
LIBRARIANS' ATTITUDE AND ICT COMPETENCE ON USE OF LIBRARY RESOURCES AND SERVICES IN TWO ACADEMIC LIBRARIES IN OYO STATE

Olalekan Abiola Awujoola

Department of Library, Archival and Information Studies,
University of Ibadan
abileks132917@gmail.com

and

Kathleen Chinyere Phillip

Library Department
The Polytechnic, Ibadan
oluphills2004@yahoo.com

Abstract

The resources and services in an academic library such as a university library are meant for use predominantly by undergraduates because they constitute the largest population of academic library users. These resources and services are needed to complement and support academic activities of undergraduates. However, observation revealed that these resources and services are underutilized. This study therefore examined librarians' attitude and ICT competence on use of library resources and services by undergraduates in two universities in Oyo State. The descriptive survey research design was employed for the study. Population consisted all 17,639 undergraduates and librarians in the universities. A combination of purposive and stratified proportionate sampling techniques was used to select similar faculties in the two universities and a sample fraction of 2% to select 223 undergraduates while 30 librarians responded from the two universities after being totally enumerated. Questionnaire was used for data collection and was analysed using frequency count and percentages, mean and standard deviation, correlation and regression analysis. Undergraduates (145; 75.1%) agreed that using library resources and services help to update their personal knowledge in their various disciplines. The frequency of library information resource and services used by undergraduates in universities was encouraging. Librarians are pleasant to users; library staff attitude had an influence on use of library services by undergraduates. Librarians' attitude towards undergraduates in libraries is positive. The relationship between the Librarians' attitude and use of library resources and services by the undergraduates was significant ($p=0.00$). There is significant relationship between librarians' ICT competence and use of library resources and services by undergraduates ($p=0.00$). The study concludes that librarians' attitude and ICT competence influence use of library resources and services by undergraduates. It is therefore recommended that librarians should expand their ICT competence level for the use of library resources and services of undergraduates in the two universities and also explore

more of the ICT competence levels (i.e. internet navigation, computing management and computing application). Library management should device innovative ways to lure undergraduates to use the library resources.

Keywords: Librarians, ICT competence, Attitude, Use of library resources and services, Undergraduates

Introduction and Background

University libraries are the inevitable units of universities which are saddled with the responsibility of acquiring, organising and disseminating information systematically with the view of satisfying the information needs of the members of the university community. They are referred to as the hub or heart of universities as well as the academic units of universities, supporting the threefold mandate of universities in fostering teaching, encouraging research and community service (Ferdinand, Nneka and Ruth, 2015). Makori (2015) stressed that libraries, such as academic libraries are agents of change that proactively should be involved in implementation of new and smart technological solutions so as to enhance and support delivery of services to the clients. Thus, academic libraries are powerhouses of information, knowledge and communication and as such play a great role in the overall development of an individual and the nation as a whole especially in the area of research and development.

A library cannot function well without efficient and qualified personnel since the success of a library largely depends upon persons who are responsible for the effective use of a good collection of materials to satisfy the user's information needs. Therefore, the role of personnel in a library, for successful organisation and administration cannot be over-emphasised. According to Pasha and Jange (2016), the library; which includes university (academic) libraries are valuable information resource centres for learning and experience which through its personnel helps the users to find information, gather knowledge and create content for access and posterity. The library houses information resources used by undergraduates.

Chimah and Nwokocha (2013) described library resources as those materials, strategies, manipulations, apparatuses or consultations that help the researcher to enhance research and development. Library resources therefore include all forms of information carriers that can be used to promote and encourage effective research activities and developmental projects. Today's libraries are repositories and access points for print, audio, and visual materials in numerous formats, including maps, prints, documents, microform (microform/microfiche), CDs, cassettes,

videotapes, DVDs, videogames, e-books, audio books (microfilm/microfiche), and many other electronic resources. Libraries often provide facilities for users to access their resources and the Internet. Modern libraries are increasingly being redefined as places to get unrestricted access to information in many formats and from many sources.

The following are the types of library resources: Human resources (Librarians/information professionals) and material resources (print and non-print). Material resources are classified into tangible and intangible resources. Tangible resources are visual aids, aural aids and audiovisual aids. Examples are: visual aids which include research materials and devices that appeal to the sense of sight and touch such as books, journals, pamphlets, newsletters and reference sources that are in the printed format. They also include projected aids, pictorial aids, three-dimensional aids, laboratory equipment, chemicals and apparatuses and non-projected aids. Aural aids include research materials that appeal to the senses of hearing and touch too such as records and record players, tapes and tape recorders, language laboratories, radio, and so on. Audiovisual aids are resources that appeal to the senses of sight, hearing and touch such as sound film, filmstrip projector, television, video tape recorder and tapes, VCD, DVD and the likes. Intangible resources consist of methods and techniques of research. It includes methodologies, strategies or manipulations which researchers use in laboratories or at field work to establish effect. The university library also provides services for undergraduates to support their academic activities.

Service delivery in university libraries is fundamental to the quality of university education. The objective of service delivery in university libraries is to ensure that the information needs of users are met through effective and efficient provision of information services and resources in the library, for research, learning, and teaching. Mbofung and Popoola (2014) described library service delivery as that which involves individuals: library users, who have expectations of the library and information science professionals in such ways as how they relate and behave towards the users, colleagues, their organisations and the entire society. In the practice of librarianship, service delivery is determined from the types of services rendered in the library and how it is rendered. Thus, academic libraries render services such as lending, indexing and abstracting, current awareness, reference, photocopying, e-mail and translation. Other library services are consultancy, online-database searching, user education, current contents listing,

selective dissemination of information and data processing, content development, acquisition, institutional repository and document delivery services etc.

These resources and services in the university libraries are meant to be used by users of the university library who are predominantly undergraduates. Abiolu (2010) cited in Adeeko (2018) defined library use as the ways by which patrons interact with circulation, reference materials, books, journals, equipment and audio-visual materials including electronic resources and library staff. According to Adeeko (2018), the primary purpose of undergraduates visiting the library is for borrowing and reading of books. Adeeko claimed that undergraduates preferred to use the library during examination period. Undergraduates do not visit the library frequently; frequency of visit to the library by an average undergraduate is less than twice in a week and they spent 2-4 hours daily in the library.

A study conducted by Soria, Fransen and Nackerud (2013) on library use and undergraduates outcomes at the University of Minnesota found that first-year students who used the library at least once in the semester had higher grade point averages compared to their peers who did not use the library at all during their first semester. Four particular types of library resources were significantly and positively associated with students' academic achievement, students used workstation (indicating physical presence in the library), accessing online databases, accessing electronic journal and checking out books. It is a fact that librarians' attitude is a major factor that can influence use of the library by undergraduates.

Librarians in academic libraries should possess good attitude towards library resources and the services they deliver in order to stir interest for effective use and patronage among undergraduates. Bohner and Dickel (2011) defined attitude as the evaluation of an object of thought. Attitude objects comprise of anything a person may hold in mind, ranging from the mundane to the abstract, including things, people, groups and ideas. Attitude is a psychological phenomenon that is latent in nature. This implies that it cannot be directly observed, but inferred on the basis of tangible responses to other individual attitude and external stimulus (Ajzen and Fishbein, 2005). Attitude consists of three main components, these are affective, behavioural and the cognitive. Jain (2014) noted that affective component refers to the feeling and emotion toward an attitude object, while the behavioural relates to the actions or observable responses that are the result of an attitude object and the cognitive component is an evaluation of the entity that constitutes an individual's opinion about the object. However, this study will focus on the

cognitive component of attitude because it is the thoughts and perception of undergraduates on the attitude of their librarians and not their personal emotions that will be examined.

Positive attitude of librarians in academic libraries towards undergraduates using the library is an indication that the librarian does see the usefulness and the need for the undergraduates coming into the university library and make use of the library to improve their academic activities as the case may be. Good attitude of librarians in academic library to undergraduates using the library shows that they are favourably disposed to the use of the library by undergraduates. On the contrary, academic librarians' negative attitude towards undergraduates using the academic library connotes that these librarians abhor the acts that constitute use of library by them. Negative attitude of librarians in university libraries towards undergraduates could prevent them from exploring the library and its resources. Information and communication technology skill level of librarians in the university library is also a factor that determines undergraduate use of the library resources and services or otherwise.

Ansari (2013) opined that ICT skills/competencies are abilities possessed by librarians in the manipulation of digital technology, ICTs and/or networks to retrieve, organize and disseminate information in a knowledge society. Thus, an ICT skilled person has a level of expertise which can enable him fully utilise and benefit from ICT (Aito, 2018). Information and communication technology skills as postulated by Ahmad (2008) are basic computer operation skills, such as database creation and management, file management, the internet operations, web navigation as well as knowledge and use of electronic resources. ICT skill also entails the ability to use desktop publishing application, graphics design application, audio and video production tools and relevant internet resources. Other specific ICT skills are word processing using Microsoft word, Excel and PowerPoint, data knowledge of computer hardware, understanding operating software and protection against viruses (Aito, 2018).

Sampath, Kumar and Birada (2010) examined the use of ICT in 31 college libraries in Karnataka, India, using questionnaires, observation and informal interviews with ICT skills acquisition for selected college librarians. The study discovered that the application of ICT in Indian college library had not reached a very high level. The study also discovered that the main constraints to automating library activities were lack of budget, manpower, skilled staff and training opportunities (Ayoku and Okarfor, 2015). As Anunobi and Nwakwuo (2008) noted, many academic librarians especially the younger staff in academic libraries with lower years in

service are not lagging behind completely in information technology but have reach the desired level of ICT competence. They however have some knowledge of computer but the competence to use some computer applications to perform general library tasks is lacking. Library operations in many academic libraries in the country are still more or less manual. Because many university libraries presently lack even the basic ICT facilities, which in turn contributes to the low level of competencies of librarians.

Statement of the Problem

The responsibility of supporting learning and research within university environment, through the provision of information materials has always been the function of academic libraries. The library provides various information resources in various formats (print, non-print, digital and electronic) as well as services which are targeted towards meeting the varying needs of users (undergraduates). However, literature and observation revealed a decline in library resources and services use among undergraduates. Undergraduates in many occasions find it difficult to use the university resources and services because of the un-welcoming attitudes displayed by some of their university library staff. Some librarians working in the university library hardly give undergraduates audience and real time to hear their information needs and show real willingness to help them satisfy these needs. Another possible impediment to the use of academic library resources and services is poor librarians ICT competence for delivering resources and services to users. Some academic library staff lack the ICT competence needed to provide quality information resources and services in format and time required by students. It is against this backdrop that the study investigates librarians' perceived attitude, information and communication technology competence on library resources and services used by undergraduates in two universities, Oyo State, Nigeria.

Objectives of the Study

The main objective of the study is to investigate librarians' perceived attitude, information and communication technology competence on library resources and services use by undergraduates in two universities in Oyo State, Nigeria. The specific objectives of the study are to: examine the purpose of use of library resources and services by undergraduates in two academic libraries; determine the frequency of use of library resources and services by undergraduates in the two university libraries; examine librarians' perceived attitude towards

undergraduates use of library resources and services in the two academic libraries; ascertain ICT competence level of library personnel in the two university libraries in Oyo State; and find out the relative contribution of librarians' attitude and ICT competence on use of library resources and services by undergraduates in two university libraries, Oyo State.

Methodology

The descriptive survey research design was employed for the study. The target population was undergraduates and librarians in the two universities in Oyo State. The study population comprises 17,639 undergraduates (University of Ibadan 14,354 and Lead City University 3,285) and a total of 39 librarians (University of Ibadan 32 and Lead City University 7). These universities were purposively selected in the study because the University of Ibadan is the oldest university in Oyo State and Lead City is among the first private university establishment in Oyo State. The two universities could be a yardstick for general assumption. Multistage sampling technique (purposive: five similar faculties were selected from both universities using stratified proportionate sampling with sampling fraction of 2%) was used for the study, while total enumeration was used for librarians. The sampling size used for the study was 243 undergraduates and 39 librarians. Questionnaires were the main data collection instrument and data was analysed using the Statistical Packages for the Social Sciences (SPSS). The response to the instrument was 223 undergraduates and 30 librarians. The results were presented in frequency counts and percentages, mean and standard deviation. Hypotheses were tested using Pearson's Product Moment Correlation (PPMC) and multiple regression analysis.

Results

Question 1: What are the purposes of library information resources and services utilization by undergraduates in universities in Oyo State?

Table 1: Library Information Resource/services Utilisation Purpose

S/N	Library resources used	SA (%)	A (%)	D (%)	SD (%)	Mean	SD
1.	I use library resources to solve my classwork/assignment	69 (35.8)	79 (40.9)	27 (14.0)	18 (9.3)	3.03	0.93
2.	Library resources are mostly used when I needed to do group/individual practical work	52 (26.9)	87 (45.1)	36 (18.7)	18 (9.3)	2.90	0.91
3.	Library resources are used for my tutorials	51 (26.4)	77 (39.9)	40 (20.7)	25 (13.0)	2.80	0.98
4.	I use library resources to prepare for my examination	58 (30.1)	90 (46.6)	29 (15.0)	16 (8.3)	2.98	0.89
5.	I consult library resources heavily for my project writing	53 (27.5)	97 (50.2)	31 (16.1)	12 (6.2)	2.99	0.83
6.	I use library resources when I want to update my personal knowledge in my discipline	55 (28.5)	90 (46.6)	34 (17.6)	14 (7.3)	2.96	0.87
7.	I use library resources for personal/general development	46 (23.8)	103 (53.4)	8 (14.5)	16 (8.3)	2.93	0.84
8.	I consult library resources more for writing term papers and long essay writing	42 (21.8)	76 (39.4)	60 (31.1)	15 (7.8)	2.75	0.88
9.	I use library resources for relaxation/leisure and to while away time	42 (21.8)	70 (36.2)	59 (30.6)	22 (11.4)	2.68	0.94
10.	I use library resources to build up my personal class notes	40 (20.7)	86 (44.6)	48 (24.9)	19 (9.8)	2.76	0.89
	Library services used						

11.	I use reference services to get answer to my personal and research questions	41 (21.2)	100 (51.8)	34 (17.6)	18 (9.3)	2.85	0.86
12.	I go to the library to use the internet and online resources	41 (21.2)	77 (39.9)	54 (28.0)	21 (10.9)	2.72	0.92
13.	I sometime go to the library to borrow information resources	29 (15.0)	91 (47.2)	53 (27.5)	20 (10.4)	2.67	0.86
14.	I make photocopies in the library as it is cheap	21 (10.9)	50 (25.9)	76 (39.4)	46 (23.8)	2.24	0.94
15.	I access the library to read issues that are current and trending through the library Current Awareness Service	29 (15.0)	65 (33.7)	68 (35.2)	31 (16.1)	2.48	0.94
	Overall Mean					41.74	13.48
	Average Mean					2.78	0.90

Table 1 shows the purposes of library information resource and services used by undergraduates. Findings showed that most of the respondents consulted library resources heavily for their project writing 150 (77.7%), for personal and general development 149 (77.2%), some use library resources to solve their classwork/assignment 148 (76.7%), to prepare for their examinations 148 (76.7%), undergraduates also use library resources when they want to update their personal knowledge about something in their discipline 145 (75.1%).

On services, undergraduates go to the library to borrow information resources 120 (62.2%), to use the internet and online resources 118 (61.1%), to use the library and its resources for relaxation and leisure 112 (55.7%), use library to read issues that are current and trending through the library current awareness service 94 (49.8%) and the rest use the library photocopy services as it is cheap 71 (36.8%).

Question 2: What is the frequency of library information resources and services use by undergraduates in universities in Oyo State?

Table 2: Frequency of Library Information Resource and Services Use by Undergraduates

S/N	Resources/Services	Daily (%)	2-3 times (%)	Once a week (%)	Monthly (%)	Hardly Ever (%)	Mean	SD
1.	Books	35 (18.1)	61 (31.6)	49 (25.4)	14 (7.3)	34 (17.6)	3.25	1.33
2.	Journal	13 (6.7)	32 (16.6)	36 (18.7)	29 (15.0)	83 (43.0)	2.29	1.35
3.	Newspapers	24 (12.4)	23 (11.9)	40 (20.7)	28 (14.5)	78 (40.4)	2.41	1.43
4.	Reference materials (dictionary, encyclopedia)	31 (16.1)	46 (23.8)	40 (20.7)	26 (13.5)	50 (25.9)	2.91	1.43
5.	Electronic books, journal	42 (21.8)	36 (18.6)	33 (17.1)	23 (11.9)	59 (30.6)	2.89	1.55
6.	CDROM resources	10 (5.2)	14 (7.3)	28 (14.5)	18 (9.3)	123 (63.7)	1.81	1.23
7.	Project/dissertations/theses	9 (4.7)	25 (13.0)	35 (18.1)	34 (17.6)	34 (17.6)	2.11	1.26
8.	The internet, Online databases	80 (41.5)	33 (17.1)	24 (12.4)	18 (9.3)	38 (19.7)	3.51	1.57
9.	Reference services	30 (15.5)	31 (16.1)	29 (15.0)	27 (14.0)	76 (39.4)	2.54	1.52
10.	Borrowing of resources	17 (8.8)	24 (12.4)	30 (15.5)	25 (13.0)	97 (50.3)	2.17	1.39
11.	Current awareness services	13 (6.7)	29 (15.0)	35 (18.1)	30 (15.6)	86 (44.6)	2.24	1.34
12.	Bindery services	9 (4.7)	14 (7.3)	29 (15.0)	35 (18.1)	106 (54.9)	1.89	1.18
13.	Photocopy services	32(16.6)	48 (24.9)	29 (15.0)	23 (11.9)	61 (31.6)	2.83	1.51
14.	Internet services	89 (46.1)	27 (14.0)	11 (5.7)	22 (11.4)	44 (22.8)	3.49	1.67
15.	One on one library use training	10 (5.2)	18 (9.3)	36 (18.7)	15 (7.7)	114 (59.1)	1.94	1.27
	Overall Mean						38.28	21.02
	Average Mean						2.55	1.40

Table 2 shows the frequency of use of library information resource by undergraduates in universities in this study. It was revealed that majority of the respondents, 89 (46.1%) were daily users of Internet services, followed by the internet, Online databases 80 (41.5%), electronic books and journals 42 (21.8%), books 35 (18.1%), photocopy services 32 (16.6%) and Reference materials (dictionary, encyclopedia) 31 (16.1%) as library information in that order respectively.

However, majority of the respondents, 123 (63.7%) hardly ever use CD-ROM resources, followed by one on one library use training 114 (59.1%), Bindery service, 106 (54.9%), borrowing resources, 97 (50.3%), Current Awareness Services, 86 (44.6%) and journals 83 (43.0%) were hardly ever used by the respondents as library information in that order respectively.

Question 3: What is perceived attitude of your librarian towards undergraduates' use of libraries' services and resources in two academic libraries in Oyo State?

Table 3: Librarians' Perceived Attitude and Undergraduates Use of Library Resources and Services

S/ N	Perceived Attitude	SA (%)	A (%)	D (%)	SD (%)	Mean	SD
1.	Librarians are pleasant to users while in the library	48 (24.9)	107 (55.4)	25 (13.0)	13 (6.7)	2.98	0.81
2.	Librarians try to watch user's body language/countenance to help them understand what user wants in the library	35 (18.1)	99 (51.3)	48 (24.9)	11 (5.7)	2.82	0.79
3.	Librarians try to respond to users as quick as possible	39 (20.2)	98 (50.8)	48 (24.9)	8 (4.1)	2.87	0.78
4.	Librarians assist in the search for resources in the library	43 (22.3)	93 (48.2)	43 (22.3)	14 (7.2)	2.85	0.85
5.	They are welcoming	42 (21.8)	92 (47.7)	43 (22.3)	16 (8.3)	2.83	0.86
6.	Librarians are rude and uncourteous	29 (15.0)	78 (40.4)	63 (32.7)	23 (11.9)	2.59	0.89
7.	Librarians are always willing to direct users to where their needs can be located	43 (22.3)	96 (49.7)	45 (23.3)	9 (4.7)	2.90	0.80

8.	Librarians do not have time to answer users queries in the library	20 (10.4)	80 (41.4)	60 (31.1)	33 (17.1)	2.45	0.89
9.	Librarians are always ready to educate users on the use of library (user education)	43 (22.3)	93 (48.2)	42 (21.8)	13 (6.7)	2.88	0.84
10.	Librarians respond promptly when users go to borrow library resources	32 (16.6)	109 (56.5)	41 (21.2)	11 (5.7)	2.84	0.76
11.	Librarians are always willing to render indexing and abstracting services to users	28 (14.5)	116 (60.1)	38 (20.2)	10 (5.2)	2.84	0.73
12.	Librarians sometimes go to other libraries to get information that users need	32 (16.6)	83 (43.0)	61 (31.6)	17 (8.8)	2.67	0.86
13.	Librarians always teach users how to search the internet	28 (14.5)	83 (43.0)	60 (31.1)	22 (11.4)	2.61	0.87
14.	Librarians are favourably disposed to providing selective (private) dissemination of information services	30 (15.5)	108 (56.0)	43 (22.3)	12 (6.2)	2.81	0.77
15.	Libraries always communicate information of the library promptly to users	45 (23.3)	100 (51.8)	36 (18.7)	12 (6.2)	2.92	0.82
	Overall mean					41.86	12.31
	Average Mean					2.79	0.82

Table 3 reveals librarians' attitude towards undergraduates in libraries. Findings revealed that majority of the respondents agreed that Librarians are pleasant to users while in the library (mean=2.98; SD=0.81), librarians always communicate information of the library promptly to users (mean=2.92; SD=0.82), librarians are always willing to direct users to where their needs can be located (mean=2.90; SD=0.73), librarians are always ready to educate users on the use of library (user education) (mean=2.88; SD=0.84) and Librarians try to respond to users as quick as possible (2.87) in that order respectively.

Findings further shown that librarians do not always have time to answer users queries in the library (mean=2.45; SD=0.89), that librarians are sometimes rude and uncourteous with mean value of (mean=2.59; SD=0.89), however, librarians sometimes teach users how to search the internet (mean=2.61; SD=0.87) and librarians sometimes go to others libraries to get information that users need (mean=2.67; SD=0.86).

Generally, Table 4.6 showed the average mean of the results of librarians' attitude towards university undergraduates by "2.79" which indicates that only four (4) of the fifteen (15) attitudinal items have their means lower than the average mean and this shows that general attitude of the librarians towards undergraduates in libraries is positive.

Question 4: What is the level of librarians ICT competence on service delivery in two academic libraries in Oyo State?

Table 4: Level of ICT Competence of Librarians in Academic Libraries

S/ N	Computing competence	SA (%)	A (%)	D (%)	SD (%)	Mean	SD
1	I have understanding on database creation for e-resources	13 (43.3)	17 (56.7)	-	-	3.43	0.50
2	Printing skill	15 (50.0)	15 (50.0)	-	-	3.50	0.51
3	I can use Microsoft word processing	16 (53.3)	14 (46.7)	-	-	3.53	0.51
4	I can format and download document for users	16 (53.3)	14 (46.7)	-	-	3.53	0.51
5	I can use scanners and send files to users on my computer	16 (53.3)	14 (46.7)	-	-	3.53	0.51
	Mean					17.52	
	Computing management competence						
6	I can assist someone who needs a resources online in the library	9 (30.0)	16 (53.3)	5 (16.7)	-	3.13	0.68

7	I can solve simple technical issues on my computer	9 (30.0)	16 (53.3)	5 (16.7)	-	3.13	0.68
8	I can design and implement a charging and discharging programme	6 (20.0)	16 (53.3)	8 (26.7)	-	2.93	0.69
9	I can identify problems in a damaged computer system fix it and trouble shoot	8 (26.7)	17 (56.7)	5 (16.7)	-	3.10	0.66
10	I can design a reference query system to answer users queries	6 (20.0)	14 (46.7)	10 (33.3)	-	2.87	0.73
	Mean					15.16	
	Internet navigation competence						
11	I have the ability to use different online search protocol	12 (40.0)	16 (53.3)	2 (6.7)	-	3.33	0.61
12	I can browse and navigate the internet	14 (46.7)	16 (53.3)	-	-	3.47	0.51
13	I can create and maintain digital repository for users	9 (30.0)	21 (70.0)	-	-	3.30	0.47
14	I have web page creation skill	9 (30.0)	17 (56.7)	4 (13.3)	-	3.17	0.65
15	I can effectively use internet for interlibrary borrowing	10 (33.3)	18 (60.0)	2 (6.7)	-	3.27	0.58
	Mean					16.54	
	Computing application competence						

16	I can personally create the original application that can be used to create or access digital objects by users	7 (23.3)	12 (40.0)	11 (36.7)	-	2.87	0.78
17	I can transfer digital materials from one generation of computer technology to a subsequent generation on e.g. transfer information from floppy disk to CD-ROM or conversion of Microsoft word to PDF (migration skills)	10 (33.3)	16 (53.3)	4 (13.3)	-	3.20	0.66
18	I can successfully use information to describe digital objects which will enable users to find, manage and use them (Metadata skills).	11 (36.7)	19 (63.3)	-	-	3.37	0.49
19	I know the process by which materials can be converted from hard copies to electronic copies (Digitisation skills).	10 (33.3)	18 (60.0)	-	2 (6.7)	2 (6.7)	0.76
20	I understand how to preserve the original application program .	6 (20.0)	22 (73.3)	-	2 (6.7)	3.07	0.69
	Mean					12.51	
	Overall Mean					64.93	12.18

Table 4 shows ICT competence of librarians in university libraries. This is divided into four, namely; computing competence, computing management competence, internet navigation competence and computing application competence. For the computing competence, most of the respondents agreed that they have database creation skill 30 (100.0%), printing skills 30

(100.0%) and that they possess word processing skills, ability to scan and upload and format i.e. document processing skills 30 (100.0%).

On computing management competence of the librarians in university libraries, a majority 25 (83.3%) claimed they can assist someone who needs resources online and that they can solve simple technical issues on their computer 25 (83.3%). Furthermore, librarians affirmed that they can identify problems with damaged computer system and repair them 25 (83.4%)

On internet navigation competence, majority of librarians 28 (93.3%) confirmed that they have the ability of use different online search design, they can browse and navigate the internet 28 (93.3%). Others 30 (100.0%) agreed that they can create and maintain digital repository. Results on computing application competence of the librarians in university libraries indicated that majority of librarians can successfully use information to describe digital objects which will enable users to find, manage and use them (Metadata skills) 30 (100.0%), they know the process by which materials can be converted from hard copies to electronic copies 28 (93.3%).

A test of norm was done to know the level of librarian ICT competence in the studied university libraries. The analysis divided the level of competence into low (0-26.6), moderate (26.7-53.3) and high (53.4-80), however, since the grand mean for competence is 66.93 and this falls between 53.4-80, therefore, it is moderately high. The analysis indicated that the level of professional competence of librarians in university libraries in South-west, Nigeria is moderately high.

Table 5: Joint Influence of Library Attitude and Library ICT Competence on the Use of Library Resources

R	R Square	Adjusted R Square		Std. Error of the Estimate		
.501 ^a	.251	.245		5.639		
SUMMARY REGRESSION ANOVA						
	Sum of Squares	Df	Mean Square	F	P	Remark
Regression	1228.60	2	614.30	4.514	.020 ^b	Sig.
Residual	3674.37	27	136.099			
Total	4902.97	29				

Table 5: shows that there was significant joint influence of the independent variables comprising library attitude and library ICT competence on dependents variable (use of library resources and services) by undergraduates in university libraries. The table shows a coefficient of multiple correlations (R) of 0.501 and a multiple adjusted R square of 0.245. This implies that the 24.5% variance in library resources and services usage by undergraduates is accounted for by the independent variables when taken together. The significance of the composite contribution was tested at $p < 0.05$ using the F- ratio at the degree of freedom (df- 2/29). The table also showed that the analysis of variance for the regression yielded a F-ratio of 4.514. This implies that the above ANOVA result is significant at 0.05 level.

Table 4.6: Summary of Regression Analysis of the Relative Influence of Librarians' Attitude ICT Competence on Use of Library Resources and Services

Variable	Unstandardized Coefficients		Standardized Coefficients			
Model	(B)	Std. Error	Beta	T	Sig.	Remark
Constant	17.155	3.003		5.712	.000	-
Librarian's attitude	.508	.064	.424	7.890	.000	Sig
Librarian ICT competence	.345	.093	.199	3.697	.000	Sig

The result in Table 6: shows that the independent variables comprising librarians' attitude ($\beta = 0.424$; $t = 7.890$; $P < .05$) and ICT competence ($\beta = 0.199$; $t = 3.697$; $P < .05$) significantly and relatively predicted the use of library resources and services by undergraduates in university libraries. The most potent predictor was library attitude followed by library ICT competence.

Discussion of Findings

The major finding of the study indicated that library resources were used by undergraduates to update their personal knowledge about something in their various disciplines. This was corroborated by the finding. Igun and Adogbeji (2007) as cited in the study of Onifade, Ogbuiyi and Omeluzor (2013) reported that a majority of university students claimed that their main purpose of using the library is to update their knowledge and skills. The finding was not in

support of Oyesiku and Oduwole (2004) as cited in Onifade *et al*, (2013) that the use of academic library by students was mostly during examinations period. In all, this result agrees with Fasae's (2011) study as cited in Onifade *et al*, (2013) that majority of the students of Federal University of Technology Akure used the library to consult research materials.

The finding on the frequency use of library information resource by undergraduates in Universities in Oyo State is quite encouraging. The findings of the study revealed that majority of the respondents were daily users of Internet services, although they also use Online databases, electronic books and journals, books and photocopy services at a lesser frequency respectively. This study agrees with Onuoha and Subair (2013) that most of the respondents used the library on daily basis for the purpose of using and borrowing of library materials, internet facility, photocopying and current awareness service.

The study revealed that majority of the respondents agreed that librarians are pleasant to users while in the library, and that libraries always communicate information of the library promptly to users. This is supported by the study of Otieno, Otike and Rotich (2015) that library staff attitude had an influence on use of library services by the users as majority of the librarians always assist the students in tracing books on the shelves, with computer access, when wireless connection has malfunctioned, control the usage of inadequate materials, access PhD and Master's theses which are stored in the reserve area e.t.c. They assist the library users to access the electronic resources in the library which are essential for research and class work since most of them are available online in different sites and databases at a fee and some at no fee at all. On this note it could be inferred that librarians' attitude towards university undergraduate students in libraries is positive.

The finding of this study is further supported by the study of Ejedafiru and Oghenetega (2013) who surveyed professional librarians' attitude towards the use of ICT in their library. Results show that ICT competence level of professional librarians are not in doubt, while 85.00% of respondents claimed that they can operate the computer effectively, however 80.00% and 75.00% replied that they use online information for research and were capable of using www search engines respectively. In addition, the finding of this study was supported by the study of Eguavoen (2011) who found that LIS professionals from University of Ibadan, Nigeria have

positive attitude towards the use and implementation of ICT and that training does influence the positive attitude towards ICT.

However the findings of this study did not support Adeyoyin (2005) who claimed that Nigerian university libraries, which form the basis of knowledge for the country, do not have any professional librarians whose knowledge/skill-set is adequate to meet the ICT demand and its applications which are indispensable for the dissemination of knowledge, acquisition, organization and provision.

The relationship between librarians' attitude and use of library by the undergraduates in the study was found to be significant. The result further shows that there is a moderate and positive relationship between librarians' attitude and use of library by the undergraduates. This study is supported by Otieno, Otike and Rotich (2015) who discovered that library staff attitude had great influence on use of library services by the users as the majority of the undergraduate students agreed that library staff were essential for library use and therefore were depended upon by the users. Otieno *et al*, (2013) further concluded that library staff attitude do affect service delivery to the library users and therefore the library staff forms a major factor in library operations.

The finding on the relationship between the librarian ICT competence and use of library by the undergraduates in the study was found to be significant. The result further shows that there is a positive relationship between librarian ICT competence and use of library by the undergraduates. This is in contrast with Aschroft and Watts (2005) who observed that there are no significant ICT competence skills gap among information professionals in Nigerian libraries, which has resulted in serious underutilization of library resources and services by undergraduates in many libraries in Nigeria. However, the finding of this study did not support the study of Anyoku (2012) that a large part of librarians' responsibility in the 21st Century involves working with computers.

Conclusion

The study concludes that librarians' attitude and ICT competence influence use of library resources and services by undergraduates in academic libraries in Oyo State. This explains that for undergraduates to put university library resources and services into adequate use, librarians in

university libraries must possess positive attitude towards users of the library as well as possess adequate ICT competencies to satisfy undergraduates' information needs.

Recommendations

Based on these findings, it is therefore recommended that:

1. Library management and librarians should try and improve on their attitude towards library users especially undergraduates. Users' appraisal of library staff should also be encouraged.
2. Library management should integrate ICT tools and emerging technologies in their service delivery in order to increase the user's use of library resources and services.
3. Library management should set out programmes and strategies such as library promotion services to attract undergraduates into the library in order to use the resources and services in the library.
4. The library management should create a social atmosphere that will encourage interaction and make programmes and policies that will ensure constant ICT training and retraining of librarians to increase their competence.

References

- Abiolu, O.A. (2010). Library resources and services utilization by undergraduate students: a case study of the federal university of technology, Akure, Nigeria. *Gateway Library Journal* 13:1: 1-11
- Adedoyin, S.O. (2005). Information and communication technology (ICT) literacy among the staff of Nigerian university libraries. *Library Review* 54.4: 457-266.
- Adeeko, C. O. (2018). Influence of personal factors, information literacy skills and library anxiety on library use by undergraduates in federal universities in North-central, Nigeria. *A post-field seminar presented at the Department of Library, Archival and Information Studies, University of Ibadan.*
- Aito, T. I. (2018). A Research project submitted to the department of Library, Archival and Information Studies, Faculty of Education, University of Ibadan.
- Ajzen, I. and Fishbein, M. (2005). *The influence of attitudes on behavior. In D. Albarracin, B.T. Johnson and M.P. Zanna. The handbook of Attitudes, Eribaurn, Mahwah, 173-221.*

- Ansari, M. N. (2013). "ICT skills proficiency of library professionals: A case study of universities in Karachi, Pakistan". *Chinese Librarianship: An International Electronic Journal*, 36. [URL://www.iclc.us/cliej/cl36ansari.pdf](http://www.iclc.us/cliej/cl36ansari.pdf)
- Anunobi, C.V. and Nwakwuo, O. (2008). The state of ICT in university libraries in South Eastern Nigeria. *Samaru Journal of Information Studies*. 8.1. doi:4314/sjis.v8i1.40613.
- Anyaoaku, E. (2011). Computer skills set of librarians in Nigeria: confronting the stereotype. *Annals of Library and Information Studies* 59.2: 128-134.
- Ashcroft, L. and Watt, C. (2005). ICT skills for information professionals in developing countries: perspectives from a study of the electronic information environment in Nigeria. *IFLA Journal* 35.1: 6-12.
- Ayoku, O. and Okafor, V.N. (2015). ICT skills acquisition and competencies of librarians: implications for digital and electronic environment in Nigerian universities libraries. *The Electronic Library* 33.3: 502-523.
- Bohner, G. and Dickel, N. (2011). Attitudes and attitude change. *Annual Review of Psychology*. 62: 391-417.
- Chimah, J. N and Nwokocha, U. (2013). Information resources, retrieval and utilization for effective research in tertiary and research institutions. *Asian Journal of Humanities and Social Science (AJHSS)*.3. No2
- Eguavoen, O.E.L. (2011). Attitude of library staff to the use of ICT: the case of Kenneth Dike Library, University of Ibadan. *Library philosophy and Practice*
- Ejedafiru, E.F. and Ogbenetega, L. U. (2014). Attitude of professional librarians towards the use of information and communication technology in Delta State University Library. *Journal of Library and Information Science* 4.1: 45.55
- Ferdinand, O. A, Nneka, O. T. and Ruth, E. O. (2015). Undergraduate students awareness and compliance to library rules and regulations in a Nigerian University. *Information and Knowledge Management*. Retrieved April 13, 2017 from <http://www.iiste.org>
- Igun, S.E and Adogbji, O.B. (2007). Study habit of postgraduate students in selected Nigerian universities. *Library Philosophy and Practice*. Retrieved on 23 October 2020 from <http://digitalcommons.uni.edu/libphil/prac/153>.
- Makori, E.O. (2015). Cloud computing paradigm and libraries and information establishments in kenya: any opportunities for operational resilience? Retrieved June 14, 2017, from <http://www.parliament.go.ug/aplesa/wp-content/uploads/2015/08/>
- Mbofung, U. and Popoola, S. O. (2014). Legal and Ethical Issues of Information Service Delivery and Library Information Science Professionals in University Libraries in Nigeria. . *Library Philosophy and Practice*. Retrieved on 23 October 2020 from <http://digitalcommons.uni.edu/libphil/prac/153>

- Onifade, F.N. Ogbuiyi, S, U and Omeluzor. S. U. (2013). Library resources and services utilization by postgraduate students in a Nigerian private university. *International Journal of Library and Information Science*. 5.9: 289-294.
- Onuoha, U.D. and Subair, M.O. (2013). Undergraduates' use of libraries in federal universities in South-west, Nigeria. *Journal of Research and Method in Education* 3.5: 12-17.
- Otieno, P.O. Otiike, J. and Rotich, D. (2015). The effect of library staff attitude to work on the use of information services in public university libraries in Kenya. *Asia Pacific Journal of Education, Arts and Sciences* 2.4: 80-87.
- Oyesiku, F.A. and Oduwale, A.A. (2004). Use of an academic library: a survey on the Olabisi Onabanjo University Libraries. *Lagos Journal of Information Science* 2: 96-101.
- Pasha, M. G. G. and Jange, S. (2016). Research on library leadership and traits of leadership among library directors in Dubai. *International Journal of Librarianship and Administration*. 7. 1: 7-12. Retrieved June 14, 2017 from <http://www.ripublication.com>
- Soria, K.M, Fransen, J and Nackerud. (2013). Library use and undergraduate students' outcome: new evidence for students retention and academic success. *Journal of Libraries and Academy* 13.2: 147-164