic database	4	3.5	26	22.6	34	29.6	32	27.8	18	15.7	2.29	0.473
Sub-Total		Mean = 15.63										Std. Dev. = 4.043	
<i>Proficiency in Web-Based Functions</i>		N	%	N	%	N	%	N	%	N	%	Mean	Std. Dev.
I.	e-mail	2	1.7	4	3.5	79	68.7	24	20.9	5	4.3	3.83	0.553
II.	Access and download e-information services	30	26.1	29	25.2	35	30.4	5	4.3	6	5.2	3.71	0.632
III.	Use search engines to find information	5	4.3	26	22.6	69	60.0	5	4.3	10	8.7	3.68	0.488
IV.	Web searching skills	10	8.7	25	21.7	60	52.2	15	13.0	5	4.3	3.37	0.949
V.	Chat in web discussion groups	1	0.9	2	1.7	26	22.6	26	22.6	61	53.1	2.56	0.786
Sub-Total		Mean = 17.14										Std. Dev = 3.407	
Overall Mean		50.80										Std. Dev. 11.211	

The results of research question one showed that in terms of proficiency in the use of hardware, respondents indicated high level of skills in the use of laptop (mean = 4.17; std. dev.= .712), CD ROM (mean = 3.70; std. dev.= 1.284) and printers (mean =3.66; std. dev. = .476) respectively. Similarly, in the area of proficiency in using application

package, results revealed that word processing, PowerPoint preparation and presentation were the first two in terms of mean ranking which indicates high level of proficiency with mean scores of 3.97 and 3.65. Testing proficiency in web based functions, the result indicated that sending and receiving e-mails was highest in terms of mean score with mean of 3.83 while e-information services was the least indicating low level of skills in web based functions mean score of 2.56.

Further, using a test norm where mean score of 0-25 indicates low level of ICT skills, 26-50 indicates moderate level of ICT skills and 51 – 75 indicates high level of ICT skills. From the table, the overall mean score is 50.80 which fall within the moderate range. It is therefore concluded that ICT skills of the respondents was moderate.

Research question 2: what is the extent of use of electronic information resources by postgraduate law students of the University of Ibadan?

Table 4: Frequency of use of electronic information resources by postgraduate law students of the University of Ibadan

S/N	E-Resources	Very Often		Often		Occasionally		Never		Mean	Std. Dev.
		N	%	N	%	N	%	N	%		
a.	E-journals	36	31.3	48	41.7	20	17.4	11	9.6	3.33	0.876
b.	E-books	40	34.7	53	46.1	19	16.5	3	2.6	3.17	0.851
c.	Online Databases	9	7.8	66	57.4	25	21.7	15	13.0	2.43	0.497
d.	Westlaw	5	4.3	30	26.1	45	39.1	35	30.4	3.15	0.993
e.	Law pavilion	26	22.6	20	17.4	49	42.6	20	17.4	3.12	0.751
f.	LexisNexis	40	34.7	31	27.0	26	22.6	18	15.7	2.43	0.497
g.	CD-ROM Databases	25	21.7	50	43.5	26	22.6	18	15.7	3.15	0.993
h.	Open access resources	20	17.4	33	28.7	55	47.8	6	5.2	2.43	0.498
i.	E-cases	50	43.5	40	34.7	15	13.0	10	8.7	2.53	0.497
j.	E-mail	48	41.7	26	22.6	41	35.7			3.13	0.996
k.	E-reference sources (Dictionary, encyclopaediaetc)	9	7.8	30	26.1	44	38.3	32	27.8	2.43	0.497
l.	Multimedia and moving images resources	3	2.6	16	13.9	51	44.3	45	39.1	2.13	0.755
m.	E-tutorials	2	1.7	19	16.5	16	13.9	78	67.8	1.86	0.348
n.	OPAC	10	8.7	86	74.8	10	8.7	9	7.8	3.17	0.373
o.	PROQUEST	20	17.4	20	17.4	49	42.6	26	22.6	2.42	0.761
	Overall mean	40.86								St. D	10.181

Using mean score ranking, the results as shown in table 4 revealed that the three most frequently used electronic information resources by

postgraduate law students of the University of Ibadan were e-journals (mean =3.33, std. dev. = 0.876), e-books (mean = 3.17; std. dev. = 0.851) and OPAC (mean = 3.17, std. dev. 0.373) while the three least frequently used electronic information resources in terms of mean ranking were E-tutorials (mean =1.86; std. dev. =.348), Multimedia and moving images resources (mean =2.13, std. dev. =.755) and e-reference sources (mean =2.43; std.=0.497)respectively.

Further, using test norm where mean score of 0-20 indicates low frequency of use, 21-40 indicates moderate frequency of use and 41-60 indicates high frequency of use of electronic information resources. From the table, the overall mean score is 40.88 which falls within the moderate range. It could therefore be concluded that the extent of electronic information resources use among postgraduate law students of the University of Ibadan was moderate.

Hypothesis

The hypothesis was tested at 0.05 level of significance using the Pearson product moment correlation and the result is summarized in table 3.

Hypothesis: There is no significant relationship between ICT skills and use of electronic information resources by postgraduate law students of the University of Ibadan.

Table 3: summary of correlation results showing relationship between ICT skills and use of electronic information resources by postgraduate law students of the University of Ibadan .

Variables	Mean	St. dev.	N	Df	R	Sig. p.	Remark
ICT Skills	50.80	11.2111	115	2	0.2 1 9	0.021	Sig.
EIR Use	40.88	10.183					

The result of the hypothesis as shown in Table 3 using the Pearson Correlation Coefficient (r) revealed that there was a positive linear relationship between ICT skills and use of electronic information resources by postgraduate law students of the University of Ibadan (r=0.219; P< 0.05). Since the P=0.021 which is less than 0.05 level of significance, then the null hypothesis which states that there is no significant relationship between ICT skills and use of electronic information resources by postgraduate law students of the University of

Ibadan is hereby rejected. This means that there is a significant relationship between ICT skills and use of electronic information resources by postgraduate law students of the University of Ibadan.

Discussion of findings

The results of research question one indicated that the level of ICT skills of postgraduate law students of the university of Ibadan was moderate but with high level of proficiency in the use of hardware such as laptop, CDROM, printers and so on. However, the level of proficiency in the use of hardware such as OCR devices, barcode readers was low. Similarly, in the area of proficiency in using application package, results revealed that word processing, power point presentation were the first three in terms of mean ranking which indicates low level of proficiency in web based functions with sending and receiving e-mails being highest in terms of mean score. The finding therefore concludes that overall level of ICT skills of postgraduate law students of the University of Ibadan was moderate. This results is in agreement with earlier studies by Batool and Ameen (2010) that librarians in Punjab University have word processing skills but not very skillful in computer hardware expertise. The present finding also corroborates Fourie (2004), Odede and Enakerakpo (2014) that library users knew how to use basic Internet functions but not advanced services, and that they had expertise in using web Dewey, OPAC, and MARC records. Similarly, Talab and Tajafari (2012) regard ICT as the highest medium by which the highest quality service in the library and information profession can be achieved. The finding seems to disagree with those of Safahieh and Asemi (2010) that the majority of students did not have good computer skills and that library users had some knowledge of library automation software but were weak in web page design and electronic bulletin board.

Similarly, the finding on the extent of use of electronic information resources use by the postgraduate law students of University of Ibadan revealed moderate level of usage. This finding is in tandem with Santhi, Radhakrishnan, and Swaroop (2010) and Elavazhagan and Udayakumar (2013) that the level of electronic information resources use by library users was fair since e-resources are time saving and easy to use. The finding also corroborates Nallathamb and Kanakaraj (2012) as well as Sivasubramaniyan and SadikBatcha (2012) that majority of the librarians in the engineering colleges have used electronic resources daily. There was however a disagreement between the finding of this study and that of Kalbande, Shinde, and Ingle (2013) that majority of library users were dependent on e-resources to get desired and relevant information Nallathamb and Kanakaraj (2012).

Conclusion

The study has been able to establish that positive relationship exists between ICT skills and electronic information resources use among postgraduate law students. There is the need for libraries most especially law libraries to facilitate efficient use of their electronic information resources by organizing training for postgraduate law students to have improved ICT skills for wider library patronage.

Recommendations

Arising from the findings of this study, the following recommendations are considered necessary.

- * The environment in which law libraries operate is changing significantly in terms of types of resources available, law libraries should acquire all relevant electronic information resources which would widen the scope and types of EIRs being used by postgraduate law students and by extension, the generality of their users;
- * Since this study established significant relationship between ICT skills and EIR use among postgraduate law students, it is therefore recommended that proficiency in the use of ICT tools such as web based functions, application packages and software package should be a part of the orientation training programmes organised for new users of library in general and postgraduate students in general. This will enhance maximum use of library resources and promote library services.

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