



Influence of Information and Communication Technology on Library Use by Undergraduates at the University of Ilorin

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Abstract

Context: This study surveyed the Influence of Information and Communication Technology on Library Use by Undergraduates at The University of Ilorin. **Objective:** The five (5) objectives of the study was designed to achieve; the Influence of Information and Communication Technology on Library Use by Undergraduates at The University of Ilorin. **Method:** The descriptive survey design was adopted, in which the undergraduate students was study population within four (4) selected faculties in university of Ilorin, Kwara state. One Hundred (100) respondents was selected through a simple random sampling technique as the sample size sample for this study. **Result:** It was revealed the undergraduate students perceive electronic sources to be insufficient in University of Ilorin library. This study reveals that undergraduates of Unilorin can make use of ICT tools without difficulties and they are well informed when it comes to ICT gadgets usage in Unilorin library. Also, this study reveals that majority of the undergraduates at the University of Ilorin are familiar with most of the ICT gadgets and they make use of them frequently to access electronic materials online. Furthermore, study discovers that undergraduates have easy accessibility to electronic resources in the library with ICT tools and library software that are easy to operate and user friendly. This study however discovered that ICT has a great impact in library operations, it encourages current information, improve ICT skills of students among others. Finally, this research discovered some important challenges that hinders students' from making use of ICT gadgets, and these challenges are outdated library software, Poor internet connectivity and restriction from the usages of ICT gadgets in the library.

Keyword: Library; Library Use; Information and Communication Technology (ICT); Electronic Resources; Utilization

1. Introduction

Over the years, the saying was that the world has become a global village, but in the world of ours today, the world has become a global room where everyone can reach themselves in the blink of an eye. The twentieth century was shaped by the emergence and evolution of communication technologies. The rise and use of information technology have greatly impacted scholarly communication. The importance of computer literacy in the academic performance of students is not only paramount but is also a skill that can be utilized for future endeavors (Ekong & Ekong, 2018). Universities are also called upon to develop new knowledge and innovative products and services. This requires an atmosphere of research. Libraries are tested to give admittance to significant data by applying ICTs to work with speedy and productive access, coordinate and repackage data for the end-client that will capacitate higher instructive foundations to lead research (Emojorho & Okolo, 2011).

Anyim (2018) asserted that the introduction of ICT in librarianship necessitates the acquisition of skills required to work in the global information society. The capability of users to take advantage of the ICT depends on the extent of education, skills, and vast understanding of the ICTs tools.

Yusuf (2014) discussed Information and Communication Technology as a concept describing the strength and divergent uses of a computer with telecommunication devices for data and information interchange. ICT provides access to information through the use of a computer with telecommunication facilities. It encourages local, international, and global communication. It makes the world to have countries and towns or cities without borders i.e., a cyber-colony. The world is becoming a global village, due to the developments in Communication and Information Technology. Just as the education industry is reacting to the advent of the information society, the rapid development of ICT has had a significant impact on the delivery of education. (Yusuf, 2014).

Maxwell (2018) argues that in any discipline, the backbone of teaching, learning, and research is information resources. Thus, beyond the classroom, undergraduates are expected to utilize information resources provided by the library in complementing classroom instructions, especially in this age of globalization where information and communication technologies (ICTs) enable rapid and easy access to a diverse range of global information resources.

Odunola and Tella (2019) in their article titled "Influence of information technology skills on library patronage by undergraduate students in South-west, Nigeria" concluded that library patronage is critical for undergraduate university students to be able to use library information resources for learning and research purposes. Furthermore, a survey by Hossain and Sormunen (2019) on "ICT skills of Library

Information Science (LIS) students in Bangladesh", discovered that the students' own self-assessed ICT abilities were good. Also, Otolu, Saibakumo, and Urhibo (2018) in their article on the "impact of ICT skills on the use of electronic resources by undergraduate students in Nigerian university libraries" revealed that ICT skill among undergraduates in Nigerian universities was high. Most academic libraries in Kwara State have advanced to the point of providing ICT facilities, their amount of usage, and the installation and operation of library services. Although some of these facilities exist in the examined academic libraries, they are not all completely utilized for library activities. Some of the academic libraries examined have yet to fully utilize available ICT resources, such as CD/DVD players, computerized security doors, barcode sensor readers, CCTV cameras, and smart boards. (Adeniran, Nwalo, & Ajani, 2020). The study is significant because its findings will have a substantial impact on undergraduate students of Unilorin. Also, this study will benefit library users that make use of the e-library and electronic resources. Furthermore, this study will be of benefit to all library staffs in the ICT department especially those in charge of inputting library services on the system by improving their ICT skills. In addition to this, this study will benefit the undergraduate students of Unilorin by improving their ICT skills and enable them to get easy access to the library online and make use of library services like the borrowing of books, registration among others without necessarily coming to the library. This study will also be of help to Librarians by improving their ICT skills and make their work faster and easier thereby making them maintain an organized library/ collection. Finally, this study will be of benefit to researchers and other staff and library users by making them access the library in their comfort zone and perform all necessary activities they needed to do in the library online without stepping into the library.

1.1. ICT Services in University of Ilorin Library

The communication and information technology tools in the Unilorin library help to provide students with efficient and up-to-date information services for students usage and other library users through the electronic library (E-Library). In Unilorin, most of the materials that are used in scholarly research and effective use of information and retrieval include the use of several computer operating systems, such as Microsoft Windows, as well as software packages built specifically for library activities, such as library administration, newspapers and software for indexing journals, data management application and graphical library automation systems. File protocol software, use of net news groups, discussion groups, web directories, search engines, and e-mail services are all examples of Internet technology software that academics can utilize to improve their scholarly work and study. Most university libraries have changed from traditional library services to technology-

oriented services as a result of these technology-oriented services. These days, Unilorin library and other libraries offer both reading materials and access to online information. In addition to traditional library services, most institutions throughout the world have incorporated technology-oriented services. Libraries nowadays not only give reading materials, but also online information that is always available on the World Wide Web (WWW), because current information is critical to humanity's progress.

1.2. Statement of the Problem

One of a library's primary goals is to provide information to its users using various means and methods and also ensures that users locate and retrieve information with optimum ease. To achieve the easy access and retrieval of library materials by the users, librarians, therefore, need to improve their collection/library by introducing Information and Communication Technology (ICT) into library activities and some important library department like Technical, Acquisition, Circulation, Cataloguing units respectively and among others. Academic libraries however provide ICT tools like computers, Laptops, CDs and DVDs, Projectors, Over Head Projector, Interactive Whiteboard, and others. Librarians also get their students connected on the internet through emails, you-tube, and blogs so as to keep them abreast of the latest and current information in the library. However, Over the years, it has been the complaint of many undergraduate students that they finding it tough in the library to find and access materials due to some unfriendly nature of the library collection. Although a majority of the libraries paste shelf guide inform of cards contain which either the subject, title or names of the author to aid easy search and location of library materials yet some students still do not appreciate this. They consider it to be boring and time consuming. Hence, the introduction of ICT in the library services has encouraged library users especially undergraduate students to make use of the library often since they can access the library with their ICT tools such as mobile phones, personal computers etc. Therefore, this study tends to examine the influence of Information and Communication Technology (ICTs) on the use of library services by undergraduate students at the University of Ilorin.

1.3. Objectives of the Study

The main objective of this study is to investigate the influence of ICT on library use by undergraduates at the University of Ilorin. The specific objectives are to;

1. determine the level of ICT skills among undergraduate students at the University of Ilorin;
2. examine ICT gadgets used by students and how often the students make use of them.

3. investigate the level of accessibility provided to students in need of e-resources in the library;
4. examine the benefits/ importance of ICT in library operations; and to
5. investigate the problems faced in the use of ICT in the library;

1.4. Research Questions

1. What is the level of Information Communication Technology (ICT) skills of undergraduate students at the University of Ilorin?
2. What are the ICT gadgets used by students and how often do the students make use of them?
3. What are the levels of accessibility provided to students in need of e-resources?
4. What are the benefits/ importance of ICT in library operations?
5. What are the problems faced in the use of ICT in the library?

2. Related Works

The term "information and communication technology" (ICT) is a term that refers to the merging of two previously separate disciplines: information technology and telecoms. As a result, information and communication technology (ICT) refers to the convergence of audio-visual and telephone networks with computer networks, and the technology covers a wide variety of activities, from office data processing to remote monitoring and control of robotics production. (Yusuf, 2014). It also includes the cable equipment, such as optical fiber, which transport voice, data, and video. The internet, a content distribution network comprised of a global system of interconnected computer networks via which data is exchanged, is a key offshoot of the convergence of information and communication technology. Jamogha, Jamogha, and Godwin (2019) revealed in their findings that a high number of undergraduates possessed ICT skills such as start-up/logon/shutdown computer systems, downloading information resources from databases, bookmarking web addresses, and easily finding information using the world wide web. More so, the ICT skills have a positive effect on Undergraduate students' use of library information resources in the two universities. According to a psychological study, a human can comprehend 80% of knowledge visually, 15% through hearing, and 5% through the other senses. (Kale, 2013). As a result, it becomes vital to convey the content in an appealing manner. Adeniran, Nwalo, and Ajani (2020) concluded in their study that providing suitable ICT facilities in academic libraries in Kwara State will revolutionize effective information service delivery and advance the use of ICT in day-to-day library activities, resulting in drastically improved information provision to library users.

The importance and application of ICT can be seen in the circulation unit where automated system were used to

borrowing and receiving borrowed library resources which was usually quick and forthright. The system may signal a transaction's complexity, such as when you are unable to issue an item to a borrower. Although the system will nearly always provide you with accurate information about the borrower's status and borrowing actions, the underlying causes may not be reflected on the page. A study carried out by Odunola and Tella (2020) stressed the elements that influence undergraduate students' use of the university library's OPAC and revealed that the major factors include: getting quick access to library collections is a part of using library software, and using library software is a part of using library software to access information resources in the library, the library software user interface allows for easy retrieval of information materials, time-saving of library software usage, and possession of the library's software's ability to be used

Odunola and Tella (2019) opined that undergraduate students' library patronage in universities is heavily influenced by their information technology skills. They further stated that the vast majority of those surveyed had basic computer skills like the use of mouse right-click menu function, how to save, print, and preview document, and possesses information technology skills such as searching online databases and use of OPAC to search for information sources amongst others. However, it was also informed that there was a lack of proficiency in the usage of Information and Communication Technology among students (Anyim, 2018). Networks were starting to emerge, making it feasible to look for titles in other libraries from afar. (Philips, 2014). Ojedokun & Owolabi (2003) conveyed that online forums and e-mail are the most frequently used Internet resources among students and faculty. The findings of the study revealed further the level of accessibility provided to students in need of electronic resources and it was discovered that Unilorin library provides easy accessibility of e-resources to students through software that is user-friendly and simple to operate (54.7%). Eromosele, Abdulraheem, Abdulrazaq & Abubakar (2021) stressed that electronic information resources are a valuable asset to the library since they allow students to access scholarly knowledge more easily, and lack of understanding and weak ICT abilities can obstruct the effective use of EIRs. More so, they decided that medical librarians should play an important role in assisting and orienting medical students in the use of electronic information resources, as well as conducting awareness campaigns and creating a suitable environment for students to use electronic resources.

Some interactive online platforms, such as Twitter, Facebook, and LinkedIn, are currently operating as a communication forum for librarians and their users. These networks could be used in educational settings. Library services are also aided through discussion groups, list serves, and communities. (Adebowale, 2014). According to Anderson and Baskin, (2010) Information and

communication technology (ICT) can be used for accessing, processing, gathering, modifying, and presenting or sharing data in the library. These could include software, hardware, and even internet connectivity. With ICT, Through networked systems, library users can access information of many forms such as online databases, e-journals, e-books, and government publications. Remote access can be granted through the internet or intranets. Libraries may no longer be able to distribute papers to customers or do interlibrary lending using postal services. Libraries provide papers to users using electronic networks that can deliver documents in a variety of formats, such as PDF, directly to their computers (Adebowale, 2014). Ainsley & Brown (2009) which they claimed that Apart from resulting in an increase in electronic information, the transition from print to electronic media has offered users with new tools and applications for information finding and retrieval. More so, Ukaegbu and Wegwu (2019) citing Quadri (2012) explained ICT skills as the abilities for the collection, effective processing, storing, transmitting, and the dissemination of information which enables the application of computers and allied technology to achieve personal academic and career goals. Akanbi, Ogunleye, and Sulaiman (2020) asserted that because of the low utilization of ICT, library operations are not as effective and efficient as they should be. They further stated that poor internet connectivity, power outages, and insufficient information retrieval abilities are all obstacles to using the meager ICT accessible. More so, they recommended that the management's direction, library users' attitudes, the types of materials available, and the nature of research and development in institutional libraries are all essential elements that can encourage ICT use.

Through the application of ICT in the library, libraries can educate its patrons or run information literacy programs by using the internet or CD-ROMs. Virtual tours can be delivered via the internet, making user education more accessible to everybody. Some services, such as SDI (Selective Dissemination of Information) or Current Awareness Services (CAS), virtual reference desks, new acquisition announcements, and other reader advisory services, can be made easier via the internet. (Olusina, 2012). Application of ICT to library operations enables online databases such as AGORA and ERIC can be searched. To supplement library resources, use search engines, metasearch engines, and subject directories to browse and cruise the internet. (Fadayomi, Adeyinka & Adesina, 2013). Abolade and Yusuff, (2005) asserted that ICT allows networking among librarians thus librarians are increasingly connected to one another, allowing them to share ideas, resources, and enhance teaching procedures, as well as connecting libraries to the rest of the world. thereby improving their skills and motivating them, as learning is extended outside the classroom, allowing for the establishment of appropriate real-life context. Sahabi and omagbon (2020) affirmed in their study on the

undergraduate student use of electronic information resources and Information literacy skills that undergraduate students do not make extensive use of the available electronic resources, and their academic background has had no impact on their utilization. This is due to a lack of knowledge of the library's electronic resources. They concluded that some inhibiting effects on the use of e-resources, such as unavailability and inaccessibility to e-resources, lack of knowledge and training, lack of essential computer skills, and unpredictable power supply, computer literacy has a significant impact on the use of e-resources.

3. Methodology

The study design was a descriptive survey research design. This method of research was adopted to examine the influence of information and communication technology on library use by undergraduates at the University of Ilorin. The study population comprised of all the 100 - 400 level undergraduate's students in four (4) selected faculties in the University of Ilorin, Kwara State, Nigeria, which includes: Faculty of Education, Faculty of Physical Sciences, Faculty of Social Science, and Faculty of Communication and Information Sciences. As a result, one hundred (100) undergraduate students were chosen from a whole population as the sample size, using a simple random sampling procedure for selecting the participating faculties in the University of Ilorin, Kwara State, Nigeria, while the multi-stage sampling techniques was adopted in selecting the departments, and the total population of undergraduate students used for the study so as to give every member of the population equal chance of representation. If the population is homogeneous, a simple random sampling technique was used since it provides an impartial and superior estimate of the parameter. A survey was developed to gather data for the study. The survey tagged "Influence of Information and Communication Technology and Library Use by Undergraduates (IICTLUU) scale", was used for this study. The survey consists 6 (six)

distinct segments. The demographic information of the respondents was solicited for in Section A, while Section B – F dealt with the level of ICT skills among undergraduate students; ICT gadgets used by students and how often the students make use of them; level of accessibility provided to students in need of e-resources; benefits/ importance of ICT in library operations; problems faced in the use of ICT.

For the instrument validity both in accurate, content, and structure measurement of this study title, the instrument was also subjected to expert scrutiny and analysis by library and information science specialist. The instruments were thoroughly reviewed and modified according to the suggestions and comments of experts. For the instrument reliability of the survey, the researcher adopted split half reliability method, and $r = 0.71$ Cronbach's alpha was the reliability coefficient reported, which is considered high enough thereby ratifying the survey as adequate for this study.

Undergraduate students from the four (4) faculties were given One hundred (100) copies of the questionnaire at random in University of Ilorin, Kwara State, given a response rate of 95.0% percent, out of which Ninety-five (95) were returned and found usable see table 1. The descriptive analysis was used to analyze the collected data using simple percentages and frequency counts. Findings was presented with the use of table.

Table 1:
distribution and
the selected
University of
state

S/N	Faculties	Questionnaire Distributed	Questionnaire returned	Usable	Response rate (%)
1	Communication and Information Science	25	25	25	100.0
2	Education	25	23	23	92.0
3	Physical Science	25	22	22	88.0
4	Social Science	25	25	25	100.0
TOTAL		100	95	95	95.0

**Questionnaire
response rate in
faculties in
Ilorin, Kwara**

4.1 Findings

Table 2: Demographic profile of the respondents

Names of Faculties	Frequency	Percentage
Communication and Information Science	25	26.3%
Education	23	24.2%
Physical Science	22	23.2%
Social Science	25	26.3%
Total	95	100%
Names of Departments		
Mass Communication	5	5.26%
Telecommunication Science	5	5.26%
Computer Science	5	5.26%
Information and Communication Science	5	5.26%
Library and Information Science	5	5.26%
Political Science	5	5.26%
Counselor Education	5	5.26%
Geography and Environmental Science	5	5.26%
Sociology	5	5.26%
Economics	5	5.26%
Psychology	5	5.26%
Primary Education	5	5.26%
Social Science Education	5	4.21%
Educational Technology	4	5.26%
Science Education	4	4.21%
Industrial Chemistry	5	5.26%
Physics	4	4.21%
Statistics	4	4.21%
Mathematics	5	5.26%
Chemistry	4	4.21%
Total	95	100%
Level		
100	25	26.3%
200	22	23.2%
300	23	24.2
400	25	26.3%
Total	95	100%
Gender		
Male	53	55.7%
Female	42	44.2%
Total	95	100%
Age		

16-20	14	14.7%
21-25	58	61%
26-30	16	16.8%
30 above	7	7.3%
Total	95	100%

The faculty distribution of the respondents shows that of faculty of Communication and Information Science from the total respondents were 25(26.3%); 23(24.2%) were from faculty of Education; 22(23.2%) were from faculty of Physical Science, and faculty of Social Science were 25(26.3%). Which implies that faculty of Communication and Information Science and Social Science has the number of highest respondents. The department distribution of the respondents shows that shows all departments have 5(5.26%) respondents each except department of Physics, Social Science Education, Chemistry, Statistics, Science Education which has 4(4.21%) respondents. The distribution of the respondents by level shows 25(26.3%) were in

100level; 22(23.2%) were in 200level; 23(24.2%) were in 300 level; while 25(26.3%) were in 400level. This implies that the majority of the respondents were in 100level and 400level. The distribution of respondents by gender showed that 53(55.7%) respondents were male while 42 which represent (44.2%) respondents were female. This implies that male were the major respondents. Distribution of age of the respondents shows that that respondent from age is 14(14.7%) of the respondents were within 16 - 20 years age range; 58(61%) were within 21 – 25 years age range; 16(16.8%) were with 26 – 30-year age range; 7(7.3%) were within 30 and above years. This implies that age range within 21 – 25 years were the major respondents.

Research Questions 1: What is the level of Information Communication Technology (ICT) skills of undergraduate students at the University of Ilorin?

Table 3: Level of ICT Skills by Undergraduate Students

S/n	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	Percentage (%)
1	I can make use of Electronic Devices without any difficulties	52 (54.7%)	38 (40%)	5 (5.2%)	–	95 100%
2	I am well informed when it comes to the use and operations of ICT tools in the library	38 (40%)	40 (42%)	16 (16.8%)	1 (1.1%)	95 100%
3	I have knowledge on how to use all ICT tools in the library	13 (13.7%)	30 (31.6%)	49 (51.6%)	3 (3.2%)	95 100%
4	I can search and access electronic materials through the use of ICT in the library	38 (40%)	54 (56.8%)	3 (3.2%)	–	95 100%

Table 3 reveal the level of ICT skills by undergraduate students. The table revealed that 52(54.7%) are major respondents that strongly agreed that they can make use of electronic devices without any difficulties, 38(40%) respondents agreed that they can make use of electronic devices without any difficulties while 6(6.3) respondents disagreed that they can make use of electronic devices without any difficulties and there is no response for strongly disagree; “I am well informed when it comes to the use and operations of ICT tools in the library” 38(40%) strongly agreed that they are well informed, less than half respondents 40(42%) agreed that they are well informed, 16(16.8%) respondents disagreed that they are well informed while 1(1.1%) respondent strongly disagreed that he is well informed; “I have knowledge on how to use all

ICT tools in the library” 13(13.7%) strongly agreed that they can make use of all ICT tools in the library, 30(31.6%) agreed to this question, half of the respondents 49(51.6%) disagreed that they can make use of all ICT tool in the library while 3(3.2%) strongly disagreed to this statement; “I can search and access materials through the use of ICT gadgets in the library” 38(40%) strongly agreed that they can access and search electronic materials through the use of ICT gadgets, more than half of the respondents 54(56.8%) agreed to this question 3(3.2%) disagreed that he can search and access electronic materials through the use of ICT gadgets and no response on strongly disagreed.

Research Question 2: What are the ICT gadgets used by students and how often do the students make use of them?

Table 4: ICT Gadgets used by Student

S/N	Questions	Frequently Used	Rarely Used	Never Used	Percentage (%)
1	Computers/ Laptops	93 (97.9%)	2 (2.2%)	—	95 100%
2	Overhead, Projector, Interactive Whiteboard	8 (8.4%)	45 (47.4%)	42 (44.2%)	95 100%
3	Projectors	13 (13.7%)	55 (57.9%)	27 (28.4%)	95 100%
4	DVDs, Cassettes, CD-ROM	31 (32.6%)	37 (38.9%)	27 (28.4%)	95 100%
5	IPhone, iPod, iPad	71 (74.7%)	20 (21.1%)	5 (5.2%)	95 100%
6	EBooks, Online Forum, YouTube	86 (90%)	9 (9.5%)	—	95 100%

The table 4 shows ICT gadgets used by undergraduate students and how often they make used of them. The table revealed that majority of the respondents 93(97.9%) make use of computers and laptops frequently, 2(2.1%) make use of them and no response under never used; 8(8.4%) respondents frequently make use of an overhead projector and interactive whiteboard, less than half respondents 45 (47.4%) responded that they rarely make use of them and 27 (28.4%) respondents claimed that they have made use of Overhead Projector and Interactive whiteboard; 13(13.7%) respondents claimed that they frequently make use of projectors, more than half respondents 55(57.9%) replied that they rarely make use of projectors while 27(28.4%) respondents claimed that they never make use of projectors.

Also, 31(32.6%) respondents replied that they make use of DVDs, CD-ROM and Cassettes frequently, 37(38.9%) respondents claimed that they rarely make use of them while 27(28.4%) respondents respond that they have never made use of DVDs, CD-ROM, and Cassettes. The table also analyze that majority of the respondents 71(74.7%) make use of iPhone, iPod and iPad frequently, 20(21.1%) respondents claimed that they rarely make use of them while 5(5.26%) agreed that they have never made use of them before; Finally, the table above explained that majority of the respondents 86(90%) make use of E-book, youtube and Online forum frequently, 9(9.5%) respondents claimed they rarely make use of them while there is no response under never used.

Research Question 3: What are the levels of accessibility provided to students in need of e-resources?

Table 5: Students' Level of Accessibility.

S/n	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	Percentage (%)
1	I can access electronic resources easily in any part of the library	27 (28.4%)	10 (10.5%)	52 (54.7%)	6 (6.3%)	95 100%
2	I can access different materials for learning via e-library resources	36 (37.9%)	36 (37.9%)	6 (6.3%)	1 (1.1%)	95 100%
3	E-resources in the library are simple to learn with and operate	36 (37.9%)	52 (54.7%)	6 (6.3%)	1 (1.1%)	95 100%

4	E-resources in the library are-user friendly.	52 (54.7%)	37 (38.9%)	6 (6.3%)	–	95	100%
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Table 5 revealed the level of accessibility provided to students in need of e-resources. The table shows that 27(28.4%) strongly agreed that electronic resources can be access in any part of the library by them, 10(10.5%) agreed that they can access electronic resources in any part of the library, 52(54.7%) disagreed that they can access electronic resources in any part of the library, while 6(6.31%) of the respondents strongly disagreed that they can access electronic resources in any part of the library; Also, 36(37.9%) respondents agreed that they can access different materials via e-library resources, 36(37.9%) strongly agreed to this question, 6 (6.3%) disagreed that

they can access different materials via e-library resources and 1(1.1%) strongly disagreed to the question. The table also shows that 36(37.9%) strongly agreed that e-resources are simple to learn, 52(54.7%) respondents agreed that e-resources are simple to operate, 6(6.3%) disagreed that e-resources are simple to operate and 1(1.1%) strongly disagreed that e-resources are simple to learn with and operate; Finally, the table shows that 52(54.7%) strongly agreed that the library electronic resources are user-friendly, 37(38.9%) agreed the library electronic resources are user-friendly, while 6(6.3%) disagreed that e-resources are user-friendly and there is no response under strongly agreed.

Research Question 4: What are the benefits/ importance of ICT in library operations?

Table 6: Benefits of ICT in Library Operations

S/n	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	Percentage (%)
1	The use of ICT in the library provides current information for learning.	58 (61.1%)	37 (38.9%)	–	–	95 100%
2	Using e-resources saves time than printed materials	16 (16.6%)	80 (76%)	3 (3.2%)	–	95 100%
3	I am motivated anytime I make use of the library electronic resources/ICT	39 (41.1%)	53 (55.8%)	3 (3.2%)	–	95 100%
4	I become more skillful with using ICT tools for learning	64 (67.4%)	29 (30.5%)	1 (1.1%)	1 (1.1%)	95 100%
5	With the use of ICT mistakes can be corrected and regular editing can be done.	45 (47.3%)	44 (46.3%)	6 (6.3%)	–	95 (100%)

Table 6 shows the benefits of ICT in library operation, according to the analysis, 58(61.1%) respondents strongly agreed that ICT provides current information for learning, while 37(38.9%) respondents agreed that ICT provides current information for learning. However, there is no response under disagree and strongly disagree which proves that ICT provides current information for learning; 16(16.8%) strongly agreed that using ICT saves time than printed material, majority of the respondents 80(76%) agreed that using ICT saves time than printed material, while 3(3.2%) disagreed that using ICT saves time than printed material. No response under strongly disagreed. “I am motivated anytime I make use of ICT/ e-resources in the library”, 39(41.1%) strongly agreed that they are motivated anytime I make use of library ICT/electronic resources, 53(55.8%) agreed to this question and 3(3.2%) disagreed that they are motivated anytime I make use of library

ICT/electronic resources, while there is no response under strongly disagreed; “I become more skillful with using ICT tools for learning” 64(67.4%) respondents strongly agreed that they become more skillful with using ICT tools for learning, 29(30.5%) agreed that become more skillful with using ICT tools for learning, 1(1.1%) disagreed that he becomes more skillful with using ICT for learning while 1(1.1%) strongly disagreed that he becomes more skillful with using ICT for learning; “With the use of ICT mistakes can be corrected and regular editing can be done.” 45(47.3%) respondent strongly agreed that with the use of ICT mistakes can be corrected and regular editing can be done, 44(46.3%) agreed that with the use of ICT mistakes can be corrected and regular editing can be done, 6(6.3%) agreed that with the use of ICT mistakes can be corrected and regular editing can be done, while there is no response under strongly disagreed.

Research Question 5: What are the problems faced in the use of ICT in the library?

Table 7: Problem Faced in the use of ICT in the Library

S/n	Problem Faced in the use of ICT in the Library	Strongly Agree	Agree	Disagree	Strongly Disagree	Percentage
1	Power outage discourage me from making use of ICT tools in the library	—	37 (38.9%)	9 (9.5%)	58 (61.1%)	95 100%
2	There is poor internet connectivity.	—	80 (76%)	3 (3.2%)	16 (16.6%)	95 100%
3	Library Software are Outdated	53 (55.8%)	3 (3.2%)	39 (41.1%)	—	95 100%
4	I did not have the skill to make use ICT gadgets in the library	1 (1.1%)	21 (22.1%)	9 (9.5%)	64 (67.4%)	95 100%
5	There is restriction in the use of ICT in the library	45 (47.3%)	44 (46.3%)	6 (6.3%)	—	95 (100%)

Table 7 shows the analysis of the problems/ challenges faced in the library ICT usage, 37(38.9%) agreed that power outage discourages them from using ICT gadgets in the library, 9(9.5%) respondents disagreed that power outage discourages them from using ICT gadgets in the library, 58(61.1%) strongly disagreed that power outage discourages them from using ICT gadgets in the library, while there is no response under strongly agree; “Poor Internet Connectivity” 80(76%) agreed that poor internet connectivity prevents them from accessing electronic resources in the library, 3(3.2%) disagreed to this question and 16(16.6%) respondents strongly disagreed that poor internet connectivity prevents them from accessing electronic resources in the library, while there is no response under strongly agree; “Library Software are Outdated” 53(55.8%) respondents strongly agreed to this statement, 3(3.2%) agreed that library software are outdated, 39(41.1%) disagreed while there is no response under strongly agree. However, the library need to regularly update their software to encourage their users; “I did not have the skill to make use ICT gadgets in the library” 1(1.1%) strongly agreed that they do not have ICT skills to make use of ICT gadgets in the library, 21(22.1%) respondents agreed that they do not have ICT skills to make use of ICT gadgets in the library, 9(9.5%) respondents disagreed that they do not have ICT skills to make use of ICT gadgets in the library, 64(67.4%) strongly disagreed that they do not have ICT skills to make use of ICT gadgets in the library; “There is a restriction in the use of ICT in the library” 45(47.3%) strongly agreed that there is a restriction in the library ICT usage, 44(46.3%) agreed to this question, 6(6.3%) disagreed that there is a restriction in the library ICT usage, and there is no response under strongly disagreed.

5. Discussion of findings

The result on the level of ICT skills possessed by the University of Ilorin undergraduate students, it was

discovered that University of Ilorin undergraduate students can make use of electronic devices without any difficulties (54.7%) and they are well informed when it comes to the application of information and communication technology (ICT) tools in the library and they can search and access electronic equipment through the use of ICT tools (56.8%). This can be related to the work of Abolade & Yusuff, (2005) which they asserted that ICT allows networking among librarians thus librarians are increasingly connected to one another, allowing them to share ideas, resources, and enhance teaching procedures, as well as connecting libraries to the rest of the world. thereby improving their skills and motivating them, as learning is extended outside the classroom, allowing for the establishment of appropriate real-life context.

It was also revealed in the findings of the study that the ICT tools used by University of Ilorin undergraduate students and how often they make use of it. It was discovered that undergraduate students at the University of Ilorin are familiar with ICT gadgets like Computers and Laptops (97.9%) and they make use of it frequently. Also, they are familiar with an online forums, youtube and make use of electronic books frequently (90%). This finding agrees with of Ojedokun & Owolabi (2003) conveyed that online forums and e-mail are the most frequently used Internet resources among students and faculty. The findings of the study revealed further the level of accessibility provided to students in need of electronic resources and it was discovered that Unilorin library provides easy accessibility of e-resources to students through software that is user-friendly and simple to operate (54.7%).

Furthermore, the findings revealed the importance of ICT in library operations and it was discovered that ICT have paved a new way of doing thing and carrying out daily activities in the library. Use of ICT in the library gives room for current information in the library (61.1%), using ICT in the library saves time than printed materials (80%) and finally, the use of ICT in the library gives room for regular updating of materials online, correction of mistakes and

regular editing (47.3%). This finding is in tandem with Ainsley & Brown (2009) which they claimed that Apart from resulting in an increase in electronic information, the transition from print to electronic media has offered users with new tools and applications for information finding and retrieval. Information Communication Technology as Electronic resources is invaluable tool in the context of a regular library. The result of the study showed some challenges/ problems faced in the use of ICT in the library and it was discovered that poor internet connectivity (80%) prevents users from making use of ICT tools in the library. Also, outdated library software (55.8%) hinders students from accessing some electronic materials in the library, and restriction in the use of ICT tools in the library discourages users from using ICT tools in the library.

6. Conclusion

We live in an information age and the world has become a global village where everyone can reach themselves in the blink of an eye. Information technology is sweeping across the globe and modern technology has been introduced into our day-to-day activities which make our work faster, easier, and more accurate. However, it is important for libraries to make use of ICT/ adopt the usage of ICT in the library operations so as to make accessibility of library more convenient for users and also to reduce the stress of librarians in the library. This study examines the influence of ICT on library use by undergraduates at the University of Ilorin. The result has indicated that ICT has a positive impact on library operations and it has been concluded that the use of ICT in library operations has made life easier for both undergraduates and librarians. The research reveals that Poor internet connectivity, restriction in the use of ICT tools in the library, outdated software are some problems faced in the use of ICT in the library.

7. Recommendations

The followings recommendations are made based on this finding of the study:

1. The acquisition and provision of ICT facilities to libraries should be prioritized by library authorities..
2. Libraries should procure appropriate ICT equipment to improve library operations, and parent institutions should raise library budgets to enable them to provide and maintain ICT equipment.
3. Libraries should provide steady internet connectivity to improve the effective use of ICT facilities.
4. In order to provide and maintain their ICT facilities, the relevant authorities should also establish beneficial ICT policies and boost their budgets for libraries.

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APPENDIX

SECTION A

Biodata

Instruction: please fill in and put a tick (✓) where necessary.

Faculty.....

Department.....

Level: 100() 200() 300() 400()

Age: 18- 25() 26-30() 31-40()

Gender: Male () Female ()

SECTION B

Level of Information and Communication (ICT) Skills by Undergraduate Student at Unilorin.

Instruction: Please read each statement and tick (✓) appropriately the column that best reveal your level of ICT Skill. The response modes for this section are as follows: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD)

S/N	Level of ICT Skills by Undergraduate Students	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I can make you of electronic devices without any difficulties				
2	I am well informed when it comes to the use and operations of ICT tools in the library.				
3	I have knowledge on how to use all ICT tools in the library				
4	I can search and access electronic materials through the use of ICT gadgets in the library				

SECTION C

ICT Gadgets used by Students and How Often Do Students Make Use Of them.

Please tick (✓) appropriate column for this questions. The modes of response for this section are as follows: Frequently used, Rarely used, Never Used.

S/N	ICT Gadgets Used By Student.	Frequently Used	Rarely Used	Never Used
1	Computers/ Laptops			
2	Overhead Projector, Interactive White Board			
3	Projectors			
4	DVDs, CD-ROMs, Cassettes			
5	E-Books, YouTube, Online Forum			

SECTION D

Level of Accessibility Provided to Students' in need of E-Resources

S/N	Students' Level of Accessibility	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I can access electronic resources easily in any part of the library.				
2	I can access different materials for learning via e-library resources				
3	E-resources in the library are simple to learn with and operate				
4	E-resources in the library are user-friendly and make learning rate more faster				

SECTION E

What are the Importance/ Benefits of ICT in Library Operations?

Kindly respond to this question and tick the appropriate Column that best reveal the importance of ICT in the Library to you.

S/N	Importance of ICT in the Library	Strongly Agree	Agree	Disagree	Strongly Disagree
1	The use of ICT in the library provide current information for learning				
2	Using E-resources saves time than printed materials				
3	I am motivated anytime I make use of ICT/ e-resources in the library				
4	I become more skillful with using ICT tools for learning With the use of ICT in the library				
5	With the use of ICT in the library mistakes can be corrected and regular editing of e-resources can be done.				

SECTION F

What are the Challenges/ Problem faced in the use of ICT in the Library

S/N	Problems Faced in the use of ICT in the Library	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Power outage discourage BME from making use of ICT gadgets in the library				
2	There is poor internet Connectivity with prevents me from accessing e-resources.				
3	Library software are outdated				

4	I did not have the skill to make use of ICT gadgets in the library				
5	There is restriction in the use of ICT tools in the library				