

## ATTITUDE OF UNIVERSITY STUDENTS TOWARDS THE USE OF ICT IN NIGERIAN UNIVERSITY LIBRARIES

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### Abstract

*The paper investigated the attitude of University Students towards the use of ICT in Nigerian University Libraries. The study adopted a descriptive survey research method and utilized questionnaire to generate data for the study. The sample for this study was drawn through purposive sampling technique. Two hundred and fifty (250) registered library users each were selected from Obafemi Awolowo University, Ile-Ife, Nigeria, University of Ibadan, Nigeria, Ekiti State University, Ekiti State, Nigeria and Lagos State University, Nigeria respectively. Out of the 1,000 students that responded to the Questionnaire, 579 were males while 421 were females.*

*One research question was presented for the study, and two hypotheses were formulated and tested at 0.05 level of significance. Data were analysed using frequency counts and simple percentages. Findings revealed that majority of the respondents had a positive response to all the attitude items and agreed that using ICT facilities made teaching and learning more diverse and encouraged individual learning. It was also revealed that there was significant relationship between utilisation and perceived hindrances of ICT among students. Perceived hindrances affect the utilisation of ICT facilities among students. It was recommended among others that 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 them.*

### Introduction

Attitude generally is an opinion which represents the person's overall tendency towards an object, idea or institution. Attitude of students towards a particular subject could be viewed as how an individual thinks and acts towards the subject. The objective of ICT resources has always been to foster favourable feelings as well as imparting cognitive knowledge. Attitudes can be positive, negative or neutral. It can be dormant and it is more generalized and may not function at all. The attitude of Nigerian undergraduates towards ICT has been generating concerns over the years. This has two dimensions: positive and negative. To this end, attitude has been defined as the way an individual feels, thinks and predisposes to act towards some aspect of his environment.

The application of ICT facilities in the library is a welcome idea by the university students. Some have positive attitudes towards it while others are against the use of ICT facilities in searching for information. Automation simply means assigning computers to do tasks that were formally done manually. In an effort to maintain the balance between human considerations and technology, better understanding of the complexities of the individual perception and attitudes towards ICT becomes necessary.

In a study investigated by Mrtinez-Arellano and Filibeto (1996) on users attitudes and behaviour before and after the implementation of an online

catalogue discovered that the online catalogue was inadequate to support subject searching, so most of the subject searches were performed at the shelves. It shows that the online Cataloguing approach was not adequate. Noel and Noel (1982) discovered that users preferred online Catalogues to card Catalogues in their study. Furthermore, Frost and Egri (1991) in a study carried out on Faculty use of subject searching card and online catalogues. It was discovered that faculty members surveyed used the online catalogue either frequently by subject in card catalogue than they did in the online catalogue while Dalrymple (1990) in examining the information seeking behaviour of users in online and card catalogue did not find any significant difference in the attitudinal measures used. Yoo (1998) in his study on academic librarians' attitudes towards computer technology in some universities in United Kingdom discovered that most libraries showed positive attitudes toward computers. Positive attitudes are widely recognized as a necessary condition for effective use and integration of ICT in teaching and learning (Christensen, 1996). Attitudes have been discovered to affect perceptions and hence the rates of adoption and extent of utilisation of Information Technology (Agarwal and Prasad, 1999 and Payo, 2000).

Also, Bello, Arogundade, Sanusi, Ezeoma, Abioye-Kuteyi, and Akinsola (2004) stated that students' achievement is often influenced by factors like

attitude, self-concept and classroom environment. Other factors that go a long way to determine students' attitude include classroom learning environment, the size of the class/ the use of small group work and positive interaction among the classmates.

Positive attitudes are fundamental in implementing ICT in any organization. Students need to have a positive attitude to the utilisation of ICT facilities. Igbaria and Chakrabarti (1990) argue that there is widespread fear and negative attitude that have slowed down the progress of ICT implementation and this was supported by Attewell and Rule (1984) by asserting that many people resist the use of computers and other ICT facilities. Fancovicova and Prokop (2008) in their study on students' attitude towards computer use in Slovakia found out that attitudes towards ICT use among schools were different. They also discovered that the effect of gender was weak, due to the fact that they found significant difference only in the behavioural dimension. They also discovered that boys were significantly more active in the use of home personal computers, and that gender did not affect their use of the facility. In a nutshell, attitudes towards ICT were positive. Reasons for this may include an understanding of the benefits of the ICT in all facets of life.

Students in university have a positive attitude toward computer. Only few participants (5-7%) reported that they did not enjoy contact with computers. Adekunle, Omoba, and Tella, (2007) concluded that training and knowledge are the sine qua non of a positive attitude towards ICT. Mahmood (2009) discovered that students mostly used ICT for general purpose such as communication, word processing and entertainment rather than for educational purpose. It has been discovered that students do not use ICT facilities excessively to access information. Seyal, Rahim and Rachman (2002) on computer attitudes of 268 non-computing students in three technical colleges in Brunei Darussalam found that computer experience and educational qualifications are associated with students' computer attitudes. Variables such as gender, age, ownership of the personal computer, geographical location of institution and prior computer training appeared to have no effect on students' attitudes to ICT.

In his analysis of data on 33 statements used to access student's attitude towards ICT, Mahmood (2009), found that overall attitudes of the students are positive and that the students agree with affirmative statements about ICT more than the negative statement. He also discovered that more than 90% of the students say 'Yes' to the ability to provide access to information, help in learning new things and improve communications. Jimba (2000) revealed that there is no relationship between attitudes towards IT by scientists in Nigerian Agricultural Research

Institutions and the value they derive from IT use. He also found no significant relationship between accessibility to IT and research productivity of the scientist. However, in this study, there was a significant relationship between the value derived from IT use, research experience and frequent use of IT of the respondents.

In a study carried out by Ehikhamenor (2003) on the use and non-use of Internet facilities by scientists in ten Nigerian Universities he discovered that 64.4% of the scientists had a computer at their disposal while 50.4% had access to, and were using the Internet for their academic and general purpose. The non-use of Internet was attributed to the problem of accessibility, ease of use and cost. He also discovered that the significant difference in Internet use by scientists is in different age groups, discipline and academic ranks. Other researchers such as Tchombe (2008) found that students' attitude regarding the use of ICT was positive, as evidence in the statement of students of the bilingual high school Lycee Bilingue Essos in Yaounde. The students were of the opinion that it enriches them with information, it is interactive, it helps in understanding their lessons and helps them to know many things just like their teacher. She also stated that positive attitude towards ICT is addressed more by males than females, although some females also have positive views about ICT. She also emphasized that women's access to ICT and their effective use of the facilities are constrained by factors that go beyond issue of technological, infrastructural and socio-economic environment. She further stressed that socially and culturally, constructed gender roles and relationships play a crucial role in shaping and limiting the capacity of females to participate on equal terms with their male counterparts.

### Research Questions

- What is the attitude of the students' towards the use of ICT facilities?

### Research Hypotheses

The following hypotheses would be tested at  $p < 0.05$  level of significance:

**Ho<sub>1</sub>:** There is no significant difference in the utilisation of ICT between students with positive and negative attitudes towards ICT utilisation.

**Ho<sub>2</sub>:** There is no significant relationship between utilisation of ICT and perceived inhibitions of ICT among students.

### Methodology

The descriptive design of survey type is the research design adopted for this study to collect data from the respondents in four selected Universities in the South-west, Nigeria. A sample size of 1000 was used. One thousand (1,000) questionnaires were filled and returned representing a 100% response rate. The sample for this study was drawn through purposive sampling technique. Two hundred and

fifty (250) registered library users each were selected from Obafemi Awolowo University, Ile-Ife, Nigeria, University of Ibadan, Nigeria, Ekiti State University, Ekiti State, Nigeria and Lagos State University respectively. Out of the 1,000 students that responded to the Questionnaire, 579 were males while 421 were females.

Data gathered in respect of the questionnaire were analyzed using descriptive statistics-frequency counts, percentages, mean and standard deviations. Two null hypotheses were formulated and t-test was used to test hypothesis one while correlation and regression was used to test hypothesis two. All

test regarding retention or rejection of the null-hypotheses ( $H_0$ ) were conducted at 0.05 level of significance ( $P < 0.05$ ). The 0.05 level of significance was chosen as studies have shown that it is fairly reliable at this level to accept or reject an hypothesis.

### Testing of Research Questions

**Question 1:** What is the attitude of students towards the use of ICT facilities?

The frequency and percentage for positive and negative attitudes are presented in Table 1 below.

**Table 1:** Frequency Count and Percentages Showing the Attitudes of Students towards the Use of ICT Facilities

Key: SA – Strongly Agree; A – Agree; D – Disagree; SD – Strongly Disagree

S/ N	Items	Agree (Yes)		Disagree (No)	
		Freq.	%	Freq.	%
1.	ICT facilities have helped me in my academics	576	57.6	424	42.4
2.	Computers have helped me in my assignments	566	56.6	434	43.4
4.	CD-ROMs have enhanced my access to information	301	30.1	699	69.9
4.	Internet has played a major role in sourcing information	861	86.1	139	13.9
5.	Internet has helped me in dissemination of information	583	58.3	417	41.7
6.	The facilities are complex and difficult to operate	346	34.6	654	65.4
7.	The attitude of the staff in charge of the facilities is discouraging	503	50.3	497	49.7
8.	Information needed are not accessible/or not easily retrieved	447	44.7	553	55.3
9.	The environment is conducive	492	49.2	508	50.8
10.	Gender has no effect on the use of the ICT/Internet facilities	765	76.5	235	23.5
11.	Finance has adverse effect on the use of the facilities	681	68.1	419	41.9
12.	Inadequate time has hindered me from using the facilities on regular basis	534	53.4	466	46.6
13.	Insufficient knowledge of how to use the ICT software does not encourage me to use it	415	41.5	585	58.5
14.	ICT makes learning more interesting, effective and a fun	937	94.7	63	6.3
15.	Using ICT facilities make teaching and learning more diverse and encourages individual learning	747	74.7	253	25.3
16.	Using ICT facilities is too expensive	486	48.6	514	51.4
17.	Browsing on the net wastes my time	257	25.7	743	74.3
18.	Internet is accessible to me	748	74.8	252	25.2
19.	I get bored while using Internet	255	25.5	745	74.5
	Overall Percentage	54.7	54.7	45.3	45.3

Table 1 reveals that this part of the survey contains 19 items measuring students' attitude towards the use of ICT facilities in libraries. Respondents were asked to

rate the extent of their agreement with the attitude items. The respondents' attitude towards ICT facilities were measured using frequency and percentages. Items scored were added up to generate respondents' attitude.

It was affirmed that 576 (57.6) of the students surveyed indicated that ICT facilities helped them in their academics while 424 (42.4%) disagreed with the statement that ICT facilities helped them in their academics. 566 (56.6%) indicated that Computers have helped them in their assignments while 434 (43.4%) disagreed. It was attested that 301 (30.1%) agreed that CD-ROM had enhanced

their access to information while 699 (69.9%) disagreed as shown in Table 1.

The attitude of the respondents towards Internet indicated that majority of the respondents had positive attitudes towards the use of internet 861 (86.1%) agreed that internet played a major role in sourcing information. while 139 (13.9%) disagreed. 583 (58.3%) also agreed that Internet helped them in dissemination of information while 417 (41.7%) disagreed that Internet helped them in dissemination of information.

Also, 346 (34.6%) indicated that the ICT facilities were complex and difficult to operate while 154 (15.4%) disagreed. 765 (76.5%) of the respondents agreed that gender had no effect on the use of the ICT/Internet facilities while only 235 (23.5%) indicated that gender had effect on the use of the ICT/Internet facilities.

Table 1 also reveals that 534 (53.4%) indicated that inadequate time had hindered them from using the facilities on regular basis while 466 (46.6%) disagreed.

It was attested that 937 (93.7%) of the respondents were of the opinion that ICT made learning more interesting, effective and a fun while 63 (6.3%) disagreed. 747 (74.7%) agreed that using ICT facilities made teaching and learning more diverse and encouraged individual learning while 253 (25.3%) disagreed. 255 (25.5%) affirmed that they got bored while using Internet while 745 (74.5%) disagreed, indicating that majority of the respondents affirmed that they were not bored.

Summaries of the responses on attitude of respondents towards ICT are as presented in Table 1. From the findings, it was asserted that the highest level of frequencies of the respondents 10,400 (54.7%) showed a positive attitude towards utilization of ICT while 8,600 (45.3%) showed a negative attitude. The finding revealed that the respondents in the study had a positive attitude toward ICT, with large majority agreeing on its usefulness. These results generally indicated that majority of the respondents had a positive response to all the attitude items.

**Ho<sub>1</sub>:** There is no significant difference in the utilisation of ICT between students with positive and negative attitudes towards ICT utilisation.

**Table 2:** t-test Summary of Difference in the Utilisation of ICT between Students with Positive and Negative Attitudes toward ICT Utilisation

Source	N	Mean	SD	Df	t <sub>c</sub>	t <sub>t</sub>
Positive attitude	547	15.49	3.281	998	10.63	1.960
Negative attitude	453	13.43	2.737			

$P < 0.05$

Table 2 above revealed that t-cal (10.63) is greater than t-tab (1.960). Therefore, the hypothesis was rejected which means there was a significant difference in the utilisation of ICT between students with positive and negative attitudes towards ICT utilisation. Students with positive attitude made use of ICT facilities more than students with negative attitude.

**Ho<sub>2</sub>:** There is no significant relationship between utilisation of ICT and perceived inhibitions of ICT among students.

**Table 3:** 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	0.96	0.195	Significant
Perceived hindrance	1000	5		

$P < 0.05$

From table 3 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.

The findings on attitude towards ICT revealed that respondents under this study generally had positive attitude towards ICT facilities, the highest level of frequency agreeing on the usefulness of ICT. The students had a positive response to all the attitude items. This finding supports what Agarwal and Prasad (1997), Payo (2000) established in Nigerian universities among the students that students show positive attitude towards utilisation of ICT. Therefore, majority of the students have positive attitudes towards the utilization of ICT facilities in the libraries.

### Conclusion

The study found that students surveyed indicated that ICT facilities helped them in their academics and that computers have helped them in their assignments. Majority of the respondents agreed that CD-ROM had enhanced their access to information and that ICT made learning more interesting, effective and a fun.

It is concluded that the respondents in the study had a positive attitude toward ICT, with large majority agreeing about its usefulness. These results generally indicated that majority of the respondents had a positive response to all the attitude items. The attitude towards ICT among the students influenced the use of ICT facilities. The findings also revealed that students with positive attitude made use of ICT facilities more than students with negative attitudes.

### Recommendations

It is therefore, recommended that:

- 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 them. This could be carried out through planned public relation programmes, user education programmes, symposia, seminars and workshops.
- The Management of the universities should also make it compulsory that any student admitted into the universities must have personal computer for learning and research purposes.
- The library and its environment must be conducive and attractive to the students for effective utilization of the library resources so as to have positive attitude towards the utilization of the ICT facilities.



- iv. Adequate fund should be made available to the libraries for implementation and maintenance of the ICT facilities.

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