



# ICT PHOBIA AND ELECTRONIC RESOURCES USAGE BY UNDERGRADUATES BAMIDELE OLUMILUA UNIVERSITY OF EDUCATION, SCIENCE AND TECHNOLOGY, IKERE-EKITI

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## Article History

Received: 04.09.2023

Accepted: 21.09.2023

Published: 30.09.2023

**Abstract:** The research examined ICT phobia and electronic resources usage by undergraduates Bamidele Olumilua University of Education, Science and Technology, Ikere-Ekiti. The research design used in the study was a descriptive survey. The entire 200L and 300L student body of the College of Technology made up the study's population, and the complete enumeration sampling approach was applied. The instrument for gathering data was a questionnaire. Frequency counts and simple percentages were used to examine the data. Online Public Access Catalogue (OPAC), e-books, e-journals, and e-databases are the electronic resources that undergraduate students utilize the most frequently in BOUESTI, according to the research. Furthermore, the survey discovered that students use electronic resources for term papers, test preparation, homework, and class assignments because they believe them to be relevant to their academic work. The study revealed that the consumption of e-resources was sporadic, suggesting that more lobbying and awareness-raising efforts are required to encourage continuous utilization.

**Keywords:** Electronic resources, Undergraduates, ICT phobia, E-resource utilization, Bamidele Olumilua University of Education, Science and Technology, Ikere-Ekiti.

## Cite this article:

Akole, O. B., Olatunji, A. K., Oladosu, A. O., (2023). ICT PHOBIA AND ELECTRONIC RESOURCES USAGE BY UNDERGRADUATES BAMIDELE OLUMILUA UNIVERSITY OF EDUCATION, SCIENCE AND TECHNOLOGY, IKERE-EKITI. *ISAR Journal of Multidisciplinary Research and Studies*, 1(3), 60-66.

## INTRODUCTION

Electronic resources have become increasingly crucial in facilitating teaching and learning across all levels of education, highlighting the importance of ensuring that students in tertiary institutions have sufficient access to e-resource information. The presence and utilization of electronic resources play a significant role in supporting tertiary education and aiding in the achievement of its objectives. Prior to the widespread adoption of e-resources, undergraduate students in private universities heavily relied on traditional paper-based materials for their academic endeavours, including research, assignments, and tutorials. However, the introduction of e-resources has transformed the landscape of undergraduate education, leading to a shift in the types of resources students engage with. Rather than solely relying on physical materials, undergraduates now tend to favour easily accessible electronic resources, which have expanded the range of materials available to them and enabled access at any time and from any location.

Electronic resources encompass digital representations of information accessible through electronic systems and computer networks. They manifest in various forms such as e-books, e-

journals, digital libraries, e-theses, e-magazines, e-learning tools, and online assessments (Johnson et al., 2012). According to Habiba and Ahmed (2020), electronic resources are commonly understood as information sources and services accessed by users either within the library premises or remotely via computer networks. Dayakar (2018) defines electronic resources as materials requiring computer access, accessible either remotely via the Internet or locally. Examples include e-journals, e-books, full-text databases, indexing and abstracting databases, reference databases, numeric and statistical databases, e-images, and e-audio/visual resources. These resources are categorized into online and offline e-resources. Online e-resources, such as e-books, e-journals, e-learning courses, and search engines, are exclusively accessible via the internet or web. Offline e-resources, like Online Public Access Catalogue (OPAC), CD-ROM based resources, downloaded books, and locally stored e-resources on computers or mobile devices, can be accessed without internet connectivity.

Libraries are primarily established with the purpose of acquiring and preserving records of human communication, whether published or unpublished, written or oral, in recorded form, which represent the knowledge and ideas of the past

(Hangshing and Laloo, 2021). This has led to significant investments by universities in enhancing the electronic resources available in their libraries, as this is considered the most efficient way to offer access to electronic books and journals, which have become essential parts of their collections. Libraries play vital roles in supporting universities to fulfill their mandates of teaching, learning, and research. They offer information resources in diverse formats to meet the needs of the university community, particularly students. According to Jude-Iwuoha (2015), university libraries cater to the academic community, addressing the requirements of diploma, undergraduate, and postgraduate students, as well as teaching and non-teaching staff. Among these stakeholders, undergraduate students are particularly significant, as they form the backbone of higher education institutions. Undergraduates are characterized by their youthful energy, curiosity, social nature, and preference for easily accessible platforms that meet their various needs, including information needs, in this digital age.

Phobia towards Information and Communication Technology (ICT) has been identified as a significant factor influencing the utilization of e-resources among undergraduates in universities. ICT phobia refers to the apprehension or dislike of advanced technology or complex devices, particularly computers. Ha and Thorsteinsson (2011) delineated ICT phobia into several categories, including 'technophobe', 'computerphobes', and 'anxious computerphobes'. Technophobes are individuals who feel uncomfortable and slightly anxious due to insufficient knowledge about computers or technology and how to effectively use them. Computerphobes appear outwardly composed but internally grapple with negative thoughts. Anxious computerphobes exhibit classic signs of anxiety when using a computer, such as sweaty palms and heart palpitations. ICT phobia persists in literature and is influenced by various factors such as age, gender, experience, attitudes, background, ethnicity, computer availability, computer anxiety, and perceived sense of control.

Researchers like Akarsu and Akbıyık (2012) suggest that individuals' attitudes toward computers are shaped by their experiences with them. They argue that students with limited computer experience tend to hold negative attitudes toward computers, which can exacerbate ICT phobia. While there isn't a universally specific cause of ICT phobia, individual distressing experiences with technology in the past often contribute to its development. The emotional distress underlying the phobia is more detrimental than the outward symptoms, and if left unaddressed, ICT phobia can range from a minor inconvenience to a significant impediment. Thus, the purpose of this study was to explore the dimension of ICT phobia and electronic resources usage by undergraduates Bamidele Olumilua University of Education, Science and Technology, Ikere-Ekiti

### Statement of the problem

Despite the widespread global adoption and advancements in information and communication technology, the utilization of e-resources among undergraduates in Nigerian universities remains notably low. This trend has been ascribed to various factors, as identified by scholars, including information seeking behavior, self-efficacy, ICT phobia, ICT skills and competence, internet connectivity, limited availability of personal computers, and inadequate ICT learning skills, among others. Additionally, factors such as poor search abilities, insufficient funding, lack of information literacy, inconsistent power supply, low internet

bandwidth, lack of awareness, and ergonomic challenges have also been cited.

However, previous studies have failed to address the relationship between ICT phobia and the usage of electronic resources specifically among undergraduates at Bamidele Olumilua University of Education, Science, and Technology in Ikere-Ekiti. Consequently, there is a gap in research regarding the comprehensive examination of e-resource usage in this particular geographical location, which hosts the newly established university. Therefore, there is a need for an investigation into ICT phobia and the utilization of electronic resources by undergraduates at BOUESTI.

### Objectives of the Study

The overall aim of this study was to examine ICT phobia and the usage of e-resources specifically among undergraduates at Bamidele Olumilua University of Education, Science, and Technology in Ikere-Ekiti. Specifically, the study sought to:

1. identify the types of e-resources used by undergraduates at Bamidele Olumilua University of Education, Science, and Technology in Ikere-Ekiti;
2. find out the purposes of use of e-resources by undergraduates at Bamidele Olumilua University of Education, Science, and Technology in Ikere-Ekiti;
3. determine the frequency of use of e-resources by undergraduates at Bamidele Olumilua University of Education, Science, and Technology in Ikere-Ekiti; and
4. ascertain the level of ICT phobia among undergraduates at Bamidele Olumilua University of Education, Science, and Technology in Ikere-Ekiti.

### Research Questions:

The following research questions guided the study:

1. What kinds of electronic resources do students at Bamidele Olumilua University of Education, Science, and Technology in Ikere-Ekiti use?
2. For what purposes undergraduates in at Bamidele Olumilua University of Education, Science, and Technology in Ikere-Ekiti use electronic resources?
3. How frequently do undergraduate students at at Bamidele Olumilua University of Education, Science, and Technology in Ikere-Ekiti use electronic resources?
4. What is the level of ICT phobia among undergraduates in at Bamidele Olumilua University of Education, Science, and Technology in Ikere-Ekiti?

## Review of Related Literature

### The Concept of ICT Phobia

The importance of computer education in schools cannot be overstated. This is due to the fact that computers streamline various processes in our society (Oketunji, 2012). According to Oladunjoye and Benwari (2014), computers are indispensable tools for the successful implementation of all ICT programs. They emphasize that in today's Nigeria, children without access to computers and the Internet risk lagging behind their peers. Additionally, studies have indicated that ICT apprehension deters many students from utilizing these tools even when accessible. Thus, the term "ICT phobia" is often employed to describe

students' anxiety in using information and communication technology (ICT) for academic purposes.

Computer literacy is not only essential but also integral to cultivating a positive, stress-free relationship with computers. Patrick and Benwari (2014) highlighted the concerning trend among Nigerian undergraduate students who predominantly approach computer studies theoretically, lacking practical skills in computer operations. They suggested that integrating computer studies into the General Studies Unit across universities could enhance computer literacy among Nigerian students. Rather than focusing solely on passing exams, such education should prioritize ensuring that the average Nigerian student is proficient in computer usage. Maurer and Simonson (1984) observed that individuals with computer anxiety tend to avoid computers and related environments, handle them cautiously, criticize computing, and limit their computer usage.

Interactions with computers can lead to negative outcomes, such as computer stress, cyberphobia, and technophobia. ICT phobia refers to a fear or aversion to advanced technology, particularly computers. Computer phobia falls within the spectrum of ICT phobia, according to extensive research. It encompasses opposition to, fear of, or anxiety about using computers. Individuals may experience anxiety while actively using computers themselves or observing others doing so. "Computer anxiety" is the term used when negative emotions and mental health issues arise from real or perceived interactions with computer technology. Students with high computer anxiety tend to avoid computers and traditional computing environments, use them sparingly, hold negative attitudes toward them, and use them less frequently.

Technophobia, as described by Achuonye and Ezekoka (2011), is the fear or aversion to complex or advanced technology, particularly computers, often leading to a negative overall perception of computers and their functionality. This fear can evoke various unfavorable emotions, including worry, incompetence, dread, tension, and unease. Yildirim and Correia (2015) highlight that the wide range of services provided by smartphones, such as instant alerts, internet access, social media, and other applications, increases user dependency on them. Consequently, users experience heightened levels of anxiety and discomfort when these functionalities are unavailable. With nomophobia recognized as a modern-day affliction, studies investigating its causes and the factors influencing its severity have emerged. Notably, a significant study found that 66% of smartphone users in the United Kingdom suffered from nomophobia, with females (70%) more likely to experience it than males (61%).

### **The Concept of Electronic Resources**

The emergence of electronic information resources has significantly revolutionized information management in Nigerian academic settings, particularly university libraries (Ani and Ahiauzu, 2008). Initiatives have been implemented to promote the development, training, and utilization of electronic resources in academic institutions (Egberongbe, 2011). Burns' study (2016) indicates widespread use of electronic resources among research scholars and students, demonstrating their dependence on these resources for accessing relevant information. However, practical utilization of electronic resources often falls short in comparison to the investments made in acquiring them.

Efforts have been made across African countries to introduce electronic resources in libraries, reshaping the information retrieval process and access to information (Omekwu, 2002). Electronic resources encompass various formats such as electronic journals, books, magazines, newspapers, Internet resources, CD-ROMs, and e-databases like Ebscohost, JSTOR, and BioOne (Sejane, 2017). These resources have become indispensable research tools complementing traditional print resources in academic libraries (Alabi, 2021).

Electronic resources facilitate students' research, assignments, and information search endeavors, contributing to new learning environments and teaching methodologies (Thanuskodi, 2012 and Akole & Olatunji, 2023). Collaborative efforts by institutions like the National Universities Commission and Nigerian University Libraries Consortium aim to provide online electronic resources for quality education and research in Nigerian universities. The widespread use of electronic resources is attributed to their user-friendliness, affordability, and accessibility (Olaniran, Duma, & Nzima, 2017).

Incorporating mixed media content, such as audio, video, and images, electronic resources offer a wealth of information that surpasses traditional print materials. Their utilization enables flexibility, conservation of physical space, comfort, and savings in time and money. With digital format materials comprising a significant portion of university library holdings, students are expected to leverage electronic resources to enhance their education and research pursuits.

### **ICT phobia and usage of online resources**

Sadiku and Kpakiko (2017) investigated the influence of computer self-efficacy on students' utilization of electronic resources in Nigerian university libraries. Their study involved participants from six institutions across various regions of Nigeria and found a correlation between students' familiarity with computers and their propensity to use electronic resources in the library. Similarly, Ugwu and Akaniyere (2015) examined the utilization of online learning resources by secondary school teachers in Yobe State, Nigeria. Their findings revealed that some teachers lacked computer literacy and faced challenges accessing e-learning materials due to factors such as poor internet connectivity and high costs.

Ahmad, Kamba, and Usman (2012) applied the Technology Acceptance Model to assess ICT uptake in teaching and learning in northern Nigerian higher education institutions, highlighting technophobia as a barrier to effective ICT utilization. Emwanta and Nwalo (2013) explored undergraduate students' usage of electronic resources in southwest Nigerian universities, revealing that computer literacy and subject expertise significantly influenced their utilization of electronic information resources.

Sam, Othman, and Nordin (2005) examined candidates' attitudes towards the internet and levels of computer self-efficacy and phobia at Unimas in Malaysia, finding that students utilized the internet for academic purposes and demonstrated positive computer self-efficacy. Broos (2005) investigated the relationship between gender and computer anxiety, revealing that familiarity with computers decreased anxiety in men but not in women.

Gouda and D'Mello (2019) explored the impact of phobias on children's academic performance, emphasizing the need for

therapeutic strategies to address common phobias and anxiety disorders. Cazan, Cocoracia, and Maican (2016) examined computer fear and attitudes among Romanian students, noting a correlation between internet anxiety and low computer self-efficacy. Overall, the emergence of ICT has revolutionized various fields, including libraries, healthcare, banking, electronic voting, and agriculture. Despite the abundance of resources, effective dissemination and utilization of information remain crucial in library organizations.

## Methodology

Descriptive survey research design was adopted for the study. The population of the study consisted of 618 (200 and 300 levels) College of Technology students, Bamidele Olumilua University of Education, Science and Technology, Ikere-Ekiti. Being those that are fully aware of the existence of the university e-library) using total enumeration sampling technique. The questionnaire was the research instrument used for data collection. Data collected was analysed using simple percentages and frequency counts

**Table 1:** Socio-Demographic Characteristics

| Socio-Demographic Characteristics | Categories                                            | Frequencies | Percentages |
|-----------------------------------|-------------------------------------------------------|-------------|-------------|
| College                           | College of Technology                                 |             |             |
| School                            | i. School of Engineering                              | 312         | 50.5        |
|                                   | ii. School of Agriculture and Agricultural Technology | 160         | 25.9        |
|                                   | iii. School of Environmental Technology               | 114         | 18.4        |
|                                   | iv. School of Vocational                              | 32          | 5.2         |
| Gender                            | Male                                                  | 463         | 74.9        |
|                                   | Female                                                | <u>155</u>  | <u>25.1</u> |
|                                   | <b>Total</b>                                          | <b>618</b>  | <b>100</b>  |
| Level of study                    | 200L                                                  | 341         | 55.2        |
|                                   | 300L                                                  | <u>277</u>  | <u>44.8</u> |
|                                   | <b>Total</b>                                          | <b>618</b>  | <b>100</b>  |

### Information Source: Directorate of Academic Planning BOUESTI

There were more respondents in the School of Engineering (50.5%) than other Schools. As presented via table 1, School of Vocational has the lowest respondent percentage of 5.2%. Additionally, there were more males (463, or 74.9%) than females (155, or 25.1%) across the four schools. As for the levels, 200L has 55.2% while 300L has 44.8%. The analysis of demographic profiles of respondents implies that the undergraduates in these universities are homogeneous.

**Table 2:** Questionnaire Administration and Return Rate by School

| Name of school                                    | Expected Number to be Administered | Actual number Administered | Percentage (%) of Administered |
|---------------------------------------------------|------------------------------------|----------------------------|--------------------------------|
| School of Engineering                             | 312                                | 282                        | 90.4%                          |
| School of Agriculture and Agricultural Technology | 160                                | 148                        | 92.5%                          |
| School of Environmental Technology                | 114                                | 103                        | 90.4%                          |
| School of Vocational                              | 32                                 | 26                         | 81.3%                          |
| Total                                             | <b>618</b>                         | <b>559</b>                 | <b>90.5%</b>                   |

From Table 2, a total number of six hundred and eighteen (618) copies of the questionnaire were administered. However, only five hundred and fifty-nine (559) copies were duly filled and returned by the respondents giving 90.5% response rate.

**Table 3:** Percentage rating on the kinds of electronic resources students at Bamidele Olumilua University of Education, Science, and Technology in Ikere-Ekiti use

| S/N | The following e-resources are regularly utilized by me: | Frequency | Percentage (%) | Decision |
|-----|---------------------------------------------------------|-----------|----------------|----------|
| 1.  | E-books                                                 | 495       | 88.6           | Agree    |
| 2.  | E- databases                                            | 396       | 70.8           | Agree    |
| 3.  | E- journals                                             | 445       | 79.6           | Agree    |
| 4.  | E- abstracts                                            | 258       | 46.2           | Disagree |
| 5.  | E-books Management System                               | 207       | 37.4           | Disagree |
| 6.  | Electronic catalogues (OPAC)                            | 315       | 56.4           | Agree    |

Table 3 indicates the set of electronic resources often used by undergraduates in BOUESTI. E-books, E- journals, E-databases and OPAC are the most used resources. E-abstract and E-book Management System are not commonly utilized by these undergraduates.

**Table 4:** Percentage rating on the purposes undergraduates at Bamidele Olumilua University of Education, Science, and Technology in Ikere-Ekiti use electronic resources.

| S/N | Statements                                                                                  | Frequency | Percentage | Decision |
|-----|---------------------------------------------------------------------------------------------|-----------|------------|----------|
| 1.  | Electronic materials are quite pertinent to my academic work.                               | 490       | 87.7       | Agree    |
| 2.  | I collect information for my term papers using digital format materials.                    | 484       | 86.6       | Agree    |
| 3.  | Using electronic resources helps me to collect the materials I need to get ready for exams. | 472       | 84.4       | Agree    |
| 4.  | I gather resources for project reports using a digital format.                              | 164       | 29.3       | Disagree |
| 5.  | I use resources in digital format for homework and class assignments.                       | 492       | 88         | Agree    |

Result in Table 4 shows that four (4) out of the five (5) items listed were positively rated. The only one that was negatively rated with 26.5%, may be as a result of the level of the students involved in this study. They are undergraduates in 200 and 300 levels being a new university.

**Table 5:** Percentage rating on the frequency of use of electronic resources by undergraduate students at Bamidele Olumilua University of Education, Science, and Technology in Ikere-Ekiti

| S/N | I utilize e-resources for: | Frequency | Percentage | Decision |
|-----|----------------------------|-----------|------------|----------|
| 1.  | <b>Daily</b>               | 101       | 18.1       | Disagree |
| 2.  | Weekly                     | 126       | 22.5       | Disagree |
| 3.  | Monthly                    | 26        | 4.7        | Disagree |
| 4.  | Occasionally               | 294       | 52.6       | Agree    |
| 5.  | Never                      | 12        | 2.1        | Disagree |

Percentage rating of usage frequency as revealed in table 5 shows that the students are not using paid for and free e-resources in the university library to maximum. They only utilized the resources occasionally with 52.6% and 2.1% of the respondents never used the resources.

**Table 6:** Percentage rating on level of ICT phobia among undergraduates in at Bamidele Olumilua University of Education, Science, and Technology in Ikere-Ekiti

| S/N | Statements                                                                                                                                   | Frequency | Percentage | Decision |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------|----------|
| 1.  | Every day at school, I have assignments or projects that can involve using a computer, a smartphone, an iPad, or other mobile devices.       | 504       | 90.2       | Agree    |
| 2.  | However, I do not get anxious when using these devices because I could lose a lot of information by hitting the wrong key.                   | 407       | 72.8       | Agree    |
| 3.  | I am afraid of making mistakes with computers, phones, tablets, and other mobile technologies that I cannot undo                             | 457       | 81.8       | Agree    |
| 4.  | My usage of a computer, phone, iPad, and other mobile devices interferes with my ability to succeed academically.                            | 362       | 64.8       | Agree    |
| 5.  | I'm not as knowledgeable as I should be about computers, mobile phones, iPads, and other mobile technology because of how seldom I use them. | 231       | 41.3       | Disagree |
| 6.  | Computers , mobile phone, Ipad and other mobile technologies are not intimidating to me                                                      | 474       | 84.8       | Agree    |

Table 6 revealed low level of phobia among the undergraduates in BOUESTI. The rating out of the six (6) statements used for information gathering, only one 'I'm not as knowledgeable as I should be about computers, mobile phones, iPads, and other mobile technology because of how seldom I use them' with 41.3% disagreed. This is corroborating the revelations in table 5.

## Conclusion

Information resources in electronic formats are solidly becoming one of the most reliable information bearing sources for libraries in meeting their clients' information needs. The usage of these resource requires certain digital literacy courage which is built in the level of digital skills of every user. The perception of students in terms of how they see these ICT tools especially computers has influence their use of e-resources which at the end will impact their academic performance. According to the results of the current research, the contents and properties of electronic resources have an impact on ICT phobia while using these digital format materials. The study demonstrated that there is a barrier with attitudes (frequency of usage) toward e-resources that must be addressed in order to ensure effective usage of electronic resources. Students need to be instilled with a positive attitude through more awareness creation in order to retain their utilisation of digital tools.

## Recommendations

The study recommends as follows:

1. There is need to engage students at BOUESTI more so as to avert seldom usage of ICT resources among them.
2. The level of usage must be promoted through library advocacy and awareness creation. This will improve their skills as practice makes perfection.
3. BOUESTI library should always make sure that its databases are always available through regular subscriptions.
4. Adequate funding in the libraries is non-negotiable. Similarly, these libraries should look inwards on how to generate funds internally.
5. More Internet connection is required on BOUESTI campus so that the usage level of these resources can be at the maximum and round the clock.

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