



## AVAILABILITY AND UTILISATION OF ICT BY UNDERGRADUATE STUDENTS IN NIGERIAN UNIVERSITY LIBRARIES

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### ABSTRACT

*This study investigated the availability awareness and utilisation of Information and Communication Technologies (ICTs) by undergraduate students in Nigerian university libraries. The study adopted a survey design approach and the questionnaire was administered on 1,000 undergraduate students who are library users, among which 579 were males and 421 were females. Data were analyzed using descriptive (frequency distribution) and inferential (Chi-square and t-test analysis) statistical tool. Findings revealed that 58.4% indicated the availability of ICT facilities in their libraries while 41.6% indicated non availability of ICT facilities in their Libraries. Findings showed that (53.72%) of the students utilizes ICTs while (46.28%) indicated non-use of the facilities among the undergraduate students. The result of the frequency counts and percentages showing the awareness of availability of ICT facilities by the students revealed that 60.5% indicated the awareness of ICT facilities while 39.5% indicated non awareness of the availability. Correlation revealed that r-cal (0.875) is greater than r-table (0.195) which implies that there was significant relationship between the availability of ICT and the level of awareness among students. Correlation also revealed that there was significant relationship between availability and utilisation of ICT facilities.*

**KEYWORDS:** *Information and Communication Technologies, knowledge skills, teaching, research, experiments, knowledge sharing*

### INTRODUCTION

The University is an institution which has numerous missions and visions such as instruction, teaching, research, experiments, knowledge sharing, capacity building and diffusion of new information and communication technology through scholarly communication. The utilisation of ICT by university students is expected to improve their education, increase knowledge skills in the utilisation of technology and to decrease inequalities between groups. Today, employers expect graduates who will be prospective employees to be ICT compliant to secure gainful employment. Therefore, university students are to be trained in order to be relevant in the current information age. Lecturers and students need to adopt ICT to enhance teaching, learning and research activities which depend on the accessibility of the technologies (Agbonlahor, 2005)

ICT affords university students, researchers and lecturers the opportunity to acquire the same knowledge that their counterparts in the developed countries can acquire. Information and Communication Technology has helped to transform the educational settings at all levels of education. The utilisation of modern ICT in education enhances the effectiveness, productivity and efficiency of teaching and learning thereby, providing a country with numerous well trained and skilled labours to meet the demand of both the

public and the private sectors. Hawkins (2004) stated that ICT enhances the quality of teaching and learning, the sharing of knowledge and information.

### OBJECTIVES OF THE STUDY

The study was conducted to achieve the following objectives:

1. To determine the level of availability of ICT facilities in the Southwest Nigerian universities libraries.
2. To determine the level of awareness of the facilities in the libraries.
3. To determine the level of utilisation of ICT facilities in the libraries
4. To examine the factors that militates against the utilisation of ICT facilities in the universities libraries.

### RESEARCH QUESTIONS

The following questions were raised:

- (1) Is there any relationship between the availability of ICT and the level of awareness among students?
- (2) Is there any relationship between availability and the utilisation of ICT facilities among students?
- (3) Is there any relationship between utilisation and perceived hindrances of ICT among students?

## RESEARCH HYPOTHESIS

Based on the research questions raised above, the following research hypotheses were generated:

H<sub>01</sub>: There is no significant relationship between the availability of ICT and the level of awareness among students.

H<sub>02</sub>: There is no significant relationship between availability and utilisation of ICT facilities among the students.

H<sub>03</sub>: There is no significant relationship between utilisation and perceived hindrances of ICT among students.

## LITERATURE REVIEW

Educationally, there has been an overwhelming interest in the use of electronic networks to support teaching and learning around the world by enabling computer-media conferencing and collaborative learning to take place and by ensuring access to electronic libraries (e-library) and to the multimedia education market. Omotoso (2006) stated that ICT has contributed greatly to the effectiveness of distance learning which is highly relevant to developing countries where there is need to educate large numbers of geographically dispersed people.

Akinjide and Oyebo (2007) affirmed that the adoption and use of ICT in education is a landmark that is carrying education delivery to its possible height. They further stated that ICT is becoming more and more important in the education sector since its adoption. They added that ICT has a positive or negative effect on the performance of education sector. Edom (2012) stated that students also find the use of ICT appealing in their quest to acquire knowledge, access, retrieve, store and disseminate information. Agboola (2006) also noted that with the use of ICT, the influx of students into the university premises for their lectures will be reduced, while the pressure on the university facilities and equipment will be reduced.

The impact of ICT on education, especially on the teaching profession is highly overwhelming. The advancement in technologies has made the whole world to become a stage for learning. An earlier survey by Betiku (2003) noted that the availability and utilisation of Information and Communication Technology at all levels of the education system in Nigeria is very low and below expectation. This is attributed to some constraints such as computer illiteracy, inadequacy of instructional facilities, and low level of awareness, despite the advantages of the ICT.

Also, Anunobi (2005) carried out a survey to find out the availability of ICT in Nigerian universities, the application and the distribution of such facilities with reference to the geographical location and the funding body of universities. Her findings revealed that Nigerian university libraries have defied all the problems that hinder the provision of ICT, to make available personal computers, CD-ROMs, Local Area Network (LAN), electronic mail services and Internet facilities. She however noted that: "only few libraries provide Wide Area Network (WAN), fax machines and Online Public Access Catalogues (OPAC) facilities". Contrary to her findings, however, Ondari-Okemwa (2004) stated that "availability of ICT in African libraries is still a mirage." He found this out by carrying out a survey of 46 Sub-Saharan African countries to discover the impediments to the availability of ICT in Sub Saharan Africa.

As pointed out by Abdurraheem and Tihamiyu (2005) "though users' expectations of further evolution and improvement in information provision and availability are high, users in the Nigerian universities were dissatisfied with

the level of ICT and automated library services". This implies that the ICT facilities are hardly available in Nigerian universities. The utilisation of ICT facilitates access to broad and unlimited information irrespective of geographical location and time. In spite of the benefits of ICT to all facets of life and the Federal government's effort to make it available in institutions, ICT resources are still grossly inadequate, and slowly utilized in Nigeria. A study carried out on the availability and use of selected information technology types indicated that the level of usage of ICT at all levels of the education system in Nigeria is very low due to numerous constraints such as lack of infrastructural facilities, computer illiteracy and low level of awareness (Betiku, 2003). There is need to brace up to ICT challenges and systems of education through the deployment and use of ICT in Nigerian Universities. Mlitwa (2004) in his study stated that ICT has the capability to enhance teaching and learning through improved interaction across cultures, between students and academics.

The effective use of ICT is determined by three elements: ready access to infrastructure, appropriate use of ICT as part of a broader learning design and effective support for its use by staff systems, infrastructure and procedures of the institution. There are other factors which can also influence respondents' access to ICT: physical, economic, social and institutional-based factors. The implications of the utilisation of ICT in Nigerian universities curriculum are that students and staff need to learn new skills. Librarians need to show them how and when to use the Internet in the academic environment and how to use information stored on computers to solve problems. The management in some Nigerian universities has responded positively by acquiring ICT and encouraging the use of ICT for communication in the teaching and learning processes.

Nwezeh (2010) noted that access to and availability of computers in the university community influence use of electronic resources. The research has revealed high levels of access to computers connected to the Internet among both academic staff and students. She stated that it is worth observing that although the availability of computers within the institution is fairly good, the number of computers available for users in Hezekiah Oluwasanmi Library, Obafemi Awolowo University, Ile-Ife on the whole is not satisfactory. It has also been noted that ICT has brought about tremendous progress in university education across the globe and it is rapidly affecting the way university education is delivered and research conducted. Nigerian Universities are not left out of this great opportunity. Most of the university libraries in Nigeria have acquired different types of electronic databases based on the available disciplines for different areas of discipline in their institutions for information access and delivery in libraries, for research and development, for communication and for teaching and learning. The electronic data bases include: CD-ROM, Online-based, EBSCO Host, ERIC, HINARI, AGORA, MEDLINE and TEEAL. Igwe (2005) attested that the application of the electronic mail, personal computers and Internet to education has affected the Nigerian education positively.

Library as an essential component of a university system, has been contributing its own quota to the availability and utilisation of ICT facilities in Southwest Nigerian universities since it acquires, organizes, processes, and disseminates information to students. The quality of teaching and research

performance of university students and the researchers are determined by the mode in which information is accessed, stored and disseminated by the University libraries (Wombol and Abba, 2008).

It is pertinent to note that ICT facilities in Nigerian University libraries are inadequate and many university libraries in Nigeria are yet to take advantage of ICT as reported by Nwezeh and Shabi (2011). Some of the Nigerian Universities Librarians who had earlier automated their libraries could not maintain them as a result of lack of technical know-how and maintenance.

The available information through ICT facilities especially Internet is changing the utilisation and dependence of the library users on the library. Students rely on the Internet as the knowledge acquisition tool and information sources, university students use the ICT facilities in the libraries better than the textbooks (Owolabi, 2007). Ojedokun (2007) stated that ICT will help in achieving the objectives of the professional librarians which will never change although the methods and format may change.

In Nigeria today, many of the university libraries lack many facilities including computers and other information technology tools. Mabawonku and Okwilagwe (2004) in their study discovered that computers were not available or were insufficient in Nigerian library schools, where available; they were not connected to the Internet. They further stated that the laboratories were not well equipped for demonstrations in courses like cataloguing and classification, software applications and in other courses.

Furthermore, Abdulwahab (2010) in his study on the imperatives and challenges of computer application in libraries stated that software was the most important item in the computerization process and that a library without software was just like a library without books and librarians. The library software are DUBIS/LIBIS, NOTIS, Virginia Tech. Library system and Maggie's place, dBase, Foxpro, INMAGIC and CDS/ISIS MINISIS and ISIS are being recommended as the best library software.

Ajayi (2008) in his study on towards effective use of Information and Communication Technology (ICT) for teaching in Nigerian Colleges of Education discovered that epileptic supply of electricity, lack of support for the integration of ICT in teaching, inadequate ICT materials, lack of computers in the classrooms, lack of interest outlet in the classroom and the expensive nature of ICT are some of the most prominent problems of using ICT for teaching in colleges of education.

It is highly sympathetic to discover that many of ICT-based education programs funded by the government and corporate bodies could not be sustained due to lack of fund to maintain the Internet. Also, there are other challenges that militate against ICT in Nigerian Universities such as lack of well trained personnel who will serve as teachers to teach the students on how to effectively use the available ICT facilities in the university libraries. Therefore there is urgent need for the training and retraining of the lecturers, librarians and other staff who are connected with the handling of the ICT infrastructure in the application of ICT in education, both in theory and practical for maximum utilisation and maintenance of the ICT facilities. Erratic power supply has adverse effect on the effective utilisation of the computer networks.

## RESEARCH METHODOLOGY

The descriptive design of survey type is the research design adopted for this study to collect data from the respondents in the four universities in Nigeria. One thousand (1,000) questionnaires were filled and returned representing a 100% responds rate. Two hundred and fifty (250) registered library users each were selected from OAU, UI, EKSU and LASU respectively. Out of the 1,000 students that responded to the Questionnaire, 579 were males while 421 were females who were randomly selected. The main instrument of data collection was the questionnaire consisting of 5 questions with 30 items developed by the researchers to determine availability, awareness and utilisation of Information and Communication Technologies (ICTs) by undergraduate students in the selected Nigerian university libraries and the factors that are militating against the use of ICT facilities by the students in Southwest Nigerian universities. The questionnaires were administered at various universities to have a wide range of respondents. The researcher also used unstructured interview to obtain further explanation from the ICT librarians. Data analysis was done using frequency table and simple percentage.

## RESULTS AND DISCUSSION

**Question 1:** What is the level of availability of ICT facilities in the university libraries?

Items on availability of ICT facilities on QICTAAUUUS were used to answer this question. The frequency and percentage for high and low levels are presented in Table 1.

Are the following ICT facilities available in your library?

**Table 1: Availability of ICT Facilities in the University Libraries.**

S/N	FACILITIES	Available		Not Available	
		Freq	Percent	Freq	Percent
1.	CD – ROM	466	46.6%	534	53.4%
2.	Computers	741	74.1%	259	25.9%
3.	Internet	633	63.3%	367	36.7%
4.	Printer	694	69.4%	306	30.6%
5.	Digital Camera	627	62.7%	373	37.3%
6.	Scanner	376	37.6%	624	52.4%
7.	Multimedia Projector	398	39.8%	602	60.2%
8.	Photocopier	806	80.6%	194	19.4%
9.	Open Public Access Catalogue (OPAC)	614	61.4%	386	38.6%
10.	E – mail	481	48.1%	519	51.9%
	Overall Total	5,836	583.6	4164	416.4
	Overall Percentage	58.4	58.4%	41.6	41.6%

In order to answer the question on the level of availability, awareness and utilisation of ICT facilities in the university libraries, frequency counts and percentages were used to categorize the respondents. The criterion standard set up for the level of availability, awareness and utilisation are of three categories, as shown below:

- A: High Level (60-100%)
- B: Average Level (50-59%)
- C: Low Level (0-49%)

Table 1 reveals that 466 (46.6%) indicated that CD-ROM is available in the university libraries while 534 (53.4%) indicated that it is not available. Also 741 (74.1%) indicated that computer is available while 259 (25.9%) indicated that computer is not available. Also 633 (63.3%) of the respondents indicated availability of Internet while 367(36.7%) indicated non availability of Internet. 694 (69.4%) indicated high level of availability of printer while 306 (30.6%) indicated non availability of printer. 627 (62.6%) indicated high level of availability of digital camera while 373 (37.3%) show non availability of digital camera. 376 (37.6%) indicated availability of scanner while 624 (62.4%) indicated non-availability of scanner.

It also shows that 398 (39.8%) indicated availability of multimedia projector while 602 (60.2%) disagreed. 806

(80.6%) indicated that photocopier was available while 194 (19.4%) indicated non-availability of photocopier in the library.

ICT facilities such as photocopier, computer, printer, Internet, digital camera and OPAC were highly available while some facilities like e-mails, CD-ROMs were available at low level. On the average, 58.4% of the respondents indicated that ICT facilities were available while 41.6% indicated that ICT facilities were not available in the university libraries.

The result on table 1 above shows that greater percentage of the students indicated that the ICT facilities are available in the university libraries and that the level of availability of ICT facilities in the selected university libraries was moderate (average).

**Question 2:** What is the level of awareness of the students on the availability of ICT on their campuses?

Items on the level of awareness of students on the availability of ICT facilities on QICTAAUUUS were used to answer this question. The frequency and percentage for high, average and low levels were presented in table 2 below.

Are you aware that the following ICT facilities are available in your libraries?

**Table 2: Frequency Counts and Percentages Showing the Awareness of Availability of ICT Facilities by the students**

S/N	ICT Facilities	Yes		No	
		Freq.	Percentage	Freq.	Percent
1	CD – ROM	868	86.8	132	13.2
2	Computers	914	91.4	86	8.6
3	Internet	910	91.0	90	9.0
4	Printer	883	88.3	117	11.7
5	Digital Camera	155	15.5	845	84.5
6	Scanner	342	34.2	658	65.8
7	Multimedia Projector	166	16.6	834	83.4
8	Photocopier	830	83.0	170	17.0
9	On-line Public Access Catalogue (OPAC)	554	55.4	446	44.6
10	E – mail	427	42.7	573	57.3
	Overall Total	6,049	60.49	3951	395.1
	Overall Percentage	60.5	60.5	39.5	39.5

Table 2 reveals that 868 (86.8%) indicated that the level of awareness of CD-ROM availability in the university libraries was high while 132(13.2%) indicated non awareness of CD-ROM availability in the libraries. 914 (91.4%) indicated high level for computer and 86 (8.6%) indicated that they were not aware of its availability. Also, 910 (91.0%) of respondents indicated high level of awareness of availability of Internet while 90 (9.0%) indicated non awareness of Internet. It also revealed that 883 (88.3%) of the respondents indicated high level of awareness of availability of printer while 117 (11.7%) indicated that they were not aware of availability of printer in the university libraries. 155 (15.5%) indicated low level of awareness of digital camera while 845 (84.5%) indicated non awareness of digital camera facility in the library. 342 (34.2%) indicated that they were aware of availability of scanner while 658 (65.8%) indicated that they were not aware of the availability.

With reference to the self-designed criterion above, it is obvious that level of awareness of the students was high in respect of computer, Internet, printer, CD-ROMS and photocopier. Level of awareness of the students was average in respect of On-line Public Access Catalogue while level of

awareness in respect of e-mail, Scanner, digital camera and multimedia projector were of low level based on the findings of this study. On the average 60.5% of the respondents indicated that they were aware of availability of ICT facilities while 39.5% indicated that they were not aware of ICT facilities in the libraries.

The result on table 2 above shows that greater percentage of the students indicated the awareness of ICT in the university libraries and that the level of awareness of ICT facilities in selected universities in Southwest Nigerian was high. The implication of the above study is that the level of awareness of students' on availability of ICT facilities was high.

**Question 3:** What is the level of utilisation of ICT facilities in the university libraries?

The frequency and percentage of the types of ICT used by the students on QICTAAUUUS were used to answer this question. The frequency and percentage for used facilities and non-used facilities are presented in Table 3 below.

Do you use the following ICT facilities in the university libraries?

**Table 3: Frequency Counts and Percentages Showing Utilisation of ICT Facilities by the Students.**

S/N	Facilities	Users of facilities		Non- Users	
		Freq	Percentage	Freq	Percentage
1.	CD – ROM	558	55.8	442	44.2
2.	Computers	624	62.4	376	37.6
3.	Internet	691	69.1	309	30.9
4.	Printer	855	85.5	145	14.5
5.	Digital Camera	207	20.7	793	79.3
6.	Scanner	157	15.7	843	74.3
7.	Multimedia Projector	120	12.0	880	78.0
8.	Photocopier	900	90.0	100	10.0
9.	Open Public Access Catalogue (OPAC)	654	65.4	346	34.6
10.	E – mail	606	60.6	394	39.4

Table 3 reveals that 558 (55.8%) of the respondents indicated that they used CD-ROM facilities. 624(62.4%) indicated the use of computers while 376 (37.6%) were not using it. The table also reveals that 691(69.1%) indicated that they used Internet while 309 (30.9%) agreed that they did not use Internet in the library. 855 (85.5%) indicated that they used printer while 145 (14.5%) were not using printer. It also reveals that 207 (20.7%) indicated that they used digital camera while 793 (79.3%) were not using it. 157 (15.7%) agreed that they used scanner while 843 (84.3%) indicated that they were not using it. 120 (12.0%) indicated that they used multimedia projector while 880 (88.0%) were not using it. 900 (90.0%) indicated that they used photocopier while 100 (10.0%) indicated non-use of photocopier in the library, indicating that majority of the respondents were using photocopier machine. 654 (65.4%) indicated that they used Online Public Access Catalogue (OPAC) while 346 (44.6%)

agreed that they did not use Online Public Access Catalogue (OPAC). 606 (60.6%) indicated that they used e-mail while 394 (39.4%) did not use it.

One can deduce from table 3 that the ICT facilities most commonly used by the students include the photocopier, Internet and printer while the least commonly used include scanner, digital camera and multimedia projector. Level of utilisation of ICT facilities in the selected libraries were of average, based on the findings of this study.

The implication of the above study is that the level of utilisation of ICT facilities by students was moderate (average).

#### Hypothesis Testing

This section presents the results of the testing of all the hypotheses generated for the study.

**H<sub>01</sub>:** There is no significant relationship between the availability of ICT and the level of awareness among students

**Table 4: Correlation Showing Relationship between the Availability of ICT and the Level of Awareness among Students.**

Source of Variation	N	r-cal	r-tab	Result
Availability of ICT	1000	0.875	0.195	Significant
Awareness of ICT	1000			

Significant at 0.05 alpha level.

Table 4 above shows that r-cal (0.875) is greater than r-tab (0.195). Thus, the null hypothesis was rejected, which implies that there was significant relationship between the availability of ICT and the level of awareness among students.

**H<sub>02</sub>:** There is no significant relationship between availability and utilisation of ICT facilities among the students.

**Table 5: Correlation Showing the Relationship between Availability and Utilisation of ICT**

Source of variation	N	Df	r-cal	r-tab	Result
Availability of ICT	1000	1	0.941	0.195	Significant
Utilisation of ICT	1000				

Significant at 0.05 alpha level.

Table 5 above shows that the r-cal (0.941) is greater than r-tab (0.195). Therefore, the stated hypothesis was rejected, which means that there was significant relationship between availability and utilisation of ICT facilities among the students. The availability of ICT facilities affected the utilisation of ICT facilities. The findings revealed that ICT facilities were available in all the universities selected, except that the level of availability was different. The level of availability was generally above average.

The ICT facilities available for use in the four university libraries were found to be inadequate when compared with the number of the students in these universities. This finding supports what Nwezeh (2010) observed that availability of computers in the university community is fairly good but the number of computers available in the library under study was

not satisfactory compared with the number of students using the library. He also observed that there was high level of access to computers connected to the Internet among both academic staff and students.

The findings indicated that majority of the students were aware of the availability of some of the ICT facilities while few of them were not aware of some facilities that were available. It is obvious that the level of awareness of the students was very high in respect of computer, Internet, printer, CD-ROMS and photocopier. Level of awareness of Online Public Access Catalogue is of average while the level of awareness of e-mail, scanner, multimedia projector and digital camera was low, based on the findings of this study.

This result corroborates other studies such as Owolabi (2007) who reported that the level of awareness of some ICT

facilities in libraries such as telephone was very high while level of awareness of other facilities like CCTV; Satellite Communication System was very low. The implication of the above finding was that students were highly aware of some of the ICT facilities while on the other hand students were rarely aware of those facilities with low percentages. The finding equally revealed that the students made use of the available ICT facilities in the university libraries. Considering the level of use of the facilities in all the universities as indicated by the respondents, the three commonly used ICT facilities were the photocopier, printer and Internet. Respondents that used the ICT facilities everyday were found the least in all the universities while most of the students used the facilities

once a week but it was discovered that all the students were using ICT facilities to communicate and source for information for their academic purposes. This result was in line with Rajagopal and Bojin (2003) and Attwell and Battle (1999) who reported that the Internet was used at home for academic purposes. Carlissle (1993) stated that ICT is a set of powerful tools that could change teaching and learning and Edom (2012) revealed that students used ICT to communicate and source for information.

**Ho<sub>3</sub>:** There is no significant relationship between utilisation of ICT and perceived inhibitions of ICT Among students.

**Table 6: Correlation Summary Showing Relationship between Utilisation of ICT and Perceived inhibition of ICT among Students**

Source	N	r-cal	r-tab	Result
Utilisation of ICT	1000	0.965	0.195	Significant
Perceived hindrance	1000			

P < 0.05

From the table 6 above, t-cal (0.965) is greater than t-tab (0.195). Therefore, the null hypothesis was rejected, which implies that there was significant relationship between the utilisation and perceived hindrances of ICT among students. Perceived hindrances affect the utilisation of ICT facilities among students.

It was revealed that there was significant relationship between utilisation of ICT and perceived inhibitions among students, the respondents considered that infrastructural constraint has been the greatest inhibition to the utilisation of ICT in the university libraries. This result was in line with Ajuwon (2003) that insufficient computer and Internet use skill are factors inhibiting the use of computer and the Internet among first class clinical and nursing students in Nigeria teaching hospitals. Also Cisse (2004) revealed that inability to access the equipment and difficulty encountered in using ICT hindered the use of electronic resources. Inability to have access to ICT facilities and inadequacy of the facilities were also indicated by majority of the students as part of the problems they were confronted with.

The findings also revealed that they have regular electricity supply, though few of the respondents indicated that the electricity was not regular. This means that there is an improvement in the regularity of electricity in the selected Southwest Nigerian University Libraries when compared to previous study on regularity of electricity. Considering the previous study, majority of the researchers (Adomi, 2006, Adomi, Omodeko and Otolw, 2004; Adomi, Okiy and Reteyan 2003) were of the opinion that erratic power supply had been the major inhibition to the utilization of ICT facilities which is contrary to this study. This may be due to the fact that most of the libraries have been ordered to have a standby generator for effective services and in an effort to see that Internet services is always available, the librarians have improved in the area of electricity for efficiency.

**CONCLUSIONS**

Information and Communication Technology facilities were averagely available in all the universities under study but were found to be inadequate. The level of awareness of the students on availability of ICT facilities was high. The level of utilization of ICT facilities was average. A large number of universities students reported that they used the ICT facilities for academic purposes and are affected by some factors such as demographic characteristics and social factors.

The university management provides ICT facilities in the libraries to complement the available resources in the libraries in order to meet the information needs of the students. The students also used the ICT facilities in the cybercafés in and outside their campuses while some of the students have their own personal computers which were connected to the Internet. This made it possible for students to source information at home through the Internet. The students in federal universities have access to more ICT facilities in their libraries than the state universities since they possess more ICT facilities than the state universities in the selected universities in Southwest Nigeria. Majority of the students showed positive attitude towards the use of ICT facilities. Availability of ICT facilities significantly affects the utilisation of ICT facilities. Availability of ICT facilities significantly affected the level of awareness of ICT facilities.

**RECOMMENDATIONS**

Based on the findings, the following recommendations were made:

1. The Management of the universities should provide more computers with Internet and other ICT facilities in their libraries. ICT laboratories must also be provided to supplement the available ones in the libraries and conducive environment should be provided to facilitate effective use of the ICT facilities.
2. Universities should devise a means of paying special attention to students from low socio-economic background. Students from low socio-economic background should be given access to the ICT facilities. Some universities charge for services rendered which do debar some students from using the facilities due to their low income. This could be achieved by identifying and supporting the students from low socio-economic backgrounds and assist them with financial aids or even a students' loan scheme could be developed. With this, it will afford the students the opportunity to pay the fees charged and utilize the available ICT resources for their research and academic career.
3. The university libraries should organise orientation programmes for the new intake and seminar for the old students so as to create awareness for students about the ICT facilities available in the library and how to utilise the available ICT facilities in the libraries.

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