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INFLUENCE OF INFORMATION TECHNOLOGY SKILLS ON LIBRARY PATRONAGE BY UNDERGRADUATE STUDENTS IN SOUTH-WEST, NIGERIA

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Abstract

This study investigated the influence of information technology skills on library patronage by undergraduate students in South-west Nigerian universities. A descriptive research design of the ex-post facto was adopted using a sample size of 1527 selected out of the total population of 239,048 undergraduate students in the universities. Questionnaire was used to collect data. The results of the study revealed that the majority of undergraduate students patronised the library between two to three times a day. The finding of the study also revealed that information technology skills had influence on library patronage by undergraduate students in the universities ($r = 0.59$, $N = 1333$, $p < 0.05$). The study concluded that information technology skills influenced library patronage of undergraduate students in the universities. The study, therefore, recommended that students should enhance their information technology skills to enhance their library patronage.

Keywords: Library patronage, Information technology skills, Undergraduate Students, University, South-west, Nigeria

Introduction

University libraries have stepped up their services with the provision of information technology tools such as computer hardware, software, CD-ROM, Online Public Access

Catalogue (OPAC), internet connectivity and personal computers. This is to facilitate library routine tasks and ease access to library materials by library users such as undergraduate and postgraduate students. Library users could access library resources on local area network or through the internet in the comfort of their houses. It is expected that undergraduate students should have access to the Internet whether at homes, hostels or on campus to library OPAC before coming to the library for their information materials (Fati & Adetimirin, 2015).

If the resources and services in the library are not patronised by intended users, then, it may imply that there is less benefit accruing from the investment on university libraries by government, library administrators and the professional bodies. Therefore, the importance of library patronage cannot be over-emphasised. Hence, there is a need to examine patronage in the university libraries by undergraduate students. Library patronage is defined as physical and remote access to and consultation or use of libraries' collections/information resources by undergraduate students in the university. Likewise, Francisca and Goodluck (2013) defined library patronage as access to libraries' collections and services by the university community, while Schoenberger (2018) stated that patronage of the library by intended users is a vital measure of output of services provided by libraries. One of the fundamental laws of library is that the information resources such as books and non-book materials must be well consulted by the intended users. Library users are very significant in the practice of librarianship. This is because library practice revolves around the users. The user is very critical to the services of a library. Hence, the users of a library must be regularly required to assess the services and the information resources provided. This may help the library to improve upon its services and facilities (Rabia & Naveed, 2018).

No matter how huge the collection of a library is, if the services and its resources are not patronised, such a library will end up being a white elephant project. While buttressing this, Ogunmodede and Emeahara (2010) reported that it is worthy to note that any effort on the part of the library to ignore library patronage will be done at the library's peril. Examining library patronage should be one of the major concerns in the libraries. The evaluation of library patronage is to amass information on how the library is achieving its objectives, by means of refining the provision of library services and also for effective planning and management in the university libraries (Onuoha and Subair, 2013).

However, Potnis, Deosthali, Zhu and McCusker (2018) reported that the frequency of library patronage by undergraduate students in the university has been slowly declining. Similarly, Odu (2016) reported that there is a decline in library patronage, while Onuoha and Subair (2013) also reported that studies and observations suggest that there is a decline in library patronage. Even though, Yusuf and Iwu (2010) observed that libraries are being patronised, they are however, reduced to seasonal places as most students make use of the library to read their books when preparing for examinations. If the library patronage in the universities continues to decline, probably, in no distant time, the school administrators might not want to invest in the libraries or may even do away with the libraries. If this happens, it will cause a threat to library job in the country. Library schools might not be spared of the threat because they might not be able to get students admitted for library courses in the country.

There are various factors that may influence the extent of library patronage in the universities. These factors may include demographic variables of the respondents, resources availability, skills, and user satisfaction with the library information system. In the light of this, it is pertinent to examine if this decline in library patronage has to do with information technology

skills by undergraduate students. In order to meet the growing needs of library users, Tella (2018) submitted that libraries needed to hire skillful librarians that can create, organise and disseminate knowledge in this digital age. Majority of library professionals and library users such as undergraduate students, postgraduate students and lecturers may need confidence in routine information technology tools, Internet tasks, training or orientation in library software use for library computerisation and institutional repository software.

Information technology skills refer to acquired technical know-how in the use of computers and information technology tools as a result of exposure, training or practice. Basic computer skills are prerequisite to using online information resources. Yusuf and Balogun (2011) reported a low level of information technology skills among students and librarians in university libraries. Undergraduate students' extent of information technology skills to find and retrieve information effectively is a transferable skill. The Online searching, OPAC navigation, web surfing, use of word processor, sending and receiving e-mail, use of Boolean technique, among others information technology skills, may be useful for the undergraduate students. These skills may be useful for their future as well as enabling them to positively and successfully patronise the electronic information resources when they are at school (Tella, 2009, 2018). Chinwe and Shabi (2011) reported that students' academic work suffer due to failure of the students to patronise the library resources to its fullest. Meeting users' needs should be the academic objective of libraries and librarians so that students will be able to patronise the library. Therefore, for students to use the library resources maximally, they need information technology skills.

Governments have invested billions of naira on acquisition of resources such as personal computers, online databases subscription, e-journals and e-books in the university libraries. If

these resources are not patronised by the undergraduate students, then, the investment by the governments is considered a waste. Abubakar (2012) emphasised that many students may lack basic information technology skills of how to use the library while others may find it relatively hard to retrieve the information they needed. The universities in South-west, Nigeria are equipped with computer hardware, software, CD-ROM, e-library, OPAC and electronic databases. Therefore, it is imperative to examine library patronage of undergraduate students in public universities in South-west, Nigeria to ascertain whether information technology skills would influence library patronage in the university libraries by undergraduate students. This could fashion out and implement new approaches to library services in term of provision and promotion of information technology tools for library patronage. It is expected that the outcomes from the study could benefit both the undergraduate students and the library administrators. Hence, this may provide evidences for better understanding of the roles of information technology skills in the patronage of university libraries in South-west Nigeria

Objectives of the Study

The main objective of the study is to investigate information technology skills for library patronage by undergraduate students in universities in South-west Nigeria. The specific objectives are to:

1. examine the frequency of undergraduate students' patronage of the library in universities in South-west Nigeria; and
2. ascertain the influence of information technology skills on library patronage by undergraduate students in universities in South-west, Nigeria.

Research Questions

The study was guided by the following research questions to accomplish the stated objectives:

1. What is the frequency of library patronage by undergraduate students in universities in South-west, Nigeria?
2. What is the influence of demographic variables on library patronage by undergraduate students in universities in South-west, Nigeria?

Research Hypothesis

This hypothesis was tested at 0.05 level of significance:

There is no significant relationship between information technology skills and library patronage by undergraduate students in universities in the South-west Nigeria.

Scope of the Study

The study covered the undergraduate students in public universities in South-west Nigeria. The public universities selected for this study are fourteen (14), these are the six (6) federal universities and 8 state universities in South-west Nigeria.

Literature Review

The reason most organisations such as libraries exist is to offer products and services. Product and services are universal entity that cut across all walks of life. Every organisation, either profit or non-profit oriented offers product and services to satisfy want or need of the consumer/client so as to encourage the customer or client's patronage (Margolis, 2016). Patronage has been defined by various authors. One of such definitions is that patronage is the support, encouragement, privilege, or financial aid that an organisation or individual bestows to

another. In the history of art, patronage refers to the support that kings, popes and the wealthy have provided to artists such as musicians, painters, and sculptors. It can also refer to the right of bestowing offices, the business given to a store by a regular customer, and the guardianship of saints. In some countries, the term is used to describe political patronage, which is the use of state resources to reward individuals for their electoral support (Opatola & Kolawole, 2014). But for this study, patronage is defined as being a regular utilisation of library services by the undergraduate students.

The library should re-design its services as most statistics on the use of the library was declining. Too many times, library planning has resulted in the creation of structures that dictated how people must patronise the library. Patronage enables library management to determine what users really want, which will help library design and refine services in users' expectations, monitor service and identify service problem. User satisfaction is a concept that includes how good users' feels after patronising the library and their likeness to return to that library when next information is needed by them (Song, 2009).

According to Badger (2013), over 17,000 libraries and 2.5 billion materials circulated annually in the United States alone, libraries are a ubiquitous part of the American landscape. However, as libraries modernise, they face an increasingly harsh budget environment, as well as technological disruption in media, scholarship, and education. He stated further that as of 2004, U.S. library patronage was experiencing growth in spite of predictions to the contrary at that time. Price (2013) stated that the impact of technology on libraries has been mixed. While patronage of some library services, such as reference assistance, has declined, there has been a well-documented increase in the patronage of public libraries in the U.S., Canada, Nigeria, among others, over the last decade.

Most libraries have added services such as public computers, free wifi, and digital materials such as web sites and e-books, leading to higher overall usage of the library. Countries and cities also continue to invest in library infrastructure. As of 2012, library construction and renovation has remained steady. 54% of Americans ages 16 and older have patronised a public library in some way in the past 12 months. 67% had visited a library within the last year. Public libraries remain very popular among all users, and as of 2014, younger patrons read and patronise the library at the same rate as older ones. Over 94% of Americans say that having a public library improves the quality of life (Zickuhr, Lee, Kristen & Maeve, 2013).

At the same time, public funding of libraries has declined sharply. While libraries have a positive reputation, it is unclear that citizens prioritise libraries over other government services when budgets must be cut. School and academic libraries have also faced both severe budget troubles and declining patronage of library services like reference and interlibrary loan. Mass defunding and closures of publicly funded libraries in the Canada and UK have begun to affect the availability of library services in those countries. Library functions, services and usage are changing so rapidly that it is difficult to establish standards or measures of value. As these trends continue or accelerate, the status of libraries is likely to remain dynamic and unclear (Santos, 2011 & Flood, 2012).

The study conducted by Okoronkwo (2015) reported that library patronage falls in North-west, Nigeria. The factors considered that influenced decline in libraries patronage are obsolete books and dilapidated structures. He noted that inadequate funding had hindered smooth operation of most public libraries, leading to poor patronage and absence of up-to-date reading materials. In Kebbi, Katsina and Kano, most conventional libraries have either closed down or serve as “mere reading rooms” without the needed books to add value to studies. Lack of funds

to re-stock current literature, newspapers and journals had discouraged members of the public from patronising libraries. The author reported that library usage had greatly reduced, leaving them empty, unlike in the past when students and researchers trooped in for studies. In Birnin Kebbi, the library which was established in 2006, the attendance has reduced to less than 800 as against about 3,000 monthly in the past. The library hardly lends out books to the public.

The author stated further that the provision of e-libraries would help to bridge the gap in making reading materials available to the public. The e-library would soon make modern libraries outdated and obsolete since materials are now accessible through social media. The author concluded that the provision of ICT tools such as library software, computers, would make learning less tedious and accessible which may influence higher library patronage. The university libraries in South-west Nigeria have applied ICT tools such as computer hardware, software, and OPAC for the smooth running of library functions (Fati & Adetimirin, 2017). It is imperative to examine the influence of information technology skills on library patronage in universities in South-west Nigeria.

Skills are needed for effectiveness and efficiency of the library personnel and their patrons. The skills are learnt, developed and sustained through formal or informal education, training, practice and experience. It is very important for an organisation to determine its employee's knowledge or skills of Information and Communication Technology ICT because such knowledge or previous experiences may influence the organisation in utilisation of ICT (Alam & Noor, 2009). A study by Farahi and Gandhi (2011) asserted that manpower, skilled staff, and training were the constraints for application of information technology in a library. Ghuloum and Ahmed (2011) reported that there was lack of workshops and training for both staff and students to improve their ICT skills. A major problem identified by Egberongbe (2011), are lack of information retrieval skills for exploiting electronic resources, thus making the level of usage of resources by students in the library very low. Bristol (2014) opined that Information

technology skills are needed by students to be able to retrieve information from online resources in the library.

Skill refers to the ability to perform well in a task as a result of exposure, training or practice. It is not naturally acquired as one must go through training, exposure and experience to acquire it. That is why a person who has undergone some extensive training on a particular job and mastered the activity through a length of experience is referred to as a skilled person or grouped under the category of skilled labour. ICT literacy is a set of skills and understandings required by people to enable meaningful use of ICT appropriate to their needs. The ICT literacy of a student is a relative measure of the student's capacity to make appropriate use of ICT for educational and learning purposes (Odede & Odede, 2016).

Library and information professionals need technology skills that go beyond traditional library practices. This is because in seeking help, the library patron may not know who the computer support staff in the library is and who the reference librarian is. He approaches any available library staff for whatever help he requires in acquiring information. Sometimes, more technical, technology based questions including questions about equipment, software and connectivity; printing, downloading and e-mailing are being expected or asked at the reference desk. Library staff members therefore need the ability to discuss knowledgeably with patrons so that the patron could exhibit the willingness to try the software utilised in the library. Information and communication technology (ICT) in libraries is holding a strong position in every ramification of library holdings and services. The introduction of ICT in librarianship necessitates acquisition of skills required to work in the global information society. The capacity of users to exploit the ICT depends on the level of skills, education and mastery of the technologies (Anyim, 2018).

Deregulation of the telecommunication industry and implementation of the information technology policies by the federal government of Nigeria have resulted in the proliferation of Internet cafes, giving birth to a generation of Internet-loving library patrons who regard the internet as a primary source of information. The online patrons are overwhelmed by information overload on the internet and are crying for help to find reliable and accurate information quickly. Librarians are expected to have skills in computer use. They are also expected to be information navigators through the superhighways and creators of innovative information systems for the collection, organisation, dissemination and preservation of information for delivering online

services. However, there is a digital gap between the developed world and the developing world of which Nigeria is one. The digitally rich countries have high information technology skills because of the availability of sufficient ICT infrastructure and usage while the digitally poor countries are impoverished in this area. There is a need to abridge this gap for efficient and effective globalisation. To facilitate this, there is a need for appreciable information technology skills in the library by librarians and students (Gbaje & Kotso, 2013).

In Iran, Safahieh and Asemi (2008) undertook a study on information technology skill of librarians in Isfahan University. The factors studied included librarians' computer use experience, extent of computer literacy, software used and purpose of computer use in their day to day work, benefits derived from computer usage and problems faced in effective use of computer. A questionnaire survey of 73 librarians (41 returned) was used to collect data on computing skills of librarians and their use of Microsoft word, excel, access, power point, library software etc. Data analysis reveals that a majority of the respondents considered their level of computing skills as fair.

In contrast, only few of the respondents had good computing skills. Majority of the participants are professional librarians with more than six years of experience. The results also indicate that majority of the librarians have acquired their computer skills through informal channels. Library software is the most commonly used software among librarians and the less used software is database management software. The most common problem cited in computer usage were frequent breakdown of the system, electric power failure and inadequate computers in the libraries and librarians' inadequate computer skill. The study recommends the management of the university libraries to organise training programmes to educate librarians with the latest advancement on information technology.

Similarly, in Nigeria, Ademodi and Adepoju (2009) reported a study to determine whether academic librarians possess computer skills and competencies in the use of information technology tools. Thirty questionnaires were administered to respondents in the academic libraries under the study. The study finds that the academic libraries in these states have very few computers and these computers are used more for administrative duties and Internet browsing than for library routines. Most of the librarians are computer literate, but have no computers to use. Their rate of computer skill and competence is low. The study recommends that librarians must be properly trained to acquire computer skills and more attention and funds should be

committed to training and procurement of ICT infrastructure in Nigerian university libraries. This report of the study is relevant to this study because librarians are custodians of the information resources in the library. They offer information resources to students and the university community.

A study conducted by Tella (2009) examined the attitudinal correlates of some selected Nigerian librarians towards the use and application of ICT in various libraries. A total of 41 librarians from automated libraries in the Oyo State of Nigeria formed the study population. The survey instrument used for the collection of data was a computer anxiety and attitude towards microcomputer utilisation (CAATMU) scale and a librarian attitude questionnaire. The main objective of the study was to find the difference between demographic variables of respondents, age, gender, prior knowledge/experience and training, educational qualification, computer anxiety and librarians attitude towards ICT. The analysis of results showed that all the four out of the five variables age, gender, educational qualifications and knowledge of ICT significantly correlate with librarian attitude towards ICT; while the variable ICT anxiety correlated negatively with the attitude of librarian towards ICT. The study emphasises the need for libraries to embark on training their librarians who do not have ICT skills.

Also, Odede and Odede (2016) examined undergraduates' computer skills and the use of online information resources: a case study of library and information science students of Delta State University, Nigeria. The study adopted descriptive survey method. Questionnaire was used to collect data for the study, and descriptive statistical method was used to analyse the data collected. The result of the study revealed that 98.5% agreed that Computer skills enhanced their use of online information resources in the library as well as being confidence in using online information resources due to their level of computer skills respectively.

Furthermore, the result of the study revealed that 200(100%) undergraduate students agreed that they could use mouse to right-click menu as well as save, print, and preview documents. While 191(95.5%) undergraduate students agreed that they could use Microsoft word. 139 (69.5%) undergraduate students agreed that they can search engines to locate desired online information in the library. The study also revealed that the undergraduate students are computer literates. The study recommends that there should be a concerted effort by the institution to improve the computer skills of her students since it affects their ability to use online resources in the university libraries.

According to Tyagi (2011), the ability to patronise libraries' e-resources efficiently depends on basic information technology skills, knowledge of what is available, how to use it, and ability to define a research problem. How students attain the above skills and knowledge depends on many factors, such as their disciplines, academic status and ranks, age, access. To further buttress this, Prangya and Rabindra (2013) concluded that lack of training; poor infrastructure and high cost of accessing some e-resources are the obstacles to proper and full utilisation of information resources in the library. Similarly, Haliso (2011) reported that users are not computer literate; therefore utilising the facility would be a problem. In other words, having a good background in computer skill makes the use of computers in work places very practicable. Lack of awareness on the other hand could make usage impossible.

The use of information technology (IT) as a tool for enhancing students' learning is very important in this information technology age. Having IT tools in the library alone will not guarantee their effective use. Regardless of the quantity and quality of technology available to students, they must possess the required skills to use them properly. Students must have information technology skills. Obuh (2010) reported that information technology skills required to maximize the potential of electronic resources are much greater than those required for searching printed sources. These skills include a knowledge of the structure of the database and the instructions which must be input into the computer by the searcher, as well as an understanding of the ways in which the instructions are linked with one another.

According to Adeagbo (2011), the use of computer and online information resources is rapidly becoming a key component among university students in many parts of the world. The author noted that the level of information technology skills among the students has been found to influence the use of online information resources in the libraries. All library staff should be skilled in web technology to assist library users in an ICT environment. Libraries exist in many Nigerian libraries in different degrees; the knowledge of ICT for library operation in this global age implies familiarity with the workings of ICT resources support for the provision of high-quality and effective library information services via the internet. Students who are not familiar with the routines of ICT are usually frustrated and anxious and exhibit avoidance behavior. Some Nigeria university students likely exhibit some of these problems associated with ICT because of the resource support availability, utilisation and skills required (Idowu, 2009).

A study conducted by Krubu and Osawaru (2011) examined the impact of ICTs in Nigerian university libraries. The result of the study revealed that the extent of information technology skills of the respondents was high; very few of the respondents have low information technology skills. Yusuf and Balogun (2011) and Anyim (2018) reported that there was a low level of skillfulness in the use of ICT among students. Bassi and Camble (2011) examined gender differences in the use of electronic resources in university libraries. The result of the study revealed the most common ways through which students acquire their search skills. They are through friends, colleagues, library instructions and through courses they offer in the university. On the other hand, a few of the respondents acquired their search skills through trial and error. Other results show that the margin between how males and females acquire their search skills is negligible, because basically both male and female students obtain their search skills and knowledge in the same ways. The ability to use e-resources efficiently depends on basic information technology skills, knowledge of what is available and how to use it, and ability to define a research problem.

Also, the study of Okiki (2012) revealed that information technology skills of a very few postgraduate students was to a very great extent, while the information technology skills of majority of them was to a great extent. Bashorun, Isah and Adisa (2011) asserted that information technology skills are important factors towards the use and non-use of e-resources. Olayinwola (2014) observed that online information resources are beneficial for teaching, learning and research, but lack of information technology skills would probably inhibit its use by students. Bristol (2014) opined that information technology skills are needed by students to be able to retrieve information from online resources.

A study of conducted by Okello and Ikoja-Odongo (2010) classified information technology skills required in accessing information materials in the library into various categories. These are basic micro computing skills such as creating and navigating through directory and sub-directory structures, creating and deleting files, copying and renaming files using available help screens when needed. Basic micro-computing spreadsheet skills which involve the ability to create, organize and navigate through spreadsheets or a specific block of cells entering and editing formulas. Copying, moving and protecting cells; inserting and deleting columns and rows, saving and retrieving files, and printing relevant materials. Online searching, OPAC navigation, web surfing, sending and receiving e-mail, file attachment, use of word

processor, file downloading/uploading and file copying. Camilius, Juma & Lazaro (2010) reported the components of ICT skills as the combination of communication tools such as e-mail, video-conferencing and the World Wide Web (www) for locating information and the subsequent dissemination of information.

Similarly, Awoleye, Siyanbola and Oladapo (2008) pointed out that for undergraduates to be successful in their course-work, they needed a certain extent of expertise in the use of computer. The authors stated that undergraduates need computer skills such as word processing skills, programming skills and data management skills to be able to use online information resources in the library. Okello and Ikoja-Odongo (2010) pointed out that computer skills which are prerequisite for the usage of online information resources in the library are classified into the following categories: basic micro computing skills such as understanding PC and its components, using command-oriented windows base, and LAN operating environments to accomplish basic tasks such as formatting floppy disks, creating and navigating through directory and sub-directing structures, creating and deleting files, copying and renaming files using available help screens when needed. Basic micro- computing spreadsheet skills which involve the ability to create, organize and navigate through spreadsheets or a specific block of cells entering and editing formulas, values and text" copying, moving and protecting cells; inserting and deleting columns and rows, saving and retrieving files, and printing relevant materials.

Moreover, the study conducted by Adeagbo (2011) noted that the use of computer and online information resources is rapidly becoming a key component among university students in many parts of the world. The level of information technology skills among the students has been found to influence the use of online information resources in the library. Katz (2008) reiterated that the use of online information resources by undergraduates can be influenced by the level of computer skills they possess. Observation from the available literature to the research revealed that few studies have been carried out on the factors influencing patronage of the university libraries by lecturers and undergraduate students. Bakare, Owolabi, Bamigboye and Bankole (2013) studied factors that influence the use of academic libraries. Francisca and Goodluck

(2013) also studied current trends in library patronage by faculties in Nigerian universities. Some of the factors identified by such studies are inadequacy of library materials, funding, non-availability of library resources probably due to mutilation and stealing by delinquent users, lack of integration of library resources and services in planning and administration. Their studies did not include information technology skills as factor influencing library patronage of undergraduate students in the universities in South-west, Nigeria. This study would fill the gap.

Methodology

The descriptive research design of the ex-post facto was adopted for this study. The total population of the study covered 239,048 undergraduate students in universities in South-west Nigeria. The Research Advisors (2006) published table in which confidence level of 95% with the margin error of ± 2.5 was used to select 1527 respondents which represents the sample for the study. Questionnaire was used as the research instrument for data collection. The reliability of the instrument was determined through split halve when it was administered on thirty undergraduate students who were outside the envisaged population but share the same characteristics with the respondents in the study. The thirty responses were collected and split into two equal half and were correlated. The reliability coefficient using Cronbach alpha yielded $r = 0.80$. The researcher moved round the participating universities to administer the questionnaire after seeking permission from the appropriate quarters. In each of the universities, respondents' informed consent was sought before the administration of the questionnaire and they were assured of confidentiality of the data they supplied and the exercise was purely for research. A total of 1527 copies of questionnaires were randomly distributed to undergraduate students in the selected university libraries out of which 1333 copies were returned, representing a response rate of 87.3%. The data collected were analysed using Statistical Package for Social Sciences (SPSS). Cross Tab Analysis (Pearson Chi-Square), Tables, frequencies, percentages, mean and standard deviation were used to test the research questions postulated for this research.

Result of the Findings

Response rate of questionnaire

A total of 1527 copies of questionnaire were distributed to the respondents in the university libraries in South-west Nigeria. A total of 1333 copies were received, giving a response rate of 87.3%. Table 3 below shows the copies of the questionnaire distributed as well as the usable number that were retrieved.

Table 1: Distribution of Questionnaire Administered, Returned and the Response Rate

| Name of Universities | Number of Copies of Questionnaire Administered | Number of Copies of Questionnaire Returned and Valid for Analysis | Response Rate (%) |
|----------------------|--|---|-------------------|
| AAUA | 128 | 114 | 89.1 |
| EKSU | 147 | 137 | 93.2 |
| FUOYE | 38 | 35 | 92.1 |
| FUTA | 77 | 62 | 80.5 |
| LAUTECH | 160 | 144 | 90.0 |
| LASU | 224 | 204 | 91.7 |
| OAU | 152 | 135 | 88.8 |
| OOU | 64 | 52 | 81.3 |
| OSUTECH | 46 | 38 | 82.6 |
| TASUED | 78 | 65 | 83.3 |
| UNAAB | 95 | 81 | 85.3 |
| UI | 86 | 77 | 89.5 |
| UNILAG | 149 | 117 | 78.5 |
| UNIOSUN | 83 | 72 | 86.8 |
| Total | 1,527 | 1,333 | 87.3 |

Source: Researcher's Field Survey

Table 1 shows that the highest number of response was from EKSU. A total of 137 (93.2%) out of 147 copies of questionnaires distributed to the university were retrieved and valid

for analysis. This was followed by FUYOYE, with 35 (92.1%) out of 38 distributed to the respondents. LASU, LAUTECH, AAUA, OAU and UNIOSUN with 204 (91.7%), 144 (90.0%), 114 (89.1%) and 135 (88.8%) out of 224, 160, 128, 152 and 83 copies of questionnaire were respectively distributed to the universities, 1,333 copies of questionnaire returned were usable.

Table 2: Distribution of Respondents by Gender on Library Patronage

| Universities | Male | | Female | | Total |
|--------------|------------|-------------|------------|-------------|--------------|
| | F | % | F | % | |
| AAUA | 68 | 59.6 | 46 | 40.4 | 114 |
| EKSU | 89 | 65.0 | 48 | 35.0 | 137 |
| FUYOYE | 18 | 51.4 | 17 | 48.6 | 35 |
| FUTA | 51 | 82.3 | 11 | 17.7 | 62 |
| LAUTECH | 68 | 47.2 | 76 | 52.8 | 144 |
| LASU | 116 | 56.9 | 88 | 43.1 | 204 |
| OAU | 62 | 45.9 | 73 | 54.1 | 135 |
| OUU | 21 | 40.4 | 31 | 59.6 | 52 |
| OSUTECH | 25 | 65.8 | 13 | 34.2 | 38 |
| TASUED | 31 | 47.7 | 34 | 52.3 | 65 |
| UNAAB | 50 | 61.7 | 31 | 38.3 | 81 |
| UI | 36 | 46.8 | 41 | 53.2 | 77 |
| UNILAG | 39 | 33.3 | 78 | 66.7 | 117 |
| UNIOSUN | 30 | 41.7 | 42 | 58.3 | 72 |
| Total | 704 | 52.8 | 629 | 47.2 | 1,333 |

F: Frequency & Percentage (%)

Source: Researcher's Field Survey

Table 2 shows the distribution of respondents by gender on library patronage in the universities in South-west Nigeria. Majority of the respondents 704 (52.8%) were males while 629 (47.2%) were females. This may imply that the university is admitting more males than female.

Table 3: Distribution of Respondents by Age on Library Patronage

| Universities | 16 - 20 | | 21 – 25 | | 26 – 30 | | 31 – 35 | | 36 and above | |
|--------------|------------|-------------|------------|-------------|------------|------------|-----------|------------|--------------|----------|
| | F | % | F | % | F | % | F | % | F | % |
| AAUA | 40 | 35.1 | 67 | 58.8 | 7 | 6.1 | - | - | - | - |
| EKSU | 75 | 54.7 | 54 | 39.4 | 8 | 5.8 | - | - | - | - |
| UNAAB | 20 | 24.7 | 50 | 61.7 | 10 | 12.3 | 1 | 1.2 | - | - |
| FUOYE | 6 | 17.1 | 16 | 45.7 | 6 | 17.1 | 7 | 20.0 | - | - |
| FUTA | 32 | 51.6 | 28 | 45.2 | 2 | 3.2 | - | - | - | - |
| LAUTECH | 41 | 28.5 | 97 | 67.4 | 6 | 4.2 | - | - | - | - |
| LASU | 80 | 39.2 | 103 | 50.5 | 16 | 7.8 | 5 | 3.5 | - | - |
| OAU | 51 | 37.7 | 63 | 46.7 | 19 | 14.1 | 2 | 1.5 | - | - |
| OOU | 22 | 42.3 | 27 | 51.9 | 3 | 5.8 | - | - | - | - |
| OSUTECH | 3 | 7.9 | 28 | 73.7 | 7 | 18.4 | - | - | - | - |
| TASUED | 25 | 38.5 | 34 | 52.3 | 6 | 9.2 | - | - | - | - |
| UI | 30 | 39.0 | 40 | 51.9 | 7 | 9.1 | - | - | - | - |
| UNILAG | 69 | 59.0 | 45 | 38.5 | 2 | 2.7 | 1 | 0.9 | - | - |
| UNIOSUN | 16 | 22.2 | 48 | 66.7 | 8 | 11.1 | - | - | - | - |
| Total | 510 | 38.3 | 700 | 52.5 | 107 | 8.0 | 16 | 1.2 | - | - |

F: Frequency

Legend: - indicated no respondents with the age range of 31 and above in the universities

Source: Researcher's Field Survey, 2017

Table 3 shows the distribution of respondents by age range in years on library patronage in the universities in South-west Nigeria. Majority 700 (52.5%) of the respondents were between the age range of 21 to 25 years, 510 (38.3%) respondents were between the age range of 16 to 20 years, 107 (8.0%) respondents were between the age range of 26 to 30 years while 16 (1.2%) respondents were between the age of 31 to 35 years. This may imply that undergraduates who were between the ages of 21 and 25 years used more of their time for library consultation.

Table 4: Distribution of Respondents by Level of Study on Library Patronage

| Universities | 100 | | 200 | | 300 | | 400 | | 500 | |
|--------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|-----------|------------|
| | F | % | F | % | F | % | F | % | F | % |
| AAUA | 40 | 35.1 | 37 | 32.5 | 26 | 22.8 | 9 | 7.9 | 2 | 1.8 |
| EKSU | 11 | 8.0 | 62 | 45.3 | 38 | 15.3 | 21 | 15.3 | 5 | 3.6 |
| UNAAB | 20 | 24.7 | 12 | 14.8 | 17 | 21.0 | 17 | 21.0 | 15 | 18.5 |
| FUOYE | 6 | 17.1 | 6 | 17.1 | 11 | 31.4 | 4 | 11.1 | 8 | 22.9 |
| FUTA | - | - | 15 | 24.2 | 45 | 72.6 | 1 | 1.6 | 1 | 1.6 |
| LAUTECH | 6 | 4.2 | 96 | 66.7 | 20 | 13.9 | 8 | 5.6 | 14 | 9.7 |
| LASU | 57 | 27.9 | 68 | 33.3 | 59 | 28.9 | 19 | 9.3 | 1 | 0.5 |
| OAU | 28 | 20.7 | 28 | 20.7 | 25 | 18.5 | 51 | 37.8 | 3 | 2.2 |
| OOU | - | - | 27 | 51.9 | 11 | 21.2 | 13 | 25.0 | 1 | 1.9 |
| OSUTECH | 2 | 5.3 | 5 | 13.2 | 3 | 7.9 | 10 | 26.3 | 18 | 47.4 |
| TASUED | 2 | 3.1 | 28 | 43.1 | 35 | 53.8 | - | - | - | - |
| UI | 12 | 15.6 | 24 | 31.2 | 12 | 15.6 | 20 | 26.0 | 9 | 11.7 |
| UNILAG | 1 | 0.9 | 33 | 28.2 | 47 | 40.2 | 16 | 13.7 | 20 | 17.1 |
| UNIOSUN | 8 | 11.1 | 14 | 19.4 | 29 | 40.3 | 19 | 26.4 | 2 | 2.8 |
| Total | 193 | 14.5 | 455 | 34.1 | 378 | 28.4 | 208 | 15.6 | 99 | 7.4 |

F: Frequency

Source: Researcher’s Field Survey

Legend: FUTA and OOU 100 Levels’ undergraduate students were still awaiting their admission in the university at the time of administration of the questionnaire. While 400 and 500 levels undergraduate students of TASUED were undergoing their SIWES at the time of administration of the questionnaire

Table 4 reveals the distribution of respondents by level of study on library patronage in the universities in South-west Nigeria. Majority of the respondents 455 (34.1%) were 200 level undergraduate students, 378 (28.4%) respondents were 300 level undergraduate students, 193 (14.5%) respondents were 100 level undergraduate students, 208 (15.6%) and 99 (7.4%) respondents were in 400 level and 500 level of study respectively.

Research Question One: What is the frequency of library patronage of undergraduate students in universities in South-west Nigeria?

Table 5: Distribution of Frequency of Undergraduate Students’ Patronage of the Library in Universities in South-west Nigeria

| Items | Frequency | Percentage (%) |
|-----------------------|-------------|----------------|
| Daily | 354 | 26.6 |
| 2 – 3 Times in a week | 435 | 32.6 |
| Once in a week | 175 | 13.1 |
| Once in 2 weeks | 98 | 7.4 |
| Monthly | 75 | 5.6 |
| Once in a semester | 124 | 9.3 |
| When I fill like | 72 | 5.4 |
| Total | 1333 | 100.0 |

Source: Researcher’s Field Survey, 2017

Table 5 shows the frequency at which undergraduate students patronised the library in universities in South-west Nigeria. A number of the respondents, 435 (32.6%) patronised the library between 2 to 3 times in a week. A total of 354 (26.6%) respondents patronised the university libraries daily while 175 (13.1%) respondents patronised the university libraries once

in a week. Furthermore, 124 (9.3%) respondents patronised the library once in a semester while 98 (7.4%) respondents patronised the libraries once in 2 (two) weeks. In addition, 75 (5.6%) respondents patronised the library monthly.

Research Question Two: What is the influence of information technology skills on library patronage by undergraduate students in universities in South-west Nigeria?

To determine the influence of extent of information technology on library patronage in the universities in South-west Nigeria, provision was made in the questionnaire for the undergraduate students to indicate their extent of information technology skills on the patronage of the university libraries. The result is as presented in Table 6.

Table 6: Influence of Information Technology Skills on Library Patronage by Undergraduate Students in Universities in South-west Nigeria

| S/N | Information Technology Skills | To Very Great Extent | A | To Great Extent | A | To Little Extent | A | To Very Little Extent | A | To No Extent | \bar{X} | SD | Decision |
|-----|---|----------------------|---|-----------------|---|------------------|---|-----------------------|---|----------------|-------------|--------------|--------------------|
| 1 | I have online searching skills | 409 (30.7%) | | 390 (29.3%) | | 297 (22.3%) | | 116 (8.7%) | | 121 (9.1%) | 2.64 | 1.251 | Little Extent |
| 2 | I can navigate OPAC | 214 (16.6%) | | 355 (26.6%) | | 306 (23.0%) | | 204 (15.3%) | | 254 (19.1%) | 2.05 | 1.350 | Little Extent |
| 3 | I can surf web easily | 327 (24.5%) | | 405 (30.4%) | | 281 (21.1%) | | 138 (10.4%) | | 182 (13.7%) | 2.42 | 1.327 | Little Extent |
| 4 | I can send and receive e-mail | 484 (36.3%) | | 406 (30.5%) | | 183 (13.7%) | | 129 (9.7%) | | 131 (9.8%) | 2.74 | 1.306 | Little Extent |
| 5 | I can attach file | 435 (32.6%) | | 395 (29.6%) | | 207 (15.5%) | | 130 (9.8%) | | 166 (12.5%) | 2.60 | 1.355 | Little Extent |
| 6 | I am efficient in word processing | 419 (31.4%) | | 410 (30.8%) | | 256 (19.2%) | | 137 (10.3%) | | 111 (8.3%) | 2.67 | 1.281 | Little Extent |
| 7 | I can search online databases (Online journals, bibliographic and indexing Databases) | 402 (30.2%) | | 411 (30.8%) | | 266 (20.0%) | | 114 (8.6%) | | 140 (10.5%) | 2.94 | 1.203 | Little Extent |
| 8 | I can download/upload files | 567 (20.5%) | | 396 (29.7%) | | 180 (13.5%) | | 105 (7.9%) | | 85 (6.4%) | 2.23 | 1.341 | Little Extent |
| 9 | I can effectively use the library OPAC to search for specific library materials | 273 (20.5%) | | 369 (27.7%) | | 286 (21.5%) | | 205 (15.4%) | | 200 (15.0%) | 2.81 | 1.182 | Little Extent |
| 10 | I have good Internet navigation skill | 467 (35.0%) | | 426 (32.0%) | | 238 (17.9%) | | 123 (9.2%) | | 79 (5.9%) | 2.46 | 1.273 | Little Extent |
| 11 | I can limit online search by fields | 336 (25.2%) | | 385 (28.9%) | | 314 (23.6%) | | 158 (11.9%) | | 140 (10.5%) | 2.46 | 1.273 | Little Extent |
| 12 | I can effectively use Boolean search techniques | 245 (18.4%) | | 278 (20.9%) | | 302 (22.7%) | | 215 (16.1%) | | 293 (22.0%) | 1.98 | 1.409 | Very Little Extent |
| 13 | I can save, print, and preview documents | 618 (46.4%) | | 412 (30.9%) | | 160 (12.0%) | | 73 (5.5%) | | 70 (5.3%) | 3.08 | 1.127 | Great Extent |
| 14 | I can use mouse right-click menu function | 735 (55.2%) | | 381 (28.6%) | | 105 (7.9%) | | 64 (4.8%) | | 48 (3.6%) | 3.27 | 1.039 | Great Extent |
| | Overall | | | | | | | | | | 2.60 | 1.266 | |

Source: Researcher's Field Survey

Table 6 reveals the extent of information technology skills of undergraduate students in universities in South-west Nigeria. Majority of respondents indicated that they had basic computer skills like the use of mouse right-click menu function to a great extent ($\bar{X} = 3.27$. $SD = 1.039$). The respondents indicated that they can save, print and preview document to a great extent ($\bar{X} = 3.08$. $SD = 1.127$). The respondents possessed the information technology skills such as searching online databases (Online journals, bibliographic and indexing Databases) ($\bar{X} = 2.94$. $SD = 1.203$); ability to effectively use the library OPAC to search specific library materials ($\bar{X} = 2.81$. $SD = 1.182$); ability to send and receive e-mail ($\bar{X} = 2.74$. $SD = 1.306$); efficiency in word processing ($\bar{X} = 2.67$. $SD = 1.281$); possession of online searching skills ($\bar{X} = 2.64$. $SD = 1.251$); ability to attach file ($\bar{X} = 2.60$. $SD = 1.355$); having good Internet navigation skill ($\bar{X} = 2.46$. $SD = 1.273$); ability to limit online search by fields ($\bar{X} = 2.46$. $SD = 1.273$); ability to surf web easily in the library ($\bar{X} = 2.42$. $SD = 1.327$) and ability to download/upload files ($\bar{X} = 2.23$. $SD = 1.341$) to a little extent. Some respondents' ability to effectively use boolean search techniques ($\bar{X} = 1.98$. $SD = 1.409$) information technology skill was to a very little extent.

Research Hypothesis One: There is no significant relationship between information technology skills and library patronage by undergraduate students in universities in South-west Nigeria. The result of test of significant relationship between undergraduate students' information technology skills and their library patronage is presented in Table 7:

Table 7: Test of Significant Relationship between Information Technology Skills and Library Patronage by Undergraduate Students in Universities in South-west Nigeria

| Variable | N | Mean | SD | r.-value | P | Decision |
|-------------------------------|------|------|-------|----------|-------|----------|
| Library Patronage | 1333 | 3.49 | 0.802 | 0.486** | 0.000 | Rejected |
| Information Technology Skills | 1333 | 2.61 | 0.913 | | | |

Source: Researcher's Computed Data

** Correlation is Significant at the 0.01 level (2 tailed)

Table 7 shows the significant relationship between information technology skills and library patronage by undergraduate students in universities in South-west Nigeria. The mean score of information technology skills is Mean = 2.61, SD = 0.913 while the mean score of library patronage (Mean = 3.49, SD = 0.802) of undergraduate students in universities in South-west Nigeria is found to be significant at $P < 0.05$. Thus, the means of information technology ($r = 0.486^{**}$, $N = 1333$, $P < 0.05$) has significant relationship on library patronage. Therefore, the null hypothesis is rejected.

Discussion of the Findings

The finding of the study revealed that majority of undergraduate students patronised the library between 2 and 3 times in a week. This finding corroborated the study of Ukachi (2013) that majority of respondents patronised the library between 2 and 3 times in a week. This finding disagreed with Gohain & Mukesh (2013) that majority of the undergraduate students patronised the library daily. From the analysis of findings, the study found that majority of undergraduate

students had information technology skills to use mouse right-click and to save, preview and print document to a great extent. The analysis of the finding also found that the undergraduate students possessed the information technology skills such as ability to search online databases (Online journals, bibliographic and indexing Databases); ability to effectively use the library OPAC to search specific library materials; ability to send and receive e-mail; efficiency in word processing; possession of online searching skills; ability to attach file; possession of good Internet navigation skill; ability to limit online search by fields; ability to surf web easily in the library and ability to download/upload files were to a little extent. The possession of these skills contributed to the patronage of the library in the universities by the undergraduate students. Although, their ability to effectively use boolean search techniques was to a very little extent, therefore, the undergraduate students should enhance this skills and other information technology skills necessary for their patronage of the libraries.

Furthermore, the analysis of this finding also revealed that there was significant difference between information technology skills and library patronage by undergraduate students in the universities. This is in line with the report of Ukachi (2013) which state that there is a positive and significant difference between level of information technology skills and the patronage of electronic resources in the library. Information resources both printed and online through the website/OPAC are beneficial for teaching, learning and research, but lack of information technology skills would probably inhibit its use by students.

This finding disagreed with the report of Ademodi and Adepoju (2009, Yusuf and Balogun (2011) and Anyim (2018) who stated that the level of information technology skills of undergraduate students was low. Moreover, the finding of this study agreed with the study of Okiki (2012) and Odede and Odede (2016). The contrast could be as a result of location or other

factors. Awoleye, Siyanbola and Oladapo (2008) pointed out that for undergraduate students to be successful in their course-work, they needed a certain level of expertise in information technology skills such as word processing skills, Internet navigation skills and online searching skills to be able to patronise online information resources in the library. This view was supported by Bristol (2014) that information technology skills are needed by students to be able to retrieve information from online resources.

A study conducted by Adeogbo (2011) noted that the use of computer and online information resources are rapidly becoming a key component among university students in many parts of the world. The extent of information technology skills among the students had been found to influence the use of online information resources in the library. Katz (2008) indicated that the use of online information resources by undergraduates could be influenced by the level of information technology skills they possess. Since the extent of downloading/uploading and use boolean search technique information technology skills were little extent, sessions of training or workshops should be organised to teach the undergraduate students and other library users on how to explore the information resources in the library using Boolean search technique, OPAC, library website and electronic databases. This may lead to increased library patronage.

Conclusion

The university libraries are important sources of information for the undergraduate students. Library software utilisation through the use of OPAC, library website, and electronic resources are important tools through which undergraduate students can gain quicker and broader access to libraries' holdings in Nigeria. Library patronage is a prerequisite to information acquisition for learning, teaching and research for undergraduate students in the universities. The

findings of this study revealed information technology skills had significant relationship between library patronage of the undergraduate students in the universities.

It is therefore important to note that as undergraduate students, there is always the need to patronise the university library. Based on the findings, the study concluded that library patronage is essential for enabling undergraduate students in the universities to source for information resources in the library for learning and research activities.

Recommendations

Based on the findings of this study, the following recommendations were made to increase the library patronage of undergraduate students in university libraries in Nigeria:

1. Fund for acquisition of more information technology tools for the library should be provided since it has significant influence on the patronage of the library in the universities in Nigeria.
2. Library administrators/Librarians should make it a duty to teach the undergraduate students information technology skills so as to acquire the needed skills in the use of library software user interface.
3. The librarians should provide assistance to undergraduate students for retrieving of information resources in the library.
4. There is the need to evaluate the importance of database and library website in libraries to determine if there is a necessity to create more awareness or re-package them.

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