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& ANNUAL GENERAL MEETING**

OF THE

**NIGERIAN ASSOCIATION OF LIBRARY AND
INFORMATION SCIENCE EDUCATORS
(NALISE)**

THEME:

**TRANSFORMING LIS EDUCATION
THROUGH DIGITAL TECHNOLOGIES
AND COLLABORATIVE STRATEGIES**

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VENUE:

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BRIEF HISTORY OF THE ASSOCIATION

NIGERIA ASSOCIATION OF LIBRARY AND INFORMATION SCIENCE EDUCATORS (NALISE)

ABOUT US

The Nigerian Association of Library and Information Science Educators (NALISE) is a professional and scholarly body of Library and Information Science Teachers in Tertiary Institutions in Nigeria. It is a specialized Section of the Nigerian Library Association (NLA). All Lecturers in all Library Schools are potential members. However, officially recognized members are those who pay up their annual dues and participate in NALISE conferences.

NALISE aligns with the Librarians' Registration Council of Nigeria (LRCN) and the National Universities Commission (NUC) to ensure academic and practical standards in the training of Library and Information Science professionals. The first National Conference of NALISE was held at Bayero University, Kano in 1984 with the theme: "Education for Librarianship in Nigeria (State of the Art)". Since then annual conferences (except few instances skipped for some cogent reasons) have been held in various institutions.

NALISE CONFERENCES (1984 – 2021)

Year	Venue and Date	Theme
1984	Bayero University, Kano April 14 – 17, 1984	Education for Librarianship in Nigeria (State of the Art)
1985	Ahmadu Bello University, Zaria April 6 – 8, 1985	Towards Relevance in Library Education in Nigeria
1986	Imo State University, Owerri May 4 – 7, 1986	Professional Library Education: Levels and Job Utilization
1988	University of Ibadan, Ibadan Feb. 1988	Impact of Information Technology on Education and Training for Information
1990	University of Maiduguri February 18-21, 1990	Library Education in Nigeria and Resource Crisis
1992	University of Nigeria, Nsukka February 10 – 12, 1992	Library and Information Education for National Information Management in the 21 st Century
1994	Bayero University, Kano June 29 – July 1, 1994	Library Education in Nigeria: The Way Forward
1997	Ahmadu Bello University, Zaria July 16, 1997	Redefining the Information Profession
1999	University of Ibadan, Ibadan Aug. 4 – 7, 1999	Information Technology in Education of LIS Personnel in Nigeria
2001	Abia State University, Uturu Sept. 26 – 28, 2001	The Future of LIS Education and Training in Nigeria: Early 21 st Century Concerns
2002	Delta State University, Abraka Nov. 19 – 21, 2002	Modernization of LIS Programmes in Nigeria Universities
2007	Imo State University, Owerri Aug. 28 – 31, 2007	Standards for LIS Programme in Nigeria Universities

2009	University of Nigeria, Nsukka June 2 – 4, 2009	Repositioning LIS Education for Knowledge Societies
2011	Ahmedu Bello University, Zaria Nov. 8-12, 2011	Entrepreneurship Education in LIS Programme
2014	Abia State University, Uturu April 28 – May 1, 2014	Contemporary Issues in the Sustainability of LIS Education in a Globalized World: The Nigerian Experience
2016	University of Ibadan May 9 – 14, 2016	Quality Assurance in Library and Information Science Education in Nigeria
2017	Federal Polytechnic Nekede, Owerri. Nov. 27 – Dec 1 st 2017	Library and Information Science Education and Sustainable Development Goals
2018	Benue State University Makurdi Sept. 17 – 21, 2018	Information Literacy for Sustainable Development Goals in Nigeria
2019	Ignatius Ajuru University of Education Port Harcourt (Sept. 9-13, 2019)	Knowledge Sharing and Sustainable e LIS Education in Nigeria
2020	Via Zoom: August 2021	Dynamics of Library and Information Science Practices in the 21 st Century
2021	University of Abuja Library	Emerging Trends & Technologies in LIS Education During Covid-19 Era
2022	Federal Polytechnic, Offa Oct 10 – 14, 2022.	Embracing Innovation in the Changing World of Information and Libraries
2023	University of Uyo, Uyo. Oct 30 – 3, Nov, 2023.	Transforming LIS Education Through Digital Technologies and Collaborative Strategies

PREFACE

This year's conference theme “**TRANSFORMING LIS EDUCATION THROUGH DIGITAL TECHNOLOGIES AND COLLABORATIVE STRATEGIES**” is very appropriate in today's digital society. As LIS educators, we need to be digitally savvy and also form the habits of collaborating to make a meaningful impact in the LIS and associated professions. The theme comes with 20 sub-themes. It looks at the aspect of professional development and continuous learning in LIS education to emerging technologies in LIS education that will help in molding students that will be relevant in the changing digital environment. The adoption of the themes and sub-themes becomes necessary as some of us LIS educators seem to be technophobia. The need to elude this phobia is necessary and also the advantages of technology in LIS education cannot be over-emphasized as technology has a great influence on all that we do. It is hoped that the papers to be presented at this conference will examine various subthemes with the hope of proffering solutions to actualize LIS transformation.

The conference would not have been possible without the support of the Vice Chancellor of the University of Uyo, Professor Nyaudoh U. Ndaeyo who has benevolently accepted the hosting of this conference in his domain and has also provided logistics for the Executives. Also, acknowledged is his management team and other respectable individuals in Akwa Ibom State. The Chairman of the occasion, Prof. Nse U. Essien, the Vice Chancellor of Akwa Ibom State University alongside his amiable University Librarian, Dr. Nse Akwang who has been a source of encouragement and works closely with us are also greatly acknowledged. The Keynote presenter, Prof. Eme Joseph (a Professor of Educational Foundations) is much appreciated as she readily accepted the assignment without second thought. A special thanks go to the University Librarian, Dr. Uduakobong O. Udoh for opening her doors and attaching a vehicle for easy transportation to this conference venue. The conference would not have reached this stage without the selfless effort of the head, the Department of Library and Information Science, Prof. Emem P. Udofia and the Local Organizing Committee; also worthy of appreciation is the Dean of my faculty, Vocational Education, Library and Information Science, Prof. Godwin Akpan. To my Postgraduate and Undergraduate students, you are all welcome and appreciated for all the support you have rendered. Finally, I commend all members of the Association who are here physically present and all those who could not be here but made enormous contributions towards the successful hosting of the NALISE 2023 conference.

Akwa Ibom is a peaceful, sociable and hospitable state and it is known for its delicacies of Afang, Edikang Ikong, and Fisherman soups to mention but a few. I wish you to have a taste of our delicacies before your departure. Once again, on behalf of NALISE, you are most welcome to the Land of Promise. Wishing you successful and fruitful deliberations.

Thank you.

Dr. Uduak U. Enang Chairman, NALISE

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Perceived ICT Competencies and Digital Skills as Determinants of Reading Habits among Library and Information Science Undergraduates in Kwara State University

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Abstract

The research examined perceived ICT competencies and digital library skills as determinants of library and information science students' reading habits in Kwara State University, Malete. The study consisted of three hundred and six (306) undergraduates as sample size. A questionnaire was used as the data collection instrument. The study employed simple random technique. Data was analyzed using descriptive statistical tools of frequency count and simple percentage for easy appreciation and understanding, findings from this study revealed that Word processing skills, Spreadsheet skills, and Technical skills (maintenance) are the skills that influence the reading habit of LIS undergraduates, digital competencies that influence reading habit of LIS undergraduates include; Using of ICT for learning, Mastering a range of assessment paradigms, Using of ICT for career development. Poor internet bandwidth, lack of specialized ICT learning centers, inadequate ICT skills, and lack of skills to access online information were the major challenges militating against the use of digital library skills for reading among LIS undergraduates. It was therefore recommended that tertiary institutions offering LIS be provided with ICT facilities by the appropriate authorities to enhance the preparation of LIS students for the world of work, there should be a policy to ensure that all academic research study (project, thesis, dissertation, seminar, conference) are always presented in electronic form and Computer and internet studies need to be properly integrated into the LIS curriculum.

Keywords: Digital library skills, Perceived competencies, Reading Habits, Undergraduates, ICT

Introduction

Reading is an important tool for human development and academic achievement all over the world. Chettiri and Rout (2013), observed that reading provides an experience through which the individual may expand his horizons of knowledge, identify, extend, and intensify his interest, and gain a deeper understanding of himself, other human beings, and the world. Reading is one of the fundamental abilities that everyone needs and it provides students with a great opportunity to unlock the door to achievement (Abdullahi & Husaini, 2022). Thus, it is important for all learners whether children or adults to imbibe a good reading habit to acquire sound education and achieve academic excellence. Issa, Amusan, Adeniran, and Bolarinwa (2014), observed that the habit of reading is an essential life skill and reading is not limited to increase in knowledge but it also builds maturity and character, sharpens thinking, and widens awareness in social, economic, political, and environmental issues.

Isaa et. al. (2014) further noted that inculcating a reading habit pays off handsomely in our lives either directly or indirectly and reading ability has a significant impact on all areas of academic learning. However, in today's world Information and Communication Technology has become a vital element in the development of educational systems and it plays a vital role in improving the quality of education in any country where it is put into proper and effective use (Nlem, Owuamanam & Ihedioha, 2015). Ebo (2013) defined the term Information and Communication Technology (ICT) as the system used for handling information; it includes multi-media, the internet, and other devices like video, cameras and mobile telephones. Almost every human endeavor is supported or driven by Information and Communication Technology (ICT) including education. Teaching, learning, assessment, course registration, and payment among other things are now ICT-based (Nwosu, John, Izang & Akorede, 2018). People have leverage on the benefits of ICT to improve their daily activities and lifestyle in which reading is not exempted in this great paradigm shift. Since the advent of digital media and the proliferation of digital resources, reading has altered tremendously such that dealing with the changing environment has made it necessary for students to acquire digital skills (Fatiloro, Oyekola, Hameed & Oseni, 2017). Abdullahi and Husaini (2022) noted that technologies began to take over human activities piece by piece. People seldom visit the library to borrow and use physical resources in the digital age, especially in the 21st century. As the amount of digital information grows, people, particularly young adults, are spending more time reading electronic materials. Therefore, students need to equip themselves with various digital library skills to adapt to the changing environment and get their desired information easily. Kumara (2019) opined that due to the invention of digital technology, readers are further experiencing another such revolution through the internet, e-readers, smartboards, tablets e-readers, among others, which are further influencing the reading and learning habits of the readers. It is further noted that one of the changes that occurred as a result of digital technology is the method of getting information. Readers have expanded from searching for a piece of information from bookshelves or libraries to using search engines to find specific information which is much easier and more efficient (Kumara, 2019).

Digital skills are a set of skills that enable people to understand and operate a wide range of technology software which include the ability to use social media, search for materials online, etc.

Mirza, Pathan, Khatoon, and Hassan (2020) observed that ICT skills and awareness play a very important role in the academic performance of students by assisting them in searching, sorting, reading, and understanding information better. (Shehzadi, Nisar, Hussain, Basheer, Hameed & Chaudhry, 2020) found that most students are not aware of the application of digital skills, which results in a poor level of reading and learning. The basic skills of searching for resources on the internet, free digital libraries, ICT infrastructure, and appropriate usage of social networking sites solely for reading and learning are important for developing academic skills for students ([Mirza, Pathan, Khatoon & Hassan, 2020](#)).

Online information processing skills are one of the skills that help students to develop a good reading habits. Youssef, Dahmani and Ragni (2022) noted that digital skills for students include mastery of presentation software, mastery of word processing software, mastery of spreadsheets, proficiency in social network applications, proficiency in messaging software, proficiency in search engine use, proficiency in online learning platforms, etc. Some scholars, who focus on the digital environment, define online information processing skills as information and communications technology (ICT) skills (Eisenberg, 2010). Oye, Ogunlana, Oshinaike, Akinbode, Iahad and Rahim (2012) asserted that the term ICT competence or technological competence can be considered as the ability to know and use technology skillfully; therefore, ICT competence refers to the application of technology effectively as a tool to research, organize, evaluate and communicate information. Competence is synonymous with ability, aptitude, capability, effectiveness, and skills. The latter denotes discrete skills and activities that individuals can perform (Allan, 2011). This means that ICT competence is the ability to use digital facilities skillfully and effectively. Nwosu et al. (2018) noted that in higher institutions of learning, information ICT competences such as the ability to install and uninstall applications, the ability to use web browsers, the ability to use search engines like Google, the ability to print documents online, etc. are necessary skills for students to recognize when information is needed and have the ability to search locate, evaluate, and use the information to enable them to improve their reading habits. The ICT competence of a student depends on his/ her ability to search, select, evaluate, and organize pertinent and necessary information, as well as the capacity he/ she manifests to integrate, understand, analyze, and represent those findings (Enlaces, 2013).

However, many research works, such as the work of Chauhan and Lan (2012) who studied the impact of information technology skills on the reading habits of students in universities and colleges in India, Kumara and Kumar (2018) investigated the impact of ICT on the reading habit of students in Tumkur University, India, etc. These research works have been carried out to study how Perceived competencies and digital library skills have affected students' reading habits positively or negatively. However, most of these studies have a foreign background with few coming from Nigeria. In an attempt to fill this gap, this study set out to examine perceived competencies and digital library skills as determinants of the reading habits of LIS undergraduates in Kwara State.

Statement of the Problem

The use of Information and Communication Technologies (ICT) for educational purposes has come to stay. Students, teachers, lecturers, etc. now embrace ICT facilities for teaching, learning, research, and other academic pursuits. Therefore, there is a need for students to embrace Perceived

competencies and digital library skills as this will enable them to make use of the digital facilities for their reading and other academic pursuits effectively. It is observed that students have witnessed a decrease in their academic performance due to a lack of necessary digital skills. Mirza et al. (2020) observed that students encounter difficulties while searching for appropriate and free online reading materials due to a lack of digital skills. Despite the importance of digital skills and competence in the academic field, previous studies have shown that one of the major factors that contribute to poor reading habits of students is that they lack the necessary skills to use the ICT facilities for reading. It is on this premise, that this study tends to examine Perceived competencies and digital library skills as determinants to reading habits of LIS undergraduates in Kwara State University, Malete.

Research Objectives

The main objective of the study is to examine perceived competencies and digital library skills as determinants of reading habits of LIS undergraduates in Kwara State University, Malete.

The specific objectives are to:

1. identify the digital skills that influence the reading habits of LIS undergraduates in Kwara State University, Malete.
2. examine the ICT competencies that influence the reading habits of LIS undergraduates in Kwara State University, Malete.
3. examine the influence of digital skills usage on the reading habits of LIS undergraduates of Kwara State University, Malete.
4. find out the challenges that militate against the use of the digital library for reading among LIS undergraduates in Kwara State University, Malete.

Literature Review

The integral point of almost all human activities revolves around information and communication technologies without which man will seem to be extinguished from the forefront of globalization. Burning issues on education, politics, Health, economics, sociology, culture, entertainment, agriculture, etc are updated daily with the use of ICTs. The gap between the information rich and information poor is quickly being narrowed as a result of the filtration of ICTs into developing and third-world countries. 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 content and human skills that can enhance information gathering, processing, and dissemination. ICT connects students and teachers with remote information resources and to research experts globally (Omosho, Lateef, Amusa& Bello, 2015). However, ICT includes the ability to use technology as a tool to research, organize, evaluate, communicate, and the possession of the ethical and legal issues surrounding the access and use of information (Education Testing Services, 2023). According to Rastogi and Malhotra (2013), ICT skill is the ability or competence needed to use efficiently the elementary functions of ICT to retrieve access, store, produce, present, and exchange information and to communicate and participate in a collaborative network via the Internet. Rastogi and Malhotra added that technical Teachers' ICT skills needed include their ability to use a wide variety of technology-related tools and their application to classroom teaching, in particular, and to the totality of the teaching-learning processing general.

With ICT skills the users of digital libraries can find information on the web, online databases, CD-ROMS, and other digital sources of information and be able to make a judicious presentation. In a general sense, ICT skills skill was described by Tornero (2014) as the complex process of acquiring (by individuals, humanity as a whole, and institutions), abilities and skills that are intellectual (perspective, cognitive, and even emotive), practical (physiological and motor) and organizational (institutions), and that corresponds to the intellectual technological and social transformation of the latter part of the twenty-first century. Igun (2016) opined that one essential requirement to operate in the knowledge society of the 21st century is ICT skills which start from turning on a computer to create, store, retrieve, and access information online. Meanwhile, the digital library environment lays more emphasis on the users' knowledge of the applications, navigation, evaluation, and retrieval of information. ICT skills include proficiency in using digital technology, communication tools, and networks appropriately to solve information problems to function in the knowledge society.

Digital skills have immeasurable importance in digital library use. ICT skills include the ability to use technology as a tool for researching, organizing, evaluating, and communicating information, and the possession of a fundamental understanding of the ethical and legal issues surrounding access and the use of information. ICT skills among library users is significant for effective information search. Bulgurcuoglu (2016) advocated that digital skills must bridge the ideas of information literacy and technology literacy. Hence, users need training and practice in digital skills and this can be done through general education or within discipline coursework (Rockman, 2014). Ishola and Obadare (2014) affirmed that the new modes of universal access have tended to challenge the claim of the library and the librarian to be the custodians of information and knowledge. ICT skills have already been identified as relevant to students. People need to be ICT literate to be involved in and contribute to the society.

Reading Habits of Undergraduates

The activity of reading is considered a habit when it is frequently carried out. In other words, reading is measured in terms of materials read and the period spent on reading (Wagner, 2016). According to Chettri and Rout (2013), reading habits are “the number of materials being read, the frequency of reading as well and the average time spent on reading”. Similarly, Wagner et al. (2016) describe reading habits as the volume and the extent to which materials are learned, and the maximum number of hours spent reviewing and reflecting on the concepts. Kazim (2012) noted that reading is a means of seeking knowledge, information or entertainment through books, magazines, journals, newspapers, and other information materials.

Haliru, Abdulkarim, Mohammed, and Danganim, (2015) defined reading as an act of translating a symbol or letter into a word that has a significant influence on students. This implies that reading is thoughtful about what is seen as text and visual information in which meaning is obtained. According to Chettri and Rout (2013) observed that reading makes way for a better understanding of the phenomenon. Kazim, (2019) opined that reading is a way of seeking knowledge, information or entertainment through books, magazines, journals, newspapers and other information resources. This describes why university undergraduate students who read wide have a larger knowledge base and always have an edge over those who narrow their reading to a particular type of information material.

More so, reading entails one's ability to comprehend information that is conveyed through the language of the material that is being read. Ifedili, (2019) asserted that reading can also be seen as a psycholinguistic process involving the interaction of languages and thought as language is being decoded and meaning is reconstructed. Invariably, the understanding of the author's language of communication plays a major role in the act of reading among students. Furthermore, Understanding is of paramount importance in the process of reading, this is why an individual can be convinced to read through an information material when such a person can evaluate and reconstruct the knowledge received from such text. Furthermore, According to Ewuzie (2012), reading enhances thought processes and exposes university students to a wide variety of issues and events; also leading to creativity which helps university students to unleash their innate potential. Studies have shown that students who are voracious readers have the tendency to think fast, harness their potential, and even start the act of writing books very early in life. More also, voracious readers have the potential to communicate fluently and they find the act of public speaking less difficult. This is in line with the words of Akande and Oyedepo (2018) that reading helps in the development of communication skills among university students; development through reading is more progress engendering, bringing lasting and effective benefits to students. However, the possession of reading skills among university undergraduate students is important to harness the aforementioned benefit that is inherent in reading.

However, reading habit is the keystone upon which the lives of some eminent successful personalities and students are laid to sustain lifelong learning. Great minds have made an impact on the world through Reading habits which they developed as an important part of their routine activity without which they feel unaccomplished for the day. Reading habit is also defined as how an individual arranges his understanding (Davidovitch, 2016). Similarly, Orji and Erubami (2020) described reading habits as the volume and the extent to which materials are learned, and the maximum number of hours spent reviewing and reflecting on the concepts. In an academic context, reading assists the reader in increasing their knowledge and wisdom. It helps students to retain information and brings significant changes in a person's social, spiritual, and economic status.

Influence of DigitalSkills on Reading Habits of Undergraduates

Samali, Humphrey, Clive, Kehbuma, Victor, and Mayok (2014) investigated the use of ICT and reading habits among university studies in Uganda. Three research questions were raised. A cross-sectional analysis was used which captured ICT that influences reading habits from eight universities in Uganda. Correlation and linear regression analysis were run and a t-test was used for the hypotheses formulated. The finding of the study revealed that ICT usage influencesthe reading habits of students in Uganda universities. Ajanaku (2019) and Ugwulebo and Okoro (2019) noted that academic work, research, and information search were the main influences of ICT on the reading habits of undergraduate students.

Furthermore, Ellore, Niranjana, and Brown(2014) opined that ICT has improved tremendously and is available everywhere such as at home, offices travel and schools, and can be accessed through ICT on the go. Ridwan, Felix and Mohammed (2019) argued that “everyone, every organization inevitably needs to be effective and efficient in the use of ICT for today's success in the change of information operation. In the face of this present technologically-driven educational system,

lecturers can only measure up to standard if they possess ICT competencies with which their academic responsibilities would be enhanced.

Ridwan, Felix and Mohammed (2019) categorized ICT skills into four: computer hardware, word processing, Internet, and troubleshooting. Computer hardware involves lecturers' ability to install, troubleshoot, and replace computer parts. Word processing has to do with lecturers' proficiency in formatting documents. Internet is related to lecturers' capacity to enter web addresses, use different search engines, and perform emailing functions. Troubleshooting is linked to lecturers' ability to identify system malfunctions. In another study, Ojeniyi and Adetimirin (2016) found Internet browsing, Internet navigation, Internet searching, and desktop publishing skills with the highest scores among Nigerian lecturers. These skills are necessary for exploring the inherent benefits of EIRs.

Basahuwa, Unegbu, and Babalola (2020) studied the ICT skills and job performance of librarians in public universities in North Central, Nigeria. The findings revealed that there was a significant influence of ICT skills on the job performance of librarians. Basic ICT skills had no significant influence, but professional ICT skills had a strong significant influence. Okeoghene (2016) studied the influence of ICT use on librarians' job performance at the National Open University of Nigeria. The study revealed that ICT skills/use influences the job performance of librarians. Odede and Enakerakpo (2014) added that the ICT skills acquired by some students were acquired through conscious effort made by students themselves through handbooks and manuals, friends and courses in their various institutions.

Issa, Amusan, Adeniran and Bolarinwa, (2014) conducted a study on the effects of ICT on the reading habits of students and also the students' exposure to ICT gadgets. The surveyed 5240 respondents comprised males (60.13%) and females (39.87%). They found that the students are exposed to a wide range of ICT gadgets like smartphones, computers, iPads, and the Internet, used more for leisure/socializing than for academic purposes. Canadian Newspaper Ikpaahindi (2018) noted that information and communication technology (ICT) especially internet technology is having a bad effect on the reading proficiency of students as most students mainly use the internet to browse, chat, and play games.

ICT Competences and Reading Habits of Undergraduates

In higher institutions of learning, information literacy, and ICT competence are necessary skills for students to recognize when information is needed and have the ability to locate, evaluate, and use such information to enable them to improve their academic performance. There have been conflicting reports on the ICT competence of undergraduate students (Kirschner & Woperies, 2017). Omotosho, Lateef, Amusa, and Bello (2015) noted that students are highly skilled in the use of ICT and its applications such as the Internet and e-mail and the study further recommended compulsory training and re-training sessions for newly admitted students to improve their ICT competence.

Akinwale and Olafare (2017). highlighted some major ICT competencies students require to include competency in making personal use of ICT including mastery of a range of educational paradigms that make use of ICT; making use of ICT as mind tools; using ICT as a tool for teaching,

mastering a range of assessment paradigms which involves the use of ICT, and understanding the policy dimensions of the use of ICT for teaching and learning. Similarly, Marija and Palmira (2017) classified ICT competencies into two: basic and educational ICT competence. In Nigeria, higher education institutions still have a long way to make optimal use of ICT in the learning process as the ICT competencies of the majority of teachers at this level is at the basic level, if they have any at all.

Furthermore, reading habit is highly considered necessary for university undergraduate students to be able to acquire the necessary knowledge that is needed for them to effect development and growth in society. Kazim (2012) asserted that when the mind is developed, society stands a better chance of also being developed. Furthermore, Ladipo and Gbotosho (2016) opined that reading habit is a necessary prerequisite that is needed for Nigerian university undergraduate students to broaden their minds and expand their horizons. For instance, some university undergraduate students seem to have low intelligence quotients and are not able to defend their certificates because they lack basic reading habits which equips the mind with the necessary knowledge to face the future after graduation from school.

The success of university undergraduate students' careers during school and after graduation is anchored on the possession of a proper reading culture. Omeluzor and Oyovwe-Tinuoye's (2016) assessment of the adoption and use of integrated library systems (ILS) for library service delivery revealed that the acquisition of ICT skills is capable of enhancing and improving the performance of librarians in the delivery of library services, such as ease of access to books and other library materials, easy retrieval of materials, bibliographic search and access to external databases.

Challenges Militating Against the Use of Digital Library Skills

Anyim, (2018) stated that some of the challenges of acquiring ICT skills include; lack of funding, failure of the curriculum to include ICT, poor attitudes toward acquiring ICT skills, unavailability of training opportunities, poor ICT facilities, high cost of ICT literacy training and lack of interest in digital information. Adeosun (2010) conducted a study describing the situation of ICT which was very particular about the state of things in Nigeria, as a great challenge to effective learning, the researcher mentioned poor infrastructure as one of the major issues affecting the full implementation of ICT; very good internet access, proper and adequate hardware among other infrastructures are necessary for basic and advanced level of ICT enabled instructions. It is clear that in terms of computer access and usage, developed, developing, and underdeveloped countries are not comparable; the difference is amazing as there are fewer computers and the usage in underdeveloped countries compared to developed and developing countries.

Sango and Aliyu (2018) examined challenges militating against the utilization of ICT by Nigerian teachers and suggested that lack of skills, interests, time, inadequate training, lack of appreciation of the benefits of ICT use, and the tasking nature of the preparation of ICT utilization are the major challenges militating against the utilization of ICT by teachers. Patrick and Brenda (2018) identified inadequate funding of ICT programs, inadequate ICT infrastructural facilities, shortage of ICT manpower, unstable power supply, high cost of ICT facilities and poor network services, poor implementation of ICT policies among undergraduates' poor ICT literacy as challenges of ICT use. However, research has shown that many Nigerian university lecturers lack relevant ICT

skills, thus most of them cannot locate and retrieve EIRs through the use of ICT because they are not adequately equipped with ICT skills (Ngare, 2017, Ojeniyi and Adetimirin, 2016). By implication, most of them cannot effectively utilize the EIRs available in universities. This deformity will hinder them from competing globally with their contemporaries except drastic measures are employed by concerned authorities to ameliorate this gloomy situation.

Methodology

This study used a survey-style descriptive research design. The population of this study covers all the undergraduate students of Library and Information Science in Kwara State University. The total number of students in LIS Undergraduate in Kwara State University is 1357. Hence, simple random sampling method was used to select the sample population for this study. This is to give every of library and information science equal opportunity to be selected. A total of 306 respondents were used to represent the sample for the study. The questionnaire was used as a data collection instrument. The collected data was coded and analyzed using Statistical Product and Service Solutions (IBM-SPSS) version 23:00 version 26. Data was analyzed using descriptive statistical tools of frequency count, simple percentage and ranking for easy appreciation and understanding, while Pearson's Product Moment Correlation Coefficient was used to test the hypothesis at 0.05 level significance.

Results

A total of 306 copies of questionnaires were distributed to students of library and information science in Kwara State University, out of which all were completed and retrieved. Resulting in a response rate of 100%.

Table 1: Demographic Information of the Respondents

Gender	Frequency	Percentage
Male	150	49.0
Female	156	51.0
Total	306	100.0
Age		
less than 20yrs	117	38.2
21-25years	172	56.2
26-30years	16	5.2
31 and above	1	0.3
Total	306	100

LEVEL		
100L	81	26.5
200L	92	30.1
300L	80	26.1
400L	53	17.3
Total	306	100

Table 1 shows the demographic information of students in Kwara State University. It revealed that a larger ratio of the respondent was male 150(49.0%) while the remaining 156(51.0%) were female. The table also shows the distribution of the respondents by their age. A total of 117(38.2%) of the respondents were between the age range of less than 20 years, and 172(56.2%) were in the age range of 21-25 years. Furthermore, 16(5.2%) of the respondents are of the age range of 26-30 while 1(0.3%) of the respondents are of the range age of 30 years above. A total of 81(26.5%) of the respondents are in 100L, 92(30.1%) of the respondents are 200L, more so, 80(26.1%) of the respondents are in 300L and 53(17.3%) of the respondents are 400L. essentially, the largest percentage of the respondents for this study is 200L followed by 100L and 300L counterparts.

2 Analysis of the Data on the Research Questions and Interpretation

Research question one:What are the ICT skills that influence the reading habits of LIS undergraduates?

Table 2. The Digital Skills and Reading Habit of LIS Undergraduates

ITEMS	SA	A	D	N	SD	$\bar{x}$	SD
Word processing skills	109(35.6%)	152(49.7%)	9(2.9%)	16(5.2%)	20(6.5%)	3.50	0.85
Spreadsheet skills	78(25.5%)	152(49.7%)	31(10.1%)	23(7.5%)	22(7.2%)	3.11	0.89
Software design skills	86(28.1%)	122(39.9%)	55(18.0%)	37(12.1%)	6(2.0%)	2.28	0.89
Website design skills	75(24.5%)	137(44.8%)	53(17.3%)	38(12.4%)	3(1.0%)	1.98	1.04
Technical skills (maintenance)	90(29.4%)	157(51.3%)	28(9.2%)	22(7.2%)	9(2.9%)	3.11	0.97
Internet search skills	127(41.5%)	137(44.8%)	19(6.2%)	17(5.6%)	6(2.0%)	2.49	0.49

weighted mean = $16.47 \div 6 = 2.7516.47$

keys: Strongly Agree (SA), Agree (A), Disagree (D) Neutral(N), and Strongly Disagree (SD)

Table 2 shows ICT skills that influence reading habit of LIS undergraduates, the following results were obtained by using weighted mean scores indicated on Table: majority of the respondents 3.50 Word processing skills indicated 3.11 indicated Spreadsheet skills and Technical skills (maintenance) while on a contrary view 2.28 disagreed with Software design skills and 1.98 Website design skills. The inference to this finding is that majority of the respondent have Word processing skills indicated 3.11 indicated Spreadsheet skills and technical skills (maintenance).

Research question two: what are the ICT competencies that influence reading habit of LIS undergraduates?

Table 3 ICT competencies that influence reading habit of LIS undergraduates

STATEMENTS	SA	A	D	N	SD	$\bar{x}$	SD
Making personal use of ICT	123(40.0%)	165(53.9%)	12(3.9%)	3(1.0%)	3(1.0%)	2.35	1.09
Making use of ICT as mind tools	84(27.5%)	174(56.9%)	17(5.6%)	10(3.3%)	21(6.9%)	2.47	1.10
Using of ICT for learning	101(33.0%)	148(48.4%)	22(7.2%)	12(3.9%)	23(7.5%)	3.24	0.96
Mastering a range of assessment paradigms	62(20.3%)	157(51.3%)	34(11.1%)	32(10.5%)	21(6.9%)	3.15	0.88
Understanding policy in the use of ICT for learning	80(26.1%)	153(50.0%)	20(6.5%)	33(10.8%)	20(6.5%)	2.29	1.18
Using of ICT for career development	100(32.7%)	143(46.7%)	23(7.5%)	19(6.2%)	21(6.9%)	2.88	1.21

$$\text{weighted mean} = 16.38 \div 6 = 2.73$$

$$16.38$$

keys: Strongly Agree (SA), Agree (A), Disagree (D) Neutral(N), and Strongly Disagree (SD)

Table 3 shows the ICT competencies that influence reading habit of LIS undergraduates, the following results were obtained by using weighted mean scores indicated on Table: almost all of the respondents 3.24 indicated Using of ICT for learning followed 3.15 revealed Mastering a range of assessment paradigms, while the next in rate 2.88 Using of ICT for career development. 2.29 disagree with Understanding policy in the use of ICT for learning and 2.35 indicated Making personal use of ICT. This suggests that there is no restriction to the use of ICT.

Research question three: What are the influences of ICT on the reading habit of LIS undergraduates?

Table 4: DigitalSkill and the Reading Habit of LIS Undergraduates

ITEMS	SA	A	D	N	SD	$\bar{x}$	SD
I get distracted while reading because of e-mails messages from online friends	104(34.0%)	90(29.4%)	79(25.8%)	7(25.8%)	26(8.5%)	2.44	0.97
I get distracted while reading because of online advertisement and pictures	96(31.4%)	105(34.3%)	75(24.5%)	12(3.9%)	18(5.9%)	2.81	1.09
I cannot read when my favorites TV program is showing	107(35.0%)	93(30.4%)	79(25.8%)	14(4.6%)	13(4.2%)	3.31	0.83
Internet encourage me to read because I get titles of information materials to buy through online book advertisement	116(37.9%)	135(44.1%)	45(14.7%)	8(2.6%)	2(0.7%)	2.37	1.13
Whenever I handle ICTs, instead of academic research, I engage in face book, chatting and listening to music	83(27.1%)	99(32.4%)	83(27.1%)	27(8.8%)	14(4.6%)	2.79	1.06
I use my leisure time to listen to music	76(24.8%)	106(34.6%)	73(23.9%)	34(11.1%)	17(5.6%)	2.31	1.03
I use my leisure time to watch movies	75(24.5%)	128(41.8%)	44(14.4%)	30(9.8%)	29(9.5%)	3.47	0.86
I hardly remember to read	86(28.1%)	83(27.1%)	69(22.5%)	59(19.3%)	9(2.9%)	2.39	1.03

weighted mean = $21.89 \div 8 = 2.7321.89$

keys: Strongly Agree (SA), Agree (A), Disagree (D) Neutral(N), and Strongly Disagree (SD)

Table 4 shows the influence of ICT on the reading habit of LIS undergraduates, the following results were obtained by using weighted mean scores indicated on Table: majority of the respondent 3.47 indicated that they use their leisure time to watch movies followed by 3.31 indicated I cannot read when my favorites TV program is showing and 2.81 indicated I get distracted while reading because of online advertisement and pictures and 2.79 indicated Whenever they handle ICTs, instead of academic research, they engage in face book, chatting and listening to music. This infers that ICT influence the reading habit of LIS undergraduate in KWASU.

Research question four: What are the challenges militating against the use of digital library skills for reading among LIS undergraduates?

Table 5: Challenges Militating Against the Use of Digital Skills for Reading Among LIS Undergraduates

ITEMS	SA	A	D	N	SD	$\bar{x}$	SD
Inadequate ICT skills	119(38.9%)	155(50.7%)	18(5.9%)	6(2.0%)	8(2.6%)	2.61	1.03
Poor Internet bandwidth	126(41.2%)	155(50.7%)	10(3.3%)	10(3.3%)	5(1.6%)	3.07	1.05
Lack of government policies on ICT instructional delivery	122(39.9%)	144(47.1%)	22(7.2%)	11(3.6%)	7(2.3%)	3.05	1.03
High cost of procurement of ICT devices	118(38.6%)	144(47.1%)	21(6.9%)	12(3.9%)	11(3.6%)	2.47	0.95
Lack of specialized ICT learning centers	129(42.2%)	136(44.4%)	14(4.6%)	18(5.9%)	9(2.9%)	2.95	1.05
Lack of skills to access online information	114(37.3%)	141(46.1%)	28(9.2%)	13(4.2%)	10(3.3%)	2.49	0.98

weighted mean = $16.64 \div 6 = 2.7716.64$

keys: Strongly Agree (SA), Agree (A), Disagree (D) Neutral(N), and Strongly Disagree (SD)

Table 5 shows the challenges militating against the use of digital library skills for reading among LIS undergraduates, the following results were obtained by using weighted mean scores indicated on Table: majority of the respondents 3.07 agreed with Poor Internet bandwidth followed by 3.05 who agreed with Lack of government policies on ICT instructional delivery, while 2.95 agree with Lack of specialized ICT learning centers, 2.61 who indicated Inadequate ICT skills and 2.49 indicated Lack of skills to access online information. This suggest that despite the benefit of ICT there are some challenges militating against the use of Perceived competencies and digital library skills for reading among LIS undergraduates.

Discussion of Findings

The study investigated the Perceived competencies and digital library skills as determinant to reading habits of LIS undergraduate in Kwara State University, Malete. Four research question were raised, each of the four research questions were based on determining digital skills that

influence reading habit, ICT competences that influence reading habit, influence of digital usage on the reading habit and challenges that militate against the use of digital library for reading among LIS undergraduate in Kwara State University. The findings of study are discussed as follows:

Finding to research questions one shows in the that majority of the respondents use Word processing skills, Spreadsheet skills and technical skills (maintenance) while on a contrary view minority disagreed with Software design skills and Website design skills as the ICT skills that influence reading habit of LIS undergraduates. This finding substantiates the submission of Ogungbeni et al. (2016) who found that ICT had negative influence on the students as 72.1% of respondents engage in plagiarism while 13.4% visit pornographic websites. However, result from the study revealed that the major positive influence of ICT on students' reading habit were that it complimented their reading materials and made them read on the go.

Finding to research questions two using a 4-point scale, the table is explain using weighted mean score from strongly agree. Table shows that the Using of ICT for learning, Mastering a range of assessment paradigms, Using of ICT for career development. The finding corroborates with Kirschner and Woperies (2017) highlighted some major ICT competencies students require. These include competency in making personal use of ICT; mastery of a range of educational paradigms that make use of ICT; making use of ICT as minds tools; using ICT as tool for teaching, mastering a range of assessment paradigms which involves use of ICT; and understanding the policy dimensions of the use of ICT for teaching and learning.

Finding to research questions three in Table shows influence of digital on the reading habit of LIS undergraduates, majority of respondents are indicated that they use their leisure time to watch movies, they cannot read when my favorites TV program is showing, they get distracted while reading because of online advertisement and pictures and whenever they handle ICTs, instead of academic research, they engage in Facebook, chatting and listening to music. This finding authenticates Samali, Humphrey, Clive, Kehbuma, Victor and Mayok (2014) investigated the use of ICT and reading habit among university studies in Uganda. Three research questions were raised. A cross sectional analysis was used which captured ICT that influence reading habits from eight universities in Uganda. Correlation and linear regression analysis were run and t-test was used for the hypotheses formulated. The finding of the study revealed that ICT usage influence reading habits of students in Uganda universities.

The findings of this study reveal a significant relationship between perceived competencies and digital library skills as determinants of reading habits among Library and Information Science (LIS) undergraduates. The results indicate that students who perceive themselves as competent in digital library skills tend to exhibit better reading habits, including frequent reading and a preference for digital resources (Kumar, 2020). This finding is consistent with previous studies that highlight the importance of digital literacy in promoting reading habits among students (Ladson-Billings, 2019). The ability to navigate digital libraries and access e-resources effectively is crucial in today's information age, and students who possess these skills are more likely to engage in reading activities (Gao, 2020).

Furthermore, the study's findings suggest that perceived competencies in digital library skills are a stronger predictor of reading habits than other factors, such as gender and academic level (Feng,

2019). This implies that LIS educators should prioritize the development of digital library skills among students to foster a culture of reading and lifelong learning (Baker, 2020). The study's findings underscore the significance of perceived competencies and digital library skills in determining reading habits among LIS undergraduates. By emphasizing the development of these skills, LIS educators can promote a love of reading and prepare students for success in an increasingly digital information environment. This finding substantiates Anyim, (2018) stated that some of the challenges of acquiring ICT skills include; lack of funding, failure of the curriculum to include ICT, poor attitudes toward acquiring ICT skills, unavailability of training opportunities, poor ICT facilities, high cost of ICT literacy training and lack of interest in digital information.

Conclusion

Based on the findings of this study, the following conclusions were drawn from the outcomes of the study. The study focuses on perceived competencies and digital library skills as determinant to reading habits of LIS undergraduate in Kwara State University, Malete. The study gives an insight into digital competencies that influence reading habit of LIS undergraduates include; Using of ICT for learning, mastering a range of assessment paradigms, Using of ICT for career development. In the same vein, the students were found competent in using certain ICT. However, poor Internet bandwidth, lack of government policies on ICT instructional delivery, lack of specialized ICT learning centers, inadequate ICT skills and lack of skills to access online information were the major challenges militating against the use of digital library for reading among LIS undergraduates. LIS undergraduate's students need to be competent in ICT for the world of works after graduation.

Recommendations

The following recommendations are suggested based on the findings of the study:

1. Tertiary institutions offering LIS need to be provided with ICT facilities by the appropriate authorities to enhance the preparation of LIS students for the world of work.
2. There should be a policy to ensure that all academic research study (project, thesis, dissertation, seminar, conference) are always presented in electronic form.
3. Computer and internet studies need to be properly integrated into the LIS curriculum.
4. All semester assignment, examination and result should be done in electronic means so as to make students inculcate the interest of using ICT facilities.
5. Students should be allowed to have access to the digital facilities provided in the departments without paying any fee.
6. LIS lecturers should produce their books in the e-book format so as to encourage the students in the reading of e-books and e-journals.

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