Research Article **AJERR 2018,3:24**

American Journal of Educational Research and Reviews
(ISSN:2474-9265)

Computer self-efficacy and attitudes toward internet usage among library and information science postgraduate students in two library schools in Nigeria

Olalekan Abraham Adekunjo[1] and Stanley Omondiale Unuabor. (CLN)[2]

[1]Faculty of the Social Sciences Library, University Of Ibadan; [2]Lbrary Department, National Institute Of Construction Technology Library, Uromi, Edo State, Nigeria

ABSTRACT

In integrating computers in higher education, researchers have proposed that positive attitudes toward computers and high computer self-efficacy levels could be important factors in helping students learn computer skills and use computers. It is also expected that LIS Postgraduate students should be knowledgeable and comfortable with electronic resource usage. It is against these backgrounds that this study was conducted. Suvey research design was adopted, the population was Library and Information Science postgraduate students in two selected library schools in Nigeria. The instrument used for data collection was the questionnaire, two hundred and thirty nine (239) copiesof questionnaire were administered, two hundred and seven (207) were sucessfully retrieved and found to be useable, representing 86.6% response rate. Data analysis was done using descriptive and inferencial statistics. Results showed that in spite of the potentials emerging technologies offers in Library Schools globally, in Nigeria, there is not very evidential that Library Schools are integrating ICTs into their instructions. It was found that among the two library schools studied, there were no operational/functional computer laboratory with internet facilities, access by students were restricted due to limited space as at the time of this study, this go a long way to show that LIS postgraduate students depend solely on their PCs with modem as alternative internet connector or commercial cyber café as the last resort. The above confirmed that there was no computer laboratory with functional internet facilities for postgraduate students as the time of this study. Recommendations for the study include that drastic measures should be taken by LIS educators/administrators to provide computers with functional internet facilities to LIS postgraduate students in their various schools to eliminate any barrier confronting them in order to enhance efficiency and quality of teaching, learning and research services. It was also recommended that other researchers should study more library schools in Nigeria on ICT integration and usage.

Keywords:
Computer Self-Efficacy, Attitudes, Internet Usage, LIS, ICT and Library Schools.

***Correspondence to Author:**
Olalekan Abraham Adekunjo
Faculty of the Social Sciences Library, University Of Ibadan

How to cite this article:
Olalekan Abraham Adekunjoand Stanley Omondiale Unuabor. (CLN). Computer self-efficacy and attitudes toward internet usage among library and information science postgraduate students in two library schools in Nigeria. American Journal of Educational Research and Reviews, 2018,3:24.

eSciPub LLC, Houston, TX USA.
Website: http://escipub.com/

Introduction

Background to the Study

In the recent times, technology is challenging the boundaries of the educational structures that have traditionally facilitated learning. Recent advances in computer technology and the diffusion of personal computers, productivity software, multimedia, and network resources over the last decade heralded the development and implementation of new and innovative teaching, learning and research strategies. Educators who advocated technology integration in the learning process believe it will improve learning and better prepare students for effectively participate in the 21st century workplace (Butzin,2000; Hopson, Simms, & Knezek, 2002; Reiser, 2001).

Furthermore, “information technology literacy” has become the centrepiece of “professional literacy” and “workforce readiness” (Resnick & Wirt, 1996), cited by (Sam, Othman, and Nordin, 2005). Workforce readiness includes communication skills, competencies in emerging technologies, and critical thinking skills. Given the certainty of technological change far more desirable than competencies in a limited number of specific applications are broad flexible skills, transferable skills and the related confidence to adapt to new applications and environments conclude that higher education will expand academic computing resources not only for their pedagogical benefits but also “because it will be seen to be the duty of education to use such systems in order to prepare its graduates for the realities of a workplace where they will be obliged to use them (Sam, et al, 2005). However, in integrating computers in higher education, researchers have proposed that positive attitudes toward computers and high computer self-efficacy and lower computer anxiety levels could be important factors in helping people learn computer skills and use computers. Operational knowledge of computers may provide students with increased potential for academic excellence and quality of life.

As computer usage continues to increase, so does the demand for computer in education. The Internet is an educational tool with numerous potentials. It may be used to replace the traditional classroom lectures or supplement traditional instructional methods. The Internet enables students to communicate with other students abroad and thus share each other’s ideas, knowledge, experiences, and cultures (Lui, 1997) as cited by (Khan, Khan, & Bhatti, 2011). Therefore, University students should be encouraged to use academic and reliable resources in their term project and homework for successful investigation.

Self-efficacy is an important psychological construct in understanding the reason people choose to pursue particular activities and the extent of effort they devote to them. Self-efficacy is a result or outcome of the belief that one has the confidence and the ability to execute the courses of actions required to deal with a given situation in which they are trained. Kinzie, Delcourt, and Powers (1994) as cited by Sam, et al, (2005) defined self-efficacy as an individual’s confidence in his or her ability, which may impact the performance of tasks: “Self-efficacy reflects an individual’s confidence in his/her ability to perform the behaviour required to produce specific outcome and it’s thought to directly impact the choice to engage in a task, as well as the effort that will be expended and the persistence that will be exhibited.” He further mentioned that individuals who are easily discouraged will fail; whereas, confident individuals who fall short of their goal will increase their efforts and persevere, resulting in attaining the goal. Individuals’ self-efficacy expectancies can vary with the task due to the magnitude, generality, and difficulty of the task to be accomplished.

Consequently, participants with little confidence in their ability to use computers might perform more poorly on computer-based tasks. On the other hand, previous computer experience may lead students to believe computer applications courses are easy.

Heightened self-efficacy may cause students to expend little effort toward learning new computer concepts, (Sam, et al, 2005). Adapted from the self-efficacy concept, computer self-efficacy is the extent of an individual's perceived ability to use a computer.

The use of Internet in education allows a wide range of informational resources to be accessed globally, Information resources are very well organized on the Internet, to allow for easy access and exchange(Hicks, 2002). Students and teachers alike use the web because someone has already done the work of finding the information for them. The Internet allows students and teachers to "exchange greetings, engage in intellectual discourse, conduct meetings, share knowledge, offer emotional support, and make plans, brainstorm ideas, learn about other cultures, broaden their mental horizon" (Baker, 2000).

According to Jacobson, (1991) as cited by Ozoemelem, (2009), the obstacle to the use of a library's resources, and in particular its electronic resources, is that they are not seen as being straightforward. In contrast to an Internet search engine, where a single keyword search will usually result in thousands of hits, no matter what the topic, in the library, students have to choose a particular database and be more selective in the search words they use. Moreover, database subjects often overlap, with differences in dates, journal and subjects covered, and whether the material is full-text or not. In addition, the library may have a print subscription to a certain title that is not full-text electronically, or the title may be accessible full-text through another database than the one originally searched. The internet has become an increasingly important tool used by people around the globe today. The Internet provides access to very wide range of information resources, and databases such as JANET, AARNET, APRANET, JSTORe, SAGE, AGORA etc. These resources are made available to users at fast speed.

Globally, computer technology is changing the way educators teach and students learn, therefore, library school administrators need to understand what can and cannot be achieved with the current technology to allow them to utilize the maximum potential of technological innovation. This advancement can be a critical component to the educational experience, opening more opportunities for learners and educators, thus providing a skilled workforce for the nation's economic development. These developments and challenges have serious implications for the LIS postgraduate students. With the development of technology and implementations of online learning in other institutions, and the demands for a skilled workforce, the institution has been challenged to make a shift to virtual classrooms as well as provide students realistic experiences in the applications of technology. LIS postgraduate students are now obligated to be knowledgeable and confident of their ability to use the new emerging computer technologies to deliver instruction more efficiently and effectively

Statement of the Problem

In integrating computer in higher education, researchers have proposed that positive attitudes toward use of computer and high computer self-efficacy should be held in high esteem. It is worrisome that much studies has not been carried out on the characteristics of the library schools members regarding computer self-efficacy, and internet usage. There is also little evidence that library schools in Nigeria are integrating computer technology into their instruction. If low computer self-efficacy exist among LIS Postgraduate students, they may choose not to use these computer technologies. The use of Internet in the library schools in Nigeria still seems to be in the state of infancy. It is also expected that LIS Postgraduate students should be knowledgeable and comfortable with electronic resource usage. It is against these backgrounds that this study sought to examine

computer self-efficacy and attitudes toward internet usage among LIS Postgraduate students in library schools in Nigeria.

Objectives of the Study

The major objective of this study is to investigate self-efficacy and attitudes toward internet usage among LIS Postgraduate students in two library schools in Nigeria.

The specific objectives are to:

1. ascertain the level of computer self-efficacy among LIS postgraduate students of Library Schools in Nigeria;
2. find out the attitude of Internet usage among LIS postgraduate students of Library Schools in Nigeria;
3. iii. identify the differences among LIS postgraduate students in self-efficacy and attitudes towards internet usage in Library Schools in Nigeria with respect to gender

Research Questions

The following research questions guided the study.

1. What are the levels of computer self-efficacy among LIS postgraduate students of Library Schools in Nigeria?
2. What are the attitudes of LIS postgraduate students towards Internet usage in Library Schools in Nigeria?
3. What are the differences among LIS postgraduate students in self-efficacy and attitudes towards internet usage in Library Schools in Nigeria with respect to gender?

Significance of the Study

The value of the study relates to the understanding of the usage of computer and the internet by LIS postgraduate students of the Library Schools in Nigeria. This study will amongst others, attempt to identify which of the variables presented play a significant role in students' use of electronic resources. It will also x-ray the problems associated with the use of computer and the Internet and as such the result of this study will contribute to the body of knowledge on postgraduate students' use of ICT tools. Similarly, as expected, the result will also be beneficial to academics, researchers, students and professional interested in this area of study.

The scope of this study focuses on self-efficacy and attitudes of Internet usage among LIS postgraduate students of Library Schools in Nigeria. Consequently, this study was carried out in the Department of Library, Archival and Information Studies of the University of Ibadan and Department of Library and Information Science Delta State University, Abraka in Nigeria.

Literature Review

Self-efficacy is an important psychological construct in understanding the reason people choose to pursue particular activities and the extent of effort they devote to them. Self-efficacy is a result or outcome of the belief that one has the confidence and the ability to execute the courses of actions required to deal with a given situation in which they are trained,(Embi, 2007).

Bandura and Locke (2003) affirm that individuals' self-efficacy beliefs contribute significantly to the level of their motivation and performance as well. Self-efficacy beliefs can be used to explain technology usage behaviours. Compeau and Higgins noted that individuals with higher computer self-efficacy beliefs tend to see themselves as able to use computer technology. On the other hand, individuals with lower computer self-efficacy beliefs become more frustrated and more anxious working with computers and hesitate to use computers when they encounter obstacles.

Attitudes represent the conceptual value of technologies in the minds of the students, not the values of the technologies themselves (Adekunle, Omoba andTella, 2007). The study of Watson & Edwards (2010) found that integration of Web 2.0 tools into learning was positive and has made it possible for scholars at different locations on the globe to exchange

ideas on various fields of study and also allows students and lecturers to communicate both within and across international borders.

The study of Luambano & Nawe (2004) revealed that majority of the students were not using the internet due to the inadequacy of computers with internet facilities, lack of skills in internet use and slow speed of computers. It was also revealed that most students who used the internet did not use it for academic purposes. Njagi & Isbell (2003) assessed the students' attitudes towards web-based learning resources. The study addressed the differences in attitude change, towards computer technology, for students using web-based resources and those using traditional textbooks. It was pointed out that the majority of the students in both web-based and the traditional textbook groups had owned personal computers and had Internet accessibility at their homes. Romiszowki and Mason (1996) cited in Sam et al (2005) stated that higher education will expand academic computing resources not only for their pedagogical benefits but also 'because it will be seen to be the duty of education to use such systems in order to prepare its graduates for the reality of a workplace where they will be obliged to use them''.

Tella, *et al* (2007) as cited by Okello-Obura and Ikoja-Odongo (2010) in another view argued that the students' ability to find and retrieve information effectively is a transferable skill useful for their future life as well as enabling the positive and successful use of the electronic resources whilst at school. They noted that in this digital era any student at the higher level who intends to succeed academically should have the ability to explore the digital environment. Students are increasingly expected to use electronic information resources whilst at the university. To make use of the growing range of electronic resources, students must acquire and practice the skills necessary to exploit them (Okello-Obura and Magara, 2008). The study of Okello-Obura and Ikoja-Odongo, 2010 further revealed that LIS postgraduate students at Makerere University have the required skills and ability to access and use electronic resources.

Gender is a relevant demographic pointer in examining use of electronic sources. Sex seems to affect electronic information sources use. Waldman (2003) submitted that males seem to enjoy browsing on the internet for enjoyment while female tend to only use it for work- related purpose. Ford et al (2001) found that females tended to experience more difficulty finding information online, to feel competent and comfortable using the internet, to use the internet less frequently than males and to make use of a less varied set of internet application. Majid (1999) cited by Okiki and Asiru (2011) found a similar result in studying faculty members; while males tended to have computing skills than females, age and year of obtaining highest educational qualifications were also important factors in establishing computers skills.

Kubey, Lavin and Barrows (2001) as cited in Widyanto and Griffiths (2006) found that male students were more internet dependent than women. They found that among the online chat users, men are more likely to spend longer time chatting online than do women, although the women who are more serious chatters tend to be more dependent than men users. The study, Rees and Noyes (2007) found that significant sex differences were reported for computer and internet use and internet attitudes, although both females and males were generally competent and frequent users of both technologies.

Research Methodology

Survey research method was adopted for this study. For the purpose of this study the population were limited to the LIS Postgraduate Masters Students of University of Ibadan and Delta State University Library School in Nigeria. The total population of this study was 239 Postgraduate Masters LIS students of the two

selected Library Schools in two academic sessions.

Population of respondents for the study was 239. Total enumeration (census) sampling technique was adopted because of the small size of the population. Questionnaire method of data collection was adopted; total number of 239 questionnaires was administered to the LIS Postgraduate Masters students, in the two Library Schools. In establishing the reliability of the instrument, a pilot study was conducted; Cronbach's Alpha method was adopted in pre-testing the instrument to determine the reliability coefficient of the variables. The reliability coefficient of 0.92 was obtained. Both descriptive and inferential statistical methods were used for data analysis.

Data Analysis And Interpretation

Table 1: Response rate of the questionnaire

Library Schools	Total Administered	Total Retrieved	Overall Percentage (%)
Department of Library, Archival and Information Studies (LARIS) university of Ibadan	178	154	74.4%
Library and Information Science Department Delta State University	61	53	25.6%
Total	**239**	**207**	**100**

A total of two hundred and thirty nine (239) copies of questionnaire were administered to the two library schools studied. However, a cumulative of two hundred and seven (207) copies was successfully retrieved from the library schools respectively representing 86.6% response rate.

Table 2: Age of the Respondent

Age	Frequency	Percent
18-25	39	18.8
26-35	130	62.8
36 above	38	18.4
Total	207	100.0

Table 2 shows age distribution of LIS postgraduate students in the two library schools studied. The respondents between ages 26-35 years were found to have the highest concentration of LIS postgraduate students with 130 (62.8). This analysis however shows that the postgraduate students of the two library schools studied are predominantly young adults.

Table 3: Gender Composition

Sex	Frequency	Percent
Male	101	48.8
Female	106	51.2
Total	207	100.0

Table 3 shows the gender composition of respondents in the two library schools, with female 106 (51.2%) and male 101 (48.8%). However, this could be interpreted to mean that female dominated their male counterpart.

Table 4: Highest Educational Qualification of Respondents

Highest Educational Qualification	Frequency	Percent
HND	6	2.9
First degree	153	73.9
Masters degree	48	23.2
Total	207	100.0

Table 4 shows the highest educational qualification of the respondents. The respondents that have first degree are the highest with 153(73.9%), if compared with those that have master's degree 48(23.2%) and HND 6(2.9%) respectively.

Research Question 1:What are the levels of computer self-efficacy among LIS postgraduate students of Library Schools in Nigeria?

Table 5: Computer Self-efficacy

	Responses (%)						
I feel confident:	**SD**	**MD**	**MA**	**SA**	**NR**	**Mean**	**S.D**
Working on a personal computer.	36 (17.4%)	2 (1.0%)	25 (12.1%)	139 (67.1%)	5 (2.4%)	3.24	1.242
Using the computer in organizing information.	32 (15.5%)	17 (8.2%)	56 (21.7%)	97 (46.9%)	5 (2.4%)	3.00	1.180
Handling removable storage devices correctly.	48 (32.2%)	16 (7.7%)	36 (17.4%)	103 (49.8%)	4 (1.9%)	2.90	1.294
Learning advanced skills within a specific application software.	45 (21.7%)	25 (12.1%)	80 (38.6%)	52 (25.1%)	5 (2.4%)	2.62	1.150
Using the computer to analyze numeric data.	49 (23.7%)	25 (12.1%)	57 (27.5%)	71 (34.3%)	5 (2.4%)	2.68	1.237
Copying an individual file.	20 (9.7%)	13 (6.3%)	46 (22.2%)	124 (59.9%)	4 (1.9%)	3.29	1.071
Moving the cursor around the monitor screen.	11 (5.3%)	5 (2.4%)	32 (15.5%)	153 (73.9%)	6 (2.9%)	3.52	.984
Using the computer to write a letter or essay.	9 (4.3%)	11 (5.3%)	24 (11.6)	158 (76.3%)	5 (2.4%)	3.55	.953

Table 5 shows that the respondents have high level of confidence in working with a personal computer with 139(67.1%) and 25(12.1%) as against those with little or no confidence with

36(17.4%) and 2 (1.0%) respectively. In using computer to organize information, 97 (46.9%) and 56(27.1%) strongly and moderately agreed that they have the confidence to use it, while 32 (15.5%) and 17(8.2) has little or no confidence in using computer to organise information.

The result in the table 7 also revealed that to a very high extent the respondents have the confidence to handle removable storage devices correctly with 103 (49.8%) and 36(17.4%) as against those who cannot handle it correctly with 48 (23.2%) and 16 (7.7%) respectively.

However, it also goes to show that the respondents high level of confidence in making selections from an on-screen menu with 98(47.3%) and 50 (24.2%) strongly and moderately agreed with against those with less confidence with 34(16.4%) and 20 (9.7%) respectively. To confidently use computer to analyse numeric data, 71 (34.3%) and 57(27.5%) strongly and moderately agreed that they feel confident, while 49(23.7%) have no confidence and 25 (12. 1%) have less confidence.

Furthermore, the results also showed that the respondents have confidence in moving the cursor around the monitor screen with 153 (73.9%) and 32(15.5%) respectively. The results also goes to show that the respondents are confident using computer to write letter or easy with 158 (76.3%) and 24(11.6%) respectively.

Research Question 2: What are the attitudes of LIS postgraduate students toward internet usage in Library Schools in Nigeria?

Table 6: Attitudes toward Internet usage

Items	Response %						
	SA	A	D	SD	NR	Mean	S.D
The internet will never replace human life.	165 (79.7%)	22 (10.6%)	5 (2.4%)	11 (5.3%)	4 (1.9%)	3.61	.917
Internet is responsible for the timely completion of research work.	101 (48.8%)	67 (32.4%)	8 (3.9%)	22 (10.6%)	9 (4.3%)	3.11	1.157
I feel intimidated by the Internet.	38 (18.4%)	26 (12.6%)	51 (24.6%)	80 (38.6%)	12 (5.8%)	1.99	1.219
The over use of the Internet may be harmful and damaging to humans.	90 (43.5%)	65 (31.4%)	22 (10.6%)	23 (11.1%)	7 (3.4%)	3.00	1.138
The Internet can eliminate a lot of tedious work.	129 (62.3%)	51 (24.6%)	14 (6.8%)	7 (3.4%)	6 (2.9%)	3.40	.965
I use Internet for information needs.	119 (57.5%)	57 (27.5%)	7 (3.4%)	14 (6.8%)	10 (4.8%)	3.26	1.119
The Internet is fast and efficient means of gaining information.	151 (72.9%)	35 (16.9%)	10 (4.8%)	5 (2.4%)	6 (2.9%)	3.55	.917
The Internet complexity intimidates me.	51 (24.6%)	21 (10.1%)	57 (27.5%)	71 (34.3%)	7 (3.4%)	2.18	1.241
The Internet is bringing us into a bright new era.	104 (50.2%)	75 (36.2%)	14 (6.8%)	8 (3.9%)	6 (2.9%)	3.27	.957
The use of the Internet is an evolving phenomenon in the academic environment.	123 (59.4%)	59 (28.5%)	14 (6.8%)	6 (2.9%)	5 (2.4%)	3.40	.918
The Internet usage seems to be in the state of infancy or early maturation in my school.	97 (46.9%)	43 (20.8%)	42 (20.3%)	20 (9.7%)	5 (2.4%)	3.00	1.132

Table 6 shows the results of the attitudes of internet usage among LIS postgraduate students. The results revealed that the respondents strongly believed that the internet will never replace human life with1 165(79.33%), 22(10.6%), 5 (2.4%) and 11(5.3%) respectively. The perception and belief of the respondents that the internet is responsible for the timely completion of research work were high with 101(48.8%), 67(32.4%), 8(3.9%) and 22(10.6%) respectively.

More so, the respondents perceived and believed strongly that the internet can eliminate a lot of tedious work with 129(62.3%) and 51(24.6%) and compared to those that did not belief with 14(6.8%) and 7 (3.4%) respectively. The result to a very high extent shows that the respondents use the internet for information needs with 119(57.5%) and 57(27.5%) as against those who do not use internet for information as against those who do not use internet for information needs with 7(3.4%) and 14(6.8%) respectively, that also believed that the internet is the fast and efficient means of gain information with 151(72.9%), 35(16.9%), 10(4.8%) and 5(2.4%) respectively.

Finally, the respondents strongly holds the view that the use of internet is an evolving phenomenon in the academic environment with (59.4%) and 59(28.5%) as against those who were of the contrary view with 14 (4.8%) and 6 (2.9%) respectively, but it further revealed that highest responses shown that the internet usage seems to be in the state of infancy or early maturation in their librarian schools with 97(46.9%) strongly agreed, 43(20.8%) agreed as against those who disagreed with 20 (9.7%) and 42 (20.3%) respectively.

Research question 3: What are the differences among LIS postgraduate students in self-efficacy and attitudes towards internet usage in Library Schools in Nigeria with respect to gender?

Table 7: Difference among LIS postgraduate students with respect to gender

computer self efficacy

Sex		Frequency	Percent	Valid Percent	Cumulative Percent
Male	less confident (0-49)	30	29.7	29.7	29.7
	more confident (50-84)	71	70.3	70.3	100.0
	Total	101	100.0	100.0	
Female	less confident (0-49)	12	11.3	11.3	11.3
	more confident (50-84)	94	88.7	88.7	100.0
	Total	106	100.0	100.0	

Table 7 shows the gender differences in computer self-efficacy. It revealed that for the Male 71(70.3%) have higher computer self-efficacy and 30 (29.7%) low computer efficacy while the female with high computer self-efficacy stood at 94(88.1%) with low computer self-efficacy with 12 (11.30%).

Table 8 shows the differences among LIS postgraduate students with gender. It revealed that both the male and female to a very high extent have positive attitude towards internet usage with male 95 (94.1%) and female 95(89.6%) respectively.

Finally, judging with the results in table 7 and 8 it is evident that high level of computer self-efficacy and positive attitude of internet usage exist among the respondents.

Table 8: Difference among LIS postgraduate students with respect to gender

attitude internet scale

Sex		Frequency	Percent	Valid Percent	Cumulative Percent
Male	negative attitude(0-49)	6	5.9	5.9	5.9
	positve attitude(50-84)	95	94.1	94.1	100.0
	Total	101	100.0	100.0	
Female	negative attitude(0-49)	11	10.4	10.4	10.4
	positve attitude(50-84)	95	89.6	89.6	100.0
	Total	106	100.0	100.0	

Discussion

Prior to this study, literatures have revealed that not much research work has been done about the characteristics of the Library School members regarding computer self-efficacy and attitudes toward internet usage. In spite of the potentials emerging technologies offers in Library Schools globally. In Nigeria, there is also little evidence that Library School are integrating ICTs into their instructions. This study therefore confirmed that LIS postgraduate students look forward to using computer on their job in the future which correlate with the study of Butzin (2000); Hopson, Simms, and Knezek (2002); and Raser (2001) who posited that educators who advocate technology integration in the leaning process believe it will improve learning and better prepare students to effectively participate in the 21st century workplace.

More so, the internet was believed in this study to be responsible for the timely completion of research work as found reported in the study of Ojedokun and Owolabi (2000). The internet as revealed in this study, offers vast opportunity to users to meet their information needs, this was not far from the view of Rajee (2005) and that of Odunewa (2004) as cited by and Asari (2011) also hold similar view, which posited that the most prominent form of ICT today is the internet and that it provides the largest reservoir of vital information in all kinds of disciplines and all over the world. The findings of this study revealed that the LIS postgraduate students strongly believed that internet is an evolving phenomenon in the academic environment. This view was not far from that of Quadri (2012) who asserted that in higher education and human capacity building, significant pattern of change in teaching and learning and that academic departments have witness increase in globalization of higher education. The findings of this study revealed that the internet usage seems to be in the state of infancy or early maturation in the library schools. Akporido (2005) in his study reported that students must pay access fee in cyber cafes; this is as a result of library schools' inability to provide LIS postgraduate students with functional computer laboratory with no restricted access or fee base internet services. As revealed by Luambano and Nawe (2004), majority of students do not use internet due to the inadequacy of computers with internet facilities.

Finally, on the differences among the variables with gender, the results of the study revealed that female postgraduate students are more computer anxious than their male counterpart. This is in line with the study of Jackson et al (2001) who found that females are more computer anxious, this finding also conformed with the study of Rees and Noyes (2007) were they stated that females have greater anxiety towards technology and the study of Brosnan (1998); Dickhauser and Stien Smeier-Pelster, (2002); Morahan-Matin (2000); Shashaani (1993); as cited by Ozeomelem (2009) posited that women have been said to generally display less confident and more discomfort to using computer. The findings of this study also supported the study of Enochsson (2005) who revealed that research has found that technology is no longer reserved for males, but that females react somewhat differently to computers, and also have to deal with different conditions in society regarding the gender issue. The result of the study revealed to a very high extent that both male and female have positive attitudes toward internet usage. The findings above was in agreement with the study of Mahmood (2010) who confirmed that LIS professionals both in developed and developing world have been using various services and facilities of the internet and they have a positive attitude towards this technology.

Summary of Findings

The study found that females dominate males in the two library schools studied. In addition, the postgraduate students of the two library schools studied are predominantly young adults, the postgraduate students were optimistic that they will use computers in their workplace. However, the postgraduate students are confident in using computer especially PCs. The postgraduate students strongly agreed that they will be able to keep to the advances brought by the internets, They were of a strong view that the internet will never replace human life and most pertinent of all that the internet is responsible for the timely completion of research work and strongly support the view that the use of internet is an evolving phenomenon in the academic environment.

Furthermore, the findings of this study revealed that LIS postgraduate students are aware of the potentials the emerging technologies brought to higher education and they paid a warm welcome to them. They are very positive about the integration and use of these technologies for academic endeavours. They found these tools very important in LIS profession and work place. It was found that among the two library schools studied, the internet facilities and access was found to be in the state of infancy in the two selected library schools. At the time of this study, there were no operational/functional computer laboratory with free internet facilities and access, access by students were restricted due to limited space as at the time of this study, this go a long way to show that LIS postgraduate students depend solely on their PCs with modem as alternative internet connector or commercial cyber café as the last resort. This however, affects the level of perceived skills, training and participation in the effective use of computer and the internet.

Conclusion

As computers become prevailing tool in academic activities, regardless of the level of anxiety or whether students like to use the emerging technologies or not. It is believed that gender would not be an inhibiting factor on postgraduate students attitudes towards internet usage in the near future. A positive attitude is required to motivate LIS postgraduate students in the sense of internet users satisfaction e.g. Educators in Library Schools should provide opportunities for computer instructions, this motivation is the provision of computers with internet facilities with free access to increase the information thirst and use of internet among postgraduates students in library schools. The revelation of this study will be found useful in library schools, and to the administrators of these schools regarding the provision of adequate computers

and functional internet facilities with little or no fee base for more efficient use of information resources and service for their postgraduate students.

Recommendations

At the end of this study, the following recommendations were made by the researcher.

1. Library school marry their computer course with practical and workshops to enable postgraduate students learn the use of the emerging technologies, in order to expose them to high levels of proficiency that will lead to high computer self- efficacy.
2. Drastic measures should be taken by LIS educators/administrators to provide computers with functional internet facilities to LIS postgraduate students in their various schools to eliminate any barrier confronting LIS postgraduate students in order to enhance efficiency and quality of teaching, learning and research services.
3. Already acquired ICT knowledge/skills, and training by applicants who seek admission to postgraduate programme in library schools are *sine qua non* to having high computer self-efficacy and positive attitude towards the emerging technologies. Applicants seeking entry to LIS postgraduate library schools should be subjected to Computer Based Test (CBT) to ascertain their levels of ICT literacy, competency, confidence and proficiency before they are admitted in order to maintain high level standard, which will in turn help to eliminate or fill the digital divide that exist among them.
4. Library schools through their parent institutions should provide an alternative computer literacy programme to cater for the LIS postgraduate student's needs with high computer self-efficacy to boost their confidence that will guarantee positive attitude to ICT usage.
5. In this information age, there should be functional internet facilities in Nigeria library schools for to encourage LIS postgraduates to explore for their information and research needs.

References

1. Aderibigbe, N.A. and Emmanuel, S.O. (2012). Use of library information technology resource by graduate students of university of Agriculture, Abeokuta. *Library Philosophy and practice.* Retrieved April 4.2016, from http:unllib.uni.edu/LPP/
2. Akporido, C.E. (2005). Internet use in a Nigeria suburban setting. *The Electronic Library,* 23(3) 302-310.
3. Ates, A. (2010). Self-efficacy beliefs, achievement motivation and genders related to education software development. *Turkish Online Journal of Distance Education.* TOJDE 12(3)
4. Awoleye, O.M, Siyanbola, W.O & Oladapo, O.F. (2008). Adoption assessment of internet usage amongst undergraduates in Nigeria universities; a case study approach. *Journal of Technology Management and Innovation* 3(1) 84-89.
5. Bimber, B. 2000. Measuring the gender gap on the internet. *Social Science Quarterly* 81(3) 868-876.
6. Butzin, S.M. (2000). Using instructional technology in transformed learning environments; an evaluation of project child. *Journal of Research in Educational Computing Education,* 33(4), 367-384.
7. Embi, R. (2007). Computer anxiety and computer self-efficacy among accounting educators at university technology Mara (UITM), Malaysia. Dissertation submitted to the faculty of the Virginia polytechnic institute and state university.
8. Enochsson, A. (2005). A gender perspective on Internet use; consequences for information seeking on the net. *Information Research,* 10(4) Paper 237. Retrieved Feb 12. 2013, from http://informationR.net/ir/10-4/paper237.html.
9. Erfanmanesh, M. Abrizah, A. &Abdulkarim, N.H (2012). Development and validation of the information seeking anxiety scale. Maleujsian. *Journal of Library and Information Science* 17 (1)22-39.
10. Kadijevich, D. (2000). Gender differences in computer altitude among ninth-grade students. *Journal of Educational Computing Research,* 22 (2), 145-154

11. Khan, S.A, Khan, A.A and Bhatti, R. (2011). Internet access, use and gratification among university students; a case study of Islamia University of Behawalpur, Pakistan. *Chinese Librarianship an International Electronic Journal,* 32. Retrieved Feb. 4. 2016, fromhttp://www.icic.us/chej/cle32KKB.pdf
12. Kumar, & Kaur .A. (2006). Internet use by teachers and student in engineering colleges of Punjab, Haryana, and Himacha Pradesh State of India; an analysis. *Electronic Journal of Academic and Special Librarianship* 7(1). Retrieved Feb. 4. 2013. from http://southernlibrrianship.icaap.oralcontent.v07n01/Kumar_r01.htm
13. Lawson, K.G. 2005. Using electronic digital resources to enhance instructional methods for adult OCLC system and services. *International Digital Library Perspective.* 21(1). Retrieved April 3. 2013, from http://www.emerald.insight.com
14. Martin, F., Tutty, J. and Su, Y. 2010. Influence of learning management systems self- efficacy on e-learning performance. *i-managers Journals on School Education Technology* 5 (3) 26-35.
15. Okello-Obura, C and Ikoja-Odongo, J.R. (2010). Electronic information seeking among LIS Postgraduate students at Makerere University Uganda. *Library Philosophy and Practice.* Retrieved April 3. 2013, from http:unllib.uni.edu/LPP/
16. Okello-Obura, C and Magara, E. 2008. Electronic Information access and utilization by Makerer Uganda. *Evidence Based Library and Information practice* 3(3). Retrieved April 3. (2014), From http://wwwejournals.library.ualberta.ca.
17. Ortactepe, d. 2006. The relationship between teacher efficacy and professional development within the scope of in-service teacher's education program. Dissertation submitted to the Institute of Social Science, Bogazigi University of Turkey.
18. Ozeomelem, O.A. (2009). Use of electronic resources by Postgraduate students of the department of library and information science of Delta State University Abraka Nigeria. *Library Philosophy and Practice.* Retrieved Feb. 13, 2013, from http//www.digitalcommon.uni.ed./liphilprac./301.
19. Quadri, G.O. (2012). Impact of ICT skills on the use of E-Resources by information professionals: a review of related intertwine. *Library Philosophy and Practice.* Retrieved Feb 2.2016. fromhttp://www.un/lib.unl.edu/llp
20. Reisser, R.A. (2001). A history of instructional design and technology part 1: A history of instructional media. *Educational Technology and Research Development,* 49(1), 53-64.
21. Sam, H.K., Othman, A.E.A, and Nordin, Z.S. (2005). Computer self-efficacy, computer anxiety and attitudes towards the internet: a study among undergraduates in Unims. *Education Technology and Society,* 8(4) 2005-219. Retrieved Feb.13,2013, fromhttp://www.ifets/journals/84/19/pdf
22. Shahin, Y.G., Bailta, S.& Ercan, T. (2010). The use of internet resources by university students during their course project. A case study. *The Turkish Online Journal of Educational Technology,* 9(2) 234-244.
23. Shaw, L.H. & Gant, L.M (2002). Users divided? Exploring the gender gap in Internet use. *Cyber Psychology & Behaviour* 5(6) 517-527
24. Shumacher, P., & Morahan_ Mastin, J. (2011). Gender, internet and computer attitudes and experience computers in Human Behaviour, 17(1), 95-110.
25. Teo, T. (2009). Examining the relationship between student teacher's self-efficacy beliefs and their intended use of technology for teaching; a structural equation modelling approach: *The Turkish online Journal of Education Technology.*
26. Well, J.G. (2000). Walls effects on an online computer communication courses, prior computer experience and internet knowledge, and learning style on student's internet attitude computer-mediated technologies and new education challenges. *Journal of Industrial Teacher Education* 37(3) 22-53.