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**ASSESSMENT OF UNDERGRADUATES' PERCEPTION ON ICT AVAILABILITY,
ACCESSIBILITY AND USE IN THE FEDERAL UNIVERSITY OYE-EKITI, EKITI
STATE, NIGERIA.**

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Abstract

This study examined undergraduates' perception on ICT availability, accessibility and use at the Federal University of Oye-Ekiti, Ekiti state, Nigeria. The descriptive survey research type was used in this study. The population of the study comprised all students in the Federal university Oye-Ekiti, Ekiti State, Nigeria. The simple random sampling will be used to select undergraduate students in the Oye-Ekiti main campus; from the faculties of Education, Science, management sciences. Self-structured questionnaires (ICT Accessibility Questionnaire, Utilization of the ICT Resources by Students' Questionnaire and Challenges Encountered by Students in Assessing the ICT Resources Questionnaire) was used for data collection. These were divided into 5 sections. Section A consist of the biodata of the respondents, such as gender, course of study, level, age. Section B is termed the Availability of ICT Resources in FUYOYE Library Questionnaire and was measured on a five point scale ($r = 0.832$), Accessibility of ICT Resources in FUYOYE Library Questionnaire ($r = 0.761$), Level of Utilization of the ICT Resources by Students Questionnaire ($r = 0.782$) and Challenges encountered by students in assessing the ICT resources Questionnaire ($r = 0.852$). Data was analyzed using descriptive statistics (mean and standard deviation) at 0.05 % significance level. Results showed that the availability level of ICT facilities for students' academic purpose in FUYOYE is moderately high; ICT facilities for students' academic purpose in FUYOYE is accessible; ICT facilities utilization among FUYOYE students is high; and the challenges students face in using ICT in FUYOYE, inadequate assistance from library staff, irregular internet connectivity, inconvenient time of opening hours, lack of training on ICT utilization, and inappropriate search terms. The study therefore recommends that governments and the university managements ensure that ICT facilities be made available, accessible and well utilized by students; and the challenges hampering ICT availability, accessibility and utilization be fully addressed.

Key words: Availability, Accessibility, utilization, ICT facilities, Universities, Nigeria.

Introduction

The improvement brought about by the arrival of Information and communication Technologies (ICT) may have led to innovative and developmental changes in societies and the

world at large. Generally, ICT may have been impacting on learning with the help of the ICT and a resultant societal development in line with the 21st century knowledge acquisition (Osuchukwu, Obuezie & Ogwuche, 2017). This has in more ways than one, made learning easier, effective and result-oriented.

More recently, there is a clamor for library electronic resources which has been enhancing students' access to the library, utilization of library materials; improving the study ability and performance of students and their work quality (Vakkari, 2008). Academic libraries especially in Nigerian universities may be underutilized and unknown to students. These electronic library resources in many of the academic libraries are provided by the governments, education stakeholders and organizations. Examples of these e-resources are: phones, computers (software and hardware), projector, television, radio satellites and video conferencing, to mention but a few (Otubelu, 2010).

Students' access e-resources could be an advantage to them academically and in their research endeavors (Nfila, 2008). Internet access even when available in Nigerian universities, are not adequately utilized by students, coupled with varying limitations against its utilization such as queues, limited work stations, lack of proper coordination and poor support services (Ojokoh & Asaolu, 2005). Conole et al. (2008) study reveals the essence of using electronic resources in facilitating learning; thereby giving rise to rational and reliable graduates from the universities; especially in Nigeria (Ajayi & Adetayo, 2005). This have also been supported by the Federal Government of Nigeria (2013) who averred effective use of ICT in the libraries, could enhance students learning outcomes and national development.

Utilization of ICT is value added to academic libraries. Bar-Ilan et al. (2003) asserts that easy access and electronic resources utilization by students is mostly common in developed nations such as Israel, the United Kingdom, the United States and the rest. However, this cannot be said about many African nations, as there is little or no access to and utilization of the electronic resources in place in the various educational libraries in Nigerian universities. In Nigeria, as at 2009, only about forty universities have internet services, out of the one hundred and four universities on ground (Baro & Asaba, 2010); this is highly unacceptable. This may have hampered learning and administrative efficiencies in the Nigerian university system. Afolabi (2009) did point out that a large number of universities in Nigeria lacks ICT prospects and the ideal setting for educational research.

Osagie (2008) conducted a study examining postgraduate students' opinion and use of ICT facilities in the University of Ibadan. The results showed that utilization of ICT facilities by university students is ineffective, irregular and low. Bassey and Odu (2015) study sought to ascertain the extent of utilization of electronic Library resources and services by undergraduate students in the University of Calabar, Nigeria, using the survey research design. The study result revealed varying frequency and extent of utilization. More so, challenges of slow speed of internet access, poor and epileptic electricity, and lack of and limited numbers of computers affects the utilization of ICT facilities. Apuke and OnosahwoIyendo (2018) study conducted in North-Eastern Nigeria, and Shehu, Urhefe and Aworo (2015), also had same results.

Owolabi, Idowu, and Okocha (2016) study was on the utilization of electronic information resources by undergraduates in the University of Ibadan. The study result showed that electronic databases, e-mail services, internet services, online databases, and cybercafés were the available electronic information resources that students always use. However, poor network/internet connectivity, inadequate power supply, and scarce computer terminals, were some of the challenges that hindered the utilization. Abubakar, Gupiyem and Banwar (2017) studied the relations between ICT access and use in Nigerian university libraries by students. The study result revealed a low level of accessibility and utilization by the sampled students. These students encountered the following challenges: password issues, internet down time, inadequate skilled staff, epileptic power supply and lack of awareness of e-resources by the students. Strong and positive relationship existed between students' ICT accessibility and use.

Oriogu, Ogbuiyi and Ogbuiyi (2014) study was on availability and accessibility of ICT in for undergraduates in Babcock university library, Ogun State, Nigeria. The findings of the study did show that ICT facilities are very available and accessible in the university library. Adepoju (2020) study was on ICT facilities availability, accessibility and utilization and its impact on the academic outcomes undergraduates in Southwest Universities in Nigeria. The results showed a moderate level of ICT resource availability and accessibility for students' use. There was no significant relationship between students' academic outcomes and ICT use; this finding has been supported by those of Osuchukwu, Obuezie, and Ogwuche (2017) and Ezekwe (2019). These authors reaffirmed that the following challenges impedes ICT facilities availability, access and use: poor service delivery , lack of ICT knowledge by the students , epileptic power supply, limited work stations, inadequate assistance from staff, irregular internet connectivity among others.

It expected that students especially at the university levels, in lieu of the procurement and provision of ICT facilities by governments and the university managements; maximize these electronic resources for their researches and learning advancement. It is against this backdrop that the present study assessed undergraduates' perception on ICT availability, accessibility and use at the federal university Oye-Ekiti, Ekiti state, Nigeria. The study will specifically aim at identifying the available ICT facilities provided for students learning in the federal university Oye-Ekiti; examine the level of access by FUYOYE students to these ICT facilities in the university; examine the utilization of the ICT facilities by FUYOYE students and examine the challenges encountered by FUYOYE students in assessing the ICT facilities.

Statement of the Problem

Access, availability and use of ICT has a lot of benefits for the university communities as it can better teaching-learning processes and research concerns. In recent times, students access, use and availability of ICT facilities for learning purposes is of crucial importance. Despite this, many students in Nigerian universities are still in the habit of patronizing the traditional sources of information rather than ICT facilities. This may have due to various challenges militating against the availability, access and utilization of these facilities. This study therefore would assess undergraduates' perception on ICT availability, accessibility and use at the federal university Oye-Ekiti, Ekiti state, Nigeria.

Research Questions

- (1) What is the availability level of ICT facilities for students' educational purpose in FUYOYE?
- (2) To what level is the ICT facilities in FUYOYE accessible for students' educational purposes?
- (3) To what level do FUYOYE students utilize ICT facilities in FUYOYE?
- (4) What are the ICT related challenges students face in FUYOYE?

Methodology

Research Design

The descriptive research type was used in this study.

Population

The population under study consisted of all students in the federal university Oye-Ekiti, Ekiti State, Nigeria.

Sampling Technique and Sample

The Multistage sampling procedure was employed for sample selection for the study. First, Stratified sampling technique was used in selecting Ekiti state from the southwest states in Nigeria. Second, purposive sampling was used in selecting the federal university Oye-Ekiti; this is because, the researchers had easy access to the respondents, as they were staff and student of the institution, bearing in mind the time frame for the study. Third, simple random sampling will be used to select undergraduate students in the Oye-Ekiti main campus. These students will be from the faculties of Education, Science, management sciences. These students to be selected will automatically constitute the sample for the study.

Data Collection Method

Self-structured questionnaires (ICT accessibility questionnaire, utilization of the ICT resources by students' questionnaire and challenges encountered by students in assessing the ICT resources questionnaire) will be used for data collection. Copies of these questionnaires was distributed among these students across the faculties. The data collection instrument was a questionnaire that was divided into 5 sections. Section A consist of the biodata of the respondents, such as gender, course of study, level, age. Section B is termed the Availability of ICT Resources in FUYOYE Library Questionnaire and was measured on a five point scale ($r = 0.832$), Accessibility of ICT Resources in FUYOYE Library Questionnaire ($r = 0.761$), Level of Utilization of the ICT Resources by Students Questionnaire ($r = 0.782$) and Challenges encountered by students in assessing the ICT resources Questionnaire ($r = 0.852$).

Method of Data Analysis

Data for the study was analyzed with the use of descriptive statistics (mean and standard deviation).

Research Question1: What is the level of availability of ICT facilities for students’ educational purpose in FUYOYE?

Table 1: Availability level of ICT facilities for students’ academic purpose in FUYOYE

S/ No	Items	Mean	Std. Deviation	Decision
1	CD- ROM	3.01	.80	AV
2	Drives	2.98	.83	AV
3	Multimedia	3.00	.81	AV
4	Operating system	3.16	.91	AV
5	Internet	2.01	.90	NAV
6	Desktop/Laptop	2.21	1.07	NAV
7	Printer	2.03	1.01	NAV
8	Projector	2.69	.89	AV
9	UPS	2.40	.92	NAV
10	Scanner	2.77	.98	AV
11	Photocopier Machine	2.21	.96	NAV
Weighted mean		2.59		Available

*AV = Available; NAV = Not Available.

Table 1 shows availability level of ICT facilities for students’ educational purpose in FUYOYE. The weighted mean of the items was 2.59. However, 2.50 was used as the criterion for decision. Of the total eleven items measuring the availability level of ICT facilities for students’ educational purpose in FUYOYE, six was rated available with mean scores higher than the criterion, and five items was rated low with mean scores less than the criterion mean. This depicts that the ICT facilities are moderately available. Thus, it can be inferred that the availability level of ICT facilities for students’ educational purpose in FUYOYE is to a moderate level.

This finding has been supported by the findings of Bassey and Odu (2015), Osuchukwu, Obuezie, and Ogwuche (2017), Adepoju (2020), Oriogu, Ogbuiyi and Ogbuiyi (2014), Apuke and OnosahwoIyendo (2018), Shehu, Urhefe and Aworo (2015) and Ezekwe (2019) whose studies showed that a moderate availability level of ICT resources for educational purpose in southwest, Nigeria. Nevertheless, the findings of the study contrasts those of Abubakar, Gupiyem and Banwar (2017), Osagie (2008) whose studies revealed low availability, accessibility and utilisation ICT facilities in Nigerian university libraries by students; and Oriogu, Ogbuiyi and Ogbuiyi (2014) whose study finding showed a high level of availability and accessibility of ICT facilities.

Research Question 2: To what level is the ICT facilities in FUYOYE accessible for students' educational purposes?

Table 2: Level of students' accessibility to ICT facilities for academic purpose in FUYOYE

S/ No	Items	Mean	Std. Deviation	Decision
1	CD- ROM	3.25	1.02	A
2	Drives	3.36	1.22	A
3	Desktop/Laptop	3.48	1.13	A
4	Printer	3.55	.94	A
5	Internet	2.50	.69	A
6	Multimedia	2.40	.92	NA
7	Operating system	2.50	.93	A
8	Projector	2.69	.91	A
9	UPS	2.14	.73	NA
10	Scanner	2.42	1.18	NA
11	Photocopier Machine	2.01	.90	NA
Weighted Mean		2.76		A

* A = Accessible; NA = Not Accessible.

Table 2 shows the level to which ICT facilities are accessible to students for educational purpose in FUYOYE. The weighted mean of the items was 2.76. However, 2.50 was used as the criterion for decision. Of the total eleven items measuring the accessibility level of ICT facilities for educational purpose by students in FUYOYE, seven was rated accessible with mean scores higher than the criterion, and four items was rated not accessible with mean scores less than the criterion mean. This depicts that the ICT facilities are accessible for students' use. Thus, it can be inferred that the ICT facilities for students' academic purpose in FUYOYE is accessible.

This finding supports those of Adepoju (2020), Oriogu, Ogbuiyi and Ogbuiyi (2014), Osuchukwu, Obuezie, and Ogwuche (2017) and Ezekwe (2019). Nonetheless, the finding disagrees with the finding of Abubakar, Gupiyem and Banwar (2017) whose finding depicted that ICT facilities for students' academic purposes in tertiary institutions were rarely available, accessible and not utilized by students; and Oriogu, Ogbuiyi and Ogbuiyi (2014) whose finding depicted that ICT facilities for students' academic purposes in tertiary institutions were very available, accessible and well utilized.

Research Question 3: To what level do FUYOYE students utilize ICT facilities in the university?

Table 3: Level do FUYOYE students utilize ICT facilities in the university

S/No	Items	Mean	Std. Deviation	Decision
1	CD- ROM	2.59	.93	High
2	Drives	2.76	.89	High
3	Multimedia	2.60	.91	High
4	Operating system	2.76	.88	High
5	Internet	1.99	.49	Low
6	Desktop/Laptop	2.24	.68	High
7	Printer	1.89	.55	Low
8	Projector	2.69	.90	High
9	UPS	2.05	.93	High
10	Scanner	1.92	.70	Low

11	Photocopier Machine	1.81	.87	Low
	Weighted Mean	2.03		High

Table 3 shows the level to which FUYOYE students utilises ICT facilities in the university. The weighted mean of the items was 2.03, which was used as the criterion for decision. Of the total eleven items measuring the level of ICT facilities utilization, seven was rated accessible with mean scores higher than the criterion, and four items was rated low with mean scores less than the criterion mean. This depicts that the ICT facilities are not accessible for students' use. Thus, it can be inferred that ICT facilities utilization among FUYOYE students is high.

This finding is supported by the findings of Oriogu, Ogbuiyi and Ogbuiyi (2014) and Abubakar, Gupiyem and Banwar (2017), Osuchukwu, Obuezie, and Ogwuche (2017) who reported the same results.

Research Question 4: What are the ICT related challenges students face in FUYOYE?

Table 4: Challenges students face on the use of ICT in FUYOYE

S/No	Statements	Mean	Std. Deviation	Decision
1	Inadequate assistance from library staff	1.98	1.17	Challenge
2	Epileptic power supply	1.72	.90	Not a Challenge
3	Irregular internet connectivity	1.85	1.07	Challenge
4	Inadequate ICT equipment and infrastructure	1.63	.71	Not a Challenge
5	Inconvenient time of opening hours	1.90	.84	Challenge
6	Lack of training on ICT utilization	2.12	.70	Challenge
7	Restricted access to some databases	1.81	.87	Not a Challenge
8	Insufficient access time	1.64	.69	Not a Challenge

9	Inappropriate search terms	1.91	.82	Challenge
10	Slow internet connectivity	1.72	.65	Not a Challenge
11	Using ICT facilities is too expensive	1.81	.87	Not a Challenge
	Weighted Mean	1.83		

Table 4 shows the challenges students face on the use of ICT in FUYOYE, inadequate assistance from library staff, irregular internet connectivity, inconvenient time of opening hours, lack of training on ICT utilization, and inappropriate search terms.

This finding is supported by those of Owolabi, Idowu, and Okocha (2016), Osuchukwu, Obuezie, and Ogwuche (2017) who reported similar findings.

Conclusion

This study examined undergraduates' perception on ICT availability, accessibility and use at the federal university Oye-Ekiti, Ekiti state, Nigeria. In view of the findings and discussions of the study, it could be concluded that: the availability level of ICT facilities for students' educational purpose in FUYOYE is moderate; the ICT facilities for students' academic purpose in FUYOYE is not accessible; ICT facilities utilization among FUYOYE students is high; and the challenges students face on the use of ICT in FUYOYE, inadequate assistance from library staff, irregular internet connectivity, inconvenient time of opening hours, lack of training on ICT utilization, and inappropriate search terms.

Recommendations

The study recommends the following in lieu of the findings:

1. Universities should sufficiently provide ICT facilities for students use;
2. ICT facilities in universities should be readily available, accessible and well utilized by students;
3. The challenges hampering ICT availability, accessibility and utilization be fully addressed.

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