JEWEL JOURNAL

OF

LIBRARIANSHIP

STUDENTS' ASSESSMENT OF ICT FACILITIES IN INFORMATION RETRIEVAL: A CASE STUDY OF COLLEGE OF MEDICINE AND HEALTH SCIENCES, BINGHAM UNIVERSITYKARU, NASARAWASTATE,NIGERIA

BY

ALLAHDE SHEHU
alladefaith@gmail.com
COLLEGE OF HEALTH SCIENCES, JOS CAMPUS
BINGHAM UNIVERSITY KARU.

LAMIDI ABEL DARE
abeldarius@yahoo.co.uk
MAIN LIBRARY
BINGHAM UNIVERSITY, KARU

TABAWA Y. DANGWARAN
MEDICAL LIBRARY
BINGHAM UNIVERSITY KARU

JUNE, 2016

Abstract
This paper investigated students' assessment of ICT facilities in information retrieval in College of Medicine and Health Sciences library, Bingham University, Plateau state, Nigeria. Six research questions were used to guide the study and structured questionnaire was also used to collect data for the study. Survey research is been employed and also, using questionnaire to gather responses of the respondents. A total of hundred (100) questionnaires were administered using random sampling technique ninety-five (95) were duly completed and returned. Frequency and simple percentage were used to answer the research questions. The findings of the study revealed that most of the ICT facilities in the College library are used every day for information retrieval. It also reveals that the major problem encountered by the students in using ICT facilities was poor Internet services and constant power failure. Recommendations were proffered on how to improve the ICT facilities in the library.

Keywords: student's assessment, ICT facilities, information retrieval

INTRODUCTION

In the 21st century, an ability to work with information and communication technologies is becoming as essential to education, life and workplace success as "reading, writing and arithmetic". Today, everyone needs a basic understanding of *Information and Communication Technology* (ICT) and how to make productive use of it, just to be good students, workers and citizens. Teaching people how to be competent and have basic knowledge of ICT technologies is important, so that they will be successful in their academic and work careers, and they can efficiently participate in modern technical society.

The use of information and communication technology in information handling and Processing has arisen because of information explosion. In order to keep track of the increasing number of information carriers, computers are utilized to handle information processing with greater speed and accuracy than manual processing (Aina, 2004).

According to Isah (2010) the advent of information and communication technology has accelerated availability and usage of electronic resources in the modern time, this global development has posed challenges to libraries and information institutions in their attempt to meet information needs of users in the digital era. Libraries are now investing heavily on electronic resources especially academic libraries where users are exposed to various electronic resources outlets via Internet.

HISTORICAL BACKGROUND OF BINGHAM UNIVERSITY

Bingham University, Karu was established by the Evangelical Church Winning All (ECWA) its formal licensing by the National Universities Commission (NUC)... on 5th January, 2005. The academic programs of the University began in May 2006 at the Jos ECWA Theological Seminary temporary site and later moved to its present permanent site in March 2008 located at KM 26 Abuja-Keffi expressway, Kodape, New Karu-Nasarawa State- Nigeria.

As the name of the university implies, the university was named after one of the trio of pioneer Sudan interior missionaries, Roland Victor Bingham whose vision along with those of other founding fathers desire to produce committed Christians in our institutions. including the University through which Christ centered leaders would emerge. The founding fathers intend to meet the soaring need for not only quality tertiary education but education that recognizes and integrates moral and spiritual values in the face of degenerating social decadence in Nigerian university campuses.

Bingham university, Karu, is unique in the history of tertiary education in Nigeria, being one of the few Universities to begin with a college of health sciences from inception gaining accreditation for the MB,BS programme at pre-clinical and having met the minimum requirement for the training and award of the MB, BS degree, the Medical and Dental Council of Nigeria (MDCN) approved the full accreditation of the programme on 21" November, 2014.

Objectives of the study

1. To examine how often the students use the ICT facilities in the library
2. To determine the purpose for which the students use the ICT facilities

3. To ascertain the students level of skill in using the ICT facilities

4. To find out the types of ICT materials use most by the students

5. To identify the problems encountered by the students when using the ICT facilities

6. To ascertain whether ICT facilities satisfied their needs or not

RESEARCH QUESTION

1. How often do you use the ICT facilities in the libraries?

2. What are the student's purposes for using ICT facilities?

3. What level of ICT skill do the students have?

4. What are the types of ICT materials used by the students?

5. What are problems encountered by students in using ICT facilities?

6. Do the students derive any satisfaction in using ICT facilities?

LITERATURE REVIEW

An information retrieval process begins when a user enters a query into the system. Queries are formal statements of information needs, for example search strings in web search engines. In information retrieval a query does not uniquely identify a single object in the collection. Instead, several objects may match the query, perhaps with different degrees of relevancy.

Information retrieval (IR) is the activity of obtaining information resources relevant to an information need from a collection of information resources. According to Spack and Willet (1997), the term Information retrieval was coined in 1952 and gain popularity in the research communities from 1961. At that time, Information retrieval's organizing function was seen as a major advancement in libraries that were no longer just storehouses of books, but as places where informationis catalogued and indexed. According to Oketunji (2002),ICT is term that encompasses the notion of application of technologies to information handling (i.e generation, production, processing, storing, retrieval, disseminating etc.)

Information utilization can be considered as one important attribute for academic development and it constitutes one of the most important factors for research. A fundamental factor in information resources utilization is the 'perceived' information need, awareness of existence of an information resource and this determine the use of such information resources. According to Magoi (2014), the library as an information centre, is saddled with the responsibility of generating information resources to address user's needs and demands, irrespective of classes or races in the society. White(2010),ICT capability is fundamental to participation and engagement in modern information society. ICT can be used to find, develop, analyze and present information, as well as to model situations and solve problems. ICT enables rapid access to ideas and experiences from a wide range of people, communities and cultures, and allows people to collaborate and exchange information on a wide scale. Casal(2007),posit that the purpose of ICT in education is generally to familiarize students with the use and workings of computers, and related social and ethical issues. ICT has also enabled

learning. Abolade and Yusuf (2005) viewed ICT as essential tool in any educational system. They have potential of being used to meet the learning needs of individual students, promote equality educational opportunities offer, high quality learning materials, increase self-efficacy and independence of learning among students and improve teachers' professionaldevelopment. Apanpa & Lawal (2009) opined that the use of technology and knowing how technology can support students learning have become essentials skills for professional teachers in today's world. Aina (2004) stated that the utilization of ICT in information handling and processing has arisen because of the need to cope with information exploitation. For proper information management. due to the information exploitation, the introduction of ICT is inevitable. Oketunji (2002) referred to ICT as a term that encompasses the notion of application of technologies to information handling (i.e. generation production, processing, storage, retrieval, dissemination etc.)

The Problem Encountered in Information Retrieval and Utilization

Students like any other professional bodies, needs library and information services to effectively handle their responsibilities in the university which are paramount in dictating their needs. But, Magoi (2014) noted that there are some problems that confront the need and use of their information retrieval which includes insufficient time to use information resources/services, absence of Internet facilities in the faculties libraries, inadequate textbooks/ monographs in the university library, lack of knowledge to use electronic resources and inadequacy of power supply.

Echezona and Ogwu (2010) posited that because of information age and which information is being driven by globalization, many scientists enumerated some users of ICTs encountered problems to be ignorance, unavailability of Internet access, low bandwidth, subscription problem and lack of skills in information retrieval. Nnadozie and Nnadozie (2008) further describe the constraints on effective information delivery to academic staff in technological and tertiary institutions in Nigeria. Such constraints include inadequate information centres, inadequate library staff, and lack of relevant information materials, inconvenient hours, and absence of information and communication technologies (ICTs). Isah (1995) and Edem and Bassey (1999). in separate studies. recommend increased library funding. departmentalization of library services, and provision of *Information and Communication Technology (ICT)* to ameliorate difficulties associated with information search and retrieval in Nigerian institutions. It is in the light of this that this paper intends to assess the students' assessment of ICT facilities in information retrieval in College of Medicine and Health Sciences library, Bingham University, Plateau state, Nigeria.

METHODOLOGY

Survey research method was adopted for the study and structured questionnaire was used to collect data. A total of hundred (100) questionnaires were administered using random sampling technique to the clinical students of College of Medicine and Health Sciences, Bingham University. Ninety-five (95) questionnaires were duly completed, returned and found usable for the study. Meanwhile, Frequency and simple

percentage were used to answer the research questions.

Data analysis and discussion

Out of the 100 copies of the questionnaire that were administered 95(95%) were returned and found usage and the data from the received questionnaire were hereby presented on the statistical table, using frequencies and percentage.

Table 1: Gender Distribution

Variables	Frequency	Percentage
Male	46	48.42
Female	49	51.58
Total	95	100

Table 1 shows that 49(51.58%) respondents are female while 46(48.42%) are male students. Based on the analysis showed on the table, there are more female respondents than male.

Table 2: Levels

Variables	Frequency	Percentage
600L	34	35.8
500L	31	32.6
400L	30	31.6
Total	95	100

Table 2 shows that 34(35.8%) are 600 levels respondent 31(32.6%) are 500 levels respondents while 30(31.6%) are 400 levels respondents. From this analysis we can see that the 600 levels students responded more than the other levels. Their high response level is perceived to be as a result of their academic activities in which at this level, they embark on rigorous research works.

Table 3: Use of ICT Facilities

Variables	Frequency.	Percentage
Daily	52	54.73
Weekly	1	1.05
Monthly	-	-
Occasionally	2	2.11
Not at all	40	42.11
Total	95	100

Result in table 3shows that 52 (54.73%) of the respondents daily make use of ICT Facilities in retrieving information, 1(1.05%) use ICT facilities weekly, 2(2.11%) of the respondents use ICT facilities occasionally to retrieve information and 40(42.11%) of the respondents do not uses the ICT facilities at all. It is therefore concluded that there is high level of information retrieval using ICT daily.

Table 4: Functionality of ICT in theampus

Variables	Frequency	Percentage
Internet	40	42.1
Computer	17	17.9
Cable Satellite	-	-
Printer	17	17.9
Photocopier	21	22.1
Total	95	100

Table 4 reveals that40(24.1%) respondents that Internet facilities are functioning in the library. 17(17.9%) respondent indicated that computers are properly functioning, 17(17.9%) responded that printers are functioning and also 21(22.1%) respondents indicated the functionality of photocopier. Based on this analysis, it could be concluded that the internet facilities function better.

Table 5: Purpose of using ICT Materials

Variables	Frequency	Percentage
Consult materials	27	28.42
Seminar presentation	22	23.16
Lecture follow up	22	23.16
Study for examination	24	25.26
Total	95	100

Table 5 reveals that 27(28.42%) use ICT facilities for consulting materials, 22(23.16%) respondents use the ICT facilities for seminar presentation, 22(23.16%) uses the ICT facilities for lecture follow up and, 24(25.26%) of the respondents uses the ICT facilities for study for examination. From the above, the study reveals that most students use the ICT facilities to consult materials.

Table 6: Level of ICT skills

Variables	Frequency	Percentage
Very skillful	42	44.21
Average skillful	49	51.58
Not skillful	4	4.21
Total	95	100

Table 6 indicate that 42(44.21%) very skillful, which means this group of students can use ICT facilities with minimal assistance to retrieve information, 49(51.58%)are averagely skillful, 4(4.21%) are not skillful, this category of students rely on the library staff for assistance for retrieving information.

Table 7: Problems Encountered

Variables	Frequency	Percentage
Power failure	25	26.32
Lack of skills	3	3.16
Poor Internetservices	48	50.52
Lack of Internet subscription	19	20
Total	95	100

The result in table 7 revealed that 48(50.52%) respondents find it difficult to use the Internet because of the poor Internet services, 25(26.32%) complained of power failure as what inhibit accessibility to information retrieval 19(20%) respondents feels that there is lack of Internet subscription and3(3.16%) respondents indicated lack of skills to operate ICT facilities. This table therefore revealed that poor internet service is the major problem encounter by the students.

Table 8: How satisfied are you with ICT facilities

Variables	Frequency	Percentage
- -	-	-
Highly satisfied	12	12.63
Averagely satisfied	28	29.47
Not satisfied	55	57.9
Total	95	100

Table 8 shows that 55(57.9%) respondents are not satisfied with the Internet facilities 28 (29.47%) are averagely satisfied with the ICT services, while 12(12.63%) respondents indicated that they are highly satisfied with the ICT facilities.

RECOMMENDATIONS

ICT has tremendously improve library services and also contributed to students' academic development in providing timely and easy access to and use of wide range of information resources to students worldwide. Therefore the study shows that ICT facilities are integral part of the library without which the library services will be very slow.

...your conclusion is scanty (add more flesh pls)

Based on the findings of the work, the following recommendations were made:

1. The University authority should provide server that has sufficient bandwidth with wide area networkofInternetconnectivity for the library users to facilitate speedy retrieval of information

2. An alternative source of power supply like solar power, Inverter system and Heavy Duty Generator should be provided for the library to forestall problem of power outage since power holding company of Nigerian (PHCN) is not a reliable power supply

3. More funds be provided to enable the library keep pace with cost of equipment, their maintenance and information explosion

4. The e-library unit of the College should be expanded to accommodate more users at a time.

Note: The corrections have been effected IN

REFERENCES

Abolade, A.O & Yusuf, M.O (2005), ICT and the Nigerian teachers' education program African journal of educational studies, 3(1), 1-19.

Aina, L.O (2004), library and information science text for Africa. Ibadan. Third world information services, P312.

Apanpa, O.S and Lawal O.O (2009), ICT competencies of Teachers of ESL in Nigerian Secondary Schools available at: http://center.uoregon.edu/ISTE/upload/ NECC2009/ ICT Competencies. Pdf. Accessed on 10th August, 2011

Ayo, T.A (2000) Information and Communication Technologies and the Information Professional in the Information Age; The Nigerian Perspective. A Compendium of Papers presented at the 39th Annual Conferences and AGM at Sam Mbakwe Hall. Imo Concord Hotel Owerri. 17th – 22th June.

presented at the 39th Annual Conferences and AGM at Sam Mbakwe Hall. Imo Concord Hotel Owerri. 17th – 22th June.

Casal, R.C. (2007). ICT for education and development. *Info.* 9(4).

Crawford, J. (2003). The use of electronic information services by students at Glasgow Caledonian University. *Library and Information Research* 27(86): 30-36.

Echezona R.I. & Ogwu, M.F. (2010) Comparative Study of Information Seeking Behaviour of Academics in Natural and Social Sciences Faculties in the University of Nigeria. Nsukka: *Proceedings of Second Professional Summit on Information Science and Technology (PSIST)* held on 3rd – 7th 2010 at Nnamdi Azikiwe Library University of Nigeria, Nsukka. pp 161-169.

Edem, U.S., & Bassey, B.A (1999). Information Seeking Behavior of Graduate Students in Nigerian universities. *African Journal of Education and Information Management* 2(3): 160-125.

Gateway, D.R. (n.d). Defining ICT in Education. Retrieved October 3, 2010, from:http://www.rwandagateway.org/ICT4E/spip.php?rubrique6

Isah, A. (2010) Electronic Library Use by Academic Staff at the University of Ilorin, Nigeria: Library and Information Research. *Journal of Library and Information Sciences.* 7 (1&2): 138-147

Isah, M. (1995). Information Needs and Seeking Behaviour of Extension cal

Specialists and Technical Officers of National Agricultural Extension and Research Liaison Services, Ahmadu Bellow University, Zaria. *Library Focus 12 & 14*: 50-56.

Magoi, J.S. (2014) Information Needs and Utilization of the Kaduna State University Library Resources by the Academic Staff. *Journal Of Humanities And Social Science. 19 (7): 125-131*

Nnadozie, C.O & Nnadozie C D. (2008)The Information Needs of Faculty Members in a Nigerian PrivateUniversity: A Self-Study. *Library Philosophy and Practice.*

Oketunji. 1 (2002). application of ICTs in libraries and documentation centers. On "Electronic services in Nigerian libraries" A paper presented at the National Workshop of Nigerian Library Association (NLA) held at university of Agriculture, Abeokuta, Ogun state. 24th-26th April, Pp 3-13

Sparck, K. and Willett P. (1997). 'Overall Information'. In: Sparck Jones , K. and Willett, P.(eds), Readings in information retrieval , San Francisco, Morgan Kaufmann Pub.Inc.,

White, K. G. (2010). Beyond the Horseless Carriage: Harnessing the Potential of ICT in Education and Training. Retrieved October 2, 2010, from: http://works.bepress.com/gerry_white/11/