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EXPLORING THE UTILIZATION OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) AMONG LIBRARY AND INFORMATION SCIENCE (LIS) STUDENTS IN KOGI STATE POLYTECHNIC LOKOJA

ALABI, Comfort Ometere
Department of Library and Information Science
Faculty of Social Science
Federal University Lokoja
alabicomforto71@gmail.com

OMONIYI Yinka Martins
University Library,
Federal University Lokoja
yinka.omoniyi@fulokoja.edu.ng

OLORUNLEKE Anthonia Foluke
Department of Library and Information Science
Faculty of Social Science
Federal University Lokoja

Abstract
This study explores the Utilization of Information and Communication Technology (ICT) among Library and Information Science (LIS) Students at Kogi State Polytechnic, Lokoja. Its goal is to offer an overall picture of how these students exploit different ICT-aids, their use patterns and problems potentially affecting effectiveness. The study was of descriptive survey design and 168 students were used as the sample of this research which was drawn from a questionnaire. Data was analysed using descriptive statistics such as frequencies, percentage. It concentrated on seven ICT tools which include computers, projectors, printers, CPU, scanners photocopying machine and flash drive. The results show that the LIS students are more likely to use computers, printers, and copiers with 90% and 84% of respondents reported a Very High Extent of usage respectively. Section A contained Demographic Information and was coded by disclosure (male/female). The following analysis for section B was done using frequency and percent (6-7] item. The computers were the main resources used, which indicates their central part in academic activities. High usage rates were also recorded for the projectors, which are necessary for presentations and lectures. By contrast, scanners were found to be used comparatively less in a trend toward more digital documentation. It was concluded that although such technical resources were in widespread use, problems including limited internet access, poor levels of knowledge and out-dated materials presented obstacles. These challenges restrain effective utilization of the ICT in its optimal potential, which influences academic progress and the harnessing power of technological opportunities by students. It is suggested that although LIS students are reliant on ICT resources as tools for their studies, there are enormous obstacles to the effective use of these resources. To

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confront the challenges, we recommend more ICT infrastructure improvements and providing additional training and support to teachers, students must be allowed greater access to digital resources, there should be a promotion of an integration of ICT into the curriculum and periodic assessments of ICT usage, as well as needs should be conducted.

Keywords: *Computer, Information and Communication Technology, Utilization, Library and Information Science, Polytechnic Library.*

Introduction

A library is a collection of information resources and materials, namely printed books and periodicals, electronic databases or materials in various formats that serves a defined group who have unlimited access to it. Such an institution enables access to material, and sometimes physical access to the collection but it is not i.e. open to anybody. An archival institution may be a building or part of a building (or rooms) that houses archives, or it may be an archive service without a physical location (as in e.g. Poland) (Grekhneva, 2025). Libraries are organizations that collect and safeguard the intellectual heritage of a nation, they are knowledge havens or purveyors. A library is a collection of sources of information and similar resources, made accessible to a defined community for reference or borrowing. It is an organization that stores and preserves diverse forms of information, media and content for current and future use. Libraries come in different categories, including public, academic, school, special (such as a hospital or a corporation), and national libraries. Yet, all are united in working toward the collective purposes of learning, research and knowledge transfer (Kawamoto & Koizumi, 2023).

Libraries historically have been situated in a wide variety of institutions. Libraries have traditionally been conceived as book and manuscript repositories and, indeed, systems of stacks are still universal in most contemporary library buildings. But in today's world, libraries are much more than mere repositories; they are information centers and offer digital access, community programs and cultural events (Chimah, 2023). "System" in the modern sense can mean vastly different things, depending on where you look and what time period; whereas today libraries for

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example are part of education systems, local development plans and life-long learning. These libraries are seen as open meeting places and universal institutions that support us in terms of our different life situations and needs, which enables equality of access to information a promotion of the democratization of knowledge (Aabo & Audunson, 2018).

Libraries function on the principles of intellectual freedom, diversity, and equity. They give the public free and open access to information about many topics and viewpoints. This is what makes libraries the backbone of a democratic nation, a place for every person to be educated, engaged in lifelong learning and participate in civil society. Libraries have many reasons to exist, not only for what they store, but also the services they offer including reference help, literacy education, digital literacy instruction and community engagement (Wahyuni & Sukri, 2023).

Libraries aim to promote the literacy and learning which are essential for life. Libraries provide reading, writing, and other literacy programs for all ages from young children to seniors. For example, public libraries offer story times for young children, reading clubs for everyone and literacy workshops for adults. The academic library supports students in developing their information literacy skills to locate, evaluate and use information wisely (Mukhtar & Abdullahi, 2025). Being lifelong learners is also something libraries champion by being a place of learning, and providing programming that spans generations. Through educational resources, self-paced materials and community programs libraries promote a culture of lifelong learning and intellectual growth (Akintunde, 2016).

Libraries are essential for educational and research. Academic Libraries serve as the heart of higher education institutions and offer countless scholarly sources, research databases, academic journals, and more for students, faculty and researchers to assist them in their academic career (Ilori et al., 2020). These libraries also provide research-support services like Information literacy

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training sessions, reference service, bibliographic management tool and collections tailored to users' specific needs. Outside of educational institutions there are other establishments that also directly influence the education system, and therefore play a huge role in this complex process of sharing knowledge and ideas. Special libraries, such as commercial and corporate, law, medical, etc. are library environments that cater to limited or specialized groups of the overall library users-who also have specific clients they serve (Famurewa, 2014).

According to Joshua and Jumba (2025) Networking technologies are the mechanisms that make it possible for computers to communicate and exchange data with other devices through a network. Local Area Networks (LAN), Wide Area Networks (WAN), and the Internet are examples of networking technology. In these networks devices communicate with each other according to networking protocols (such as TCP/IP) that facilitate the transfer of data between one device and another. With network technologies, there are physical devices like routers, switches and network cables as well as software such as operating systems and network management applications.

Statement of the Problem

The rapid progress and integration of Information and Communication Technology (ICT) have revolutionized a number of domains, including education. ICT has been widely used in the Library and Information Science (LIS) field to improve information access, management, and dissemination. Although the significance of information and communication technology (ICT) itself in library and information science (LIS) education has been acknowledged, little is known about its usage among students and creation of impacts especially in developing countries including Nigeria (Mesagan & Hossana, 2025). At Kogi State Polytechnic, Lokoja there has been an identified gap between existence of ICT facilities and their utilization by LIS students. It

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therefore becomes imperative that, this study examines the services of information communication technology (ICT) being utilized by Library and Information Science (LIS) students in Kogi State Polytechnic, Lokoja. It purports to acquaint with factors that affect the usage of information communication technology (ICT), to assess their learning levels and skills in this regard, and to gauge its impact on their academic as well as professional life.

Objectives of the Study

The main objectives of this study are to:

1. Ascertain information communication technology (ICT) facilities available in Kogi State Polytechnic
2. Determine the information communication technology (ICT) package library and information science students (LIS) are proficient in utilizing.
3. Determine the extent of utilization of information communication technology (ICT) by library and information science students (LIS) of Kogi State Polytechnic
4. Identify the Purpose of utilization of information communication technology (ICT) by library and information science students (LIS) in Kogi State Polytechnic
5. Identify the challenges militating against utilization of information communication technology (ICT) by library and information science students (LIS) of Kogi State Polytechnic

Research Questions

To guide this study, the following research questions will be addressed:

1. What are the information communication technology (ICT) facilities available in Kogi State Polytechnic?

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2. What is the information communication technology (ICT) package library and information science students (LIS) are proficient in utilizing?
3. What is the extent of utilization of information communication technology (ICT) by library and information science students (LIS) of Kogi State Polytechnic?
4. What is the purpose of utilizing information communication technology (ICT) by library and information science students (LIS) in Kogi State Polytechnic?
5. What are the challenges militating against utilization of information communication technology (ICT) by library and information science students (LIS) of Kogi State Polytechnic?

Conceptual Framework

Library

A library is an organized collection of resources made accessible to a defined community for reference or borrowing. It provides physical or digital access to material, and may be a physical building or room, or a virtual space, or both. Libraries are institutions that manage and preserve the intellectual heritage of a society, serving as gateways to knowledge and culture. Library is a curated collection of information resources that serves as a repository of knowledge and facilitates access to information (Speirs, 2011). It is an organization that collects, organizes, makes available and preserves for purpose of artistic study a wide range of resources including books, research materials and publications in electronic or print format related to music artistry. Libraries' functions and the user profiles vary, including public, academic, school, special and national libraries. Nonetheless, they all have the same mission of fostering learning, research and knowledge sharing (Adeyeye & Oladokun, 2023).

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The concept of a library has evolved significantly over time. Traditionally, libraries were seen as places for storing books and manuscripts, primarily serving as quiet places for reading and study. However, in the modern context, libraries have expanded their roles to become information hubs that provide a wide range of services, including digital access, community programs, and cultural events (Igwe, 2010).

Information and Communication Technology (ICT)

ICT is the integration of digital tools and resources, supported by its processing, management and information dissemination (Afolabi, 2020). ICT includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them (such as videoconferencing and distance learning). There is no limit as to how ICT has become an essential tool that transforms virtually all areas of human endeavour such education, healthcare, commerce, governance, social life and entertainment Blummer and Kenton (2021). ICT is vital for growth of economically, quality of life and innovation. The Information and Communication Technology (ICT) age has redefined how businesses operate; governments deliver services and people communicate. It has facilitated the development of a global economy geographically dematerialized to virtually no, instantaneous connection to information and free flow of information around the world. Emergence of the internet and mobile technologies, Information Communication Technology (ICT) has played a central role in socio-economic development leading to the general advancement of society (Gamage & Halpin, 2020)

Utilization

Utilization is the actual use of resources, services or tools to accomplish a particular goal, or task. Utilization, in different contexts, measure how optimally one applies resource or service to

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get desired output. For example, in health care, use is the extent to which services are used by a population as an indicator of demand and availability of medical care. In the field of ICT use in libraries, use is about the manner library patrons and staff members employ ICT facilities such as computers, databases and Internet's resources to obtain and exchange information (Emeje & Ogu, 2024).

Utilisation is important as it shows whether resources are being efficiently used or if there are any under provision issues. High rates of utilization might suggest good management and sufficient provision, whereas low rates may signify underutilization, lack of knowledge or access barriers. Optimal usage is dependent on setting and on going review to enable one to ensure that resource provision matches user requirements. In conclusion, use is about how much you actually make out of what's available in terms of services, tools and similar resources to reach goals, highlighting the significance that value for money and availability are valued in different contexts (Opara, 2015).

Library and Information Sciences Students

The term Library and Information Science students refer to individuals involved in the academic study and professional preparation for work in libraries, archives, information centers, and other information-related organizations. Such students gain an understanding of disciplines that help them work in this field such cataloging, information retrieval, knowledge organization, digital libraries, archival management, information ethics, or user services. The information science and LIS aims at studying information, how it is created, how it is managed, how it is stored and disseminated, both in physical and digital forms. Library and Information Science students are often keen to learn new skills and knowledge to provide necessary information to a diverse user group and effective information management (Asuzu, 2025).

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Modules taught in the information science and library schools contain a mix of theoretical and practical immersion. They cover library management, information infrastructures and information technology, research skills using information literacy and empirical data, effective communication is guiding Principles of Library and information science and researcher Librarian and Humanities, Reading List. Thus, LIS students are prepared to face challenges in the modern rapidly changing information context where digitalization, big data and effective user-centered services are vital. Competence, general skills, critical thinking, information literacy, and ethical use of information (Ojo & Adewale 2021).

Review of Related Literature

Availabilities of Information communication technology (ICT) facilities

Ojo, (2018) conducted a study on the availability and Utilization of ICT Facilities in Nigeria university libraries: The Case Study on Some Libraries" 15 Nigerian university library were studied for the article on university libraries in Nigeria. The research examines the availability and use of ICT facilities in 15 university libraries in Nigeria. The study also shows that there are ICT resources which these libraries do have, such as computers, internet connectivity (in most libraries), printers and photocopiers however the distribution is not uniform among all libraries. Most of the university libraries experience problems of funding, lack or shortage of technical personnel and facilities for operating the ICTs provided. The study also revealed lack of adequate funding to purchase the ICT equipment in most libraries, calling into question their sustainability and maintenance. Ojo stressed that there is a critical need for more investment in servant staff training, ICT infrastructure and regular maintenance to enhance effectiveness of using

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these facilities. It was recommended that in order to promote academic research and to create an effective information delivery environment, ICT should be strengthened in university libraries.

The findings reported that the there is an uneven distribution of ICT facilities such as computers, internet access, printer and photo copy machines amongst libraries; ICT facilities like computer, internet access and printers are available but has unequal distribution amongst Nigerian university libraries. Which, among other factors such as poor funding, low technical man power and infrastructure are some of the challenges that hinder effective application.

Information communication technology package utilized by library and information science students

Nwosu and Eke (2020). "Audit of the ICT Skill Acquisition of Library and Information Science Students in West African Universities." The paper investigates the ICT skills of LIS (Library and Information Science) students, specifically in relation to how they can use the different digital tools for academic purposes and also in their future career. The primary purpose of the study is to diagnose and suggest specific areas for improvement in ICT skills. It covers a wide variety of ICT tools such as tools for bibliographic management, digital content production and online collaboration. The study also examines the readiness of these students to use such tools in professional settings. The study was adopted from the LIS students at varying universities in West Africa offers a regional assessment of ICT skills.

The findings indicate that while most students have a basic level of knowledge regarding ICT skills, the situation is drastically different when it comes to advanced knowledge and in particular for using specialized software and tools to create digital content. The study suggests an upgrading of the ICT curriculum to include advanced training modules to address these needs. From a measure perspective, this empirical research uses a structured questionnaire to measure

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students' ICT skills; subsequently, quantitative data are analyzed on the basis of statistical methods that aim to highlight those competence are more remarkable. Gaps in advanced ICT skills from LIS students, therefore prompting the need to enrich curriculum for effective training: Library and information science and (LIS) students demonstrate better use of basic computational skilIs but lack advanced skills in specialized software such as bibliographic manager tools, digital content authoring tools.

Utilization of information communication technology

Nwosu and Eke (2020). "Effect of Using ICT on the Academic Performance of LIS Students in West Africa. Purpose of the study the objective of this research work is to assess ICT usage on academic performance of LIS students by examining the relationship between use and achievement. The research examines the effect of a variety of ICT applications, such as reference management software, digital content creation tools and online collaboration platforms, on students' grades and satisfaction in their courses. Based on a sample of LIS students in institutions from some universities spread across West Africa, findings from this study offer a regional orientation with regard to ICT deployment as well as its academic reinforcement. The results indicate a positive association between effective use of ICT & Academic performance indicating that those students who effectively utilize the ICT tools perform better in Academics. But there are also identified challenges such as poor access to high level ICT tools and limited training. The research is based on a quantitative design, and data were gathered with structured questionnaires. Regression analysis is adopted to determine the relationship between ICT use and academic performance, which reveals constituent variables driving that relationship. Findings revealed that effective utilization of ICT enhances the academic performance of LIS students and availability of modern ICT facilities and inadequacy of training are major constraints.

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Purpose of utilization of information communication technology by library and information science students

Olowu and Adeyemi (2018). "ICT Use for Libraries' Professional Activities by LIS Students in Nigeria Universities." "The purpose and extent of ICT use by Library and information science (LIS) students in Nigerian Universities" the research investigate why Nigerian LIS student are using ICT, how often did they used it etc. The article is an attempt to know the use of ICT tools in academic study, searching information, communication and developing skill. 350 LIS students from five universities in Nigeria form the population. Results show that the major use of ICT among these students is for academic based research, which consist search for scholarly articles, e-books and web-based libraries. Furthermore, ICT is being utilized for communicating online with peers, and educators in collaborative problem solving and professional development. The research results emphasize a greater necessity for ITC training in order to achieve the full potential of these tools. The findings revealed that the main intention of ICT use among these students is for academic research such as searching for scholarly articles, accessing e- books and employing digital libraries.

Challenges militating against utilization of information communication technology

Nwosu and Eke (2020) discuss the constraints encountered in integrating ICT to LIS education by students on what hinders their effective use. This study, along with attempting to characterise the causes of these difficulties, is intended to provide evidence that helps towards their solution. The analysis addresses several ICT applications such as bibliographical software, digital content production tools, online cooperation software and virtual learning spaces. It assesses the effects of these challenges on students' learning experiences and achievements. The study was carried out

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with LIS students in various universities in West Africa, and provides a regional perspective on the challenges of ICT integration.

The research reveals numerous problems; most notably the lack of ICT infrastructure, technical support, utilisation of advanced ITC facilities and inadequate training sessions. These challenges impede the extent to which students can benefit from ICT for their educational and career advancement. Both qualitative and quantitative research methods are employed, in the form of surveys, focus groups and case studies. Information is obtained from the students, faculty and ICT site support to gain a full picture of the issues. Challenges identified include inadequate ICT infrastructure and lack of access to better facilities, inadequate technical support, and insufficient training. These problems prevent students from fully exploiting ICT for academic and professional development.

Strategies for improving Utilization of Information communication technology

Adeyemi and Bello (2019) suggest ways for the improvement on ICTs competing among LIS students, which include providing means to have better access, training and enablement support for LCTS. The paper discusses different types of ICT tools like digital libraries, online databases, reference management software and communication tools. It discusses the present status of ICT skill level among LIS students and presents solutions to address its inadequacies. The study is being carried out in some of the Nigerian universities that offer LIS education to have a glance at the current issues and possible improvement. The results point to some important recommendations such as more funding for ICT infrastructure, regular and comprehensive training on ICT's usage and development of support systems to help students in addressing the issues related with the use of ICT. The study also highlights the value of incorporating ICT literacies within Institute curriculum. A mixed-method method is practiced with surveys and interviews of

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LIS students, faculty, and ICT staff. Structured questionnaires generate quantitative data and in-depth interviews and focus groups qualitative insights. Fundamental suggestions are increased budget quota for ICT infrastructure and continual students' training programmes and support system. To bring lasting improvements, ICT skills must be infused into the LIS curriculum.

Research Methodology

This study adopted a descriptive survey research design. This design is deemed appropriate as it allows for the collection of quantitative data regarding the current status and extent of information communication technology (ICT) utilization among library and information science (LIS) students, Creswell (2018). The population of this study comprises all students enrolled in Library and Information Science programs at Kogi State Polytechnic, Lokoja during the academic year under review the population of the students are according to their levels such as; ordinary national diploma (OND1) has 437, ordinary national diploma (OND11) has 465, higher national diploma (HND1) has 153, and higher national diploma (HND11) has 37, the total number of students are 1,092. The study employed purposive stratified random sampling technique to select the sample size of 168 from the entire population of the study.

The entire population was first divided into strata of academic levels (e.g., ND I, ND II, HND I, HND II) to ensure proportional representation, hence, 42 students were randomly selected from each academic levels thereby, Out of 168 respondents sampled for the study and sent the Google form questionnaire, 143 respondents filled and submitted the questionnaire, which represents 85.1% response rate. The instrument that was used for data collection was structured questionnaire. The questionnaire was designed with Google form electronically to gather information on various aspects of information communication technology (ICT) utilization among library and information science (LIS) students, including access, skills, and perceived benefits. To

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ensure the validity of the questionnaire content validity was confirmed through two experts judgment from the department of library and information science. The study used designed Google form for data collection. It was shared through the WhatsApp group platform of the respondents. Data collected were analyzed using frequency count and simply percentages to answer the research questions raised.

Results and Discussion of Findings

Table 1: Gender

Gender	Frequency	Percentage
MALE	70	51%
FEMALE	73	49%

Figure 1

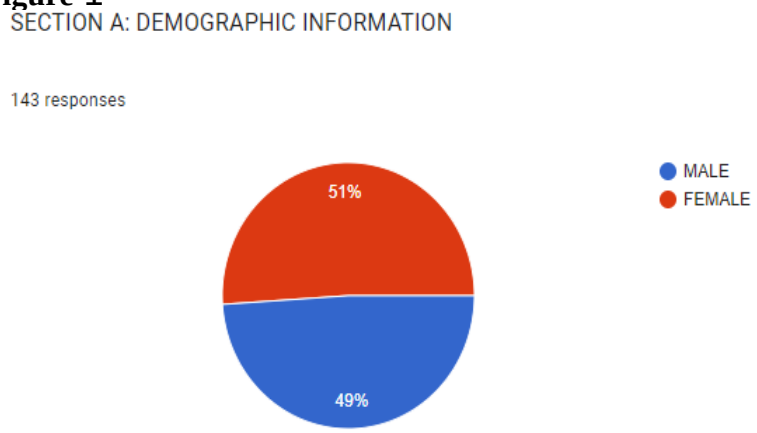

Table 1 above presents the gender of the respondents. The table shows that male responded more with 70(51%), while 73(49%) respondents represent the females.

Table 2; Age

Age range	Frequency	Percentage
BELOW 20	14	9.8%
20-25	45	31.5%
26-30	59	41.3%
ABOVE 30	25	17.5%

Figure 2: Age of Respondents

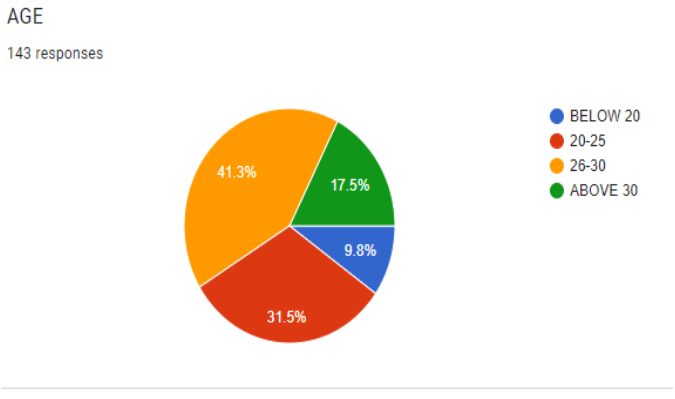

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Table 2; figure 2 above presents the age range of the respondents. The table reveals that most of the respondents are within the age of 26-30 and 20 – 25 with the frequencies of 59(41.3%) and 45(31.5%). Furthermore, 25(17.5%) are above 30 years while 14(9.8%) are below 20 years

Table 3: Level of Study

Level	Frequency	Percentage
ND1	39	27.3%
ND2	35	24.5%
HND1	31	21.7%
HND2	38	26.6%

Figure 3: Level of Study of Respondents

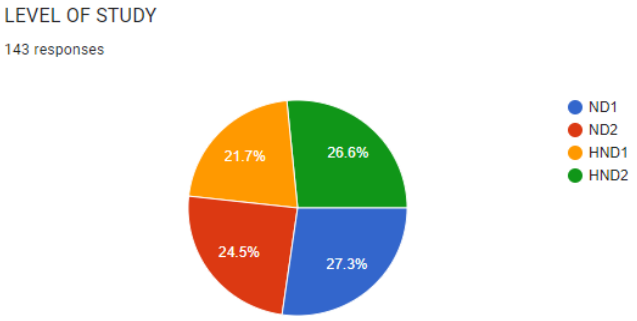

Table 3; Figure 3 above show by highest responses that 39(27.3%) of the respondents are in ND 1. 38(26.6%) are in HND2, 35(24.5%) are in ND 2, while 31(21.7%) are in HND 1.

Table 4: Availability of ICTs in Kogi State Polytechnic Lokoja [N= 143] *(Multiple Choices)*

Level of Availability	Computer	Scanner	Printer	CPU	Projector	Photocopier	Flash Drive
A	135(94.4%)	19(13.3%)	69(48.3%)	59(41.3%)	58(40.6%)	54(37.8%)	41(26.7%)

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NA	11(7.7%)	115(80.4%)	9(6.3%)	18(12.6%)	17(11.9%)	16(11.2%)	25(17.6%)

KEY: Available **(A)**. Not Available **(NA)**

Figure 4: Availability of ICT in KSP

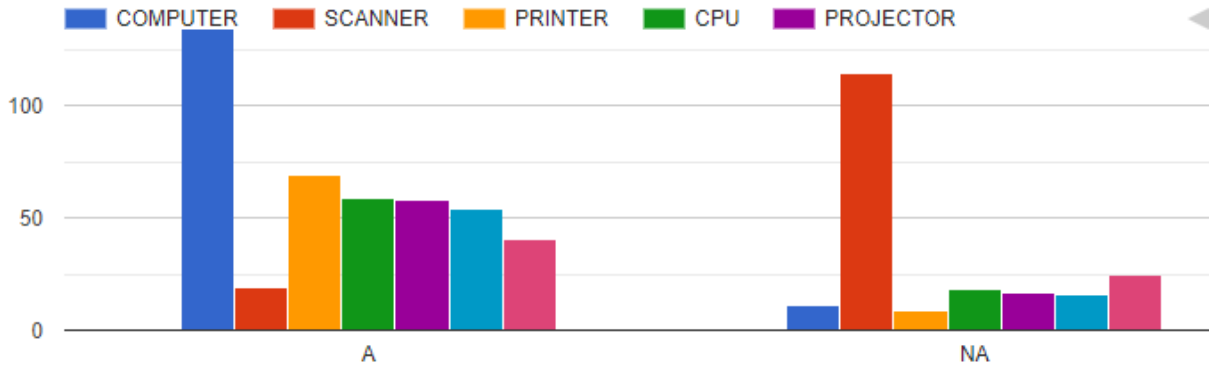

Table 4 Figure 4 above shows the level of availability of ICTs in Kogi State Polytechnic Lokoja. The table shows that computers are the most available ICT facilities with the frequence of 135(94.4%) respondents. Other ICTs available include printer, CPU, projector, photocopier, and flash drive with the frequencies of 69(48.3%), 59(41.3%), 58(40.6%), 54(37.8%) and 41(26.7%) respondents accordingly. Hence scanner is less available with the frequency of 19 respondents

Table 5: Proficiency of LIS in Utilizing ICT Packages Lokoja [N= 143] ***(Multiple Choices)***

Level of Proficiency	**Microsoft Word**	**Microsoft Power Point**	**Microsoft Corel Draw**	**Microsoft Access**	**Google Form**	**Zoom Conferencing**	**Microsoft Excel**
HP	137(95.8%)	15(10.5%)	6(4.2%)	8(5.6%)	16(11.2%)	30(30%)	4(2.8%)
P	15(10.5%)	70(49%)	47(32.9%)	15(10.5%)	25(17.5%)	7(4.9%)	7(4.9%)

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LP	14(9.8%)	35(34.5%)	62(43.4%)	29(20,3%)	15(10.5%)	5(3.5%)	6(4.2%)
NP	9(6.3%)	49(34.3%)	49(34.3%)	21(14.7%)	16(11.2)	24(16.8%)	2(1.4%)

KEY: Highly Proficient **(HP).** Proficient **(P).** Less Proficient **(LP).** Not Proficient **(NP)**

Figure 5: Proficiency of LIS in Utilizing ICT Packages

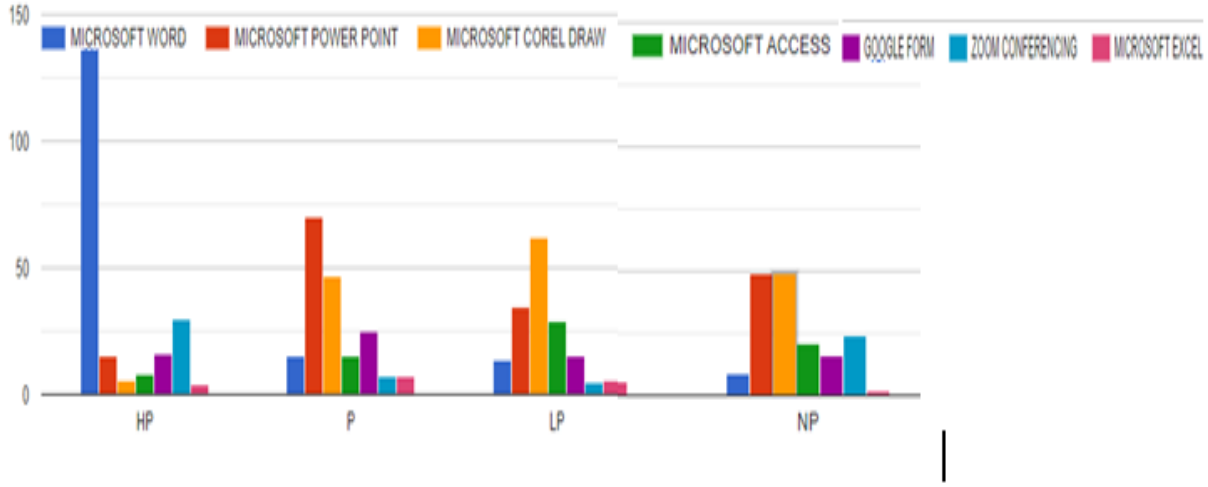

Table 5 above shows the proficiency in utilizing ICT by LIS students in Kogi State Polytechnic. The table revealed that the respondents are highly proficient in Microsoft Word with 137(95.8%) respondents. Furthermore, some of the respondents are proficient in power point with 70(49%), while 6243.4%) respondents less possess Microsoft CorelDraw skills.

Table 6: Extent of Utilization of ICTs by LIS Students [N= 143] *(Multiple Choices)*

Rating	Computer	Projector	Printer	CPU	Scanner	Photocopier	Flash Drive
VHE	131(91.6%)	23(16.1%)	17(11.9%)	27(18.9%)	1(0.7%)	24(16.8%)	25(17.5%)
HE	12(8.4%)	78(54.5%)	35(24.5%)	22(15.4%)	6(4.2%)	23(16.1%)	12(8.4%)
LE	10(7%)	47(32.9%)	46(32.2%)	19(13.3%)	13(10%)	20(14%)	15(10.5%)
VLE	11(7.7%)	30(30%)	26(18.2%)	18(12.6%)	47(32.9%)	6(4.2%)	18(12.6%)

Key: Very High Extent **(VHE).** High Extent **(HE),** Low Extent **(LE)**, Very Low Extent **(VLE)****Figure 6:**

Extent of Utilization of ICT

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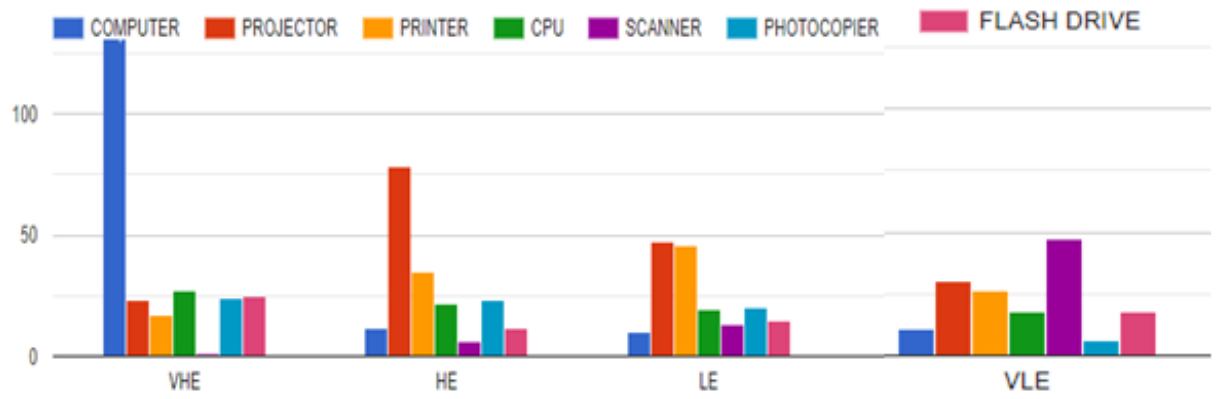

Table 6, Figure 6 above show the extent of utilization of ICT by LIS students of Kogi State Polytechnic Lokoja based on multiple choices. The table shows that computers are used by LIS students to a very high extent as indicated with 131(91.6%) respondents. Also, projector is used to a high extent with 7854.5%) respondents. Furthermore, printer is used to a low extent, while scanner is used to a very low extent. This is represented by 46(32.2%) and 47(32.9%) respondents respectively.

Table 7: Purpose of Utilizing ICT by LIS Students [N= 143] *(Multiple Choices)*

Rating	Research	Playing Games	Searching For Information	Sending Emails	Watching Videos	Chatting
SA	137(95.8%)	3(2.1%)	42(29.4%)	13(10%)	9(6.3%)	9(6.3%)
A	13(10%)	21(14.7%)	78(54.5%)	31(21.7%)	12(8.4%)	7(4.9%)
D	7(4.9%)	29(20.3%)	46(32.2%)	32(22.4%)	29(20.3)	17(11.9%)
SD	3(2.1%)	67(46.9%)	40(28%)	11(7.7%)	17(11.9%)	39(27.3%)

KEY: Strongly Agree (SA). Agree (A). Disagree (D). Strongly Disagree (SD)**Figure 6: Purpose of Utilizing ICT**

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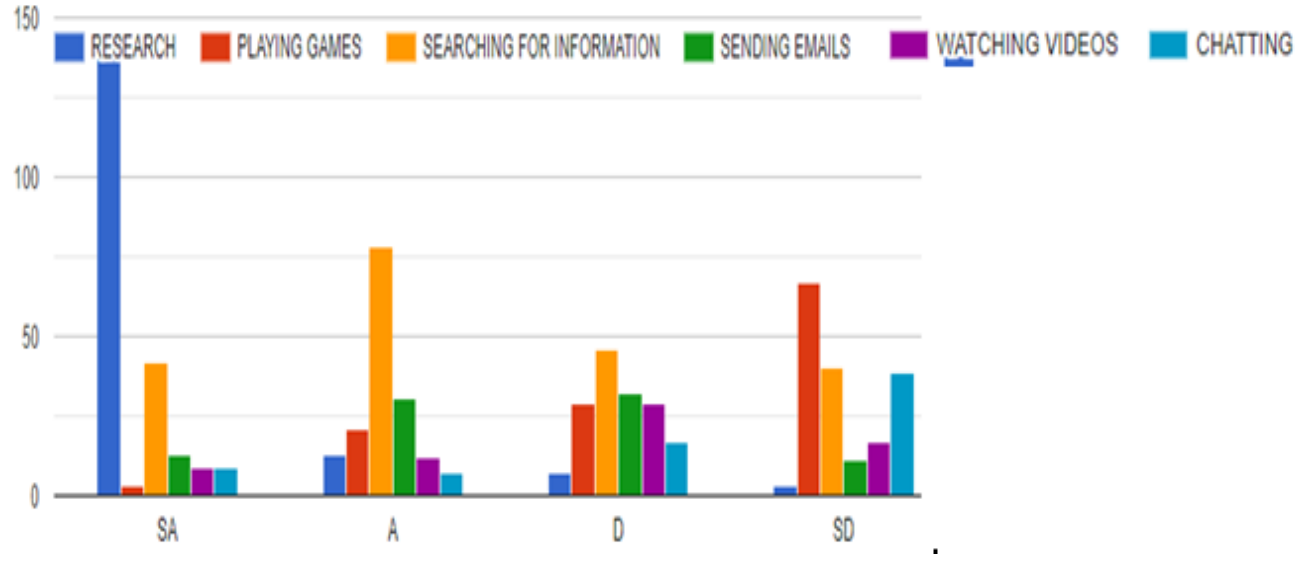

Table 6; figure 6 above present the responses on the purpose of utilizing ICT by students of Kogi State Polytechnic Lokoja based on multiple choice. The table shows that the majority of the students represented by 137(95.8%) respondents utilize ICTs for research purpose. Also, they agreed to the use ICT for searching for information with 78(54.5%) respondents and disagreed to playing of games 67(46.9).

Table 7: Challenges Militating Against Utilization of ICTs by (LIS) Students in Kogi State Polytechnic Lokoja [N= 143] *(Multiple Choices)*

Rating	**INADEQUATE SKILLS**	**TECHNOLOGY FHOBIA**	**INADEQUATE FACILITIES**	**LACK OF INTEGRATION OF ICT IN LIS CURRICULUM**	**LACK OF INTERNET**	**LACK OF INTEGRATIOIN OF ICT PRACTICALS SKILLS ACQUISITION PROGRAM**
SA	131(91.6%)	25(17.5%)	19(13.3%)	14(9.8%)	24(16.8%)	39(27.3%)
A	18(12.6%)	70(49%)	45(31.5%)	20(14%)	16(11.2%)	15(10.5%)

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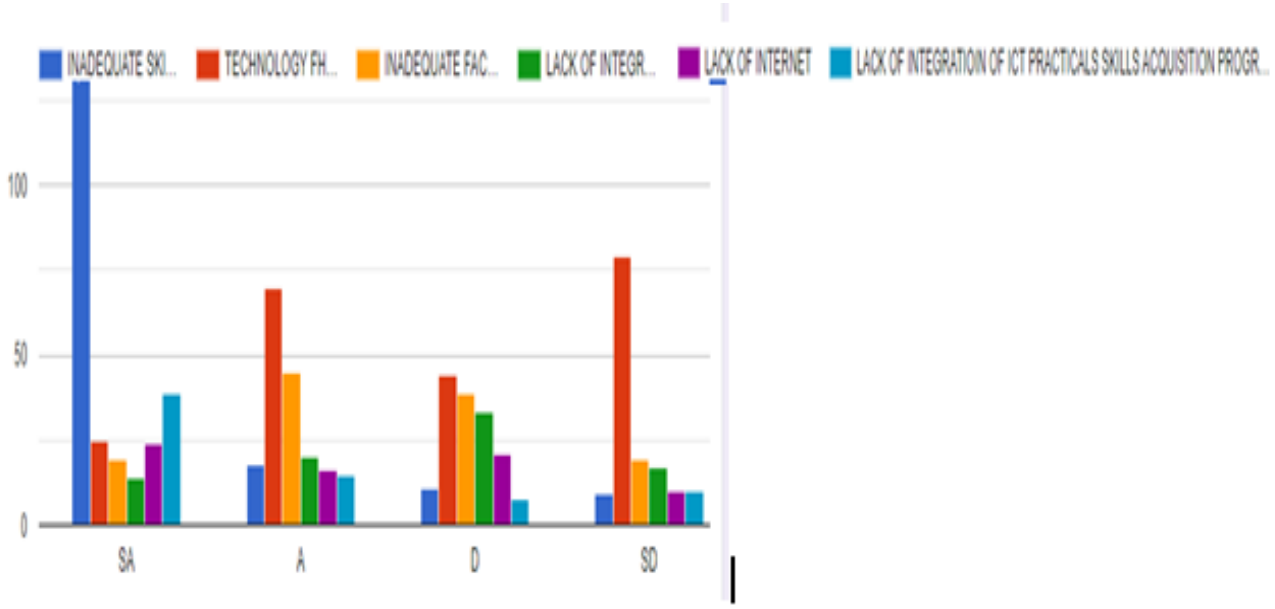
D	11(7.7%)	44(30.8%)	39(27.3%)	33(23.1%)	21(14.7%)	8(5.9%)
SD	9(6.3%)	79(55.3%)	19(13.3%)	17(11.9%)	10(7%)	10(7%)

KEY: Strongly Agree (SA). Agree (A). Disagree (D). Strongly Disagree (SD)

Figure 7: Challenges Militating Against Utilization of ICTs



From table 7; Figure 7, above, the respondents strongly agreed that the major challenge limiting the use of ICTs is inadequate skills with 131(91.6%) respondents. They also agree that inadequate facilities are also another limitation to use of ICT with 45(31.5%) respondents respectfully. Furthermore, they disagree with other limitation as indicated in the table.

Summary of the Finding of the Study

1. The findings of the study revealed that out of 168 respondents sampled for the study and sent the google form questionnaire, 143 respondents filled and submitted the questionnaire, which represents 85.1% response rate.
2. Majority of the respondents are within the age of 26-30 and 20 – 25 years and are mostly in in ND I, HND II, ND II and HND I.

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3. The most available ICT facilities are computers, printer, CPU, projector, photocopier, and flash drive.
4. The respondents are highly proficient in Microsoft Word, power point, and Microsoft CorelDraw skills.
5. The findings of the study revealed that computers are used by LIS students to a very high extent. Also, projector is used to a high extent while printer and scanner are used to a low extent.
6. Majority of the students utilize ICTs for research purpose. However, the major challenge limiting the use of ICTs is inadequate skills. Furthermore, technophobia and inadequate facilities also constituted limitations use of ICT by LIS students in Kogi State Polytechnic.
7. To enhance the utilization of ICT by students, the findings revealed that most of the students strongly agree that the provision of training opportunities will help in acquiring the necessary ICT skills. Furthermore, the consistent engagement of students in the use of ICTs and the provision of ICT facilities by the government will also enhance the use of ICT.

Discussion of Findings

The results of the research show that the implementation of ICT facilities in Kogi State Polytechnic is such that one is likely to encounter them in one or more ways, and the computers are the leading and widely spread technological equipment (94.4%), with their heavy usage (91.6%). This is in line with the statement by Ojo (2018) who suggests that computers, internet, printers, and photocopiers are the universal corporate ICT tools in the Nigerian universities despite their unevenly distributed belongings met by money and power shortage, etc. The very same comment

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goes for the fact that Afolabi (2020) has claimed that the computers are the basic support of the learning process and more than that at the same time as they are the main gate to the digital information sources for students in higher education institutions.

Additionally, the research highlighted that absolute computer proficiency of students of Library and Information Science (LIS) is quite common, especially when it comes to using basic digital tools like Microsoft Word (95.8%) and PowerPoint (49%). This finding was also verified by Nwosu and Eke's (2020) research, which stated that students of Library and Information Sciences (LIS) from West African universities possess the undoubted and very good ICT skills at the fundamental level, though advanced or specialized applications like bibliographic software, digital content creation tools, and database management systems are out of their reach. The only little proficiency in tools like CorelDraw and MS Access is the main reason why the following also applies: LIS students, in fact are deficient in the utilization of advanced ICT.

In terms of usage, mainly academic purposes such as research, information search, communication, and e-mail were the areas where ICTs were mostly employed, and this conforms to the previous study by Olowu & Adeyemi (2018). In their research, they reported that the main use of the new technologies among Nigerian LIS students was for academic research, access to scholarly articles, and e-learning through online correspondence. It is the consistent behavior of the students from one study to another that indicates a central role of ICT tools for the different processes of information search, learning and knowledge gaining among LIS students.

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Major hurdles that have been pointed out like lack of proper ICT knowledge, short of equipment, absence of internet connectivity, and teachers being afraid of using technology are in perfect alignment with what the literature states. A concrete example of this is the work of Ojo and Adewale (2021) who stressed that the drawbacks detected were poor infrastructure and lack of technical expertise. the proper training of the educators was added as a necessary criterion. This is common in Cyprus where they believe that the government should fund all the LIS programs. Also, in Nigeria, Nwosu and Eke (2020) found out that modern ICT tools were not readily available to the students and the level of practical hands-on training made it very difficult for them to use ICT satisfactorily for their school work and later in their professional life as well.

The article's offerings of the betterment of ICT training, the infrastructural upgrade, curriculum integration, and the larger internet access are in the same directions with the suggestions by Adeyemi and Bello, who advocate the necessity of more money for ICT, the provision of more training opportunities, and the reforming of the curriculum to the ICT literacy level in the LIS field. The same views are also supported by Gamage and Halpin, who tell that the increasing of ICT capacity and the training toward digital literacy will bring the time of the student’s learning closer to the available academic resources.

The conducting of the survey proves what the academic literature is always shouting: despite the fact that the usage of ICT is getting easier and easier through the facilities provided; it is only the students' tech-savvy, the support from the school, and the integration of ICT into the curricula that can make its use effective. Hence, it is absolutely necessary to fortify these elements if we are to prepare the LIS students for the difficulty of the modern information environment.

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Conclusion

The study shows that ICT facilities are quite accessible at Kogi State Polytechnic. However, the utilization of these facilities by Library and Information Science (LIS) students has not been equally distributed and is mostly concentrated on basic applications. Students were found to be very adept and heavy users of important tools like computers and Microsoft Office applications, but the advanced ICT skills, which are very much needed for modern librarianship, were found to be lacking. The available ICT resources such as scanners and specialized software were also very few, which in turn means that the space and opportunity for practical hands-on experience was reduced. The study also signals that there are a lot of impediments and the most significant ones include lack of ICT skills, inadequate facilities, technophobia, poor internet connectivity, and limited curriculum integration, among others. These findings are in agreement with previous literature which has also pointed out that there is a need for better digital infrastructure, more well-organized ICT training, and increased support from the institution to raise the students' digital skills to a higher level where they can effectively use the technology for academic and professional growth. All the same, the study is of the opinion that the development of ICT competencies, their easy accessibility, and the vigorous application of the skills are the things that will be a must for the students who are to be working and serving well in the modern technological and information-driven world.

Recommendations

1. Enhance ICT Training: Implement comprehensive training programs for LIS students focusing on advanced ICT tools relevant to library and information science.
2. Improve ICT Infrastructure: Invest in upgrading and maintaining ICT facilities to ensure consistent and reliable access to resources.

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3. Increase Technical Support: Provide adequate technical support to resolve issues promptly and support the effective use of ICT resources.
4. Promote Digital Literacy: Develop initiatives to improve digital literacy among students, ensuring they are equipped to use ICT effectively for their academic and professional development.
5. Facilitate Access: Address issues related to limited access to ICT resources by ensuring equitable distribution and availability of facilities across the campus.

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