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BENUE JOURNAL OF LIBRARY, MANAGEMENT AND INFROMATION SCIENCE (BJLMIS)

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Celina Nongo, Ph.D
(Editor-in-Chief)

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EDITORIAL COMMENTS

Editors of Benue Journal of Library, Management and Information Sciences on behalf of Nigerian Library Association, Benue State Chapter are glad to release Volume 11, Number 2, December 2021. We recommend that you read this volume which has contents of academic rich value. A total of 10 peer reviewed articles are presented below:

Yemisi Oluremi Oladapo, Adenike Olubunmi Gariba, Kudirat Olawumi Salami and Moses Oladele Adeoye surveyed trends of medical librarianship competency Skills in Medical Library Resources and Services. **Asso. Prof. Oliver Ugocha** discussed Librarians' Work Performance and Reward System in Public Libraries of Two Eastern States in Nigeria.

Idris, I. S., Muhammad, A. B and Abdullahi, U. G. Considered a Survey of Literatures on Library and Information Services as Panacea for Educational Retardation in Sokoto State. **Chioma Maryrose Okeke and Chibuike Franklyn Azubuike** investigated Utilization of Telecommunication Technologies for Educational Enhancement of Library Schools in Selected Universities in South East, Nigeria.

Dr Joy C. Onyenachi (Cln), Chidinma Cynthia Udeozor and Edward C. Amadi also investigated Funding and Development of Public Library Service, A Case Study of Abia State Library Board Umuahia. **Ogechukwu Salome Uchendu and Dr Joy C. Onyenachi** discussed about the Influence of Management Principles of Directing on Automation of Libraries in Federal Universities in South-East, Nigeria.

Yahaya Aliyu Ismaila, Abdul Hadi Ayodeji, Idris Ibrahim Saleh and Abdullahi Maito Rasaq discussed Undergraduate Students Attitude towards Utilization of Multimedia Resources in University of Ilorin Kwara State. **Dr Joy A. Idachaba, Yemisi B. Ojokuku and Akinni A.**

Adeleke assessed Disaster Preparedness using technological coping measures of private university libraries in Osun State.
Finally, Alhaji Augustine Adejo, Uzoamka Ogwo and Kabiru Akande Babatunde revealed Technical Benefits of Internet of Things in Perspectives and its potentials for Service Delivery in Nigeria Libraries while Dr. Joy Asibi Idachaba and Prof. Akobundu Dike Ugah discussed Requirements and Issues of the 21st Century Librarianship



Celina Jummai Nongo Ph.D
Editor-in-Chief

Undergraduate Students Attitude towards Utilization of Multimedia Resources in University of Ilorin Kwara State

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Abstract

This study investigated attitudes of undergraduate students toward the utilization of multimedia resources in University of Ilorin Kwara State. A Descriptive survey design was used. A population of 52,978 with a sample of 392 was randomly selected across the fifteen faculties in University of Ilorin by using multi-stage random sampling technique. A questionnaire was used to collect data with a return rate of 376 copies of the questionnaire were completely filled and returned. Data collected for the four research questions were analyzed using frequency counts and percentages while PPMC was used to test the only null hypothesis of the study. Results shows that, projector; computer; audio recordings; television; digital camera, media player; video recording; and interactive white board are the major multimedia resources available to undergraduate students in University of Ilorin; and majority of the respondents have positive attitudes to the utilization of multimedia resources. Challenges showed epileptic power supply; poor Internet connectivity; and insufficient technical support for the effective use of multimedia resources. The result also established that there is a significant relationship between attitude and utilization of multimedia resources by the undergraduate students in University of Ilorin Kwara State. The study recommends that university management should provide a standby generator and solar

inverter that will address the issue of power failure in the university community; and school management should collaborate with the network providers so as to provide strong internet broadband width that will solve the issue of poor internet connection while using multimedia resources.

Keywords: *Library; Academic Library; ICTs; Multimedia Resources; Undergraduate Student*

Introduction

Academic libraries hold different information resources which range from print and non-print resources that both the students and lecturers can use to satisfy their information needs. The contribution of academic libraries to the academic achievement of students in tertiary institutions cannot be overestimated. The fact remains that academic libraries manage different intellectual resources that students and other community of users can access in order to meet their information needs (Swank, 2011). In support of this statement, Popoola and Haliso (2009) postulates that, library hold both prints and electron information resources such as journals, indexes, abstracts, newspapers and magazines, reports, CD-ROM databases, internet/E-mail, video tapes/cassettes, diskettes magnetic disk, computers, micro forms among others so as to meet the information needs of information users.

The integration of ICTs in this era of 21st century, library operations have indulged in use of multimedia resources which are used to compliment teaching and learning activities in the parent institutions. The concept of multimedia resources can be described as the non-print documents which are sometimes classified into two categories, that is; projected materials and non-projected materials (Nathan, 2011). Aina and Adekanye (2013) described multimedia resources as the resources that are part of our cultural heritage which carry a huge amount of information that needs to be preserved for future use. These resources require special equipment to operate because they are the product of advanced technology which can either be audio, visual or multimedia

resource. The importance of these resources in the academic environment cannot be overemphasized because they are used by librarians, lecturers, and instructors to communicate effectively and meaningfully with students so that they can receive, understand, retain and apply the experience to achieve educational goals.

Utilization of multimedia resources greatly depends on the attitudes of the users toward these resources. Attitude is a factor that may influence individuals' decision to use these resources which may in turn reflect the feelings of favourable or unfavourable use of these resources. Attitudes therefore can influence perceptions of information users and affect their degree of retention or utilization of information resources in the libraries including multimedia resources.

This means that positive attitudes of the students would lead them to use multimedia resources while their negative attitudes to the multimedia resources would impede them from using multimedia resources. Thus, it is very pertinent for the library management to understand the attitude that the undergraduate students which is the number one stakeholder of the library have towards the use of multimedia resources. Therefore, it is in the light of this that this study was setup to examine the attitudes of undergraduate towards the utilization of multimedia resources in University of Ilorin, Kwara State.

Statement of the Problem

Multimedia resources are one of the important resources in the library collections. This is because their contribution to the academic achievement of the students cannot be overestimate. Previous studies had shown that students underutilized these resources. The reason for the fair usage of these resources may be connected to the negative attitudes of the students towards these resources. The consequence of this is that the negative attitudes of students towards these resources will lead to the poor usage of multimedia resources. Most importantly, in the case of undergraduate students in University of Ilorin, there is dearth of literature on their attitudes towards the use of multimedia

resources in the library. This means that there is little or no substantial study that directly focus on the attitudes of undergraduate students in University of Ilorin towards the utilization of multimedia resources. Therefore, it is in the light of this, that this study was designed to examine the attitudes of undergraduate students toward the utilization of multimedia resources in University of Ilorin Kwara State.

Objectives of the Study

The broad objective of this study is to examine the attitudes of undergraduate students toward the utilization of multimedia resources in University of Ilorin. Specifically, the study will:

1. identify the multimedia resources available to the undergraduate students in University of Ilorin Kwara State;
2. examine the attitudes of undergraduate students in University of Ilorin toward the utilization of multimedia resources;
3. determine the extent to which undergraduate students in University of Ilorin utilize multimedia resources; and
4. identify challenges that undergraduate students encountered while using multimedia resources.

Research Questions

The study will provide answered to the following research questions

1. What are the multimedia resources available to the undergraduate students in University of Ilorin, Kwara State?
2. What are the attitudes of undergraduate students in University of Ilorin toward the utilization of multimedia resources?
3. To what extent does the undergraduates' student in University of Ilorin utilize multimedia resources?
4. What are the challenges that undergraduate students encountered while using multimedia resources?

Hypothesis

The following null hypothesis will be tested at 0.05 level of significant

H_{01} There is no significant relationship between attitudes and utilization of multimedia resources by the undergraduate students in University of Ilorin.

Scope of the Study

This study mainly focused on attitudes of undergraduate students towards the utilization of multimedia resources in University of Ilorin, Kwara State. The only two variables this study is focused on are; undergraduate students' attitudes and utilization of multimedia resources.

Related Literature

Studies have shown that multimedia resources play unique roles in teaching and learning situation and should be made readily available and accessible especially at the resource centers like libraries. Aramide and Bolarinwa (2010) study on the availability and use of multimedia and electronic resources by distance learning students in Nigerian universities focused on the availability of Audio-Visual and electronic resources, competence of students in the use of AV and electronic resources and their frequency of use in National Open University of Nigeria (NOUN). The area of study for this research is Ibadan study centre. A total of 149 students were selected for the study across departments at the Ibadan study centre. The researcher used questionnaire to elicit information from respondents. The data was analyzed by the use of percentages and frequency distribution. The study revealed that the institution provides video recordings, posters, charts, electronic databases, and email, while students make personal provision of audio recordings, pictures, radio, television, multimedia projectors, e-documents, CD-ROMs, computers, telephones, printers, and digital cameras. Similarly, Komolafe, Otonekwu and Oyeyemi (2019) study on the use of multimedia technology among the lecturers and undergraduate students of Osun State University found that television, projector, computer, media player and Internet facilities are some of the multimedia technologies that are available in Osun State University; and majority of the undergraduate students use computer, media player and internet facility daily.

On the challenges that students encountered while using multimedia resources, a study carried out at Illinois state university (2011) showed

several factors that affected the use of multimedia resources by the undergraduate students. The study showed that majority of the respondents agreed that three factors imposed barriers to the use of multimedia resources which include lack of institutional support; lack of financial support; and lack of time to learn new technology. Also, Furr and Bacharach (2014) reported that lack of computer system and other specific software to support some areas of teaching and research are the challenges that students encountered while using multimedia resources. In the same vein, Onasanya, Shehu, Oduwaiye, and Shehu (2010) reported that lack of electricity supply; high Internet service providers fees; insufficient and irregular funding of multimedia initiatives; absence of enabling environment, including highly regulated telecommunication industry; unsatisfactory performance of internet service providers and absence of incentives to promote innovation and risk taking, and high costs of multimedia resources are some of the challenges that affect the use of multimedia resources. In another study conducted by Jegede (2011) on the availability and use of instructional media in institutions in Lagos State, found that epileptic power supply; lack of operational manpower; lack of maintenance culture; funding; lack of knowledge in the use of instructional media; outdated instructional media and incompatibility of software. Furthermore, Aina and Adekanye (2013) surveyed the multimedia resources availability and use for library services among colleges of education in Lagos State. The findings showed that the major obstacle faced is inadequate funding, skill, monitoring, irregular supply of electricity, non-provision of AV resources and inadequate government's support hindered the use of AV resources. Similarly, Aramide and Bolarinwa (2010) also reported major constraints hindering the use of multimedia and electronic resources to include poor power supply, poor infrastructure, inadequate skill, high cost, and unavailability.

Methodology

The research design used is descriptive survey research. The population of this study consists of all the undergraduate students in

University of Ilorin. According to the 2020/2021 annual academic reports of University of Ilorin, the total number of undergraduate students is 52,978 across the 15 faculties in the University of Ilorin. Sample of 392 were randomly selected using multi-stage random sampling technique. The strata known as faculty and in each stratum the sample was drawn out by using simple random sampling technique. The instrument was a questionnaire tagged "Attitudes of Undergraduate Students Toward the Utilization of Multimedia Resources Scale" (AUSTUMRS)" was used to collect data for the study. The questionnaire was divided into two sections, that is, section A and B. Section A deals with the demographic information of the respondents while Section B was sub-divided into four sections. The instrument was validated using content and construct validity by giving three copies of the questionnaire to three research experts in the Department of Library and Information Science, with a reliability coefficient of $r=0.79$ using Cronbach alpha technique. The study administered 392 copies of the questionnaire to 392 undergraduate students across the 15 faculties in University with the help of research assistance out of which 376 copies were returned and filled completely which gives 95.9% response rate. Data collected for the four research questions was coded into IBM-SPSS version 21 and was analyzed using frequency counts and percentages while Pearson Product Moment Correlation (PPMC) was used to test the only null hypothesis of the study.

Data Presentation and Analysis

Demographic Information of the Respondents

Table1: Demographic Information of the respondents

	Frequency	Percent
Gender	219	58.2
Male	157	41.8
Female	376	100.0
Total		
Age	158	42.0
16-20	115	30.6
21-25	87	23.1
26-30	16	4.3
31-35	376	100.0
Total		
Academic Level	46	12.2
100	82	21.8
200	136	36.2
300	112	29.8
400	376	100.0
Total		

The results in Table 1 revealed the demographic information of the respondents. The results confirmed that out of 376 respondents, 219 (58.2%) were male while 157 (41.8%) were female. This means that majority of the respondents were male. Based, on the age distribution of the respondents, the results showed that out of 376 respondents, 158 (42.0%) fall between the age range of 16-20 while 115 (30.6%) fall between the age range of 21-25 years. Next to this are the respondents that fall between the age range of 26-30 represented by 87 (23.1%) while 16 (4.3%) fall between the age range of 31-35. In summary, majority of the respondents fall between the age range of 16-20. Furthermore, the results showed the academic level of the respondents, the study revealed that 46 (12.2%) were in 100 level while 82 (21.8%) are in 200 level. Also, 136 (36.2%) were in 300 level while 112 (29.8%) were in 400 level. Summarily, majority of the respondents were in 300 level.

Research Question : What are the multimedia resources available to the undergraduate students in University of Ilorin?

Table 2: Multimedia Resources Available to Undergraduate Students in University of Ilorin

S/N	Items	Available	Not Available
1	Television	372 (98.9%)	4 (1.1%)
2	Projector	376 (100.0%)	-
3	Multimedia Software	28 (7.4%)	348 (92.6%)
4	Interactive White Board	305 (88.1%)	71 (18.9%)
5	Digital Microphone	149 (39.6%)	227 (60.4%)
6	Media Player	324 (86.2%)	52 (13.8%)
7	Computer	376 (100.0%)	-
8	Digital Camera	341 (90.7%)	35 (9.3%)
9	Audio recording	376 (100.0%)	-
10	Video recording	312 (83.0%)	64(17.0%)

Results in Table 2 identified the multimedia resources available to undergraduate students in University of Ilorin, Kwara State. The results revealed that projector; computer; audio recordings; television; digital camera, media player; video recording; and interactive white board are the major multimedia resources available to undergraduate students in University of Ilorin, Kwara State.

Research Question 2: What are the attitudes of undergraduate students in University of Ilorin toward the utilization of multimedia resources?

Table 3: Attitudes of Undergraduate Students toward the Utilization of Multimedia Resources

S/ N	Statements	SA	A	D	SD
1	I feel irritated when using multimedia resources	62 (14.5%)	14 (3.7%)	81 (21.5%)	219 (58.3%)
2	Multimedia resources makes me frightened when lecturer is using it for teaching	38 (10.1%)	59 (15.7%)	116 (30.9%)	163 (43.3%)
3	I prefer using multimedia resources during the course of learning than traditional instruction.	185 (49.2%)	112 (29.8%)	47 (12.5%)	32 (8.5%)
4	Because of multimedia resources usage in lecture room, I do not regret coming to university	137 (36.4%)	121 (32.2%)	91 (24.2%)	27 (7.2%)
5	I developed hatred for the lecturer that is using multimedia resources for lecture	23 (6.1%)	18 (4.8%)	239 (63.6%)	96 (25.5%)
6	Because of the ease of use of multimedia resources, I have positive attitudes to multimedia resources	118 (31.4%)	107 (28.5%)	82 (21.8%)	69 (18.3%)
7	The benefit I derived from using multimedia resources make me have positive attitude towards multimedia resources	211 (56.1%)	83 (22.1%)	51 (13.6%)	31 (8.2%)

Note: SA+A=Agree while D+SD= Disagree

The results in Table 3 showed the attitudes of undergraduate students toward the utilization of multimedia resources. The results revealed that 76 (18.2%) agreed that they feel irritated when using multimedia resources while 300 (79.8%) disagreed with this statement. Furthermore, the result showed that 97 (25.8%) agreed that multimedia resources make them frightened when lecturer is using it for learning while 279 (74.2%) disagreed with this statement. Also, the result revealed that 297 (79.0%) agreed that they prefer using multimedia resources during the course of learning than traditional instruction while 79 (21.0%) disagreed with this statement. In the same vein, the results showed that 258 (68.6%) agreed that they do not regret of coming to university because they use multimedia resources in the lecture room for lecture while 118 (31.4%) disagreed with this statement. Similarly, 41 (10.9%) agreed that they developed hatred for the lecturer that is using multimedia resources for lecture while 335 (89.1%) disagreed with this statement. Furthermore, the results showed that 225 (59.9%) agreed that the ease of use of multimedia resources make them have positive attitudes to multimedia resources while 141 (40.1%) disagreed with this statement. Finally, the result

revealed that 293 (78.2%) agreed that the benefit they derived from using multimedia resources make them have positive attitudes to multimedia resources while 81 (21.8%) disagreed with this statement. In summary, it can be deduced that majority of the respondents have positive attitudes toward the utilization of multimedia resources.

Research Question 3: To what extent does the undergraduates' student in University of Ilorin utilize multimedia resources?

Table 4: Extent of Use of Multimedia Resources by the Undergraduate Students

Extent of use of Multimedia Resources	Frequency	Percent %
Daily	61	16.2
Weekly	194	51.6
Monthly	87	23.2
Yearly	26	6.9
Never	8	2.1
Total	376	100.0

The results in Table 4 confirmed the extent of use of multimedia resources by the undergraduate students. The result showed that majority of the respondents 194 (51.6%) use multimedia resources weekly while 87 (23.2%) use multimedia resources monthly. Next to this are the respondents that use multimedia resources daily represented by 61 (16.2%) while 26 (6.9%) use multimedia resources yearly; and 8 (2.1%) never used multimedia resources.

Research Question 4: What are the challenges that undergraduates' student encounter while using multimedia resources?

Table 5: Challenges that Undergraduate Students Encountered while Using Multimedia Resources

S/ N	Challenges	Yes	No
1	Insufficient time to use multimedia resources.	108 (28.7%)	268 (71.3%)
2	Epileptic power supply	371 (98.7%)	5 (1.3%)
3	Poor internet connectivity	341 (90.7%)	35 (9.3%)
4	Insufficient multimedia resources in the library	110 (29.3%)	266 (70.7%)
5	Insufficient technical support for the effective use of multimedia resources	215 (57.2%)	161 (42.8%)

Results in Table 5 showed the challenges that undergraduates' student encounter while using multimedia resources. The results revealed that epileptic power supply; poor Internet connectivity; and insufficient technical support for the effective use of multimedia resources are the major challenges that undergraduate students in University of Ilorin encountered while using multimedia resources.

Testing of Hypothesis

H_{01} There is no significant relationship between attitudes and utilization of multimedia resources by the undergraduate students in University of Ilorin.

Table 6: Relationship between Students' Attitudes and Utilization of Multimedia Resources

Variables	Mean	SD	N	DF	R-cal	P-value	Remarks
Students' attitude	16.101	1.038	376	374	0.098	.000**	Sig.
Utilization of multimedia resources	26.311	3.211					

Source: Field Survey (2021) ** Correlation is significant at the 0.01 level (2-tailed)

Results in Table 6 showed the summary of the test of the hypothesis which stated that there is no significant relationship between attitude and utilization of multimedia resources by undergraduates' student in University of Ilorin. The results revealed that hypothesis is rejected. This is confirmed in the results where the correlation coefficient (r) is = 0.098; $df = 374$ and $P\text{-value} = 0.000$ which is less than the level of significant (0.05). This therefore means that there is a significant relationship between the attitudes and utilization of multimedia resource.

Discussion of Findings

Multimedia resources are one of the important resources that are necessary to help students in learning and to perform effectively in their studies. Most importantly, multimedia resources have numerous contributions to both teaching and learning both in primary, secondary and tertiary institutions. This is because, these resources stimulate interest and have an immediacy which attracts students' attention; and also ensure a link between school instruction and reality by basing learning in sense experience (Ashaver & Igyuver, 2013). Based on the first finding of the study which showed that projector; computer; audio recordings; television; digital camera, media player; video recording; and interactive white board are the major multimedia resources available to undergraduate students in University of Ilorin. This findings corroborate the work of Komolafe, Otonekwu and Oyeyemi (2019) as well as the work of Aramide and Bolarinwa (2010) who reported that National Open University of Nigeria (NOUN) provide video recordings, posters, charts, electronic databases, and email, while students make personal provision of audio recordings, pictures, radio, television, multimedia projectors, e-documents, CD-ROMs, computers, telephones, printers, and digital cameras to their students. The availability of these resources in tertiary is necessary due to the fact that these resources contribute greatly to the academic attainment of the students and also enable both teaching and learning more easily than using traditional method of teaching.

Furthermore, the second finding of the study revealed that, majority of the undergraduate students in University of Ilorin have positive attitudes toward the utilization of multimedia resources. This is because majority of the respondents claimed that the benefit they derived and the ease of use of multimedia resources make them have positive attitude towards multimedia resources. This finding is in agreement with the work of Kullberg (2011) who examined Swedish teachers' and students' perspectives on the use of ICT in the classroom setting, and found that students showed a more positive attitude to ICT than the teachers, and they would like to adopt computers more in the classroom. In looking at these findings, it can be deduced that the importance of attitudes in the utilization of multimedia resources cannot be overemphasized. This is because, the implementation and utilization of multimedia resources by the lecturers for the lecture does not guarantee that student will accept these resources. Therefore, students need to show positive attitudes toward the multimedia resources. However, if the students have negative attitudes toward multimedia resources could be a deterrent to the use of these resources as a tool for learning.

Furthermore, the study examined the extent to which undergraduate students use multimedia resources. The study found that majority of the respondents use multimedia resources weekly. This finding contradicts the work of Komolafe, Otonekwu and Oyeyemi (2019) on the use of multimedia technology among the lecturers and undergraduate students of Osun State University, and found that majority of the students use computer, media player and internet daily. The reason for this contradiction may not be unconnected to the fact that lecturers in Osun State University might be using multimedia technologies for lecturing more than the lecturers in University of Ilorin.

On the aspect challenges that students encounter, while using multimedia, the study found that epileptic power supply; poor Internet connectivity; and insufficient technical support for the effective use of

multimedia resources are the major challenges that undergraduate students in University of Ilorin encountered while using multimedia resources. This finding support the work of Jegede (2011) on the availability and use of instructional media in institutions in Lagos State, and found that epileptic power supply; lack of operational manpower; lack of maintenance culture; funding; lack of knowledge in the use of instructional media; outdated instructional media and incompatibility of software are the major challenges that serve as hindrance to the effective use of multimedia resources. These challenges are common in most of the developed country. Therefore, these challenges must be address by the concern body so that the students will effectively use multimedia resources which will in turn add positive value to their learning.

Finally, the results of the only null hypothesis of the study which stated that there is no significant relationship between attitudes and utilization of multimedia resources by the undergraduate student in University of Ilorin was rejected. This is because the results revealed that the correlation coefficient (r) which is 0.098; $df= 374$ and $P\text{-value}= 0.000$ is less than the level of significant (0.05). This therefore means that there is a significant relationship between the students' attitudes and utilization of multimedia resource. This finding is in agreement with the work of Al-Zaidiyen, Mei and Fook (2010) carried out a study on the lecturers' attitude and levels of technology use in the classrooms in Jordan schools. The researchers reported that lecturers' positive attitude had a direct relationship with the use of multimedia technology for educational purpose in their study. This showed that the extent to which students used multimedia resources has to do with their attitudes to the resources.

Conclusions

Attitude is a precursor of the behavior of an individual and varies from favourable to unfavourable. In this 21st century with the advent of Information and Communication Technologies (ICTs), attitudes of the students play critically roles in the utilization of these technologies.

Most importantly, undergraduate student's attitudes are considered as major determinant towards the use of multimedia technologies in the educational sector. This is because the success of multimedia resources in educational sectors greatly depends on attitudes of students towards its use. Therefore, for effective utilization of multimedia resources, students must have positive attitudes towards the use of these multimedia resources which will in turn add value to the education.

Recommendations

Based on the findings of this study, the following recommendations were tendered:

1. University management should provide a standby generator and solar inverter that will address the issue of power failure in the university community.
2. School management should collaborate with the network provider so as to provide strong internet broadband width that will solve the issue of poor internet connection while using multimedia resources.
3. Management should train more staff on the use of multimedia resources so as to offer maximum support to the student that is facing challenges in the use of multimedia resources.

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