

USES OF INFORMATION TECHNOLOGY RESOURCES AMONG STUDENTS OF THE POLYTECHNIC, IBADAN, OYO STATE, NIGERIA

TABLE OF CONTENTS

Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Table of Contents	vi
List of Tables	vii
Abstract	viii

CHAPTER ONE: INTRODUCTION

1.1	Background to the Study	1
1.1.1	Historical Background of The Polytechnic Ibadan, Oyo State	4
1.2	Statement of the Problem	6
1.3	Objectives of the Study	7
1.4	Research Questions	7
1.5	Significance of the Study	8
1.6	Scope and Limitation of the Study	8
1.7	Operational Definition of Terms	9

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1	Introduction	10
2.2	Concept of Information and Communication Technology (ICT)	11
2.3	Information Technology Resources	13
2.4	Type of Information Technology Resources Available to Students	16

2.5	Accessibility of Information Technology Resources available to Student	20
2.6	Utilization of Information technology resources Available to Students	23
2.7	Challenges facing the Availability and Utilization of Information Technology Resources	26
2.8	Strategies for Enhancing the Utilization of Information Technology Resources	28

CHAPTER THREE: RESEARCH METHODOLOGY

3.1	Introduction	31
3.2	Research Design	31
3.3	Population of the Study	31
3.4	Sample Size and Sampling Techniques	32
3.5	Instrument for Data Collection	32
3.6	Validity and Reliability of the Instrument	33
3.7	Method of Data Collection	34
3.8	Method of Data Analysis	34

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.1	Introduction	35
4.2	Demographic Data of the Respondents	35
4.3	Data Presentation and Analysis of Research Questions	38
4.4	Discussion of Findings	43

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1	Summary of Findings	46
5.2	Conclusion	47
5.3	Recommendations	47
5.4	Contribution for Further Studies	48
	References	49
	Appendix	56

LIST OF TABLES

Table 4.2.1: Gender Distribution of the Respondents	35
Table 4.2.2: Age Range of the Respondents	36
Table 4.2.3: Marital Status of the Respondents	36
Table 4.2.4: Level of the Respondents	37
Table 4.3.1: Types of Information Technology Resources available to Students of The Polytechnic Ibadan, Oyo State, Nigeria	38
Table 4.3.2: Student Accessibility of Available Information Technology Resources Present in The Polytechnic Ibadan, library	39
Table 4.3.3: Student Utilization of Information Technology Resources in The Polytechnic Ibadan Library	40
Table 4.3.4: Challenges facing the Availability and Utilization of Information Technology Resources among Students of The Polytechnic Ibadan, Oyo State, Nigeria	41
Table 4.3.5: Strategies that improve Students Utilization of Information Technology Resources in The Polytechnic Ibadan Library	42

ABSTRACT

This study examined the use of information technology resources among students of The Polytechnic Ibadan, Oyo State, Nigeria. The study employed survey research method. The population consisted of 479 student of library and information science. The study adopted proportionate techniques to select 25% from the total population of this study. Descriptive statistics of frequency tables and percentage were used to analyze the data. Findings revealed that textbook, newspaper, internet among others were information technology resources tools available to students of The Polytechnic Ibadan of which they are easily accessible and essential to any successful academic pursuits in tertiary institution. Findings shows that students uses information technology resources for their assignment, communication personal development, examination preparation and research as information technology resources utilization as the practical use of library information technology resources identified and acquired by users for the purpose of solving a problem. Also, inadequate computers in the library and student do not receive adequate library orientation and tours as challenges encountered by students while using information technology resources. Provision of fund, introduction of use of the library to the school curriculum, need for current and up-to-date materials in the library, provision of standby generators to the library among others were the strategies to be implored by librarian to improve the use of information technology resources in the library. The study concluded that the management should improve the information resources and encourage its use through reorientation of students and training of library staffs. Researcher recommends that government should provide computers and computer accessories for library. Library users must be re-orientated on the utilization of information technology resources. This will make the process of knowledge acquisition and impartation easier for all concerned.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Libraries are repository of knowledge and a dynamic social institution, an indispensable resource centre for reliable information and meant to preserve the recorded knowledge of man for use. Libraries, once known primarily as store houses for books and periodicals, have changed dramatically since the middle of the 20th century (Enweani & Muokebe, 2019). From their historical beginnings as places to keep the business, legal historical and religious records of a civilization, libraries have emerged as a far-reaching body of information technology resources and services that do not require a building because of information technology.

Libraries are the most important storehouses of human knowledge. They contain far more information than any person can hope to remember and performs vital roles in the society. The fundamental roles of libraries fall into six categories: knowledge conservation; information; research; culture and entertainment. Libraries fall in several categories which includes National, public, academic, school, special and private libraries. Each type of library develops its mission statement, collections, services and facilities to satisfy the needs of its particular clientele (Ternenge & Agipu, 2019). Academic library as that part of the institution where a collection of books, periodicals, magazines and newspapers, video tapes, study kits and other information materials are kept for use by the pupils and teachers (Macabre, Ugwunna, Ikechukwu & Ogu as cited in Enweani & Muokebe, 2019).

The term "information technology resources" refers to media, instruments, and methods for planning, collecting, processing, transmitting, and storing data and information. The information technology resources in the library may be in print or an electronic format which

includes; dictionaries, encyclopedia, serials, e-books, journals, newspapers, magazines e.t.c. Ogunbodede, Idubor and Ivwighrehweta (2020) posits that information technology resources are important in the delivery of services and they enable the library to accomplish its goal of meeting the information needs of users. The information that is readily available to users are usually presented in form of electronic and printed materials.

The essence of having a library, fully stocked with different types of information technology resources is to enhance teaching, learning and research. But if these resources are not properly utilized by students because of one reason or the other, then the purpose of establishing a library in various institution would have been defeated (Ebaye & Osim, 2022). Thus, it is the duty of the librarian in conjunction with management to see to it that the right and current resources are acquired at the right time to meet the information needs of the various departments and field of study in the institution.

Ekpang and Ekeng (2021) posited that information technology resources are media, in which information is recorded for students and scholars to help them meet their educational needs. In pursuit of their goals, these resources function as means that expose students to academic accomplishment. Most students make use of these information technology resources for their curricula need such as assignment, research, preparation for examinations, writing of seminar paper, writing term papers, doing assignments, etc are usually ahead of other colleagues who do not utilized the resources for further studies.

Nowadays, the introduction of information and communication technology to the libraries helps in easy information retrieval by users. Computers are being used for day to day activities of the libraries to read and download articles, reports and other materials. Uplaonkar (2021) stressed further that the paradigm shift of library from print to digital ownership of

documents to access of information, physical to virtual libraries. Electronic information technology resources cannot fully replaced the printed collections, it can only argument the print collections to a large extent. Information technology resources are available in the library in both in print and electronic information technology resources.

Academic library are library that are found in tertiary institutions with the mission of contributing to the intellectual development of students, lecturers as well as researchers. It involves collections of books and other learning materials organized by trained professionals for user needs (Yusuf as cited in Enweani & Muokebe, 2019). In other words, it is the central laboratory of the whole institution, where all books in all subject areas, taught in the lecturer room and nonbook materials are stocked. Students sufficiently utilized the library resources when information technology resources are well stocked for their needs. According to Ekpang and Ekeng (2021) affirmed that students' success largely depends on the availability of information technology resources to be able to research within the shortest time. It helps them acquire knowledge for their academic pursuits, interact directly with resources, acquire information and develop research skill for lifelong learning and this is possible by exhaustive utilization of information technology resources.

Users can only benefit from well-trained library staffs that value continuing education and will undoubtedly improve the user experience. Ahanya, Vasudevan and Prasanth (2021) noted that the smooth functioning of library needs a well-trained, efficient and dedicated library staff to support the student needs in the library. Training is necessary for working library professionals to improve their work performance, refresh their knowledge and to know the technological development in their subject.

Abdullahi and Aliyu (2019) posits that learning materials might be available i.e. the library has acquired them but inaccessible for use to those who need them for whatever reason (Un-cataloged, miscataloged, miss-shelved, etc.). Availability of information technology resources in the library refers to the presence of books and non-book materials in a library and information center. The central rule of library stock control is that both the information technology resources and the policy should be related to the level of demand for items.

Successful education system depends exhaustively on the availability, accessibility and utilization of information technology resources. In this regard, libraries are providing knowledge and information technology resources for teachings, learning and research. Thus, this study posed to investigate the students' perception and attitude to the use of information technology resources in Federal Government Library College Ikirun, Osun State, Nigeria.

1.1.1 Historical Background of The Polytechnic Ibadan, Oyo State

The Polytechnic, Ibadan was established on 7th August 1970 as a successor to the erstwhile Technical College, Ibadan under the provisions of a Principal Edit 1970. This Edict has undergone several amendments in order to make The Polytechnic relevant to the present day needs of Oyo State, the proprietor in particular, Nigeria, and the World at large.

The primary function of The Polytechnic is to provide for students training and development of techniques in Applied Science, Engineering, Environmental, Studies and Commerce. The Polytechnic has been producing mainly middle-level manpower that has been making valuable contributions to the Social and Economic development of the country. Over the years, The Polytechnic has also produced high-level manpower in some areas such as Urban and Regional planning, Mass communication etc.

The primary focus of The Polytechnic is training that is practical oriented. The institution has been performing this function creditably in the last fifty years. The graduates of The Polytechnic, Ibadan are found in almost all areas of endeavour all over the country and even outside the country. Some of them have become captains of industries and commerce. By the amendment to the principal Edict of The Polytechnic which came into force on 17th March, 1987, four Satellite Campuses of The Polytechnic were created. They took off during 1981/82 session and were sited at Eruwa, Saki, Iree and Esa-Oke. Each of the campuses was headed by a Director who was responsible to the Rector for the administration and discipline of the campus.

However, with the creation of Osun State, the campuses at Iree and Esa- Oke have become the property of Osun State Government and are today known as Osun State Polytechnic Iree and Osun State College of Technology Esa-Oke. Equally, the campuses in Saki and Eruwa are now full fledged Polytechnics. Saki campus is now known as Oke-Ogun Polytechnic, while Eruwa Campus is now known as Adeseun Ogundoyin Polytechnic. It is important to point out that the then Technical College was situated at the South Campus while the then University of ife (now Obafemi Awolowo University) took off at the North campus.

The Polytechnic also offer a wide range of specialized short courses not only for the purpose of improving the vocational competence of technical and commercial workers, but also to provide an opportunity for presenting the most recent advances in knowledge and in techniques to specialist groups. It also provides opportunities for creative development and research related to the needs of teaching and industry and the business community, particularly in its service area.

1.2 Statement of the Problem

Library is an important tool in any institution system as it supports the curriculum and provides means by which the institution can achieve her educational objectives and goals. It does this by making available information technology resources which encourage self-development among students as they use the resources in the library for self development and learning. Academic library provides comprehensive sources of learning materials in different forms for use by student. It is a store of materials and equipment for use by lecturers, researchers and students (Okeuhie, Agbagha, Ndu & Emmanuela, 2021).

In Nigeria, the problem of non-compliance to library regulations leads to; loss of resources, vandalization of resources, scarcity of current reading and research materials, poor library orientation, restricted library hours and equipment, lack of funds, user dissatisfaction among others were the problems militating against the use of libraries. The extent of this problem varies from one library to another. In some cases the extent of the problem is restricted that it seems to be minor while in some others it is immense that it calls for serious actions. Any action to be taken requires answering the question, what could be the possible factors responsible for the problem?

Ekpang and Ekeng (2021) in an attempt to address the problem of availability of information technology resources, certain variables such as user education and preservation of information technology resources must be considered to affect the utilization of information technology resources by students. Therefore this study investigates the use of information technology resources among students of The Polytechnic Ibadan, Oyo State, Nigeria.

1.3 Objectives of the Study

The broad objective of this study is to examine the use of information technology resources among students of The Polytechnic Ibadan, Oyo State, Nigeria. From the major objectives, the following specific objectives are to:

- i. Identify the types of information technology resources available to students of The Polytechnic Ibadan, Oyo State, Nigeria
- ii. examine student accessibility of available information technology resources present in The Polytechnic Ibadan, library
- iii. Ascertain the utilization of information technology resources among students of The Polytechnic Ibadan, Oyo State, Nigeria
- iv. Identify the challenges facing the availability and utilization of information technology resources among students of The Polytechnic Ibadan, Oyo State, Nigeria
- v. Evaluate the strategies that could be adopted to improve utilization of information technology resources among students of The Polytechnic Ibadan, Oyo State, Nigeria

1.4 Research Questions

The following questions were formulated to guide the study:

- i. What are the types of information technology resources available to students of The Polytechnic Ibadan, Oyo State, Nigeria?
- ii. Do student have access to available information technology resources in present in The Polytechnic Ibadan library?
- iii. To what degree of usefulness is information technology resources in the library were being utilized by students of The Polytechnic Ibadan, Oyo State, Nigeria?

- iv. What are the challenges facing the availability and utilization of information technology resources among students of The Polytechnic Ibadan, Oyo State, Nigeria?
- v. What are the strategies that could be adopted to improve students utilization of information technology resources in The Polytechnic Ibadan, Oyo State, Nigeria?

1.5 Significance of the Study

The findings of this study will help librarians in their effort to satisfy the users, understand the underlying relationship and interdependencies between availability and utilization as variables that determine library information technology resources, by putting adequate effort to ensure the availability, accessibility and utilizing of required information technology resources to enhance user satisfaction.

This study will help the librarian with ideas and methods that will help increase accessibility to available information technology resources which will no doubt encourage the utilization of library information technology resources.

Furthermore, this study will contribute meaningfully to the increasing volume of literature available in the area of this study and also be of immense help to other fellow researchers carrying out studies in similar areas of availability and accessibility of information technology resources in library. This is by providing information for their own studies as it will not only help in enhancing their work alone but will also provide a reference point for further research.

1.6 Scope and Limitation of the Study

This study covers use of information technology resources among students. The scope is basically on types, availability, accessibility, challenges and strategies that enhance information technology resources available to senior secondary school students of the selected study area.

The study participant would include students of Library and Information Science department in The Polytechnic Ibadan, Oyo State. It will exclude other students in other departments, lecturers and non teaching staff of the selected study area.

1.7 Operational Definition of Terms

In the context of this study, the following terms are operationally defined:

Students' Perception: Students' perception is the process of preferential treatment of students toward information technology resources available in the school library.

Attitude: is the tendency of student respond toward information technology resources in the school library.

Availability: Availability is a state of being know whether information technology resources can be accessed or use by user's in the library.

Utilization: A state of which users can use information technology resources that are available and accessible in the library.

Information technology resources: Are information materials which may be printed and electronic formats. It may be textbooks, journals, novel, newspapers, magazines, reports, CD-ROM databases, internet/E-mail, video tapes/cassettes, diskettes, magnetic disk, computers, micro films, etc, present in the school library.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter set out to review relevant literature on the topic. The survey of literature on this study revealed that the area has attracted academic have attracted the interest of many researchers, librarians and other academics. The effects have been in several publications: mainly textbooks, journals, conference proceedings, magazines and unpublished long essays and the content of these literatures that are relevant to the present research were collected and arranged under the following sub-heading:

- 2.2 Concept of Information and Communication Technology (ICT)
- 2.3 Information Technology Resources
- 2.4 Type of Information Technology Resources Available to Students
- 2.5 Accessibility of Information Technology Resources available to Student
- 2.6 Utilization of Information technology resources Available to Students
- 2.7 Challenges facing the Availability and Utilization of Information Technology Resources
- 2.8 Strategies for Enhancing the Utilization of Information Technology Resources

2.2 Concept of Information and Communication Technology (ICT)

Libraries serve as a custodian of information technology resources in an academic environment. Specifically, a library has been defined as a repository of knowledge. However, different definitions emerged from the views people and institutions have on what makes up a library or what a library is. Academic libraries are those established by institutions of higher learning to provide information technology resources and services that will support both staff and students in their quest for academic knowledge acquisition. According to Adejo (2020) asserted that libraries are charged with the responsibility of procuring, organizing, managing and disseminating information technology resources that will aid the parent institutions to achieve their goals. The library should as a matter of necessity provide information materials capable of satisfying users' needs.

Major functions of any school library are to facilitate teaching and learning and provide the basic information technology resources to the library users. The availability of current information technology resources in various formats is very important for any school library. Despite their inestimable importance, school libraries seems to be under-developed in the areas of provision of information technology resources, services, staffing, and accommodation (Enweani & Muokebe, 2019). The decayed nature of school libraries in Nigeria has been a matter of concern to many educationists.

Udo-Anyanwu and Nzewi (2019) asserted that unavailability of library materials in large quantity in some libraries has been seen to contribute to the disappearance of materials in libraries and hiding of library materials. In the Nigerian situation, few titles are bought, and this leads to demand being more than supply, because of this, students resort to means of getting these materials without observing the regulations with regards to their use. If the library is well

stocked and the students know they can use the materials, there may be no room for non-observance of the regulations regarding their use.

Presently, the emergence of information communication technology (ICT) is transforming the world of information, and adds a new perspective to how a library should be defined. While some agree on the definition of a library as an institution where books are acquired, processed, stored, retrieved, and used to disseminate knowledge, others prefer the definition that summarizes a library to represent a place (physical) where books and non-book materials are preserved for the purpose of spreading knowledge to the public.

Academic library fosters information literacy and provides resources to students, researchers and staff of their respective institutions of higher learning (Abubakar, Mallo & Suleiman, 2020). This is why librarians and information professionals in academic libraries must create a balance between specific research and information needs and a usable collection of information technology resources to meet the needs of the institutions and that of their users, while taking into considerations the subject specifics in the institution.

The computer has turned out to be, arguably, the most revolutionary implement ever deployed for educational purposes, and is rapidly becoming indispensable to educators and learners alike even in Africa. Modern academia uses ICT for virtually everything, from advertising admission to facilitating student application, to applicant admission, development of teaching materials, knowledge impartation, evaluation, and school administration and discipline. ICT enables communication, interaction, collaboration, computation, visualization, simulation, and data modeling. It also facilitates instruction, tutoring, mentoring, gathering and filtering of data, consolidation of information and derivation of knowledge. Combinations of all the above are instantiated as multimedia and multimodal applications. However, funding limitations,

inadequate ICT infrastructures, and personnel appear to be inhibiting the full realization of the policy objectives.

The use of information and communication technology has become indispensable to pedagogy in the different fields of business. Since the dawn of the twenty-first century, businesses have become increasingly dependent on ICTs for virtually all activities. The advent of e-commerce, with its attendant impact on all aspects of business, has meant that, at least in urban centres, little can be achieved in business without constant recourse to information technology. Even in rural parts of Africa, increasing internet access, enhanced by expanding access to cellular telephony, implies that banking and other transactions can now be completed on line with organizations in the neighborhood and others thousands of kilometers away (Punch-Nigeria, 2019).

2.3 Information Technology Resources

Every piece of information material in the library that brings solution to a user's information need is called an information resource (Udo-Anyanwu & Nzewi, 2019). Information technology resources are defined as printed and electronic information-bearing materials such as textbooks, journals, indexes, abstracts, newspapers and magazines, reports, CD-ROM, databases, the internet/e-mail, video, tapes/cassettes, diskettes magnetic disk, computers, micro forms, and so on. The availability and effective use of an academic library's information technology resources determines its effectiveness or success. According to Adejo (2020) opined that librarians are not only providing information technology resources in the library but also ensure that they selected relevant information technology resources that would meet users' needs. They would also like to ascertain if the expected information technology resources in the library would be commensurate to available services that would promote the utilization of information

technology resources. Information technology resources are the equipment's and facilities, software and data, which are designed, built, operated and maintained to collect, record, process, store, retrieve, display and transmit information.

A cursory look at the institution in Nigeria reveals that the teachers and lecturers in the system still rely heavily on the traditional "chalk and talk" method of teaching rather than embracing the use of ICT. Very few public institutions in Nigeria makes use of contemporary ICT facilities for classroom instructions. Only the private institution have resources for computer-aided instruction; thus, the chalkboard and textbooks continue to dominate teaching and learning activities (Owuamanan as cited in Ademiluyi, 2019).

Also, Ogunbodede, Idubor and Ivwighrehweta (2020) also affirmed that information technology resources are vital to any academic institutions and it's the heart of all library operations, therefore, there is need for the school management to heavily invest in it. Over the years, library collections were largely made of printed materials but currently it has now become a mixture of both print and electronic resources. According to Kitaboo (2018), institutions and business establishments are gradually moving towards e-resources for training purposes because e-resources seem to be better equipped to provide an engaging learning and reading experience to users.

The use of e-resources improves communication, career growth, teaching and research and provides subject-specific and up-to-date information. For users, e-resources offer 24/7 accessibility, ease access and need no physical space to shelve them. However, the death of print books as a result of e-resources has not occurred, but rather, the two versions have existed concurrently (Mcmaken, 2019). Many people still desire a print version over digital resource. Various researches have frequently showed that people still desire to use print resources rather

than e-resources because they believe they concentrate and retain information better (Greene, 2018). The main purpose that users want a print textbook is that they assumed that printed materials are more suitable than e-materials. Another reason is that print is familiar and easy to use.

Yamson, Appiah and Tsegah (2018) conducted a study on the use of electronic versus print resources in Central University, Ghana and found out that the respondents are more interested in print materials instead of e-resources. Direct Textbooks carried out a study and discovered that 72% of the respondents preferred printed textbooks to e-resources for reasons like ease of reading, cost, ability to physically highlight, reduced eyestrain, and freedom from internet access. The optical, cognitive and metacognitive outcomes of digital versus print media and concluded that prints materials are still better studied for all of these tasks. E-resources lack the haptic qualities that print books provide.

The excitement and feelings for using an e-resources can be different from that of using print resources. Different people have different expectations between the two formats, but eventually it boils down to the user's preference. Many surveys have been conducted by academic and public libraries, institutions and publishers in order to estimate the attitude of specific groups of users (librarians, academic staff, students, etc.) towards e-resources and the advantages and disadvantages of both types of information technology resources (printed and electronic) (Ogunbodede *et al.*, 2020). These studies show that although printed books may not cease to exist, users have become accustomed to e-books and in some cases they prefer them.

2.4 Type of Information Technology Resources Available to Students

The emergence of technological advancement has made users to be more diverse in information seeking. Nigeria operates the 9-3-4 system of education comprising nine years of basic (six years of primary and three years of junior secondary) education, three years of senior secondary and four years of tertiary education. Some subject require significant ICT input if they are to be effectively taught and learnt in contemporary institution (Ademiluyi, 2019). Effective teaching in these fields demands full deployment and application of ICT facilities. Availability and adequacy of ICT facilities depend largely on funding, while utilization may be influenced by teachers' orientation and training, availability of enabling facilities like lighting, and public policy.

Print resources are still in use and quite a number of library users use print resources. The print resources in most libraries can be accessed through the Online Public Access Catalogue (OPAC). According to Uzoagba, Ezukwuoke and Chiagbu (2019) affirmed that library information technology resources in print, non-print and electronic forms are the major components of any library. The types of information technology resources accessible in the library include:

Fictional Materials: these are books that are read for pleasure. They also form part of the library resources. They help to improve the reading skills of the students. These materials include novels, science fiction and the story books.

Graphics: this may be art prints, pictures, photographs maps and charts.

Reference Materials: these are materials in the library that are not to e studied from cover to cover but are to be consulted in the library and not usually borrowed out. Some of books in this

category include encyclopedia, dictionaries, atlases, gazetteers, yearbooks, directories, almanacs bibliography and indexes.

Microforms: is a generic term indicating any form of micro record whether film, paper or other materials included in this generic theme is microfilm, micro board and microfiche.

Vertical File Materials: these are odd bit pieces which do not readily fit into parts of the collection. These could be newspapers, annual reports, pictures, charts, post cards, photographic etc.

Printed Book: A book is a written or printed literary work that is published separately and has its own physical existence, with pages fastened along one side and encased between protective covers. Books are referred to as monographs in many libraries. They make up a significant portion of any library's collection. Books are typically used to supplement educational courses, such as business, foreign languages, history, and literature. It is critical to understand the key features of a book. The book can be simple or composite, single-volume or multiple-volume, a general book, a textbook or a reference book. Besides this, books can be fiction or non-fiction books

Electronic Books: Electronic books (e-books) are books that are provided in a digital format for checkout or use via an internet browser, a computer, or another electronic device like an e-book Reader. An e-book can take the form of a single monograph or a multi-volume set of books in a digital format that allows for viewing on various types of monitors, devices, and personal computers. One area that is well recognized as benefiting from e-books is distance learning. Online education makes higher education more affordable and accessible; the number of students enrolling for online education programs is constantly increasing. Students can complete or advance their education while they work.

Electronic Journals: Electronic journals (e-journals) which have undoubtedly become one of the most used technological innovations form a major part of these electronic resources. Electronic journals (e-journals) are journals provided in a digital format for access via an internet browser, a computer or other electronic device. Electronic journals provide efficient access to information and, thus they are easy to distribute to library patrons than traditional print. Journals made available in electronic form have now become an accepted norm for many academic institutions in the world.

Periodicals: A periodical is a publication with a distinctive title that appears at stated or regular intervals, with no prior decision as to when the last issue will appear. It includes articles, features, columns, editorials, stories, and other writings by a variety of authors. Periodicals are excellent sources of current information on any subject. UNESCO has defined a periodical as “a publication that constitutes one issue in a continuous series under the same title, published at regular or irregular intervals, over an indefinite period, individual issues in the series being numbered consecutively or each issue being dated.” Periodicals are also referred to as serials or journals. Besides these, magazines are the most typical type of periodicals.

Audiovisual Materials: this refers to two types of materials combined. They are resources which do not depend solely upon reading to convey a meaning. They may present information through the sense of hearing as in audio resources or through the sense of sight as in visual resources or through a combination of senses. Among the audio resources are records, tapes and cassettes and radio broadcast. Visual resources include models, real objects, three dimensional displays, the chalkboard, bulletin board, adhesives, graphs, charts, cartoons, posters pictures diagrams. Apart from the non-projected materials, there are projected forms of transparencies, slides filmstrips and film. Audiovisual combination includes sound films and filmstrips, slide

tape desks, television programmes, video tapes and dramatization. These library resources provide alternative sources to books.

Online Databases: The most effective way to provide access to electronic books/journals in academic libraries is through subscription to online databases which can be accessed through the internet. Online databases are a collection of electronic sources (e-journals/e-books) by publishers from various fields and disciplines (Dongardive, 2018). Online databases are essential in contemporary research processes in academic libraries. Some of these databases include: Health Network Access Research Initiative (HINARI), Access to Global Online Research in Agriculture (AGORA), Online Access to Research in the Environment (OARE) etc. Access to these databases provides users with scholarly articles in their respective fields of study.

Newspaper: A newspaper is a scheduled publication containing news of current events, informative articles, diverse features, editorials, and advertisements. It is usually printed on relatively inexpensive, low-grade papers known as the newsprint. It is a publication issued periodically, usually daily or weekly containing most recent news. Newspapers, thus, provide an excellent means of keeping oneself well-informed on current events. They also play a vital role in shaping of the public opinion.

Compact Disc-Read Only Memory (CD-ROM) Databases: CD-ROM databases allow users access to relevant databases without vigorous internet connectivity in libraries. A CD-ROM is an e-resource format that contains up to 650-900 Mega-Bytes (MB) of information on a single-sided and single-layered optical disc. It is a CD that can be read by a computer with an optical drive. No information is lost if there is power cut. It is possible to record on CD-ROM text, figures, graphs and digital pictures. The CD-ROM technology has dominated a lot of discussion in library and information service. This is due to its enormous advantages.

Institutional Repository: An institutional repository is a web – based database of scholarly material which is institutionally defined, cumulative and perpetual, and openly accessible to members of the institution’s community. Al-Suqri, and Al-Saleem (2018). Institutional repositories thus mostly contain the intellectual works of faculty, students and alumni, digitized archival materials, as well as records of ongoing scholarly activities and events of the institution itself.

Istifanus, Yohanna and Usman (2019) conducted an investigation on “availability, accessibility and utilization of information technology resources in school libraries in Maiduguri and Damaturu Metropolis, Nigeria” and found that textbooks were the major information technology resources found in libraries. Also, in the study of Owate and Iroha (as cited in Jamogha, Jamogha & Efosa-Isibor, 2021) in a study on “the availability and utilization of library resources in some selected secondary in Rivers State” found that information technology resources in the libraries were not only scanty but poorly organized. This is to say that there is a low level availability of information technology resources in the libraries studied.

2.5 Accessibility of Information Technology Resources available to Student

Information availability establishes a new standard for always-on systems and networks, always-available applications and data, and always-connected end users. According to Abubakar *et al.* (2020), access to information technology resources is essential to any successful academic pursuits in universities. For the academic libraries to complete their functions, the available information technology resources must be accessible.

Accessibility is very important, because the relevant and available information technology resources have been an issue of concern coupled with the increasing rate of literature explosion leading to an abundance of scholarly research materials present on the internet. A

library can be stocked with relevant information materials but the absence of effective information retrieval mechanism could render them inaccessible. Often times, users' find this phenomenon frustrating whenever they visit the library; knowing that what they require is within the holdings of the library but having difficulties in accessing them. The above statement is true because there is trending effort by academic libraries worldwide towards digitization which implies that even the available printed materials are now been digitized and converted to their electronic equivalent for flexibility and ease of access. Users information needs will be satisfied if and when information technology resources are accessible.

Information technology resources are the equipment's and facilities, software and data, which are designed, built, operated and maintained to collect, record, process, store, retrieve, display and transmit information. According to Adomi as cited in Ogunbodede *et al.* (2020), print materials are texts or documents in hard copies which are acquired, processed and made available in the library to meet the information needs of patrons. They include books, journals, newspapers, magazines, theses, government publications etc., while electronic resources can simply be defined as print materials in an electronic format. Electronic resources refer to those materials that require computer access, whether through a personal computer, mainframe, or handheld mobile device.

Since some subjects are supposed to prepare students for entry into the world of the information age, teaching is not likely to be effective in the absence of information technology facilities like cable television, computers, overhead projectors, Internet, electronic board, digital multimedia among others. It appears that these facilities are not sufficiently provided for the teaching and learning process in tertiary institution in Nigeria (Ademiluyi, 2019). This may be detrimental to learning since ICT enables instructors to make learning more immediate and make

access to education more equal. This shows that there is relationship that exists between the usage of ICT facilities and academic performance.

Abubakar *et al.* (2020) asserted that the availability of information technology resources are indispensable factors in acquiring knowledge, learning and research; hence every polytechnic library regardless of size should have adequate information technology resources available for its users for reading, learning and research, as it is inevitable for institutions of higher learning to succeed without libraries. According to Al-Saidi, Haridass, Nouri, Hassali, Allayla and Helweh (2018) studied the knowledge of drug information technology resources among students of college of pharmacy and nursing, university of Nizwa in Oman. The results of the study show that most of the respondents have strongly agreed that the up-to-date drug information is necessary for practicing the profession of pharmacy or nursing. The respondents of the study were not sure about the availability of Drug information technology resources within University of Nizwa campus. The study results showed that 40% of the total sample acquired the knowledge about drug information technology resources through their instructors or teachers and 19% through the librarian on their course of stay at the University. The responses by the participants of the study showed that 34% used network access within the campus provided by the University of Nizwa, and 25% used the university library as location of search for drug information while 24% of the respondents accessed the drug information at home directly or through the University of Nizwa's website. The majority of the participants (37%) used tertiary resources for searching drug information. The study shows the high dependence of pharmacy students on ONF and BNF (13%) comparing to nursing students (1%) that may be due to the availability of ONF and BNF with pharmacy students.

2.6 Utilization of Information Technology Resources available to Students

When it comes to the use of information technology resources of the library by users, availability and accessibility must be guaranteed before considering other variables. This is based on the premise that since library occupies space, its resources must exist within the said space it occupies. Studies have been conducted on the usefulness of information technology resources in the libraries to students. The use of print resources was well established in its over 500 years of dominance as medium of communication. The initial scepticism about electronic information technology resources and its value for academics has gradually shifted to how to blend print information technology resources in digital age.

Utilisation of information technology resources simply means using library information technology resources. Ntui and Udah (cited in Jamogha *et al.*, 2021) described library information technology resources utilization as the practical use of library information technology resources identified and acquired by users for the purpose of solving a problem. A person who makes use of something or someplace to accomplish his/her purpose is a user. In this regard, one can conclude that the person who uses library information technology resources is considered a user or utilizer. Therefore, secondary students constitute utilisers of library information technology resources in this study. However, for library information technology resources to be utilized by students, such resources must be available for use.

Tlakula and Fombad, (2018) carried out a survey on the use of electronic resources by undergraduate at the University of Venda. The study finds out that the level of EIR usage by the students is elementary and limited to SABINET and EBSCOhost. They also lack awareness of different electronic resources as they confused with web-based Internet resources with electronic

resources. The study further reveals that undergraduate level of skills and training on the use of electronic resources is generic as training is mainly a one-off orientation in the first year.

Sharma and Sharma, (2018) investigate the extent of availability of e-resources and their use in private engineering Colleges libraries in UP, India. The aim of the study is to find out availability, utility, effectiveness, and use of CD-ROMs databases, e-journals, and online databases. Findings of the study reveal that all the Colleges libraries acquired CD-ROMs databases, online databases, and e-journals. It was revealed that there is low utilization of e-resources among users of the libraries.

Madondo, Sithole and Chisita (2018) examine the use of information technology resources by undergraduate students of the faculty of management and administration at Africa university Ature, Zimbabwe. The study established that there was low usage of electronic information technology resources by students due to socio and technical challenges. Based on the findings, the study concludes that students lacked adequate hands-on skills required to retrieve information from subscribed electronic information technology resources. According to Ukpanah, Ebong and Enang (2018), utilization of library resources stimulates excitement and instills confidence in the users to develop their talents, potentials and capabilities both academically and socially. They further added that utilization of library resources by students with visual impairment enhances their frontier of knowledge and help them to make discovery on their own.

Users of information technology resources require more satisfying ways to access information and this demands its expansion (Ternenge & Kashimana, 2019). They are created using the proper harvesting equipment, organized in the computer's memory system, and then shown utilizing visual display technology. Information technology resources have become an

essential instrument for scholarly communication as well as a vital information resource for researchers. The goal of academic libraries has always been to improve teaching, learning, and research through quick access to and utilization of online information resources. This is accomplished by making information resources, easily accessible using innovative technology (Olubiyo, 2022). Through a computer work station, one can utilize an Open Public Access Catalogue (OPAC) to access the reading materials that are offered at a library. By applying the right search tools, the online public access catalogue can be accessed more quickly and conveniently.

Information technology resources are crucial because students require current and complete knowledge resources. They are readily available in digital form at institutional libraries in Nigeria. Orsu and Ugwu (2017) pointed out that information technology resources are information sources that are made available electronically, such as subject-specific research guides, non-online indexes, electronic books and texts, electronic journals, library catalogs, online reference sources, sound recordings, and image databases. Both print and online materials are being added to the library's collection of teaching, learning, and research tools. Online databases, e-books, e-journals, e-electronic, and e-magazines are just a few of the different formats available for online information sources.

Internet information sources are effective teaching and learning aids in higher education and offer resources for lifelong learning in libraries. Through a variety of free software programs, the internet offers people access to a vast amount of information and serves as a platform for global information accessibility.

2.7 Challenges facing the Availability and Utilization of Information Technology Resources

Some of the problems that affect the availability and access to information technology resources as identified by Ugah as cited by Ugba, Tondo, Tofi, Akosu and Akaaimo (2019), these challenges are lack of awareness, inaccessibility of information technology resources, information explosion, bibliographic obstacles, poor infrastructure, declining budgets and rising cost, cost for users and Crime. Also, Amuchie (2018) reflected some specific challenges concerning information access that there is insufficient fund to conduct the programme to train registered students so as to meet their educational needs. In African there are also few learning resources as well as teachers and those resources that are accessible are excessively costly to be bought by students or the school. Moreover the access to current information made available on the internet is not smooth as a result of inadequate Information Communication Technology (ICT) infrastructure.

The transformations brought about by the use of Information Communication Technology (ICT) facilities in library services such as storing resources, retrieving and distributing information have created difficulties for students in accessing information in the library. The use of information technology in the library system necessitates that students be exposed to and have ICT knowledge in order to effectively use the ICT facilities to retrieve required information. Students cannot effectively retrieve information if they lack ICT skills. As a result the influence of ICT resources introduced in library undertakings, increased the need for the students (library users) to be trained on how to manipulate them to effectively access their information needs to enable them to pursue their studies (Aliyu, 2018). Students or library users in the academic library should be both computer and information literate to successfully utilise

the swiftly developing and transforming information sources. A computer literacy skill is concerned with knowing how to operate the computer; this is a skill that can be obtained through training. On the other hand, information has much to do with the efficient and effective use of information sources to obtain required information (Emmanuel & Sife, 2018).

The lack of the relevant computer knowledge and retrieval methods is what causes the challenges in most students to search and retrieve information from these electronic sources. For students to be able to effectively use the e-resources they need to undergo computer trainings in which the skills relevant to accessing electronic information technology resources in the library are emphasized. It is also essential to identify the computer competences that students lack to retrieve electronic information technology resources in the library. The shortcomings in the utilisation of computer generated libraries extends from infrastructural limitations to a person's competence to transform access to information and communication technology (ICTs) into noticeable advantages in light of other environmental constraints.

Barriers based on whether they refer to individual, such as lack of confidence, shortage of time, and resistance to change, or to the institution (school-level barriers), such as lack of effective training in solving technical problems and lack of access to resources. Balanskat, Blamire and Kefala (2016) classified them into micro level barriers, such as those related to students attitudes and approaches to information technology resources, and level barriers, such as those related to the institutional context. They also added a third group called macro level barriers, such as those related to the wider educational framework. Additionally, another group of researchers refer to the barriers as those pertaining to two types of conditions: material and non-material.

With regards to the challenges facing students in the use of information technology resources, student needs to deal with new issues/challenges; the ability to deal with computer and internet technologies; interacting with lecturers and students via the web; and reliance on self-learning approaches (Bello, Hassan, Yunusa, Abdulrashid, Usman & Nasidi, 2017). Many problems or challenges facing polytechnic students in ICT use in education and research such as the majority of the students are not skilful in internet usage; high cost reported as main obstacle for low internet penetration in students; lack of resources and skills to access more complex information literacy tasks is difficult to increased.

Furthermore, student still not integrating the skill and knowledge base essential in pre-registration programs; time constraints and lack of knowledge about new and available technologies; lack of new and available technologies at the faculty and inadequate training and support on behalf of the faculty (Button as cited in Bello *et al.*, 2017). They reported low level of skill and training; low funding, unreliable power supply increased workload; not enough computers; poor technical support, lack of training among others.

2.8 Strategies for Enhancing the Utilization of Information Technology Resources

The need for library users to acquire skill in searching, accessing and retrieving of information in the library cannot be overemphasized. This will increase the users' confidence and use of library information technology resources. Online Information technology resources (OIRs) are information sources that are made available electronically, such as subject-specific research guides, non-online indexes, electronic books and texts, electronic journals, library catalogs, online reference sources, sound recordings, and image databases (Ternenge & Kashimana, 2019). Both print and online materials are being added to the library's collection of teaching, learning, and research tools.

The capacity to search many files simultaneously, retrieve information quickly, save searches for later use, print them out, and repeat searches are the fundamental characteristics of online information sources (Suseela as cited in Ihekwoaba, 2022). In order to speed up and save time for their users, the activities can be conducted by librarians, who must have the skills and expertise to combine the aforementioned into the services of the different departments of the library. The organization, management, and dissemination of information through membership; registration in the circulation area; online subscriptions made in the acquisition area; online cataloging made in the cataloging section; resource sharing; and inter library loan are all significant roles in the provision of services in libraries. Additionally, the internet can be used to provide services like reference, service, selective information distribution, and document delivery. OPAC, or online public access catalog, is another online information resource that the institution makes available to library patrons.

Adequate information and communication technology equipments should be made available to libraries in Nigeria, in order to increase the usage of information technology resources. To raise knowledge of and accessibility to online information technology resources, libraries in Nigeria should sign up for online database subscriptions (Ihekwoaba, 2022). Increased bandwidth will make information technology resources easier for researchers and library patrons to access and use. Retraining librarians in ICT skill acquisition and application is crucial to improving the efficiency of information technology resources service delivery. The search interface, search phrases, and search engines should be explained to library patrons. Libraries should assist and educate their patrons on the most recent search techniques, the most current information available, and the search phrases for improved access. Alternative power supply should be provided by the school management to enhance the epileptic power supply in

the libraries. Libraries should be well-funded and run as a dynamic educational institution rather than being just a collection of books with a reading room attached.

Also, Nneji (2018) posited that installation of alternative power supply such as standby power generating set, solar power system, utility power systems, installation of anti-virus, malware and hacks proof software, inclusion of digitization sections while planning for library buildings, library user education should include skills needed for use of digital libraries. In same vein, Harilal (2018) ascertained that proper planning, infrastructure development, trained manpower, sound budget and professional awareness should be enhanced in the library.

A list of solutions to problems of ICT-based library resources utilization was given by Echezona (2017). He opined that both availability and utilization of these resources will be enhanced if there is provision of both printed and electronic information resources; provision of need-based education programme by the library for easier exploitation of available resources; provision of on-line materials in electronic format, updating the skills of library staff to enable them to help users and improving the funding of the library to enable it to purchase and maintain needed information technology, books, journals and audio-visual resources.

In addition to the ongoing discussion, Maliki and Uche (2017) also found out that not only the learners but also their parents and the circumstances of their existence place a consideration impact on the learner's ability to utilize ICT-based library facilities. They therefore encouraged parents to lay proper foundation for their children's school learning. They believed that if the home provides the necessary level of cognitive stimulation which the learner requires at different stages of development, the reading culture will be cultivated early in life. The hunger for printed materials will be created and utilization of the library and its abundant resources will just follow a natural course, for the enhancement and intellectual development of the learners.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Methodology is the specific procedures or techniques used to identify, select, process, and analyze information. The methodology of this study comprises of research design, population of the study, sample size and sample techniques, instrument for data collection, reliability and validity of data instrument and method of data analysis.

3.2 Research Design

Muguda (as cited in Okeuhie, Agbagha, Ndu & Emmanuela, 2021) a survey is one in which group of people or items are studied and data analyzed from a few people or items considered to be the representative of the venture group. In the same vein, numerous researches as well are of the view that descriptive survey aims at collecting data on, and describing in a systematic manner, the characteristics, features or facts about a given population.

The research design adopted for this study is a descriptive survey. It is used for studies which aimed at collecting data describing in a systematic manner, the characteristics, features or fact about a given population.

3.3 Population of the Study

The total population of this study consists of four hundred and seventy nine (479) student of Library and Information Science, The Polytechnic Ibadan, Oyo State.

The table below shows the breakdown of Library and Information Science students in The Polytechnic Ibadan, Oyo State.

Table 3.1: Breakdown of Students in Library and Information Science

Level	No of Student
ND I	134
ND II	126
HND I	112
HND II	107

Source: Field Survey, 2023

3.4 Sample Size and Sample Techniques

The sampling technique to be adopted for this study is proportionate techniques. It is use to select 25% from the total population of this study.

Sample size is the process of selecting parts of study's population in the study. The method to be adopted for this study is simple random sampling techniques. The sampling technique allows a researcher to get cases that have the required information with respect to the objectives of the study. Samples will be drawn from ND I, ND II, HND I and HND II amounting to 120 students of Library and Information Science. This allowed all respondents to be selected without neglecting anyone.

3.5 Instrument for Data Collection

A research instrument is a means by which a researcher uses to collect data for the study. These are tools that have been designed for use by the researcher to obtain data necessary for the research.

A questionnaire-based survey method will be use for this study. Items included in the questionnaire will be adapted from previous similar studies. The use of questionnaire is pertinent due to the fact that it can reach a large number of respondents and elicits data easily and

economically. The researcher found this instrument appropriate due to the following reasons; respondents had sufficient time to think through the questions and give well thought out answers; there is convenience in approaching respondents who are not easily approachable and a large number of respondents could be reached using this method making it more dependable and reliable. The questionnaire is divided into two sections (A&B). Section A is to elicit information on demographic variables while section B is to elicit research questions.

3.6 Validity and Reliability of Instrument

Validity is the ability of an instrument to measure what it is designed to measure. Basically it's the level of accuracy of collecting accurate data from the sample. The researcher ensures the content validity of this research to test the adequacy of the topic, the questionnaire will be administer to ND I, ND II, HND I and HND II students of Library and Information Science and it is premise by the supervisor.

Researchers can achieve instrument validity by subjecting it to the experts in that field. Professionals or supervisors assessed the instrument and give views on what changes to make to the instrument before it is used for data collection. The researcher thus will pass the research instrument through the study supervisor for comments on structure adjustment. The researcher then will invested on these comments and made the adjustments as pointed out. This enables the research instrument to achieve validity. The process therefore enables the instrument to be revised and modified in accordance with set standards and improved content validity.

To ensure reliability of the research instruments, internal consistency test (across item) will be use for reliability testing, the responses will generalized as structure for both doing and documenting high quality qualitative research as a way of determining the trustworthiness or credibility and dependability of the data.

3.7 Data Collection Procedure

The procedure for data collection will be randomly administered to respondents. Questionnaires will be given to the respondents as the process will be going and retrieve back on the spot by the researcher.

3.8 Method of Data Analysis

The data collected through the questionnaire administer would be analyze using simple frequency tables, percentage and statistical analysis. The research is of the opinion that these techniques of data analysis will help in straight forward analysis.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter set out to present analysis of all data on the questionnaires. The main aim of the research was to examine the use of information technology resources among students. However, data were collected from respondents with the use of questionnaire. The data collected was analyze in tabular form by using descriptive and inferential statistics.

A total number of one hundred and twenty (120) questionnaires were distributed to the respondents of which one hundred and eight (108) were correctly filled and returned by the respondents.

4.2 Demographic Data of the Respondents

Table 4.2.1: Gender Distribution of the Respondents

Gender	Frequency	Percentage (%)
Male	42	39
Female	66	61
Total	108	100

Source: Field Survey, 2023

Table 4.2.1 above shows the gender distribution of the respondents. 42 respondents representing 39% were male while 66 respondents representing 61% were female. This implies that majority of the respondents were female.

Table 4.2.2: Age Range of the Respondents

Age	Frequency	Percentage (%)
18 – 20 years	34	31
21 – 25 years	45	42
26 – 30 years	23	21
30 years and above	6	6
Total	108	100

Source: Field Survey, 2023

Table 4.2.2 revealed the age range of the respondents, 34 respondents representing 31% were age range of 18 – 20 years, 45 respondents representing 42% were age range of 21 – 25 years, 23 respondents representing 21% were age range of 26 – 30 years while 6 respondents representing 6% were 30 years and above. This can deduced that most of the respondents were age range of 21 - 25 years.

Table 4.2.3: Marital Status of the Respondents

Marital Status	Frequency	Percentage (%)
Single	85	79
Married	23	21
Divorced	0	0
Total	108	100

Source: Field Survey, 2023

Table 4.2.3 above shows the marital status of the respondents, 85 respondents representing 79% were single while 23 respondents representing 21% were married. This implies that most of the respondents were single.

Table 4.2.4: Level of the Respondents

Level	Frequency	Percentage (%)
ND I	30	28
ND II	31	29
HND I	25	23
HND II	22	20
Total	108	100

Source: Field Survey, 2023

Table 4.2.4 above indicates the level of the respondents, 30 respondents representing 28% were ND I students, 31 respondents representing 29% were ND II students, 25 respondents representing 23% were HND I students while 22 respondents representing 20% were HND II students. This implies that most of the respondents were ND II students.

4.3 Data Presentation and Analysis of Research Questions

Table 4.3.1: Types of Information Technology Resources available to Students of The Polytechnic Ibadan, Oyo State, Nigeria

Information Technology Resources Tools	SA	A	U	D	SD	Total
Computer	27 25%	39 36%	3 3%	15 14%	24 22%	108 100%
Internet	35 32%	51 47%	2 2%	8 7%	12 11%	108 100%
Journal	53 49%	37 34%	2 2%	11 10%	5 5%	108 100%
Magazine	39 36%	30 28%	9 8%	16 15%	14 13%	108 100%
Newspaper	29 27%	57 53%	6 6%	12 11%	4 4%	108 100%
Textbook	38 35%	59 55%	4 4%	5 5%	2 2%	108 100%
CD-ROM	30 28%	42 39%	5 5%	17 16%	14 13%	108 100%
Total Percentage	232%	292%	30%	78%	70%	700%
Average Percentage	33%	42%	4%	11%	10%	100%

Source: Field Survey, 2023

Table 4.3.1 above revealed the types of information technology resources available to students, 33% of the respondents strongly agreed with journal and magazine, 42% of the respondents with computer, internet, newspaper, textbook and CD-ROM as the type of information technology resources available to students, 4% of the respondents were undecided, 11% of the respondents disagreed while 10% of the respondents strongly disagreed. This implies

that most of the respondents agreed that information technology resources tools available to students in the library.

Table 4.3.2: Student Accessibility of Available Information Technology Resources Present in The Polytechnic Ibadan, library

Accessibility of Information Technology Resources	SA	A	U	D	SD	Total
Computer	20 19%	34 31%	4 4%	28 26%	22 20%	108 100%
Internet	38 35%	49 45%	6 6%	10 9%	5 5%	108 100%
Journal	33 31%	46 43%	4 4%	10 9%	15 14%	108 100%
Magazine	55 51%	40 37%	2 2%	5 5%	6 6%	108 100%
Newspaper	66 61%	24 22%	7 6%	9 8%	2 2%	108 100%
Textbook	32 30%	72 67%	0 0%	4 4%	0 0%	108 100%
CD-ROM	13 12%	14 13%	32 30%	35 32%	14 13%	108 100%
Total Percentage	239%	258%	52%	93%	60%	700%
Average Percentage	34%	37%	7%	13%	9%	100%

Source: Field Survey, 2023

Table 4.3.2 shows student accessibility of available information technology resources present in the library. 34% of the respondents strongly agreed with magazine and newspaper, 37% of the respondents agreed with computer, internet, journal and textbooks accessible by students. 7% of the respondents were undecided, 13% of the respondents disagreed with CD-ROM while 9% of the respondents strongly disagreed. This can be deduced that most of the

respondents agreed that information technology resources present in the polytechnic library are accessible by students.

Table 4.3.3: Student Utilization of Information Technology Resources in The Polytechnic Ibadan Library

Degree of Usefulness of Information Technology Resources	SA	A	U	D	SD	Total
Assignment	69 64%	34 31%	2 2%	1 1%	2 2%	108 100%
Personal Development	47 44%	58 54%	3 3%	0 0%	0 0%	108 100%
Communication	61 56%	36 33%	1 1%	2 2%	8 7%	108 100%
Online Learning	22 20%	40 37%	13 12%	18 17%	15 14%	108 100%
Examination Preparation	45 42%	59 55%	0 0%	3 3%	1 1%	108 100%
Research	51 47%	55 51%	1 1%	1 1%	0 0%	108 100%
Accessing Educational Resources	32 30%	45 42%	4 4%	15 14%	12 11%	108 100%
Total Percentage	300%	305%	20%	40%	35%	700%
Average Percentage	43%	44%	3%	6%	5%	100%

Source: Field Survey, 2023

Table 4.3.3 above shows student utilization of information technology resources in the polytechnic library. 43% of the respondents strongly agreed that the degree of usefulness of information technology resources were use for assignment and communication, 44% of the respondents agreed that the degree of usefulness is use for personal development, online learning, examination preparation, research and accessing educational resources. 3% of the

respondents were undecided, 6% of the respondents disagreed while 5% strongly disagreed. This can be deduced that majority of the respondents agreed that student utilized information technology resources present in the polytechnic library.

Table 4.3.4: Challenges facing the Availability and Utilization of Information Technology Resources among Students of The Polytechnic Ibadan, Oyo State, Nigeria

Challenges of Information Technology Resources	SA	A	U	D	SD	Total
Inadequate computers in the library	38 35%	54 50%	5 5%	6 6%	5 5%	108 100%
Students do not receive adequate library orientation and tours	25 23%	43 40%	16 15%	9 8%	15 14%	108 100%
Students lack access to effectively organized School library materials.	19 18%	28 26%	3 3%	33 31%	25 23%	108 100%
Power outages	43 40%	27 25%	21 19%	11 10%	6 6%	108 100%
Utilizing e-resource is time consuming	2 2%	5 5%	15 14%	53 49%	33 31%	108 100%
Difficulty to access and use	23 21%	20 19%	9 8%	24 22%	32 30%	108 100%
No assistance from the library staff	20 19%	34 31%	4 4%	22 20%	28 26%	108 100%
Total Percentage	158%	196%	68%	146%	135%	700%
Average Percentage	23%	28%	10%	21%	19%	100%

Source: Field Survey, 2023

Table 4.3.4 shows the challenges faced by students on utilization of information technology resources, 23% of the respondents strongly agreed with power outages, 28% of the respondents agreed with inadequate computers in the library, student do not receive adequate library orientation and tours and no assistance from the library staff as challenges faced by

students on the availability and utilization of information technology resources. 10% of the respondents were undecided, 21% of the respondents disagreed while 19% of the respondents strongly disagreed that utilizing e-resources is time consuming. This implies that most of the respondents agreed with the challenges faced by students on the availability and utilization of information technology resources.

Table 4.3.5: Strategies that improve Students Utilization of Information Technology Resources in The Polytechnic Ibadan Library

Strategies that enhance use of Information Technology Resources	SA	A	U	D	SD	Total
Provision of fund	86 80%	22 20%	0 0%	0 0%	0 0%	108 100%
Use of the library should be introduced in the school curriculum	65 60%	43 40%	0 0%	0 0%	0 0%	108 100%
The need for current and up-to-date materials in the library for students' use	82 76%	26 24%	0 0%	0 0%	0 0%	108 100%
Standby generators should be provided by school administrators in case of power failure	20 19%	88 81%	0 0%	0 0%	0 0%	108 100%
The library operating hour should be extended beyond schools hours	38 35%	54 50%	5 5%	6 6%	5 5%	108 100%
Proper training should be given to library staffs on how to guide library users	40 37%	68 63%	0 0%	0 0%	0 0%	108 100%
Students should be taught how to use computer systems	32 30%	45 42%	4 4%	15 14%	12 11%	108 100%
Total Percentage	337%	320%	9%	20%	16%	600%
Average Percentage	48%	46%	1%	3%	2%	100%

Source: Field Survey, 2023

Table 4.3.5 shows the strategies to improve students utilization of information technology resources in the polytechnic library. 48% of the respondents strongly agreed with provision of

fund, introduction of use of the library to the school curriculum and need for current and up-to-date materials in the library. 46% of the respondents agreed with provision of standby generators to the library in case of power failure, library operating hour should be extended beyond the schools hours, training of library staffs on how to guide library users and students should be taught how to use computer system. This implies that most of the respondents strongly agreed with the strategies to improve students utilization of information technology resources in the polytechnic library.

4.4 Discussion of Findings

This study examined the use of information technology resources among students of The Polytechnic Ibadan, Oyo State, Nigeria. The demographic distribution of the respondents revealed that most of the respondents were female with age range of 21 – 25 years as shown in table 4.2.1 and 4.2.2 respectively. The marital status of the respondents revealed that most of the respondents were single and were ND II students as shown in table 4.2.3 and 4.2.4 respectively.

The results of data presentation and analysis of research questions revealed that textbook, newspaper, internet and journal were types of information technology resources available to students of The Polytechnic Ibadan as indicated in table 4.3.1. According to Istifanus, Yohanna and Usman (2019), that textbooks were the major information technology resources found in libraries. Table 4.3.2 shows that textbooks, newspaper, internet and journal were information technology resources that are accessible by students of The Polytechnic Ibadan. According to Abubakar *et al.* (2020), access to information technology resources is essential to any successful academic pursuits in universities. For the academic libraries to complete their functions, the available information technology resources must be accessible. Students uses information technology resources for their assignment, communication personal development, examination

preparation and research as shown in table 4.3.3. Ntui and Udah (cited in Jamogha *et al.*, 2021) described library information technology resources utilization as the practical use of library information technology resources identified and acquired by users for the purpose of solving a problem.

Table 4.3.4 shows that inadequate computers in the library and student do not receive adequate library orientation and tours as challenges encountered by students while using information technology resources. Amuchie (2018) reflected some specific challenges concerning information access that there is insufficient fund to conduct the programme to train registered students so as to meet their educational needs. Also, lack of the relevant computer knowledge and retrieval methods is what causes the challenges in most students to search and retrieve information from these electronic sources. For students to be able to effectively use the e-resources they need to undergo computer trainings in which the skills relevant to accessing electronic information technology resources in the library are emphasized. It is also essential to identify the computer competences that students lack to retrieve electronic information technology resources in the library. The shortcomings in the utilisation of computer generated libraries extends from infrastructural limitations to a person's competence to transform access to information and communication technology (ICTs) into noticeable advantages in light of other environmental constraints.

Provision of fund, introduction of use of the library to the school curriculum, need for current and up-to-date materials in the library, with provision of standby generators to the library in case of power failure, library operating hour should be extended beyond the schools hours, training of library staffs on how to guide library users and students should be taught how to use computer system as the strategies to be implored by librarian to improve the use of information

technology resources in the library as indicated in table 4.3.5. Adequate information and communication technology equipments should be made available to libraries in Nigeria, in order to increase the usage of information technology resources. To raise knowledge of and accessibility to online information technology resources, libraries in Nigeria should sign up for online database subscriptions (Ihekwoaba, 2022).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Findings

This study examined the use of information technology resources among students of The Polytechnic Ibadan, Oyo State, Nigeria. This study adopted descriptive survey research method followed by multiple statistical analyses.

Findings revealed that textbook, newspaper, internet and journal were types of information technology resources available to students of The Polytechnic Ibadan of which they are easily accessible and essential to any successful academic pursuits in tertiary institution. For the academic libraries to complete their functions, the available information technology resources must be accessible. Findings shows that students uses information technology resources for their assignment, communication personal development, examination preparation and research as information technology resources utilization as the practical use of library information technology resources identified and acquired by users for the purpose of solving a problem.

Inadequate computers in the library and student do not receive adequate library orientation and tours as challenges encountered by students while using information technology resources. Provision of fund, introduction of use of the library to the school curriculum, need for current and up-to-date materials in the library, with provision of standby generators to the library in case of power failure, library operating hour should be extended beyond the schools hours, training of library staffs on how to guide library users and students should be taught how to use

computer system as the strategies to be implord by librarian to improve the use of information technology resources in the library.

5.2 Conclusion

The conclusion drawn based on the findings of the study, textbook, newspaper, internet and journal were the information resources available and accessible to students. Students faces various challenges, such as inadequate computers in the library and lack of library orientation among others. Conducive environment in the library, provision of up-to-date information resources adequate power supply and internet resources will enhances the use of information technology resources in the library. Despite the proven benefits in the use of information resources in the library, many factors impede the successful application of information resources technology. In order to fit into the new scientific order, it is necessary for the government and relevant education support agencies in The Polytechnic Ibadan to provide information resources facilities in schools and encourage its use through reorientation of students and training of library staffs.

5.3 Recommendations

In view of the foregoing, the researcher recommend as follows:

1. The government should provide computers and computer accessories for library. The current situation in which most libraries as limited computer needs to be expeditiously addressed.
2. Library users must be re-orientated on the utilization of information technology resources. This will make the process of knowledge acquisition and impartation easier for all concerned.

3. Training and retraining must be provided for library staffs using information technology facilities. Since no one can give what he does not have, no one can impart the knowledge he does not possess.
4. The government should find means of improving electricity supply in tertiary institution. Also, cheap internet access should be provided for students and library users alike.
5. There should also be continuous and periodic training for library staffs, students and library users on computer and computers skills acquisition. This will help provide them with practical and functional knowledge of the computer, the internet and associated areas of ICT with the hope of integrating it with instructional methods of teaching and learning.

5.4 Contribution for Further Studies

Based on the findings of this study, the researcher suggest that further research be undertaken in the following areas.

- i. Adequacy and utilization of information resources for library staff in Nigeria Polytechnic libraries.
- ii. Availability and utilisation of library information resources by students in selected secondary schools in Ondo West Local Government Area, Ondo State, Nigeria

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APPENDIX

Department of Library & Information Science
School of Comm. & Info. Technology,
The Federal Polytechnic,
P.M.B 420
Offa, Kwara State.

Dear Respondents,

I am HND Student of Library and Information Science Department. I am currently undertaking a research questionnaire on the topic: *Use of Information Technology Resources among Students of The Polytechnic Ibadan, Oyo State, Nigeria*. The research questionnaire is meant to solicit unbiased response from you. Since it is purely for research purpose, your response will be treated with utmost confidentiality.

Hence, your little contribution to the this success of this study will be greatly appreciated.

Researcher

QUESTIONNAIRE

SECTION A

DEMOGRAPHIC INFORMATION OF RESPONDENT

Instruction: Please tick [☐] in the box of the answer that best applies to you.

1. Gender: (a) Male (☐) (b) Female (☐)
2. Age: (a) 18 – 20 years (☐) (b) 21 – 25 years (☐) (c) 26 – 30 years (d) 30 years and above (☐)
3. Marital Status: (a) Single (☐) (b) Married (☐) (d) Divorced (☐)
4. Level: (a) ND I (☐) (b) ND II (☐) (c) HND I (☐) (d) HND II

SECTION B

Research Question 1: What are the types of information technology resources available to students of The Polytechnic Ibadan, Oyo State, Nigeria?

Key: SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree

S/N	Statement	SA	A	U	D	SD
1.	Computer					
2.	Internet					
3.	Journal					
4.	Magazine					
5.	Newspaper					
6.	Textbook					
7.	CD-ROM					

Research Question 2: Do student have access to available information technology resources in present in The Polytechnic Ibadan library?

Key: SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree

S/N	Statement	SA	A	U	D	SD
1.	Computer					
2.	Internet					
3.	Journal					
4.	Magazine					
5.	Newspaper					
6.	Textbook					
7.	CD-ROM					

Research Question 3: To what degree of usefulness is information technology resources in the library were being utilized by students of The Polytechnic Ibadan, Oyo State, Nigeria?

Key: SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree

S/N	Statement	SA	A	U	D	SD
1.	Assignment					
2.	Personal Development					
3.	Communication					
4.	Online Learning					
5.	Examination Preparation					
6.	Research					
7.	Accessing Educational Resources					

Research Question 4: What are the challenges facing the availability and utilization of information technology resources among students of The Polytechnic Ibadan, Oyo State, Nigeria?

Key: SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree

S/N	Statement	SA	A	U	D	SD
1.	Inadequate computers in the library					
2.	Students do not receive adequate library orientation and tours					
3.	Students lack access to effectively organized School library materials.					
4.	Power outages					
5.	Utilizing e-resource is time consuming					
6.	Difficulty to access and use					
7.	No assistance from the library staff					

Research Question 5: What are the strategies that could be adopted to improve students utilization of information technology resources in The Polytechnic Ibadan, Oyo State, Nigeria?

S/N	Statement	SA	A	U	D	SD
1.	Provision of fund					
2.	Use of the library should be introduced in the school curriculum					
3.	The need for current and up-to-date materials in the library for students' use					
4.	Standby generators should be provided by school administrators in case of power failure					
5.	The library operating hour should be extended beyond schools hours					
6.	Proper training should be given to library staffs on how to guide library users					
7.	Students should be taught how to use computer systems					