



The Importance of Information Technology on E-Libraries in Nigerian Universities

Dr. Yakubu Ajiji Makeri
Kampala International University,
Uganda

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Abstract: *The study adopted a descriptive survey design.. Stratified sampling technique was used to select a sample of 360 RHWS of the University College Hospital Nigerian. Questionnaires obtained the data, and frequencies and percentage distributions were the analytical techniques adopted. Findings revealed that RHWS indicated extensive use of ICTs in their job functions. Faster access to relevant medical information, easy exchange of information with colleagues, and increased efficiency were the major impacts of ICT usage on their activities. The information accessed through ICTs was primarily, educational, health and research. Findings equally revealed that the major challenges, in ICT use were erratic power supply and inadequate access to ICT facilities. Based on the findings, recommendations were made towards, enhancing better utilization of ICTs by RHWS. In a distance education system (DES) teachers and learners are physically separate and the instructional materials are delivered via, telecommunication systems. The global application of the (DES) has proven to be an approach that is both successful and useful in education. Based on technological structural and financial capabilities a number of varieties of technologies are applied in higher education distance learning systems. Print media (text-books, study guides, study aids, and newspapers), audio media (Audio-books, audio-cards, records, audio-cassettes, recto-reel audiotapes, audio-cards, records, audio-cassettes-reel to-reel audiotapes, audio compact-discs (CDS) telephones, cell phones, audio-texts, radios) and video media (televisions, closed-circuit television asynchronous and synchronous podcasts and vodcasts, teleconferences, microwaves, interactive videos, teletexts, videotexts, computer internets, weblogs (blogs), electronic mails, chartrooms, and multimedia) are used to convey messages in terms of specific educational objectives to deliver and disseminate instructional materials to learners. While using distance education in both advanced and developing countries, the limitation strengths and variables affecting it should be considered in advance.*

Keywords: RHWS, ICT, DES, CDS, DBS, PDAS

I. INTRODUCTION

The effectively introducing technology into school is also largely dependent upon the availability and accessibility of ICT resources (e.g. hardware, software and communications infrastructure) clearly if technology cannot be accessed by the teacher, as in so many educational setting in Nigeria then it will not be used.

Information and communication technology (ICT) there is growing concern for the use of ICT resources such as the computer, scanner, printer, internet, e-mail, videophone system, teleconferencing devices, wireless application protocols (WAP), radio and microwaves, television and satellite, multimedia computer and multimedia projector in curriculum, context in the form of texts, visuals, eg. Pictures, videos, audio/sound, multi-color images, (eg) maps, and graphics, can be simultaneously presented outline to students in both immediate locations (classroom model of e-learning) and various geographical distances (Distance Education model of e-learning).

E-Learning in education is the wholesome of model integration of modern telecommunications equipment, and ICT resources, particularly the internet, into the education system. Tracy (1995) defines the internet as the international network of communication in which computer in the wide area network (WAN) talk to each other. Sharinina (2001) defines ICT as all the digital technologies including; Computer, scanner, printer, telephone, internet, digital satellite system (DSS), direct broadcast satellite (DBS), pocket Switching, fiber optic cables, laserdisc, microwaves, and multimedia systems for collection, processing, storage and dissemination of information all over the world. E-learning as an aspect of ICT is relatively new in Nigeria's educational system. It is a departure from the conventional approach, in curriculum implementation.

The main purpose of e-learning is to transform the old methods and an approach of e-learning is to transform the old methods and approaches to curriculum implementation and not to silence the curriculum or to extinguish or erase the contents of curriculum. E-learning is driven by the curriculum. It should follow the curriculum and should not be rob curriculum of its essences. E-learning should ensure effective pedagogy and curriculum implementation in the computer age. According to Nicholls and (1980), Mkpa(1987), and Offorma (2002), curriculum implementation is the planning and execution contents curriculum in order to bring about certain changes in the behavior of the learners and the assessment of the extent to which the changes take place. The primary purpose of implementation is to achieve objectives of

instruction, and achieve retention and transfer of knowledge. E-learning is an instructional medium that permits alternative, approaches to curriculum implementation in an ICT age. Richmond (1997) observed that there is a great link between the curriculum and ICT and that there are three major areas that technology can influence learning, including:

- i. Presentation, demonstration and the implementation of data using productivity tools.
- ii. Use of curriculum-Specific applications such as educational games, drills and practice, simulations, tutorials, virtual laboratory visualizations, and graphics, representations of abstract concepts, musical composition and expert systems.
- iii. Use of information and resources on CD-Rom, online encyclopedic, interactive maps and atlases, electronic journals and other reference.
- iv. Similarly, the role of ICT in curriculum implementation is recognized by the Nigeria National Policy on Education (FRN, 2004, P, 53) where it stated that, “the government shall provide facilities and necessary infrastructures, for the promotion of ICT and E-learning “It is against this background that the research intends to find out the extent of availability and the use of e-learning materials by teachers in secondary schools.
- v. Definition of E-learning refers to the use of ICTs to enhance and support teaching and learning processes-learning ranges from the way students use e-mail and accessing course work online while following a course on campus to programs offered entirely online. Again e-learning allows efficient transfer of knowledge anywhere and anytime, regardless of subject matter. It opens up a world of learning unavailable, in most corners of the world, while at the same time empowering learners with the information technology awareness and skills crucial to succeed in today global knowledge economics.
- vi. Stated that the terms e-learning refers to computer-enhanced training as opposed to computer-based training of the 1980s. It is usually delivered in a personal computer and includes learning delivered by other communications technologies. According to him, e-learning is an approach to facilitate and enhance learning through both computer and communication technologies. The devices that are used for this purpose include personal computers, CD-ROMs, television, personal digital assistants (PDAS) MP3 players and mobile phones communication, technology enables the use of internet, e-mail, discussion forums, collaborative, software, classroom management software, team learning systems, internets extranet, Local Area Network (LAN), wide Area Network (WAN), audio and videotape, Satellite and interactive television lectures, satellite-delivered learning, virtual educational networks satellite downlinks, computerized diagnostic assessment, competency certification and electronic.

II. STATEMENT OF THE PROBLEM

Considering the enormous benefits that are experienced in the impact of ICT in Nigeria University Libraries, the Nigerian academic libraries still experience some obstacles or hindrances in the effective and efficient use of the ICT resources in the library.

Today, ICT acquisition and implementation, is facing a lot of problems. This research work is being conducted to expose some of the inhibiting factors that are hindering the impact of ICT on Nigerian academic libraries. Among the militating factors hindering the impact of ICT on Nigeria academic libraries are a lot of capital investment to buy hardware's, software's and standby generator for the library. Lack of search skills, automation at infancy level, epileptic power supply and technical know-how are some of the problem encountered by the academic libraries.

Objectives of the Study

1. To ascertain the level of computerization/automation of academic libraries.
2. To determine the usefulness of ICT resources in academic libraries.
3. To determine the efficiency and effectiveness of ICT in academic library.
4. To determine how skillful and knowledgeable, the staff are in the use of ICT resources.
5. To determine the challenges associated with the application of ICT in Nigerian academic libraries.

Research Question

1. To what extent has information communication, technology been employed in Nigerian university libraries?
2. What is the usefulness of information and communication technology in Nigerian academic libraries?
3. How efficient and effective is the use of ICT resources in academic.
4. Do the staff of the academic libraries have the required knowledge and skills in using ICT resources?
5. What are the factors militating against the application of ICT in academic libraries?

Purpose of the Study

The purpose of the study is to ascertain the impact of ICT on Nigerian libraries. The research work highlights the advantages or merit associated, with ICT on academic libraries in Nigeria.

Scope of the Study

This research work is on the impact of ICT on Nigerian University Libraries using John Harris Library and Institute of governance and management Nigeria University Library (IGMN) as a case study.

Significance of the Study

- i. This study is expected to provide a basis for comprehensive information on information Communication technology procurement and application in Nigerian University Library.

- ii. The study will established existing gaps in the adoption of information and communication technology in the operation of academic library in achieving their statutory functions.
- iii. The output of this study will serve as a blueprint for libraries information managers,/ information scientists, researchers, lecturers students, and teacher to chart the right course of action for the use of information and communication technology in furthering education through policy formulation, and implementation.

III. HISTORY OF THE INSTITUTE OF GOVERNANCES AND MANAGEMENT LIBRARY

Institute of governances and management Nigeria Library occupies a three-story circular building situated opposite the central administration building, the library is provide with ceiling fan and the floor is rugged wall –to-wall to enhance maximum comfort for serious academic work.

The library serves as the hub around which the academic activities in the university resolve. The library commended in 2002 proper after the appropriate endorsement of the Nigerian Universities commission. The library has a stock of over 43, 000 volumes of textbooks and reference books. It subscribes to about fifty currently journal for some of the current files. The books acquired and shelved in the library cover virtually all the courses offered at both undergraduate and post graduate level in the university.

History of John Harris Library

The John Harris Library began with the promulgation of the institute of technology edict in 1970. Clear provision had been made for the need of a library and the provision of text book with the commencement of the first academic year which was scheduled to take of in October, 1970.

The late Mrs. P. Harris, wife of the first University Librarian who was then a consultant, to the Federal Government of Nigeria was, secured to chart a program for the university planning committee. Professor John Harris was appointed the first Institute’s libraries. While the temporary building was yet to be completed two classrooms were provided for the assembly of furniture and equipment. Preliminary training of staff and books. The library was official opening, during the university library as a center of study Performa support function i.e. to support learning teaching and research process in the university. The library can only play this pivotal role by stock building acquiring, processing, organizing and making available the needs materials. This requires the principle of management in providing, the expertise for planning, organized and welding human materials and human resources for the attainment of desired.

IV. METHODOLOGY

Research Design.

The choice of the survey as the research design for the project was necessitated by the native of the study. This research is survey research that gathered data from members of the selected population with the aid of the questionnaire in order to determine the current status of the issue under study from the respective institutions

Population Of The Study And Sample

The population of this study covers the entire professional and paraprofessional staff of those selected academic libraries.

Table 2.1 Population of Study

S/N	LIBRARIES	STAFF		TOTAL
		PROFESSIONAL	PARA-PROFESSION	
1	John Harris Library	19	20	39
2	Institute of Governance and Management Nigeria	25	24	10
	Total			49

Table 2.1 shows staff population in the two institutions libraries used for the Harris library (IGMN) has 19 professional and 20 Para-professional and while institute of governance and management Nigeria has 6 professional and 4 Para-professional and paraprofessional staff.

In all these there is 49 professional and Para-professional staff in the two selected University libraries. Since the number of the population is small (that is, 49) the while population was used for this study rather than a sample. Put differently the sample is 100% of the population.

Instrument

The main research instrument used for the research was the questionnaire designed by the research. The choice of this instrument was prompted by its reliability and validity of the answers. This is so because the interaction between the researcher and the respondents, which could bias the responses to the questions in the questionnaire, is minimal.

Apart from the above advantage other advantage of the questionnaire as a research instrument as stated by Ifidon (2010) include;

- i. Ability to gather information for gigantic investigation.
- ii. Its usefulness for obtaining opinion of judgments, and for surveying attitudes.
- iii. Practicality of using it to gather information by correspondence.

- iv. Applicability to the large assemblage, of people
- v. Provision of more efficient data collection because many subjects can be tested at the same time.
- vi. Completion of the questionnaire at the respondent's convenience.
- vii. Relativity and social desirability may be reduced because of completing a questionnaire anonymously, can be much less threatening.
- viii. Low cost data gathering
- ix. Case of collection and analysis of data.
- x. Elimination of research bias and
- xi. Possibility of mailing it.

The above advantage amongst other factors necessitated the use of questionnaire used in this research was divided into various sections that in section A-F.

Section A elicits information relating to the Bio-data or personal data of the professional and Para-professional staff.

Section B elicits information dealing with the level of computerization/automation.

Section C has information dealing with the usefulness of ICT resources.

Section D contained item dealing with the effectiveness of ICT.

Section E elicits information relating to the skills in using ICT resources.

Section F contained the factor militating against the application of ICT in Nigerian University Library.

Method of Data Calculation

49 copies of questionnaire (100% of the population) were administered to the professional and the Para-professional library staff of these two selected university library in Lagos State. That is John Harris Library (institute of governances and Management Lagos State, and Akwa Ibom state Polytechnic Library. The researcher personally administered the copies of the questionnaires to the respondents. Items which needed clarifications were explained to the respondents. To ensure that the respondents do not have ready answers and to avoid bias responses, the respondents were not-pre-informed of the visit by the researchers. Out of the 49 copies of the questionnaires administered, 48 (97.9 %) were returned to the researcher at the end.

Method of Data Analysis

The method of data analysis used in this project was simplest form of organizing data, it aids understating and it series. The useful purpose of helping the researcher to see the similarities and relationship of his data. Equally, converting, data to percentage responses enables the researcher to compare sub group of unequal size meaningfully. (Ifidon and Ifidon, 2007).

In this research the raw figures were converted, to percentages and tabulated. The responses were analyzed according to their relevance to the research question.

V. DATA ANALYSIS, PRESENTATION OF RESULTS AND DISCUSSION

The focus of this research is on the impact of ICT on Nigerian university libraries. In this chapter the data collected were presented, analyzed, interpreted and discussed.

To provide the data institutional setting are John Harris University Library (ATBU) and institute of governance and management Nigeria library (IGMN) both are located in Lagos state of Nigeria.

Data Analysis

A total of 49 copies of the questionnaire were administered to professional and Para-professional staff in the two selected university libraries. Forty-Eight (97.9%) copies of the questionnaires administer were returned, it was into various sections. A-F

Table 1 shows staff population in the two university libraries used as study.

S/N	CARD OF STAFF	NO OF RESPONDENTS	PERCENTAGE (%)
1	Professional Staff	25	51%
2	Para-professional staff	24	49%
	Total	49	100%

Table 2: number of Questionnaire retrieved from both university Libraries.

S/N	RETRIEVED	NO of RESPONDENTS	PERCENTAGE (%)
1	Professional	24	50%
2	Para-professional	24	50%
	Total	48	100%

Total of forty nine copies of the questionnaire were administered to the respondents of both university libraries, which consist of professional and Para-professions staff. Out of the 49 questionnaire, 48 were retrievable and was properly, filled that is to say (97.9) of the questionnaire were eventually completed and returned. see table 1 and 2.

Table 3: gender analysis of both university libraries.

S/N	GENDER	NO OF RESPONDENTS	PERCENTAGE (%)
1	Male	19	39.6%
2	Female	29	60.4%
	Total	48	100%

The table above shows that out of the total number of respondents from both university libraries, 29 (60.4%) were female 19/ (39.6%) were male. That is to say that the female staff forms the majority staff both libraries understudy.

Table 4: Distribution of respondents by age

S/N	AGE-RANG	NO OF RESPONDENTS	PERCENTAGE (%)
1	25-35 years	12	25
2	36-45 year	22	46.0
3	46-55year	10	21.0
4	Total	48	100%

From the above Table 4, in view of the response of the respondents it was indicated that most of the respondents are 36-45 years, representing 22 (46%) which from the majority of the respondents working in both university followed by 25-35 years representing 12(25%) respondents, while 46-55 years representing 10 (21.0%) and 56 and above representing 4(8.0%) respectively.

Table 5: Education qualification of respondents

S/N	QUALIFICATION	NO OF RESPONDENTS	PERCENTAGE (%)
1	MA/MILs/MLS	9	19.0%
2	BSC /BA	15	60.4%
	Total	48	31.0%
3	ND/NCE/DIP/OND	24	50.0%
4	PHD		
	Total	48	100%

24(50%) respondent had OND/NCE/Delores/ followed by 15 (31.0% respondent that has BSc) (BS/BA and 9 respondent representing 19.0% had master degrees in art, science or library and information science. None of the respondents had PhD.

Table 6: Distribution of Respondents based on the number of staff in both university Libraries.

S/N	OPTION	NO OF RESPONDENTS	PERCENTAGE (%)
1	Professional staff	24	50%
2	Para-professional staff	24	50%
	Total	48	100%

Table 6: shows that both the professional staff and the Para-professional of both university libraries arrived at equilibrium based on the responses of the respondents.

Table 7: Level of Computerization

S/N	OPTION	NO OF RESPONDENTS	PERCENTAGE (%)
1	Yes	48	100%
2	No	-	-
	Total	48	100%

In regards to the response of the respondents, it shows that both university libraries under study are computerized/automated. Because all the respondents response was yes to the question passed by the researcher.

Table 8: Type of software

S/N	APPLICATION PACKAGE	NO OF RESPONDENTS	PERCENTAGE (%)
1	SIAM	48	100
2	TINNB	-	-
3	Glass	-	-
4	Erica	-	-
4	CDs/ISIS		
	Total	48	100%

Table 8 shows that both university libraries under study apply SLAM (Strategic Library Automation Management) software in their library.

Table 9: Distribution of respondents based on the divisions of the library that are computerized.

S/N	DIVISION OF LIBRARY	NO OF RESPONDENTS	PERCENTAGE (%)
1	Readers services division	24	50%
2	Technical service division	13	27.1%
3	Collection development division	11	22.9%
	Total	48	100%

Table 8 shows that only three divisions of both university libraries is computerized which are the reader's services divisions. Technical services division and collection development division; while the research collection and system development division is not computerized.

Table 10: Usefulness of ICT responses in both Libraries

S/N	ICT RESOURCES	NO OF RESPONDENTS	PERCENTAGE (%)
1	Search Engine	5	10.4%
2	Internet	7	14.6%
3	World wide web	8	17.0%
4	CD-ROM	18	38.0%
4	Online database	10	21.0%
	Total	48	100%

Table 10 shows that is 18(38.0%) of the respondents, made use of CD-ROM compact-disk read only memory), 10 (21.0%) respondent use the online database; 8 respondents representing 17.0% use world wide web, while 7 respondents representing 14.6% use internet and lastly only 3 (10.4%) respondents use search engine from the table it can be deduced that the majority of the respondents, use CD-ROM

Table 11: Reasons For The Use Of ICT Resources

S/N	Option	No of respondents	Percentage
1	To Acquire Information	8	17.0%
2	To Process Information	9	19.0%
3	To Store Information	22	45.8%
4	To Retrieve Information	7	16.0%
5	To Disseminate Information	2	4.2%
	TOTAL	48	100%

The table 10 above reveals that 22 (45.8) use ICT resources mainly for storing information, followed by 9 respondents representing 19.0%; 8 (17.0%) respondents use ICT resources for acquisition of information ; while 7 respondent representing 16.0% use ICT resources to retrieve information that has been stored for posterity purpose and (4.2%) use ICT resources for dissimulation of information.

Table 12 Destruction Of Respondent Based On The Effectiveness Of ICT In Both University Libraries

S/N	Options	SA	A	D	SD
1	Automation has eased my library operation	28 58.3%	12 25%	5 10.4%	3 6.3%
2	Automation has shown-down my library	2 4.1%	1 2.1%	15 31.30%	30 62.5%
3	Automation has aid my library in meeting user need quickly	22 45.8%	18 37.5%	4 8.3%	4 8.3%
4	Automation has speeded up the process of cataloguing and classifications of library materials	32 66.7%	14 29.1%	1 2.1%	2 4.1%
5	Automation has help reduce anti-library crimes	11 22.9%	21 44.0%	9 18.6%	7 14.5%
6	With automation the library has been effective in selective dissemination of information	24 50.2%	13 27.1%	6 12.5%	5 10.4%
7	Automation has positively impacted charging and discharging of books in my library	38 79.2%	10 20.8%	-	-
8	ICT enable most effective sharing	41 85.4%	5 10.4%	2 4.2%	-

9	Online database provide more – up – to date information in my library	23 47.9%	17 35.4%	3 6.3%	5 10.4%
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Table 12 shows the frequency at which the effect and effectiveness of ICT has on academic libraries. The data reveals that 28(58.3%) of the respondents strongly agree that automation has eased their library operation, 12 respondents representing 25% agreed that automation has eased their library operation, 5 (10.4%) of respondents, disagree, only 3 (6.3%) of the respondents strongly disagree that automation has eased their library operation.

30(62.5%) respondents which from the majority of the respondents strongly disagree that automation has slow down their library operation; followed by 15(31.3%) respondents disagree; 2(4.1%) strongly agree and respondent representing 2.1% agree that automation has slow down their library operation. As shown in table 12 (no 16) those who affirm that automation has aided their library in meeting users need quickly are 22 (45.8%) respondents; while 18 (37.5%) agreed and also 4 respondents, representing 8.3% strongly disagree, and 4 respondents representing 8.3% strongly disagree. 32 (66.7%) of the respondents strongly agree with the view that automation has speeded up the form the highest percentage, and also 14 respondents representing 29.1% agree, while 2(4.1) respondent disagree and only 1 respondent representing 2.1% disagree. 21(44.0%) of the respondents agree that automation has helped to reduce anti-library crimes, followed by 11 (22.9%) respondent which also strongly agreed while 9(18.6) of the respondent disagreed and 7 respondents representing 14.5% strongly agree. While 9(18.6) of the respondent disagreed and 7 respondents representing 15.5% strongly disagree. 24(50%) respondents strongly affirm that with automation has been effective in selective dissemination of information; 13(27.1%) respondents also agreed while 6(12.5%) respondents disagree and 5 respondents represents 10.4% strongly disagree with the view . 38(79.2%) representing 10.4% strongly disagree with the view 38 (79.2%) representing 10.4 strongly disagree with the view, 38 (79.2%) respondents strongly agree That automation has positively impacted charging and discharging of books in their library and 10 respondents representing 20.8% agreed.

41 (85.4%) respondents affirm that ICT enables most effective ways of resource sharing; followed by 5 respondents representing 4.2% disagree in regards to the view which states that online database provide move up-to-date information in the library was strongly agreed by 23(47.9%) respondents agree. Few respondents that are 3(6.3%) disagree and 5 respondents representing 10.4% strongly disagree.

Table 13: Rating Of ICT Skills

S/N	Literacy Skills Level of ICT/ Computer	No. of Respondent	Percentage
1	Excellent	3	6.3%
2	Very good	-	-
3	Good	21	43.7%
4	Fair	19	39.6%
5	No skills	48	10.4%
	TOTAL	48	100%

In table 12 (Question 23). Majority of the respondents who have good computer skills are 21 (43.7%), followed by those that have fair computer skills, they are 19 (39.6%) respondents; Few of the respondents representing 5 (10.4%) had no skills at all. Only 3 respondents representing 6.3% had excellent computer skills.

Table 14: Distribution Of Respondents Based On How ICT Skills Were Acquired In Both Universities Libraries

S/N	Means of acquiring ICT skills	No. of Respondent	Percentage
1	Staff-in-house training	3	6.3%
2	Self-study	10	20.8%
3	Formal training	18	37.5%
4	Trial and Error	17	35.4%
	TOTAL	48	100%

The table 13 above shown that the majority of the respondent i.e. 18 (37.5%) acquire ICT training skills via formal training followed by 17 (35.4%) respondents which also acquired the skill via trial and error, while few i.e. 10 (20.8%) respondents acquired ICT skills via self – study and the least was 3 (6.3%) respondents that acquired the skills via staff-in-house-training.

Table15. Distribution Of Respondents Based On The Category Of Staff That Would Be Needed To Handle Automation And Assist Users

S/N	Category of staff	No. of Respondent	Percentage
1	Staff trained in ICT	12	23%
2	Stagg trained in librarian ship P/ICT	28	58%
3	Staff in various profession	8	16.7%
4	Any category of staff	-	-
	TOTAL	48	100%

According to table 15, 28 (58.3%) respondents from the majority of the category of staff that would be needed in handing automation to assist users in meeting their information needs effectively are staff trained in librarian ships and ICTs followed by 12 (25%) respondents representing staff trained in ICTs, only 8 respondents representing 16.9% indicates that staff trained in various profession

Table 16: Factors Militating Against The Application Of ICT In Nigerian Universities Libraries.

S/N	Problem encountered	No. of Respondent	Percentage
1	Inadequate funding	16	33.2%
2	Automation at infancy level	5	10.4%
3	Epileptic power supply	14	29.2%
4	Technical know-how	4	8.3%
5	Lack of search skills	6	12.5%
6	Others	3	6.3%
TOTAL		48	100%

The most serious problem militating against the application of ICT resources in the Nigerian university library was inadequate funding by the government and some of the parents organization of the private owned universities which attracted 16 (33.3%) responses by the respondents. Followed by epileptic power supply which attracted 14 (29.2%) respondents; while lack of search skills attracted 6 (12.5%) responses from the respondents; 5(10.4%) respondents indicate automation at infancy level and other; 5 (10.4%) respondents indicate automation at infancy level and other i.e. 3 (6.3%) of the respondents.

The other reason includes apathy attitudes of library staff to develop themselves, relapse to computer literacy due to lack of ICT facilities to practice with and lack of importance /recognition attached to the library.

Yet other reasons given by respondent include time constraints due to staff inadequate personnel on the ground to go for training, and inadequate unreliable ICT infrastructure.

Table 17: Suggestions For Improvement On ICT Reasons In Nigeria University Libraries

S/N	Suggestions	No. of Respondent	Percentage
1	Adequate funding	23	47.9%
2	System upgrade	4	8.3%
3	Evaluation of automation facilities	14	29.2%
4	Adequate training by management of Librarians	-	-
TOTAL		48	100%

The response obtained from the respondent as reflected table 17 regarding the suggestion for improving on the provision of adequate funding which was suggested by 23 respondent representing 47.9%. In the same vein 14 (29.2%) respondents, solicited for the evaluation of automation facilities of the Nigeria University Libraries, so that its general information seeking patrons/clientele can benefit enormously from it.

7(14.6%) respondent opined that adequate training by management of the Nigeria University Libraries should be provided for their staff in order to be able to render effective service to their patrons/clientele without relying heavily on a specific staff that has an competent skills or representing 8.3% were clamoring for system upgrade to enable them meet up with current trend in this technological age.

Discussion of Findings

As regards to the response of the respondents, the researchers while conducting this study made do with professional and Para-professional staff of John Harris Library (Institute of governance and management and ATBU university library. The data collected through the questionnaire administered shows that the respondents that properly filled their questionnaire were 48 souls for the 49. Put differently 48 copies of the questionnaire here retrieve and analyzed.

In view of the aforementioned, the responses given by the respondents shown that John Harris University Library (Institute of governance and Management Nigerian and ATBU Bauchi University Library is automate and the kind of software, they apply in computerization/automation, process is strategic library Automation Management (SLAM). It was revealed that only three division of the both university libraries understudy are automated viz. Readers service division, Technical service division and collection development division.

In section D, regarding the response of the respondent, it can be deduced clearly or in a lucid manner that ICT have impacted enormously via its effectiveness on the operation and services of the university libraries understudy, which corroborate with the view of patra (2008) which state that, the digital revolution driven by ICT innovation has transformed academic libraries fundamentally, it has impacted on every sphere of academic library.

The academic libraries traditional role of information custodian has been reduced to that of being one of many information providers and finally ICT have changed library and information service globally of supporting these views Rana (2009) opines that ICT holds the key to the success of modernizing information services, not only does ICT introduces new ways of information handing, It also brings about change in the structure of information and its communication.

Table 14 shows that the mean by which the staff of the university library under study acquiring ICT skills were via staff in -house training, self-study, formal training and trial and error. It were discovered that the least of staff that acquired this skills are through in house training of staff, supporting the view Edem (2008) apply proffers that short computer training and retraining programs should be organized from time to time to assist librarians or library staff who do not have the where with to update their knowledge and computer skills. This will also aid awareness of computer potential and capacities

Table 16 reveals the factor militating against the application of ICT in the Nigerian university libraries understudy. In regards to the vivid response of the respondents, it was ascertain by the researcher that poor funding's and epileptic power supply is the major factor acting as a drawback or an impediment to the application of ICT in Nigerian, University Libraries Supporting this findings is the opinion of EBijuwa (2005) opines that electricity, which must be available for 24 hours of the day is one of the basic problem that Nigeria has with infrastructural facilities. In its view i further stated that its epileptic nature and the constant power cut without notice do not make for the growth of viable ICT programed. In the same vein Eden (2005) proffers solution to the problem that effective and efficient power supply supplemented by standby generator should be provided to check the menace of frequent electric power failure. Also adding to this view odion and Adetona (2009) also proffers solution to the problem of inadequate fund, that more generous financial support should be made available to provide the basic infrastructural amenities of facilities.

Other inhibiting factor indicated by the respondents, are automation at infancy level, technical; know how, lack of search skills. Inadequate personnel on the ground to go for training, pithy or lackadaisical attitudes of library staff etc.

VI. SUMMARY, CONCLUSION, RECOMMENDATION

The primary aim of this research work is to ascertain the impact of ICT Nigerian University Libraries. The chapter elucidates the summary of findings, recommendation and conclusion. As no research is ever perfect the limitation of the study are highlighted and suggestion for further research made.

Summary of Findings

Arising from this research are the following. The following findings

1. The female respondents were more than the male respondents
2. The respondents between the age range of 25-56 years and above, but the respondents between the age of 36-45 years were highly populated compare to other.
3. Majority of the respondents had OND/NCE/ND certificate
4. Both university libraries understudy are computerized/automated, and both of them apply strategic library automation management (SLAM) in their libraries.
5. Only three divisions of the library are computerized /automated, which are renders services division technical services division and collection development division.
6. The ICT resources mostly used by respondents, were CD-ROM, outline database, worldwide web and the internet.
7. The major reason attached to the use of ICT resources by the respondent is -storage and retrieval of information
8. ICT has impacted enormously, based on its effectiveness on the Nigeria University Libraries
9. The respondents has not be assisted in the area of training and re-training by management
10. Respondents agreed that capacity building (DB) by way of staff training in librarianship and ICT would go long way in keeping librarianship profession at the top edge especially in this epoch of globalization.

The factors acting as impediment to the impact of ICT on Nigerian University Libraries were inadequate finding which has given both to some other problems. (e.g.) automation at infancy level, lack of training facilities, lack of competent search skills on the side of the library staff at both strategic and operational level. And some that are also caused by the government for example epileptic power supply which has become a thorn in the flesh of an average Nigerian organization or establishment which also disrupt or act as a breakdown to computer.

Also interrupted network caused by poor electronic, gadgets and so many others that also hinder the positive impact of ICT on Nigerian University Libraries.

Respondents were given opportunities to air their view in regards to the area in which Nigeria University Libraries need further improvement.

Most of the respondents suggested adequate funding's of Nigeria University libraries, some of the respondents also suggested evaluation of automation facilities, system upgrade and adequate training of staff by management of the Nigerian University Libraries., So as to enable them cope with the current trend or the new technological revolution.

Recommendation

Arising from the findings and conclusion are the following recommendations.

1. More generous financial support should be made available to provide the ICT infrastructural facilities
2. Since information and communication technology (ICT) has come to stay library staff that not computer literate should take positive steps to remedy their deficiencies so as to flow along with the reforms by this library and information service will become enrobed through the acquisition of adequate ICT knowledge/ Skills and its full application in Nigerian University Libraries or else they will become irrelevant in this era of ICT.

3. Effective and efficient power supply supplementary with standby generators should be provided to check the menace of frequent electricity power failure. In the same vein, the government should address the problem of erratic power supply more seriously not through military order, but through research and development.
4. The assistant of some donor agencies such as Education Trust Fund (ETF) and open society initiative for west Africa must be actively enlisted (OSIWA)
5. Every division of the Nigerian academic libraries should be automated in order to facilities and create and avenue for effective services
6. Short computer training and training programs should be organized from time- to- time to assist libraries who do not have knowledge and computer skills. This will also aid awareness of computer potentials and capabilities.
7. Orientation programs on the use of computer for information retrieval should be conducted and made compulsory for new entrants into the profession
8. Imported ICT equipment should be tax free

Conclusion

The inevitable conclusion that the researchers have arrived at in this study is that ICT has fulfilled its promise in academic libraries, there is remarkable rise in the use of ICT, many of the libraries activities are now ICT driven. This has led to the speed on acquisition, processing storage retrieval and disseminations operation. ICT has also help to curb the problem of information explosion in this information era.

VII. LIMITATION OF THE STUDY AND SUGGESTION FOR FURTHER RESEARCH

Although conscious efforts have seen made to ensure that the data was valid and findings are reliable, nevertheless there could be some errors. These include the use of a sample of two university libraries in Nigerian. The short coming among others in the design and the execution of this research work lies on the scarcity of resources in the form of financial constraints, time constraints, and materials needed for the project work. They were not easy to come by. Furthermore this research does not claim comprehensive, therefore, the area have been suggested as areas for further research to whatever gaps this project has left.

1. The impact of ICT on schools, classrooms design and curriculum delivery
2. Complementing information and communication, technologies with traditional librarianship, skills for effective library service
3. A survey of the availability of information and communication technology in academic libraries in Nigeria

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