



# ICT Skills and Competencies as Determinant to Reading Habit of LIS Undergraduates in Kwara State University

Kabir Alabi Sulaiman<sup>1\*</sup>, Mohammed Lawal Akanbi<sup>2</sup>, Bakare, Olayemi Medinat<sup>3</sup>, Issa, Khairat Olosasa<sup>4</sup>, Akolade, Nofisat Apelara,<sup>5</sup> Agunbiade, Alimat Olajumoke<sup>6</sup>, Muhammed, Ganiyat Omowumi<sup>7</sup>, Arole, Mariam Adewumi<sup>8</sup>

<sup>1,4,5,6,7,8</sup>Library and Information Science, Faculty of Information and Communication Technology, Kwara State University, Malete, Nigeria

<sup>2</sup>Library and Information Science, Faculty of Communication and Information Science, University of Ilorin, Nigeria

<sup>3</sup>Library and Information Science, School of Information and Communication Technology, Kwara State College of Arabic and Islamic Legal Studies Nigeria

\*Email: [kabir.sulaiman@kwasu.edu.ng](mailto:kabir.sulaiman@kwasu.edu.ng) (Corresponding author)

## KEYWORDS

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## ABSTRACT

This study investigates ICT skills and competencies as determinant to reading habit of LIS undergraduates in Kwara state university. The study adopted a Proportional stratified method, where the number of participants from each subgroup was determined by their number relatively to the entire population. The sample size of the study was 306 respondents which cut across all the levels of LIS students in Kwara State University. Data was collected using a questionnaire which was distributed to the 306 respondents in which all the copies of questionnaire were retrieved and used for the study. The data collected were analyzed using simple percentage and frequency count. The findings of the study were: word processing skills, spreadsheet skills and technical skills (maintenance) while on a contrary view minority disagreed with Software design skills and website design skills as the ICT skills that influence reading habit of LIS undergraduates. The study also found out that ICT is used for learning, mastering a range of assessment paradigms, and career development as ICT competencies that influence reading habit of LIS undergraduates. The study recommended that (i) Tertiary institutions offering LIS need to be provided with ICT facilities by the appropriate authorities to enhance the preparation of LIS students for the world of work. (ii) There should be a policy to ensure that all academic research study (project, thesis, dissertation, seminar, conference) are always presented in electronic form.

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## 1. Introduction

Reading is an important tool for human development and academic achievement all over the world. Chettiri and Rout (2013) observed that reading provides experience through which the individual may expand his horizons of knowledge, identify, extend and intensify his interest and gains deeper understanding of himself, of other human beings and of the world. Reading is one



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of the fundamental abilities that everyone need and it provides students with a great opportunity to unlock the door to achievement (Abdullahi & Husaini, 2022). Thus, it is important for all learners whether children or adult to imbibe a good reading habit in order to acquire sound education and achieve academic excellence. Sulaiman and Akanbi (2020) posited that university undergraduate students who read wide have a larger knowledge base and always have an edge over those who narrow their reading to a particular type of information material.

Issa, Amusan, Adeniran and Bolarinwa (2014) observed that the habit of reading is an essential life skill and reading is not limited to increase in knowledge but it also builds maturity and character, sharpens thinking, and widens awareness in social, economic, political, and environmental issues. Isaa *et. al.* (2014) further noted that inculcating a reading habit pays off handsomely in our lives either directly or indirectly and reading ability has a significant impact on all areas of academic learning. However, in today's world Information and Communication Technology has become a vital element in the development of educational systems and it plays a vital role in improving the quality of education in any country where it is put into proper and effective use (Nlem, Owuamanam & Ihedioha, 2015).

Ebo (2013) defined the term Information and Communication Technology (ICT) as the system used for handling information; it includes multi- media, the internet, other devices like video, cameras and mobile telephones. Almost every human endeavor is supported or driven by Information and Communication Technology (ICT) including education. Teaching, learning, assessment, course registration, payment among other things are now ICT-based (Nwosu, John, Izang & Akorede, 2018). People have leverage on the benefits of ICT to improve their daily activities and lifestyle in which reading is not exempted in this great paradigm shift.

Since the advent of digital media and the proliferation of digital resources, reading has altered tremendously such that dealing with the changing environment has made it necessary for students to acquire ICT skills (Fatiloro, Oyekola, Hameed & Oseni, 2017). Abdullahi and Husaini (2022) noted that technologies began to take over human activities piece by piece. People seldom visit the library to borrow and use physical resources in the digital age, especially in the 21st century. As the amount of digital information grows, people, particularly young adults, are spending more time reading electronic materials. Therefore, it is important for students to equip themselves with various ICT skills and competencies in order to adapt to the changing environment and get their desired information easily.

ICT skills are a set of skills that enable people to understand and operate a wide range of technology software which include the ability to use social media, search for materials online, etc. (Indeed Editorial Team, 2022). Mirza, Pathan, Khatoon and Hassan (2020) observed that ICT skills and awareness play a very important role in the academic performance of the students by assisting them to search, sort, read and understand information better. (Shehzadi, Nisar, Hussain, Basheer, Hameed and Chaudhry (2020) found that most of the students are not aware of the application of the ICT skills, which results in a poor level of reading and learning. The basic skills of searching for resources on the internet, free digital libraries, ICT infrastructure and appropriate usage of social networking sites solely for reading and learning are important for developing academic skills for students.

Online information processing skills is one of the skills that help students to develop a good reading habit. Youssef, Dahmani and Ragni (2022) noted that ICT skills for student include mastery of presentation software, mastery of word processing software, mastery of spreadsheet, proficiency in social network applications, proficiency in messaging software, proficiency in search engine use, proficiency in online learning platforms, etc. Some scholars, who focus on digital environment, define online information processing skills as information and communications technology (ICT) skills (Eisenberg, 2010).

Oye, Ogunlana, Oshinaike, Akinbode, Iahad and Rahim (2012) asserted that the term ICT competence or technological competence can be considered as the ability to know and use technology skillfully, therefore, ICT competence refers to the application of technology effectively as a tool to research, organize, evaluate and communicate information. Competence is synonymous to ability, aptitude, capability, effectiveness and skills. The letter denotes

discrete skills and activities that individuals can perform (Allan, 2011). This means that ICT competence is the ability to use ICT facilities skillfully and effectively.

Nwosu *et al.* (2018) noted that in higher institution of learning, information ICT competences such as ability to install and uninstall applications, ability to use web browsers, ability to use search engine like google, ability to print document online, etc. are necessary skills for students to recognize when information is needed and have the ability to search locate, evaluate, and use information to enable them improve their reading habits. The ICT competence of a student depends on his/ her ability to search, select, evaluate and organize pertinent and necessary information, aswell as the capacity he/ she manifests to integrate, understand, analyze and represent those findings (Enlaces, 2013). In an attempt to fill this gap, this study set out to examine ICT skills and competencies as determinant to reading habits of LIS undergraduate in Kwara State University.

### **Statement of the Problem**

The use of Information and communication Technologies for educational purposes has come to stay. Students, teachers, lecturers, etc. now embrace ICT facilities for teaching, learning, research and other academic pursuits. Therefore, there is a need for students to embrace ICT skills and competences as this will enable them to make use of the ICT facilities for their reading and other academic pursuits effectively. It is observed that students have witness a decrease in their academic performance due to lack of necessary ICT skills. Mirza *et al.* (2020) observed that students encounter difficulties while searching appropriate and free online reading materials due to the lack of ICT skills. Despite the importance of digital skill and competence in the academic field, previous studies have shown that one of the major factors that contribute to poor reading habits of students is because they lack the necessary skills to use the ICT facilities for reading. It is on this premises that this study tends to examine ICT skills and competencies as determinant to reading habits of LIS undergraduate in Kwara State University.

### **Research Objectives**

The main objective of the study is to examine ICT skills and competencies as determinant to reading habits of LIS undergraduate in Kwara State University. The specific objectives are to:

- 1.1. Identify the ICT skills that influence reading habit of LIS undergraduate in Kwara State University;
- 1.2. Examine the ICT competences that influence reading habit of LIS undergraduate in Kwara State University;
- 1.3. Examine the influence of ICT usage on the reading habit of LIS undergraduate of Kwara State University and
- 1.4. Find out the challenges that militate against the use of ICT skills and competencies for reading among LIS undergraduate in Kwara State University

## **2. Literature Review**

### **2.1. ICT Skills Influence on Reading Habit of Undergraduate**

Samali, Humphrey, Clive, Kehbama, Victor and Mayok (2014) investigated the use of ICT and reading habit among university studies in Uganda. Three research questions were raised. A cross sectional analysis was used which captured ICT that influence reading habits from eight universities in Uganda. Correlation and linear regression analysis were run and t-test was used for the hypotheses formulated. The finding of the study revealed that ICT usage influence reading habits of students in Uganda universities.

Ngungbeni, Adekanye, Bamigbose, and Sulaiman, (2016) found that ICT had negative influence on the students as 72.1% of respondents engage in plagiarism while 13.4% visit pornographic websites. However, result from the study revealed that the major positive influence of ICT on students' reading habit were that it complimented their reading materials and made them read on the go. Ajanaku (2019) and Ugwulebo and Okoro (2019) noted that academic work, research and information search were the main influence of ICT on reading habits of undergraduate students.

Kpolovie and Awusaku (2016) argued that “everyone, every organization are inevitably needs to be effective and efficient in the use of ICT for today success in the change of information operation. In the face of this present technologically-driven educational system, lecturers can only measure up to standard if they possess ICT competencies with which their academic responsibilities would be enhanced. Computer hardware involves lecturers’ ability in installing, troubleshooting and replacing computer parts. Word processing has to do with lecturers’ proficiency in formatting documents. Internet is related to lecturers’ capacity in entering web addresses, using different search engines and performing emailing functions. Troubleshooting is linked to lecturers’ ability to identify system malfunctions.

Ada (2014) stated that ICT skills play three major roles, which are as follows: ICT as an enabler, most information resources in Nigerian universities are presented electronically and as such, acquiring ICT skills enable the efficient use of those resources; ICT as a support infrastructure, it makes possible for lecturers to deploy ICTs in searching, retrieving, formatting and using EIRs; ICT as a utility for innovation, it optimizes processes involve in accessing EIRs by lecturers. This summarized the workings of ICT competencies by the possessor.

In order to make adequate use of these online resources, literacy in ICT or information is needed. Haywood (2013) identified core ICT skills which include knowledge of spreadsheet, word processors, database and presentation. These ICT skills are essential in our present world in order to enable one have access and utilize information. These ICT skills are required in these contemporary times to enable students function effectively. UNESCO (2017) reiterated that ICT leads to general access to education, equity in education, transfer of quality learning and teaching, teachers’ professional growth and efficient educative management, governance and administration.

Siddiquah and Salim (2017) stated that majority of the students have access to computers and internet facilities both at home and in the universities, as such, they possess some skills such as knowledge of Microsoft word, Microsoft PowerPoint, searching and browsing on the internet, social networking, e-mail, uploading file, and video games. Conversely, amidst these various skills possessed by some teachers, it is obvious that they lack other skills such as proper usage of e-library, discussion forums and blogging.

Oguche (2017) studied the impact of information and communication technology (ICT) literacy competence on job performance of librarians in federal university libraries in Nigeria. Major findings showed that 90% of the ICT skills of librarians have an influence on digitization, registration of library users, publications, ordering of information resources, generation of user statistics, storage of information resources, accessioning of information resources and marketing of library and information products and services.

Omeluzor and Oyovwe-Tinuoye’ (2016) examined the assessment of the adoption and use of integrated library systems (ILS) for library service delivery. The study revealed that acquisition of ICT skills is capable of enhancing and improving the performance of librarians in the delivery of library services, such as ease of access to books and other library materials, easy retrieval of materials, bibliographic search and access to external databases. Akarsu and Dariyemez (2014) examined reading habit of university students studying English Language and Literature in the digital age in Suwaill. The study was to determine the effects of widespread use of ICT and other alternative multimedia resources for reading habit. Seventy-six undergraduate students were randomly selected for the study. Percentage and frequency table using SPSS version 20 was to analysis the data collected. The finding of the study revealed that ICT have a positive influence on reading of students studying English language and literature.

Eta, Atarere and Rotua (2015) examined impacts of Information and Communication Technology usage on students study habits in the department of Business Education, Delta State College of Education. Two research questions were raised. The study adopted survey research method. The sample size of 100 students was randomly selected from the department. Frequency count and percentage was used to analysis the data collected. The study shows that the use of ICT has an influence on student’s study habits in the department of Business Education, Delta State College of Education.

## 2.2. *ICT Competences that Influence Reading Habit of Undergraduate*

In higher institutions of learning, information literacy and ICT competence are necessary skills for students to recognize when information is needed and have the ability to locate, evaluate, and use such information to enable them improve their academic performance. . Therefore, the knowledge of the use computer to access e-resources in education may result to in effective utilization of e-resources. Adetimirin (2018) studied the ICT literacy of undergraduates in Nigerian universities and found that undergraduates in state universities had low ICT skills while those in federal universities' ICT skills were rated average. Kitabu (2011) asserted that students must cultivate reading habitfor their personal and career development since reading books equips people with knowledge and power. Furthermore, he asserts that reading habit has crucial role to play in creating independent learners, underpinning literacy skills and educational attainment; helping people to have better understanding of themselves as well as others. Meanwhile, there are challenges and problems that are associated with reading habit due to several internal and external factors that are inherent within the individual and the society respectively.

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## 2.3. *The Influence of ICT Use on the Reading Habit of Undergraduate*

Information and communications technologies has been a welcomed development in all spheres of live in the contemporary age; but has been used, misused and abused by students to the extent that even their academic lives is completely overhauled. ICTs has created a stable podium with which students are able to academically and socially network and interact with the world any day, anytime and anywhere. According to Onovughe (2012) the onset of ICTs world over and in Nigeria in particular has revolutionized the reading habit of young people, more especially those in tertiary institutions. Indiscipline in the use of ICTs have made some students to engage themselves in face booking and chatting with reckless abandon for hours even in the heat of examination period.

Samali, Humphrey, Clive, Kehbuma, Victor and Mayok (2014) investigated the use of ICT and reading habit among university studies in Uganda. Three research questions were raised. A cross sectional analysis was used which captured ICT that influence reading habits from eight universities in Uganda. Correlation and linear regression analysis were run and t-test was used for the hypotheses formulated. The finding of the study revealed that ICT usage influence reading habits of students in Uganda universities.

Mbah (2010) investigated the impact of Information and Communication Technology (ICT) on students' study habits. The findings of the research showed that ICTs have a positive impact on their study habits (81%). Hassan, Olaseni and Mathew (2012) conducted a survey on effect of ICT on the reading habits of students of Rufus Giwa Polytechnic, Owo. The result showed that, students have spent more time on reading information online than reading offline every day. The results of this study revealed that students read online information more often than offline information.

Huang, Capps, Blacklock, and Garza, (2014) investigated the reading habits of college students in the United States, the study which showed that the college students spent their time on both conventional academic and recreational reading. The study found that most of the students devoted more time for reading or skimming online e-books, conducting web searches and searching online library databases than they did for reading traditional print books. Diem (2012)

explored the study and it was found that, there is a significant difference between males and females in regard to reading attitude and habit, although both have more or less the same achievement in reading.

Kumara and Sampath Kumar (2018) examined the impact of ICT on the reading habits of the students of Tumkur University. The findings of the study showed that the students are very much interested to read Internet sources and to use ICTs which have positive impact on their reading habits. Hymavathi and Babu (2018) investigated the Impact of Information and Communication Technology (ICT) on reading habits of postgraduate students. The study showed that majority (70.7%) of the respondents replied that the main purpose of reading is to update knowledge followed by for preparation of class notes (59.3%), for preparing exams (56.0%), for presenting a seminar (38.9%), for preparation of projects (32.1%) and 24.3% of them replied that the purpose of reading is for recreational.

Kumara and Kumar (2019) examined the impact of Reading habits on the Academic Achievements. The study found that, the reading habit has made an impact on the academic achievements of the respondents. Further, it is found that reading habit has been acting as a channel for gaining real world of knowledge. Further, it also improved mental capacity and enhanced the reading skills in everyday life. Okeoghene (2016) studied the influence of ICT use on librarians' job performance in the National Open University of Nigeria. The findings revealed that ICT skills/use have an influence on job performance of librarians. The study concluded that the willingness of librarians to use ICT is determined by management support in terms of providing access to ICT infrastructure, capacity building of librarians on the use of ICT for optimum performance and enhanced service delivery.

#### *2.4. Challenges Militate against the Use of ICT Skills and Competencies*

Anyim, (2018) stated that some of the challenges of acquiring ICT skills include; lack of funding, failure of the curriculum to include ICT, poor attitudes toward acquiring ICT skills, unavailability of training opportunities, poor ICT facilities, high cost of ICT literacy training and lack of interest in digital information. Adeosun (2010) conducted a study describing the situation of ICT which was very particular about the state of things in Nigeria, as a great challenge to effective learning, the researcher mentioned poor infrastructure as one of the major issue affecting the full implementation of ICT; very good internet access, proper and adequate hardware among other infrastructures are necessary for basic and advanced level of ICT enabled instructions.

Deebom, and Goma, (2018) conducted a study on utilization of ICT for sustainable manpower development among technical educators in tertiary institutions in Rivers State, Nigeria; the study discovered that despite the benefits of ICT, its utilization by technical educators is constrain by lack of inservice training on the use of ICT, inadequate ICT facilities, poor supervision and administration of ICT programmes, high cost of acquisition of ICT facilities and low internet frequency etc.

Patrick and Brenda (2018) identified inadequate funding of ICT program, inadequate ICT infrastructural facilities, shortage of ICT manpower, unstable power supply, high cost of ICT facilities and poor network services, poor implementation of ICT policies among undergraduate and poor ICT literacy as challenges of ICT use. Ezejiofor (2016) studied the challenges in the training of librarians on information and communication technology in Festus Aghagbo Nwako Library, Nnamdi Azikiwe University, Akwa. The study revealed that the challenge was the lack of any written policy on manpower development.

Anyanwu and Nwosu (2016) asserted that lack of functional ICT policy for manpower development is a major factor affecting the usage of ICT in some tertiary institutions. Talab and Tajafar's (2012) examined impact of ICT on library staff training in India and Iran found that more than half of the respondents (53%) agreed that there was no long-term plan for staff training on the use of ICT in the library. Seena and Pillai (2014) studied ICT skills among library professionals in the Kerala university library system. The constraints in acquiring ICT skills were: lack of training, lack of infrastructure and network facility, lack of cooperation of authority in implementing the technology, lack of interest of library professionals to learn ICT applications, and fear of ICT applications.

Ezejiolor (2016) highlighted the challenges facing librarians in acquiring ICT skills including: insufficient technical manpower, training sessions not individualized, no entry behaviour test before training is commenced, low perceived behavioural control, low morale of trainees, training curriculum is sometimes not covered, short duration of training, non-sustenance of training and no evaluation after training. Adebayo, Ahmed and Adeniran (2018) revealed some of the challenges, such as limited financial resources, shortage of ICT facilities, erratic power supply, insufficient bandwidth, and constant change of software and hardware as the factors militating against the acquisition of ICT skills among librarians.

### 3. Method

This study adopts descriptive survey method. Descriptive survey method helps to find out and interpret events the way they are without any external manipulation (Daramola, 2011). The target population for this study includes all undergraduate student of department of Library and Information Science in Kwara State University, Malete. According to the annual report of the University, the total number of undergraduate student of department of Library and Information Science as in 2022/2023 academic session is 1,570 as shows below:

**Table 1**  
Population

S/N	Level	Population
1.	100 Level	416
2.	200 Level	474
3.	300 Level	410
4.	400 Level	270
<b>Total</b>		<b>1,570</b>

#### 3.1. Sample Technique and Sample Size

Sample is a crucial issue in any quantitative research like this. However, proportionate stratified sampling method was adopted, a proportionate stratified sample means that size of sample strata is proportional to the size of population strata; in other words, probability of unit being selected from the stratum is proportional to relative size of that stratum in population. Using the research table advisor, a total of 306 respondents was drawn to represent the sample for the stud as shown in the table 2:

**Table 2**  
Population

S/N	Level	Population	Population selected	Samples size
1.	100L	416	$27/100 \times 327$	82
2.	200L	474	$30/100 \times 327$	92
3.	300L	410	$26/100 \times 327$	80
4.	400L	270	$17/100 \times 327$	52
<b>Total</b>		<b>1,570</b>	<b>100</b>	<b>306</b>

This study used questionnaire as instrument for data collection. The questionnaire was a closed ended questionnaire in order to secure honest responses from the respondents. The questionnaire was divided in to two parts. Part one includes demographic variables which part two covers questions on the objectives of the study. Copies of questionnaire was personally administered to students in of the department of Library and Information Science in Kwara State University, Malete inside their respective classes during the second semester of

2022/2023 academic sessions. Descriptive statistics including table and simple percentages was used in analyzing the collected data.

### 3.2. Data Analysis

The results were presented based on the variables focused in the research objectives/questions tested for the study. The instrument used in collecting data for this study was questionnaire and three hundred and six (306) copies of the questionnaire were distributed and were returned representing 100% return rate and useable in the study.

**Table 3**

Distribution of Respondents by Demographic

Variables	Frequency	Percentage
Gender		
Male	108	35.3%
Female	198	64.7%
<b>Total</b>	<b>306</b>	<b>100</b>
Age	Frequency	Percentage
Less than 20 years	117	38.2%
21-25 years	172	56.2%
26-30 years	61	5.2%
31 years and above	1	0.3%
<b>Total</b>	<b>306</b>	<b>100</b>
Level	Frequency	Percentage
100 level	81	26.5%
200 level	93	30.1%
300 level	80	26.1%
400 level	53	17.3%
<b>Total</b>	<b>306</b>	<b>100</b>

Source: Authors' Field work (2023)

Table 3 shows the demographic information of students in Kwara State University. It revealed that larger number of the respondent were female 198(64.7%) while the remaining 108(35.3%) were male. The table also shows the distribution of the respondents by their age. A total of 117(38.2%) of the respondent were between the age range of less than 20years, 172(56.2%) are of the age range of 21-25years while 16(5.2%) of the respondents are of the age range of 26-30 and 1(0.3%) of the respondents are of the range age of 30years above. A total of 81(26.5%) of the respondents are in 100L, 92(30.1%) of the respondents are 200L, more so, 80(26.1%) of the respondents are in 300L and 53(17.3%) of the respondents are 400L. essentially, the largest percentage of the respondents for this study is 200L followed by 100L and 300L counterparts.

## 4. Result & Discussion

### 4.1. Analysis of Research Questions

#### 4.1.1. RQ1: What are the ICT skills that influence reading habit of LIS undergraduates?



**Table 4**  
ICT skills

Items	SA %	A%	N%	D %	SD%
Word processing skills	109(35.6%)	152(49.7%)	16(5.2.0%)	9(2.9%)	20(6.5%)
Spreadsheet skills	78(25.5%)	152(49.7%)	23(7.5)	31(10.1%)	22(7.2%)
Software design skills	86(28.1%)	122(39.9%)	37(12.1%)	55(18.0%)	6(2.0%)
Website design skills	75(24.5%)	137(44.8%)	38(12.4%)	53(17.3%)	3(1.0%)
Technical skills	90(29.4%)	157(51.3%)	22(7.2%)	28(9.2%)	9(2.9%)
Internet search skills	127(41.5%)	137(44.8%)	17(5.6%)	19(6.2%)	6(2.0%)

Source: Authors' Fieldwork (2023)

Table 4 shows response on the ICT skills that influence reading habit of LIS undergraduates with 109(35.6%) of respondents were strongly agreed with word processing skills, 152(49.7%) of respondents were agreed, 9(2.9%) of respondent were disagreed, 16(5.2%) of respondent revealed neutral and 20(6.5%) of respondent were strongly disagreed. Respondent 78(25.5%) strongly agreed with Spreadsheet skills, 152(49.7%) of respondents agreed, 31(10.1%) of respondents disagree, 23(7.5%) of respondents neutral, and 22(7.2%) of respondents strongly disagree. Respondent 86(28.1%) of respondent strongly agreed with Software design skills, 122(39.9%) of respondents agreed, 55(18.0%) of respondents were disagree, 37(12.1%) of respondents revealed neutral while 6(2.0%) of respondents were strongly disagreed.

However, 75(24.5%) of respondents strongly agreed with website design skills, 137(44.8%) of respondents agreed, more so, 53(17.3%) of respondents disagree, 38(12.4%) of respondents indicated neutral while 3(1.0%) of respondents were strongly disagreed. Respondents 90(29.4%) strongly agreed with technical skills (maintenance) while 157(51.3%) of respondents agreed 28(9.2%) of respondents disagree, 22(7.2%) of respondents indicated neutral while 9(2.9%) of respondents were strongly disagreed. Respondents 127(41.5%) strongly agreed with Internet search skills, 137(44.8%) of respondents agreed while 19(6.2%) of respondents disagreed while 17(5.6%) of respondent revealed neutral and 6(2.0%) of respondents strongly disagreed.

4.1.2. RQ2: What are the ICT competencies that influence reading habit of LIS undergraduates?

**Table 5**  
ICT Competencies

Items	SA %	A%	N%	D %	SD%
Making personal use of ICT	123(40.0%)	165(53.9%)	3(1.0%)	12(3.9%)	31(1.0%)
Making use of ICT as mind tools	84(27.5%)	176(56.9%)	10(3.3%)	17(5.6%)	21(6.9%)
Using of ICT for learning	101(33.0%)	148(48.4%)	12(3.9%)	22(7.2%)	23(7.5%)
Mastering a range of assessments paradigms	62(20.3%)	157(51.3%)	32(10.5%)	34(11.1%)	21(6.9%)
Understanding policy in the use of ICT for learning	80(26.1%)	153(50.0%)	33(10.8%)	20(6.5%)	20(6.5%)
Using of ICT for career development	100(32.7%)	143(46.7%)	19(6.2%)	23(7.5%)	21(6.9%)

Source: Authors' Fieldwork (2023)

Table 5 shows response on the ICT competencies that influence reading habit of LIS undergraduates with 123(40.0%) of respondents were strongly agreed with Making personal use of ICT, 165(53.9%) of respondents were agreed, 12(3.9%) of respondent were disagreed, 3(1.0%) of respondent revealed neutral and 3(1.0%) of respondent were strongly disagreed. Respondent 84(27.5%) strongly agreed with Making use of ICT as mind tools, 174(56.9%) of respondents agreed, 17(5.6%) of respondents disagree, 10(3.3%) of respondents indicated neutral, and 21(6.9%) of respondents strongly disagree. 101(33.0%) of respondent strongly agreed with Using of ICT for learning, 148(48.4%) of respondents agreed, 22(7.2%) of respondents were disagree, 12(3.9%) of respondents revealed neutral while 23(7.5%) of respondents were strongly disagreed.

However, 62(20.3%) of respondents strongly agreed with Mastering a range of assessment paradigms, 157(51.3%) of respondents agreed, more so, 34(11.1%) of respondents disagree, 32(10.5%) of respondents indicated neutral while 21(6.9%) of respondents were strongly disagreed. Respondents 80(26.1%) strongly agreed with Understanding policy in the use of ICT for learning while 153(50.0%) of respondents agreed 20(6.5%) of respondents disagree, 33(10.8%) of respondents indicated neutral while 20(6.5%) of respondents were strongly disagreed. Respondents 100(32.7%) strongly agreed with Using of ICT for career development, 143(46.7%) of respondents agreed while 23(7.5%) of respondents disagreed while 19(6.2%) of respondent revealed neutral and 21(6.9%) of respondents strongly disagreed.

#### 4.1.3. RQ 3: What is the influence of ICT usage on the reading habit of LIS undergraduates?

**Table 6**

Influence of ICT usage on the reading habit of LIS undergraduates

Items	SA %	A%	N%	D %	SD%
Update knowledge	104(34.0%)	90(29.4%)	7(25.8%)	79(25.8%)	26(8.5%)
Preparation for exam	96(31.4%)	105(34.3%)	12(3.9%)	75(24.5%)	18(5.9%)
Preparation of class note	107(35.0%)	93(30.4%)	14(4.6%)	79(25.8%)	13(4.2%)
Recreation	116(37.9%)	135(44.1%)	8(2.6%)	45(14.7%)	2(0.7%)
Research	83(27.1%)	99(32.4%)	27(8.8%)	83(27.1%)	14(4.6%)

Source; Authors' Field work (2023)

Table 6 shows response on the influence of ICT usage on the reading habit of LIS undergraduates with 104(34.0%) of respondents strongly agreed with update knowledge as influence of ICT usage on reading habit of LIS, 90(29.4%) of respondents were agreed, 79(25.8%) of respondent were disagreed, 7(25.8%) of respondent revealed neutral and 3(1.0%) of respondent were strongly disagreed. Respondent 96(31.4%) strongly agreed with preparation for exam as influence of ICT usage on reading habit of LIS undergraduate, 105(34.3%) of respondents agreed, 75(24.5%) of respondents disagree, 12(3.9%) of respondents indicated neutral, and 18(5.9%) of respondents strongly disagree. Moreover, respondent 107(35.0%) of respondent strongly agreed with preparation of class note as influence of ICT usage on reading habit of LIS students, 93(30.4%) of respondents agreed, 79(25.8%) of respondents were disagree, 14(4.6%) of respondents revealed neutral while 13(4.2%) of respondents were strongly disagreed.

It is also in table 4 that 116(37.9%) of respondents strongly agreed with recreation as influence of ICT usage on reading habit of LIS, 135(44.1%) of respondents agreed, 45(14.7%) of respondents disagree, 8(2.6%) of respondents indicated neutral while 2(0.7%) of respondents were strongly disagreed. Respondents 83(27.1%) strongly agreed with research as influence of ICT usage on reading habit of LIS students, 99(32.4%) of respondents agreed 83(27.1%) of respondents disagree, 27(8.8%) of respondents indicated neutral while 14(4.6%) of respondents were strongly disagreed.

#### 4.1.4. RQ4: What are the challenges militating against the use of ICT skills and competencies for reading among LIS undergraduates?

**Table 7**

Challenges militating against the use of ICT skills and competencies on reading Habit of LIS undergraduates

Items	SA %	A%	N%	D %	SD%
Inadequate ICT skills	119(38.9%)	155(50.7%)	6(2.0%)	18(5.9%)	8(2.6%)
Poor Internet bandwidth	126(41.2%)	155(50.7%)	10(3.3%)	10(3.3%)	5(1.6%)
Lack of government policies on ICT instructional delivery	122(39.9%)	144(47.1%)	11(3.6%)	22(7.2%)	7(2.3%)
High cost of procurement of ICT devices	118(38.6%)	144(47.1%)	12(3.9%)	21(6.9%)	11(3.6%)
Lack of specialized ICT learning centers	129(42.2%)	136(44.4%)	18(5.9%)	14(4.6%)	9(2.9%)
Lack of skills to access online information	114(37.3%)	141(46.0%)	13(4.2%)	28(9.2%)	10(3.3%)

Source: Authors' Field work (2023)

Table 7 shows response on the challenges militating against the use of ICT skills and competencies for reading among LIS undergraduates with 119(38.9%) of respondents were strongly agreed with Inadequate ICT skills, 155(50.7%) of respondents were agreed, 18(5.9%) of respondent were disagreed, 6(2.0%) of respondent revealed neutral and 8(2.6%) of respondent were strongly disagreed. Respondent 126(41.2%) strongly agreed with Poor Internet bandwidth, 155(50.7%) of respondents agreed, 10(3.3%) of respondents disagree, 10(3.3%) of respondents indicated neutral, and 5(1.6%) of respondents strongly disagree. Respondent 122(39.9%) of respondent strongly agreed with Lack of government policies on ICT instructional delivery, 144(47.1%) of respondents agreed, 22(7.2%) of respondents were disagree, 11(3.6%) of respondents revealed neutral while 7(2.3%) of respondents were strongly disagreed.

However, 118(38.6%) of respondents strongly agreed with High cost of procurement of ICT devices, 144(47.1%) of respondents agreed, more so, 21(6.9%) of respondents disagree, 12(3.9%) of respondents indicated neutral while 11(3.6%) of respondents were strongly disagreed. Respondents 129(42.2%) strongly agreed with Lack of specialized ICT learning centers while 136(44.4%) of respondents agreed 14(4.6%) of respondents disagree, 18(5.9%) of respondents indicated neutral while 9(2.9%) of respondents were strongly disagreed. In addition, Respondents 114(37.3%) of respondents strongly agreed with Lack of skills to access online information, 141(46.1%) of respondents agreed, 28(9.2%) of respondents were disagreed, 13(4.2%) of respondents revealed neutral and 10(3.3%) of respondents were strongly disagreed.

#### 4.2. Discussion of Findings

Based on research questions one, the study found out that majority of the respondents indicated word processing skills, spreadsheet skills and technical skills (maintenance) while on a contrary view minority disagreed with software design skills and website design skills as the ICT skills that influence reading habit of LIS undergraduates. This finding substantiates the submission of Refell and Whitworth (2015) who posited that spreadsheet skill, word processing skill, database skill, Book keeping skill, stock taking skill, clerical and administrative work skill are ICT skills among Nigerian students. Goshit (2016) noted that Microsoft word processing skill, Microsoft excels skill, coral draw skill and power point skill.

Based on research question two, it was revealed that majority of respondents use ICT competencies for learning, mastering a range of assessment paradigms and those that use of ICT for career development as it influence reading habit. The finding corroborates Kirschner and Woperies (2017) that with ICT competencies students require to include competency in making personal use of ICT include mastery of a range of educational paradigms that make use of ICT; making use of ICT as minds tools; using ICT as tool for teaching, mastering a range of assessment paradigms which involves use of ICT; and understanding the policy dimensions of the use of ICT for teaching and learning.

Based on research questions three, the finding of the study revealed that update knowledge, preparation for exam, preparation of class note, recreation and research are the influence of ICT usage on the reading habit of LIS undergraduates, Kwara state. This finding of this study corroborates Hymavathi and Babu (2018) that purpose of reading is to update knowledge followed by for preparation of class notes (59.3%), for preparing exams (56.0%), for presenting a seminar (38.9%), for preparation of projects (32.1%) and 24.3% of them replied that the purpose of reading is for recreational.

Based on research questions four, the study found out that majority of the respondent identified poor internet bandwidth, lack of government policies on ICT instructional delivery, lack of specialized ICT learning centers, inadequate ICT skills and lack of skills to access online information are challenges influencing against the use of ICT skills and competencies for reading among LIS students. This finding substantiates Anyim, (2018) stated that some of the challenges of acquiring ICT skills include; lack of funding, failure of the curriculum to include ICT, poor attitudes toward acquiring ICT skills, unavailability of training opportunities, poor ICT facilities, high cost of ICT literacy training and lack of interest in digital information. Similar, Ezejiofor (2016) highlighted the challenges facing librarians in acquiring ICT skills including: insufficient technical manpower, training sessions not individualized, no entry behavior test before training is commenced, low perceived behavioral control, low morale of trainees, training curriculum is sometimes not covered, short duration of training, non-sustenance of training and no evaluation after training.

## **5. Conclusion**

Based on the findings of this study, the study concluded that ICT skills and competencies as determinant to reading habits of LIS undergraduate in Kwara State. The study gives an insight into ICT competencies that influence reading habit of LIS undergraduates include as it helps in learning, mastering a range of assessment paradigins and career development.. However, poor internet bandwidth, lack of government policies on ICT instructional delivery, lack of specialized ICT learning centers, inadequate ICT skills and lack of skills to access online information were the major challenges militating against the use of ICT skills and competencies for reading habits among LIS undergraduates. This study will go in long way to assist undergraduate study in applying ITC skills that can influence their habit effectively. Therefore, LIS undergraduates' students need to be competent in the use of ICT for better reading habit as it is established that ITC skills and competent improve reading habit. This study is limited to only ICT skills and competency of undergraduates as further studies can be done on information literacy skill as whole on reading habit of postgraduates' students in Nigeria. The following recommendations were suggested based on the findings of the study: tertiary institutions offering LIS need to be provided with ICT facilities by the appropriate authorities to enhance the preparation of LIS students for the world of work., there should be a policy to ensure that all academic research study (project, thesis, dissertation, seminar, conference) are always presented in electronic form, computer and internet studies need to be properly integrated into the LIS curriculum and all semester assignment, examination and result should be done in electronic means so as to make students inculcate the interest of using ICT facilities.

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