

**ATTITUDE, INFORMATION AND COMMUNICATION TECHNOLOGY
SKILLS AND USE OF ELECTRONIC RESOURCES BY
UNDERGRADUATES IN FEDERAL UNIVERSITY LIBRARIES IN
SOUTH-WEST, NIGERIA.**

BY

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Abstract

The paper examined attitude, information and communication technology skills and use of electronic resources by undergraduates in federal university libraries in South West, Nigeria. Experimental research design was adopted for the study. A multi-stage sampling technique was used to select 357 respondents from a population of 5201 undergraduates in the Federal University of Technology, Akure and Federal University Oye-Ekiti. The instrument for data collection was the questionnaire. A total of 357 copies of questionnaires were administered to respondents, however, 334 copies were duly filled and returned, thus constituting 96% response rate. The data collected was subjected to analysis using descriptive statistics such as frequency which was used to analyse the section A of the instrument. Frequency and statistical means were used to answer the research questions. Hypotheses one and two were tested using Pearson's correlation statistics, while hypothesis three was tested using the regression analysis amongst others. The following hypotheses were tested at 0.05 level of significance in the study: that there was no significant relationship between attitude and use of electronic resources, no significant relationship between ICT skills and the use of electronic resources, and no significant relationship between attitude of ICT skills and the use of electronic resources by undergraduates in federal university libraries in South-West, Nigeria. Findings revealed that the extent at which undergraduates used electronic resources was high, undergraduates in federal university libraries in South-West Nigeria agreed that their attitude increased their use of e-resources, and were skillful in ICT use. Based on the findings, the following recommendations were made: Undergraduates should be informed on how positive attitudes can increase their use of resource by giving them user education on positive attitude on the use of e-resources. The university management should add introduction to computer to the curriculum of general studies to improve the ICT skills of undergraduates.

Introduction

The main role of university libraries is to support teaching, learning and research of the university, by providing information resources not only in print form but in electronic forms. The library is effective when the information resources serves the users need. The effectiveness of a university library is being determined by the success at which undergraduates have quick access to information. This is affirmed by Abubakar's (2011) observation that university libraries must meet the demand in this 21st century because they are in the forefront of providing information services to their respective communities which comprise of students, lecturers and researchers.

The availability and accessibility of library information resources significantly determine the teaching effectiveness in higher institutions (Adeoye and Popoola, 2011). The beauty of e-resources is that, they can be accessed through undergraduates' personal computers on the campus or outside the campus provided they have access to the password to log into the library webpage. There are a lot of advantages of electronic resources to the user in particular and the library in general. In spite of the usefulness of the electronic resources to undergraduates however, the usage is declining and it is not up to maximum level among them (Thanuskodi S, 2013). Hence, undergraduate's poor attitude and ICT skills could be a problem that is responsible for inadequate use of electronic resources for their research need.

Attitude is the way of thinking and feeling about something. It can also be define as a predisposition or a tendency to respond positively or negatively towards a situation, an idea or person. Attitude is a way someone reacts to the character of a thing or a person. According to Alkalitani (2016), the attitude towards the use of electronic resources is simply the tendency that the student takes, positively or negativity, for using the electronic resources of the library. Undergraduates have mixed feelings about using e-books but prefer using traditional print books, which is due to the attitude they have towards print books (Gregory, 2008). The different types of attitude which undergraduates have towards using electronic resources in the library can be derived from various aspects of attitudinal judgment.

The tools of ICT are mobile phones, desk top computers, digital cameras, MP3 players and laptop computers. For the usage of ICT to be realized, there must be a support from someone that knows better on how to use it. However, for electronic resources to be well utilized, skills (ICT Skills) can serve as a support and are required by the user. Low level of ICT skills reduce students rate of retrieving information from electronic resources. Electronic resources in many libraries of today are on the increase; it is expected that electronic resources require expertise for their use since it involves the use of information and communication technology (ICT Skills). There are various ICT skills that undergraduates can possess in order to use electronic resources. In this study, the researchers will limit themselves to only computer skills and Internet skills. Computer skills are "the knowledge one has to use specific computer application and program me. Grant, Malloy and Murphy (2009) defined computer skills as "the knowledge and ability to use specific computer application (spread sheet, word processors, etc)". They defined computer skills as the skills that usually consist of word processing, presentation and spreadsheet application (p.14) Turner (2005) defines some of the ICT skills as basic to advanced knowledge in word processing, spreadsheet skill, database skills, electronic presentation skill, web navigation Skill, web site design skill, File management and Window explorer skills, skill for downloading software from the web (knowledge including e-book), skill for installing computer software onto a computer system. Computer- related storage devices skill (knowledge disks, CDs, USB drives, zip, disks DVDs etc. Internet skills are functional skills that should be considered as a requirement of typical Internet use common to the majority of Internet users. This study focuses on undergraduates in Federal University of Technology, Akure and Federal University Oye-Ekiti in South West, Nigeria.

Purpose of the Study

The main purpose of the study was to investigate the attitude, ICT, skills and use of electronic resources by undergraduates in federal university libraries in South

-West, Nigeria.

Specifically, it set out to

1. Investigate the attitude on the use of electronic resources by undergraduates in federal university libraries in South-West, Nigeria.
2. Determine the level of ICT skills of undergraduates on the use of electronic resources in federal university libraries in South-West, Nigeria.
3. Investigate extent of usage of electronic resources by undergraduates in federal university libraries in South-West, Nigeria.

Research Questions

The following questions were answered in this study:

1. What is the attitude to the use of electronic resources by Undergraduates in Federal University Libraries in South-West, Nigeria?
2. What is the level of ICT skills of the undergraduates in their use of electronic resources in Federal University Libraries in South-West, Nigeria?
3. To what extent do undergraduates use electronic resources in federal university libraries in South-West, Nigeria?

Research Hypotheses

The following hypotheses were tested at 0.05 level of significance.

Ho1: There is no significant relationship between attitude and use of electronic resources by undergraduates in federal university libraries in South-West, Nigeria.

Ho2: There is no significant relationship between ICT skills and the use of Electronic Resources by undergraduates in federal university libraries in South-West, Nigeria.

Ho3: There is no significant relationship among attitude ICT skills and the use of electronic resources by undergraduates in federal university libraries in South-

Literature Review

Electronic resources have been defined by Kumar (2014) as materials consisting of data and computer programs encoded for reading and manipulating by a computer, by the use of a peripheral device directly connected to the computer such as a CD-Rom drive or remotely via a network, such as the Internet. Liu (2006) stated that not all undergraduates use only e-resources, some highly make use of print and electronic resources. They desire to meet their information needs through a mix of print and online resources, even though the reason for supplementing another type of resources differs. The extent of use of electronic resources by undergraduates has become so much important. Also, the attitudes that undergraduates have towards the use of e-resources differ. Some undergraduates like using electronic resources. Some do not like using it.

Attitudes are nothing but mental preparations to express beliefs through actions, in an attempt to obtain certain results (Maier, 2015). Some undergraduates have attitude that like using electronic resources while some have attitude that dislikes the use of electronic resources. The like and dislike attitude that undergraduates have towards the use of electronic resources in the libraries is because they are heterogeneous in nature. Information communication technology (ICT) is a force that has changed many aspects of the way we live. The impact of ICT during the past decades has been enormous and has made a tremendous improvement in lifestyle of the society today (Kumar, 2014)

Undergraduates needed to be adaptive to ICT skills. In a study conducted by Ramayo, Aafazi and Ignatius (2004) on "role of self-efficacy in e-library usage among students of a public university in Malaysia; it was revealed that, in this era of information and communication technology (ICT) there is a need for undergraduates at various higher institutions of learning to be more receptive and adaptive in new technology. These undergraduates should be able to understand the importance of new technology adaption and exploitations. When the adoption habit is instilled in undergraduates, their receptiveness will be much more enhanced. They noted that, there are a lot of ways whereby institutions can encourage students to use new technology and one of the easiest ways to introduce the adoption of new technology is through encouraging students to use e-library in doing their course work assignment.

On the improvement and training on ICT skills of undergraduates, Dehigama and Dharmarathne (2015) in their study opined that, undergraduates need training in order to improve their ICT skills. In the study, it was revealed that majority of first year students of both faculties have less information and communication technology (ICT) skills. Hence, lack of ICT skills provides the reasons as to why majority of first year students do not use electronic information resources.

This shows that the undergraduate are not skillful. Computer skills usually consist of basic advanced knowledge in word processing, presentation and spreadsheet applications. Undergraduates are required to demonstrate computer proficiency early in their educational experience by means of passing their examination (Grant, Malley & Murphy, 2009). In a study carried out by Bankole and Stephen (2012) titled "Internet use among undergraduate students of Olabisi Onabayo University, Ago Iwoye, Nigeria", Majority of the respondents reported that they acquired the skills for Internet use on their own through trial and error, while some learnt it through teaching by colleagues or friends. Others learnt the use through external workshops/training and few of them learnt it through self-study by reading books on Internet and information technology. Very few of them mentioned that they acquired Internet skills through workshop/trainings given by the university and library, respectively. The interview shows that the perceived relative cost of Internet use and the high cost of training courses compel students to resort to learning Internet skills on their own or from their friends. They concluded that the library needs to develop a training programme that is holistic in nature that would equip students with analytical skills and entrance their capability to adapt to the new technologies. It is evident from the review, that very few studies addressed attitude, information and communication technology skills and use of electronic resources by undergraduates in federal universities in South-West Nigeria. This is why the study on attitude, ICT skills and use of electronic resources by undergraduates in Federal University, Oye-Ekiti and Federal University of Technology, Akure is relevant and timely. It will fill the gap in research in the area of attitude, information and communication technology skills and use of electronic resources by undergraduates in South-West Nigeria.

Methodology

Experimental research design was adopted for the study. The population of the study was 5,201 which consisted of 200-500 level undergraduates from the Faculties of Agriculture, Engineering and Sciences in the two federal universities, in South-West, Nigeria. They are Federal University, Oye-Ekiti and Federal University of Technology, Akure. The sample size of 357 was used for the study. In this study, two sampling techniques were used. The first stage entailed using purposive sampling technique to select three similar faculties. The second stage involved the selection of the sample size from the population of 18 departments from the faculties of Agriculture, Engineering and Sciences in the two universities so as to choose many departments for the study. The data collected were subjected to analysis, using frequencies and statistical means to answer the research questions. Hypotheses one and two were tested using Pearson's correlation statistics, while hypothesis three was tested using regression analysis. The hypothesis was tested at a 0.05 level of significance.

Data Analysis and Discussion

In the study, questionnaire was used as instrument for data collection. The questionnaire titled, "Attitude and ICT skills as factors influencing the use of electronic resources by undergraduate in federal university libraries in South-west, Nigeria" (AAICTSFIUER) was adapted. The research instrument comprises Three (3) sections namely: Section A: Extent of E-resources Usage by Undergraduates, this section consists of nine questions with a Likert-type scale responses ranging from very low extent, low extent, large extent and very large extent. Section B: Attitudes influencing the use of electronic resources by undergraduates, this section consists of eleven questions with a Likert-type scale responses ranging from strongly disagree, disagreed, agree and strongly agree. Section C Level of ICT Skills of Undergraduates, this section consists of fifteen questions. The responses are a Likert-type 4-point scale of Not Skillful, Average skillful, Skillful and Very skillful.

Table 1: Questionnaire Response Rate

Name of University	No of Questionnaire Administered	No of Questionnaire Retrieved	Percentage (%)
Federal University of Technology, Akure	115	112	(97.3%)
Federal University, Oye-Ekiti	242	232	(95.86%)
Total	357	344	(96.35%)

A total number of three hundred and fifty seven (357) copies of questionnaire were administered to respondents at the Federal University of Technology, Akure and Federal University, Oye-Ekiti. However, only three hundred and forty-four (344) copies were duly filled and returned with useful responses by the respondents giving 96.35% response rate. The response rate was considered adequate for the study because the standard and adequate response for most study is 60% (Dulle, Minish-Majanja&Cloete, 2010).

Research Question I: To what extent do undergraduates use electronic resources in federal university libraries in South-West, Nigeria?

Table 2: Extent of Use of e-resources by Undergraduates

S/N	Extent of e-resources	Very low extent	Low extent	Large extent	Very large extent	Mean
1.	AGORA	82	27	73	162	2.92
2.	HINARI	82	44	113	105	2.72
3.	EBSCO HOST	73	58	126	87	2.66
4.	Science Direct	60	101	108	75	2.58
5.	JSTOR	87	79	99	79	2.49
6.	OARES	116	55	88	83	2.40

7.	Ebrary	110	89	72	73	2.31
8.	Oxfords Journal online	135	62	81	66	2.23
9.	Meta press	140	66	66	72	2.20
Aggregate mean						2.50
Criterion mean						2.50

Table 2.0 reveals that the aggregate of 2.50 is equal to the criterion mean of 2.50. It may be deduced that the undergraduates use of electronic resources in federal university libraries in South-West, Nigeria was to a high extent. On extent of use of e-resources by undergraduates, the findings revealed that the extents at which undergraduates used electronic resources was to a large extent. This finding is in agreement with that of Shuling (2007) that majority of users use electronic journals to a high extent. Also the findings agree with that Roesnite and Zainab (2013) that the extent of which undergraduates use electronic resources is to a high extent.

Research Question II: What are the attitudes influencing the use of electronic resources by undergraduates in federal university libraries in South-West, Nigeria?

Table 3: Attitudes Influencing the Use of e-resources by Undergraduates in Federal University libraries.

S/N	Attitude	SD	D	A	SA	Mean
1.	I like using e-resources in the library	50	42	155	97	2.87
2.	I feel good whenever I use e-resources	56	38	152	98	2.85
3.	I use the library e-resources because it is easy to use	59	44	145	96	2.81
4.	I am satisfied with the e-resources provided by the library because it is useful to me	60	52	131	101	2.79
5.	I prefer the use of e-resources to print information resources in the library	53	57	144	89	2.78
6.	I usually rely on the use of library e-resources when available	56	54	144	90	2.78
7.	I use the library e-resources because of the satisfaction I derive from their use	53	64	134	93	2.78
8.	My interest for e-resources utilization has increased	59	65	135	85	2.72
9.	I enjoy searching e-resources (online database) in the library	65	68	110	101	2.72
10.	I am please to know that I will always get access to the library e-resources when I want	77	52	115	100	2.69
11.	I will always patronize the use of e-resources in the library	69	87	94	94	2.62
Aggregate mean					2.80	
Criterion mean					2.50	

SD – Strongly disagree, D – Disagree A- Agree SA- Strongly Agree

Table 3.0 reveals that aggregated mean of 2.80 is greater than criterion mean of 2.50. It may be concluded that the undergraduates in federal university libraries in South-West Nigeria agreed that their attitude increased their use of electronic resources. The findings on attitude of undergraduates on the use of e-resources revealed that undergraduates in federal university libraries in South-South, Nigeria agreed that their attitude influenced their use of electronic resources.

Research Question III: What is the level of ICT skills of the undergraduates in their use of electronic resources in federal university libraries in South-West, Nigeria?

Table 4: Level of ICT Skills of Undergraduates towards their Use of E-resources.

S/N	ICT skills	Not skilful	Average skilful	Skilful	Very skilful	Mean
1.	I have the ability to use computer icons	21	29	56	238	3.49
2.	I can send an attachment to an e-mail	23	27	47	245	3.49
3.	I have the ability to use search engines	25	25	52	242	3.49
4.	I have the ability to start up a computer system	23	23	64	234	3.48
5.	I can use word processing application to type	21	29	52	240	3.48
6.	I can use bookmarks to record a webpage	26	31	42	245	3.47
7.	I can work with slides in PowerPoint	24	30	55	235	3.36
8.	I can create spread sheets in Microsoft excel	18	37	65	224	3.44
9.	I can download files from internet	23	30	66	225	3.43
10.	I can use tool bar to navigate on the webpage	23	38	55	228	3.42
11.	I have the ability to backup computer files	21	35	74	214	3.4
12.	I can create timesheet in Microsoft excel	35	24	61	224	3.38
13.	I can pull up additional windows	29	38	53	224	3.37
14.	I can use keyword to search for information on the webpage	34	32	62	216	3.34
15.	I have the ability to add shapes to graphics	29	43	76	196	3.28
Aggregate						mean
3.43						
Criterion						mean

Table 4 revealed that the aggregate mean of 3.43 is greater than the criterion mean of 2.50. It may be concluded that undergraduates in federal university libraries in South-West, Nigeria were skilful in ICT in their use of electronic resources. The findings of level of ICT skills of undergraduates show that undergraduates in federal university libraries in South-West, Nigeria were skilful. This finding agrees with that of Thanuskodi (2013) that majority of undergraduates have an average level of internet skills to access information.

Testing of the Hypotheses and Discussion of the finding

Hypothesis one (Ho1): There is no significant relationship between attitudes and use of electronic resources by undergraduates in federal university libraries in South-West, Nigeria.

Table 5: Correlation between Attitudes and Use of e-resources by Undergraduates

		Use of e-resources	Attitude
correlation	Pearson	1	713**
			000
Use of e-resources	Sig. (2-tailed)	344	344
	N	713*	1
correlation	Pearson	000	344
		344	
Attitude	Sig. (2-tailed)		
	N		

Table 5 revealed that the Pearson's Product Moment Correlation coefficient (r) is ($r = 713$ $n = 344$, $p < 0.05$). This means that the correlation is highly significant. Therefore, the null hypothesis stating that there is no significant relationship between attitudes and use of electronic resource by undergraduate is rejected. This finding indicates that there is significant relationship between attitudes and use of electronic resources by undergraduates in federal university libraries in South-West, Nigeria. This implies that positive attitude of undergraduates increase their use of electronic resources in the library.

On relationship between attitudes and use of electronic resources by undergraduates the finding revealed that, there is a positive significant relationship between attitude and use of electronic resources by undergraduates. The finding is in agreement with that of Odu and Afebende (2015) that positive attitude increases the use of electronic resources by undergraduates.

Hypothesis two(Ho): There is no significant relationship between ICT skills and the use of electronic resources by undergraduates in federal university libraries in South-West, Nigeria.

Table 6: Correlation between ICT Skills and Use of e-resources by Undergraduates.

		Use of e-resources	Attitude
correlation Use of e-resources	Pearson	1	635**
	Sig. (2-tailed)	344	344
	N	635*	1
correlation ICT skills	Pearson	000	344
	Sig. (2-tailed)	344	344
	N		

Table 6.0 revealed that the Pearson's Product Moment correlation coefficient (r) is (r = 635, n = 344, p < 0.05). This means that the correlation is highly significant. Therefore, the null hypothesis stating that there is no significant relationship between ICT skills and the use of electronic resources by undergraduates is rejected. This finding indicates that there is significant relationship between ICT skills and the use of electronic resources by undergraduates in federal university libraries in South-West, Nigeria. This implies that ICT skills of undergraduates affected their use of electronic resources in the library. The finding revealed that there is significant relationship between ICT skills and the use of electronic resources by undergraduates. This finding is in agreement with that of Adekunmusi, Ajala and Iyoro (2013) that there is a significant relationship between ICT skills and the use of electronic resources by undergraduates.

It implies that the increase in ICT skills of undergraduates will cause an increase in their use of electronic resources.

Hypothesis Three (Ho3): There is no significant relationship between attitudes, ICT skills and use of resources by undergraduates.

Table 7: Regression Analysis Showing the Attitude, ICT Skills and Use of Electronic Resources by Undergraduates.

Model	Sum of squares	Df	Mean square	F	R	R-square	Adjust R square	Sig
Regression	10809.338	2	5404.669	199.07		0.539	0.537	000
Residual	9228476	341	27.063	707.34				
Total	20037814	343						
Dependent variable. Use of e-resources Predictors (constant), ICT skill, attitude								

Table 7 reveals that the coefficient of determination R^2 539, gives 54% proportion of variance. This implies that the dependent variable (Attitude and ICT skills) account for 54% of the variance in the dependent variable (use of e-resource). Hence, the influence of attitude and ICT skills on use of e-resources ($f = \text{ratio} = 199.707$; $p (.000) < 005$).

Therefore, there is significant relationship among attitude, ICT skills and the use of e-resources by undergraduates in federal university libraries in South-West, Nigeria. Therefore the null hypothesis is rejected. This implies that attitude and ICT skills of undergraduates affected their use of electronic resources in the library.

Conclusion

The extent at which undergraduates use electronic resources in federal university libraries in South-West, Nigeria is high. The study has also shown that undergraduates in federal university libraries in South-west, Nigeria, had positive attitude toward the use of electronic resources.

Undergraduates in federal university were skillful in the use of ICT. The more skillful an undergraduate is with ICT, the better his or her ability to utilizing electronic resources in university libraries. Therefore, it can be inferred that an undergraduate with a high level of ICT skills and a positive attitude toward the use of electronic resources will make better use of the electronic resources compared to undergraduates with little or no ICT skills coupled with negative attitude towards the use of electronic resources. The study has contributed towards enriching the literature available on attitude, information and communication technology skills and use of electronic resources by undergraduates in Nigeria.

Recommendations

In the light of the findings, the following recommendations are made:

Undergraduates should be informed on how positive attitudes can increase their use of resource by giving them user education on positive attitude on the use of e-resources.

The university management should add introduction to computer to the curriculum of general studies to improve the ICT skills of undergraduates.

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