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Computer Anxiety as Correlate of Use of Information Technology Tools among Undergraduates of Library and Information Science in Tai Solarin University of Education, Ijagun, Ogun State

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Abstract

The study was designed to investigate computer anxiety as a correlate of use of Information Technology tool by undergraduates of Library and Information Science in Tai Solarin University of Education (TASUED), Ijagun, Ogun State. Descriptive survey design was adopted while Stratified Random Sampling Technique was used to select 169 undergraduates of LIS. A questionnaire designed by the researchers was used for collecting data. Out of the 169 copies of the questionnaire administered 120 copies were returned and used for the analysis. Data was analyzed by Simple percentages, frequency, Mean and Standard Deviation and Pearson product moment correlation. Findings show that the level of computer anxiety among LIS undergraduates is high. The available IT tools among LIS undergraduates are mobile technology, laptops, CD-ROM, printers and internet search engines. The most frequency utilized IT tools among LIS undergraduate are mobile technology and laptops. The impact of computer anxiety on students' utilization of IT tools is high. The major constraints of computer anxiety towards the utilization of IT tools among LIS undergraduates are level of computer anxiety and lack of conducive environment. A null hypothesis was tested which revealed that there is a significant relationship between computer anxiety and students' utilization of IT tools among the LIS undergraduates surveyed. The study therefore recommends that the management of TASUED should provide more conducive learning environment, adequate IT infrastructural facilities, computer literacy should be encouraged to help lower anxiety and reduce stress in an IT environment.

Keywords: computer anxiety, computer literacy, Tai Solarin University, undergraduates

Introduction

The need for computer education in schools cannot be over emphasized. This is because computers make things easy in our society (Oketunji, 2012). Almost everything has to do with computer, any person at this age of ours, be it an adult or a child who lacks knowledge of computer could be regarded as an incomplete human being. Information Communication

Technology has become an integral part of our society (Chiemeke, 2014; Ezeani, 2010). Exposure to this new medium gives one the opportunity to acquire unlimited amount of knowledge and a chance to communicate with others around the world. Information Communication Technology (ICT) is now a fast way to create, send and consume new information. Computer Mediated Communication (CMC) extends mental capabilities and enhances our intellect (Backer, 2014; Lakos & Shelley, 2014).

Computers have now been accepted "unconditionally" as an integral part of our entire educational system. The increase in computer usage is rapid and has also generated new challenges. In fact, one of the most dynamic and innovative areas of growth in education is the utilization of computer technology. Shinn (2011) asserted that for a school to remain competitive it also must adapt to changes and be innovative with its use of computers. She further stated that, despite income, school budgets and location, all students will have access to information through the internet (Shin, 2011).

Today, the internet is being used as a payment method; telecommunication traffic is also possible through the computer video and audio services (Jonah, 2007). Technology can play a vital role in helping students meet higher standard and perform at increased levels by promoting alternative, innovative approaches to teaching and learning (George, 2010; Ogunleye, 2017). Email is taking the place of inter-office correspondence. Business is rapidly becoming computerized. Students and workers need to be comfortable with computers now more than ever. As the academic and business environment continues to move forward in computer technology, the gap is widening between development in computer technology and those people who experience computer anxiety. As a matter of fact, the terms, "Computer Phobia" and "Computer Anxiety" are used in the literature vocabulary due to teacher and student resistance to computer use (Leso & Peck, 2012; Mohammed, 2009 & Ogunleye, 2017). The causes of this resistance according to Nickerson (2011) are not unconnected with feelings of stupidity, fear of obsolescence, fear of the unfamiliar operations done with computers and the thought that computers have a dehumanizing effect.

Psychological factors are important in educational research; they have been linked with improving student academic performance (Fernandez-Castillo & Gutierrez, 2009; Ruiz & Lupianez, 2009). Psychological factors are also important in

correcting deviant behaviours of young people (Bolandifar & Noordin, 2015). Therefore, in considering computer utilization, it is important to consider psychological factors like computer anxiety. Studies have shown that computer anxiety, lack of confidence, and lack of enjoyment influence both the acceptance of computers and their use as teaching and learning tools (Fletcher & Deeds, 2014; Gressard & Loyd, 2016). Therefore, the need to disabuse the mind of both teachers and their students from such fears and replace these misconceptions with confidence building measures is more than ever paramount. In this regard, computer ownership and computer experience are two very important and interrelated factors that can help in mitigating fear and anxiety about computers from the minds of teachers and students. The teacher if guaranteed total access and freedom to experiment with the use of a computer as a teaching tool, may result in a reciprocal outcome of computer experience that provides the technical know-how and the intellectual ability to manipulate and discover the pedagogical power of the computer.

Computer Anxiety

Anxiety by definition is intense dread, apprehension, or worry. Computer anxiety as defined by Carlson and Wright (2013) is the fear of impending interaction with a computer that is disproportionate to the actual threat presented by the computer. Computer anxiety regularly occurs in a specific type of situation (Harris & Grandgenett, 2007). Computer anxiety has been associated with a decrease use and worse, avoidance of information technology (Brown & Vician, 2007; Oketunji, 2012). Avoidance can seriously affect some students' academic progress, lower performance in business settings and ultimately affect career opportunities Those who have computer anxiety may experience fear of the unknown, feeling of frustration, possible embarrassment, failure and disappointment (Bolandifar & Noordin, 2015).

Deloaghry (2013) stated that increased computer use may not necessarily eliminate anxiety from all computer anxious users. Kadijevich (2012) noted that due to the lack of training and experience even when computers are available, instructors rarely use them in their educational practice. Limited computer experience has been found to be a factor that influences anxiety in the use of information technology among students of Library and Information Science (Gressard & Loyd, 2016).

Information Tools Utilization

The use of IT to enhance or support learning and teaching in education has become increasingly important in tertiary education (Oketunji, Daniel, Okojie & Abdulsalam, 2012 & Popoola, 2012). Hence, IT skills are currently of great interest to governments, businesses and individuals. Information Technology (IT) has become a powerful tool in the fight against world poverty, providing developing countries with an unprecedented opportunity to meet vital development goals, such as poverty reduction, basic health care, and education, far more effectively than before (Adeyemi, 2013).

Compared with developed countries, the use of ICT in education programs in developing nations is relatively limited. Some of the reasons mentioned for such gaps are because developing countries face shortages of financial resources, limited Internet access, a lack of trained teachers and the lack of proper policies (Margbalai, 2017; Oketunji, 2012). Nevertheless, there has been growing interest in the use of ICT in educational settings in developing countries. The use of the Internet among university students has greatly expanded. No aspect of student life is unaffected by the use of the Internet (the world's biggest library) (Sodeinde, 2016). The internet is one of the most effective methods of communication.

It is a cost effective and fast tool for health and medical education systems, providing many important applications, tools, sources of up-to-date information, and online databases. Moreover, the use of the Internet provides an efficient way to access online textbooks, journals, seminars and conferences. This use of the Internet encourages the integration of technology into the 21st-century classroom Kibirge & Depalo, 2010; Nworgu, 2016; Ochai, 2010). Technology helps educators meet their students' expectations and abilities. The use of technology creates new opportunities for students to succeed and impacts their future careers.

Challenges Associated with the Use of Information Technology Tools

The presence of computers in the classroom is seen as a means which students would thrive in a modern learning environment (Akintunde, 2014; Chisenga, 2014; Ezeani, 2010). They become motivating factors as they allow students' access to several information and they promote a greater understanding by allowing the students to learn in various ways, unimagined previously (Rubin, Fernandes, Avgerinou & Moore 2010). Computer and Internet in classroom have

steadily become part of that educational landscape. The growing use of computers in education has substantial benefits to their integration in the curriculum. Olaniyi (2016) and Okon, Chika and Emmanuel (2007) identified some of the factors influencing digital divide and negative attitude towards ICT in Nigeria as:

- Expensive devices
- Poor access
- Poor skills to use
- Poor internet services and low tele density
- Poor power supply
- Poor technical assistance and maintenance culture
- In appropriate ICT policies
- Poor implementation of the policies
- Government negative attitude toward rural areas
- People attitude and fear towards technology

The term *technophobia* can be seen as fear or dislike of an advanced complex device like computers or the technology in general (Bollentin, 1995; Gupta, 2001; Rosen & Weil, 1990). It generally refers to the sense of an irrational fear and its opposite is *technophilia* or *techonphile* the love for technology (Weil, Rosen & Wugaher, 1990). The use of technology sometimes has unpleasant side effects, which may include strong, negative emotional states that arise not only during interaction but even before, when the idea of having to interact with the computer begins. Frustration, confusion, anger, anxiety, and similar emotional states can affect not only the interaction itself, but also productivity, learning, social relationships, and overall well-being (Nwidum, 2016 & Okore, 2015; Weil, Rosen & Wugaher, 1990). Evidently, factors such as the context in which an individual was first introduced to the computer (Russell, G., and Bradley, G. (1997), past failure and successes with hardware or software, and the current tasks being attempted, including the use of a new computer applications (Ali, Yousefi & Yalda, 2012; Okore, 2015) are all determinants of the state and type of anxiety the individual is experiencing. These researchers have attempted to predict those who will experience computer anxiety by identifying factors that correlate with its occurrence. Frequently, such factors as self-efficacy and attitudes towards computer usage are posited as influencing the computer anxiety (Igbaria, Zinatteli, Gagg & Cavaye, 2017; Weil, Rosen & Wugaher, 1990).

A cursory survey of library services in Nigeria by various scholars such as Tise

(2001),Oketunji, Daniel, Okojie & Abdulsalam (2012) and Obajemu (2004) revealed a catalogue of problems and gaps. These include a towering infrastructural inadequacy, seemingly insurmountable problems of human and financial resources, lack of access to necessary information and resources for learning and poor communication among key players in the libraries in Nigeria.

Due to harsh economic conditions and government apathy to library development in Nigeria, the state of ICT in University libraries is mediocre. Due to the same economic conditions and government apathy, the content and quality of services of most Nigerian University libraries have deteriorated to such a level that the quality of products of such Universities has also been adversely affected. According to Aguolu (2002), the position of computer application to libraries in developing countries is, however, a far cry from that in developed countries. Ogunleye (2017) stated that poor electricity supply, unfavorable government policy, lukewarm attitude towards the alleviation of the suffering of the academic institutions, high cost of importation of ICT facilities and insufficient fund allocation are some the problems that hinder ICT use in the library.

Obajemu (1996), Ajala (2000), Majid (2001), Odunsanya (2011) and Adeyemi (2012) identified lack of telecommunication/telephone facilities and internet accessibility as major challenges in the use of ICT facilities in Nigeria libraries. Shaw (1982), Adeyemi (2013) and Chisenga (2014) opined that lack of budget provision for the purchase and maintenance of ICT facilities by parent organizations and library management have greatly hindered the libraries. Even the meager approved fund, which could have been used for the development of the library including ICT, according to Ayo (2001), tends to be diverted.

Aguolu and Aguolu (2002) revealed that library computerization has been a topical issue in Nigeria for long. It has generated a lot of seminars, and writings but not much actualization appears to have taken place. For Oketunji (2000) it is lack of technical support staff. Adeyemi (2012) states that the mobility rate of System Analysts employed in the University libraries is very high due to poor remuneration. Dada (1994) asserted that fear and anxiety hinder ICT skill acquisition by some library staff. Another problem militating against the development of ICT in University libraries is the negative, laissez-faire attitude of lecturers, students, and even librarians (Popoola, 2012). They feel

that the government or their employers should train them in ICT. This is a wrong conception and belief.

The emergence of the Library and Information Science as a Department in Tai Solarin University of Education (TASUED) was as a result of the need for Library and Information Science knowledge in pedagogical studies. The Library and Information Science program is designed to lead to the award of the BLIS (ed). The program is expected to cover a period of 3-4 sessions, i.e. six to eight semesters. The program addresses contemporary Library and Information Science, Management and service issues with particular reference to Nigeria and recognizing the benchmarks for library and information service provision globally (College Handbook, 2016).

The program in TASUED is intended to provide students with intellectual and professional skills which will enable them carry out library and information functions confidently and effectively. It is also intended to provide personnel for professional work in various types of libraries with some skills in instructing readers in the use of the library. Also, as part of its objectives, the department is intended to train personnel in the modern techniques of libraries, information science and media technology.

Research Questions

The following questions will be raised in this study:

1. What is the level of computer anxiety among LIS undergraduates?
2. What are the available IT tools among LIS undergraduates?
3. To what extent are the available IT tools used by undergraduate of LIS?
4. What are the constraints towards computer anxiety and students' utilization of IT tools among LIS undergraduates?

Research Hypothesis

The null hypothesis will be tested in the study as follows:

Ho_1: There is no significant relationship between computer anxiety and students' utilization of IT tools by the LIS undergraduates of TASUED.

Methodology

The study adopted a descriptive survey method. The population of the study comprised of all the 1,132 LIS undergraduates in TASUED of 2017/2018 academic session. Stratified random sampling technique was used to select 169 undergraduates of LIS, taking into

cognizance the age and sex of the respondents. The technique was used to select 15% of the total number of LIS students from each of the four levels that make up the department. The sample size is both representative and adequate because stratification lowers sample size need by grouping parts of the population that are more alike in that there is less variance between members of a given stratum (Cochran, 1977). A questionnaire designed by the researchers was used for collecting data. Out of the 169 copies of the questionnaire administered by the researchers only 120 copies (71%) were returned and found useful, due to apathy on the part of some respondents. Data was analyzed by Simple percentages, frequency, Mean and Standard Deviation and Pearson product moment correlation. Whereas the means score range was $\bar{X}$ =2.88 - $\bar{X}$=3.88 it has been adjudged that means score of $\bar{X}$=2.0 and above is significant.

Table 1: Distribution of the sample of the study

Level	No of students	15% OF THE TOTAL RESPONDENTS
100	227	34
200	360	54
300	385	57
400	160	24
Total	**1132**	169

Findings and Discussion

The results and findings of the study, based on the data generated are presented below:

Table 2: Distribution of the Respondents by Gender

Gender	Frequency	Percentage
Male	37	30.8%
Female	83	69.2%
Total	**120**	**100%**

Table 2 shows the demographic information of respondents by gender. A total of 37(30.8%) of respondents were male while 83(69.2%) were female. This shows that female respondents participated more in the study than male respondents.

Table 3: Distribution of the Respondents by Age

Age	Frequency	Percentage
Less than 18	25	20.8%
18-25	63	52.5%
26-30	32	26.7%
30 above	-	-
Total	**120**	**100%**

Table 3 shows the age of respondents. A total of 25(20.0%) of the respondents were less than 18 years, 63(52.5%) of the respondents were between the ages of 18-25 years, 32(26.7%) of the respondents were 26-30 years while none of the respondents were 30 years above of ages.

The age of the respondents that participated more in the survey fall within 18-25 years.

Research Question 1: What is the level of computer anxiety among LIS undergraduates?

Table 4: Level of computer anxiety among LIS undergraduates

S/N	Level of computer anxiety	$\bar{X}$	SD	D
1	I enjoy working with computers	3.88	0.79	Sig
2	I am confident in my ability to use computers	3.50	0.95	Sig
3	I feel tense whenever I am working on a computer	3.25	0.62	Sig
4	I feel anxious whenever I am using computer	3.22	1.07	Sig
5	I would like to continue working with computers in the future	3.13	0.61	Sig
6	I try to avoid using computers whenever possible	3.09	0.86	Sig
7	I experience anxiety whenever I sit in front of a computer terminal	2.97	0.82	Sig
8	I wish that I could be as calm as others when they are using computer	2.94	0.76	Sig
9	I worry about making mistakes on the computer	2.91	0.69	Sig
10	I feel relaxed when I am working on a computer	2.88	0.66	Sig
Grand mean		**3.18**	**0.78**	**Sig**

Decision: it has been adjudged that means score of $\bar{X}$=2.0 and above is significant.

Table 4 shows that the grand mean of 3.18 is greater than the accepted mean of 2.00 indicating that all the items in table 6 have been accepted by the respondents as the level of computer anxiety among LIS undergraduates. The results show a mean and standard deviation score of $\bar{X}$ = 3.88; SD = 0.79)which indicate that they enjoy working with computers followed by (χ = 3.50; SD = 0.95) they have confident in their ability to use computer, (χ = 3.25; SD = 0.62) they feel

tense whenever they are working on a computer, (χ = 3.22; SD = 1.07), they feel anxious whenever they are using computer, (χ = 2.91; SD = 0.69) they worry about making mistakes on the computer, (χ = 2.88; SD = 0.66), they feel relaxed when they are working on a computer. It could be inferred that the level of computer anxiety among LIS undergraduates is high.

Research Question 2: What are the available IT tools among LIS undergraduates?

Table 5: Available IT tools among LIS undergraduates

IT tools	**Frequency**	**%**
Mobile technology	120	100%
Laptops	117	97.5%
CD-ROM	115	95.8%
Printers	112	93.3%
Internet search engines	109	90.8%
Desktop Computers	107	89.2%
Smart boards	104	86.7%
Scanners	104	86.7%
Instant messaging (EVI)	101	84.2%
Wikis	99	82.5%
Computer screen reading software (Adobe reader, windows narrator, etc)	98	81.7%
E-mails	94	78.3%
Online chats	89	74.2%
Ipads	88	73.3%
Listserve	82	68.3%
Cloud computing (google suite, Microsoft office 360, etc)	78	65.0%
Multimedia projector	78	65.0%
SPSS software	77	64.2%
RSS feeds	67	55.8%
Blogs	63	52.5%

Table 5 shows the available IT tools among LIS undergraduates. It was revealed that the available IT tools among LIS undergraduates are mobile technology 120 (100%), Laptops117 (97.5%), CD-ROM 115 (95.8%), Printers112 (93.3%), Internet search engines 109 (90.8%), Smart boards 104 (86.7%), Instant messaging 101 (EVI) (84.2%), E-mails 94 (78.3%), Ipads 88 (73.3%), Listserve 82 (68.3%), Multimedia projector 78 (65.0), SPSS software 77 (64.2%), RSS feeds 67 (55.8%) and finally, Blogs 63 (52.5%).

Research Question 3: What is the extent of use of the available IT tools among LIS undergraduate?

Table 6: Extent of use of the available IT tools

IT tools	Always	Often	Rarely	Never
Mobile technology	87(72.5%)	15(12.5%)	18(15.0%)	-
Laptops	84(70.0%)	36(30.0%)	-	-
CD-ROM information source	80(66.7%)	28(23.3%)	12(10.0%)	-
Printers	74(61.7%)	25(20.8%)	16(13.3%)	5(4.2%)
Internet search engines	70(58.3%)	27(22.5%)	18(15.0%)	5(4.2%)
Desktop Computers	48(40.0%)	34(28.3%)	21(17.5%)	17(14.2%)
Online information resource	47(39.2%)	33(27.5%)	29(24.2%)	11(9.2%)
Smart boards	42(35.0%)	35(29.2%)	27(22.5%)	16(13.3%)
Scanners	40(33.3%)	21(17.5%)	30(25.0%)	29(24.2%)
Instant messaging (EVI)	39(32.5%)	43(35.8%)	38(31.7%)	-
Wikis	37(30.8%)	42(35.0%)	31(25.8%)	10(8.3%)
Computer screen reading software	34(28.3%)	41(34.2%)	22(18.3%)	23(19.2%)
Emails	31(25.8%)	39(32.5%)	22(18.3%)	28(23.3%)
Online chats	26(21.7%)	19(15.8%)	42(35.0%)	33(27.5%)
Ipads	25(20.8%)	32(26.7%)	22(18.3%)	41(34.2%)
Listserve	20(16.7%)	52(43.3%)	28(23.3%)	20(16.7%)
Cloud computing	16(13.3%)	25(20.8%)	40(33.3%)	39(32.5%)
Multimedia projector	15(12.5%)	18(15.0%)	58(48.3%)	29(24.2%)

SPSS software	12(10.0%)	18(15.0%)	49(40.8%)	41(34.2%)
RSS feeds	12(10.0%)	24(20.0%)	48(40.0%)	36(30.0%)
Blogs	10(8.3%)	29(24.2%)	31(25.8%)	50(41.7%)

Table 6 shows extent of use of the available IT tools among LIS undergraduate. The study shows that mobile technology 87 (72.5%) are the most frequency utilized IT tools among LIS undergraduate, laptops 84 (70.0%), CD-ROM information source 80 (66.7%), printers 74 (61.7%), internet search engines70 (58.3%).

Research Question 4: What are the constraints of computer anxiety towards the utilization of IT tools among the LIS undergraduates of TASUED?

Table 7: Constraints of computer anxiety towards the utilization of IT tools

S/N	Constraints	Frequency	%
1	Lack of conducive environment	109	90.8%
2	Level of computer literacy	102	85.0%
3	Lack adequate IT infrastructural facilities	83	69.2%
4	Level of exposure of the undergraduate	81	67.5%
5	Lack of instructors to facilitate learning	75	62.5%
6	Lack of time for practical exercise	74	61.7%
7	High cost of accessing the tools	63	52.5%
8	Un-seriousness on the part of the undergraduate	55	45.8%
9	Level of technical know-how	54	45.0%
10	Level of calmness in front of the computer	48	40.0%
11	Lack of adaptability	37	30.8%

12	Accessibility of IT tools	32	26.7%
13	Nonchalant attitude of the undergraduate	29	24.2%
14	Non-availability of IT tools	21	17.5%

Table 7 shows the constraints of computer anxiety towards the utilization of IT tools among the LIS undergraduates of TASUED. It was revealed that the major constraints towards the use of IT tools among LIS undergraduates are level of computer anxiety 112(93.3%), lack of conducive environment 109(90.8%), level of computer literacy 102(85.0%), lack of adequate IT infrastructural facilities 83(69.2%), level of exposure of the undergraduates 81(67.5%), nonchalant attitude of the undergraduates 29(24.2%) and finally, no availability of IT tools 21 (17.5%).

Hypothesis 1: There is no significant relationship between computer anxiety and students' utilization of IT tools among the LIS undergraduates of TASUED.

Table 8: A Pearson Product Moment Correlation for the relationship between computer anxiety and students' utilization of IT tools

Correlations

		Computer anxiety	**Students' utilization of IT tools**
Computer anxiety	Pearson Correlation	1	.844**
	Sig. (2-tailed)		.000
	N	120	120
Students' utilization of IT tools	Pearson Correlation	.844**	1
	Sig. (2-tailed)	.000	
	N	120	120

Table 8 shows the Pearson product moment correlation for the relationship between computer anxiety and students' utilization of IT tools by LIS undergraduates. Result revealed that the coefficient is r = 0.844; the relationship was positive. This result shows that there is statistically significant relationship

between computer anxiety and students' utilization of IT tools among LIS undergraduates. It could be inferred that there is a significant relationship between computer anxiety and students' utilization of IT tools by the LIS undergraduates surveyed.

Discussion of Findings

Results of this study show that the level of computer anxiety possessed by LIS undergraduates is high. This corroborates the findings of Bolandifar and Noordin (2015) which indicate that students are able to use computers, but sometimes they face computer anxiety when using them. Similarly, in a study by Sam, Othman, and Nordin (2005) a moderate computer anxiety was also found among the respondents. Avoidance can seriously affect some students' academic progress, lower performance in business settings and ultimately affect career opportunities. Rowe-White (2003) reported that those who have computer anxiety may experience fear of the unknown, feeling of frustration, possible embarrassment, failure and disappointment.

From this study it was shown that the available IT tools among LIS undergraduates are mobile technology, laptops, CD-ROM information source, printers and internet search engines which tallies with the findings of Okenwa (2008) that stated that the options available for information technology include computer, electronic devices, mobile technology, CD-ROM information source, printers, internet search engines, video conferencing and web television etc. Similarly, the finding is in accordance with Nwachukwu (2015) who reported that ICT comprises a diverse set of technological tools and resources to create, disseminate, store and manage data and information. In the same vein, Mishra (2010) revealed that computers and mobile phones are being widely used in developed countries to both complement established education practices and develop new ways of learning such as online education (a type of distance education). In the same vein, the findings show that the most frequency utilized IT tools among LIS undergraduate are electronic devices, mobile technology, laptops, CD-ROM information source, printers, and internet search engines. The finding tallies with the study by Sarfo, Amartei, Adentwi & Brefo (2011) in which they reported that the difference in utilization of IT tools may be explained by the availability of ICT facilities (such as Internet connectivity, electricity, telephone etc.). In addition, people are more likely to respond positively to something or someone after increased exposure. For example, to ICT tools in this case.

Likewise, Abdullateef (2008) and Yoloye and Adekaonishe (2005) also reported that ICT has been found to be very useful in the teaching and learning processes among Nigerian students because of the extensive capacity to store and manipulate information as well as its unmatched ability to serve simultaneously many individual students in different locations as supplementary to classroom instruction.

The finding shows that the impact of computer anxiety on student's utilization of IT tools among LIS undergraduates is high. The study is in line with a research carried out by Sam, Othman & Nordin (2005) in which it was found out that computer anxiety decreases with increasing experience and knowledge of computer. Computer anxiety also manifests in students irrespective of their level of education (Bolandifar & Noordin, 2015). Sam, H. K., Othman, A. E. A., & Nordin, Z. S. (2005) found that students who reported medium and high levels of computer anxiety performed less well than those with low level in activities involving the use of information technology tools. In the same vein, Rosen and Weil (1995) concluded from their study that increased computer use may not necessarily eliminate anxiety from all computer anxious users. Nwidum (2016) noted that due to the lack of training and experience even when computers are available, students rarely use them in their educational practice. Limited computer experience has been found to be a factor that influences anxiety (Bolandifar & Noordin, 2015; Rosen & Weil, 1990).

The finding shows that the major constraints of computer anxiety towards the utilization of IT tools among LIS undergraduates are level of computer anxiety, lack of conducive environment, level of computer literacy, lack of adequate IT infrastructural facilities and level of exposure of the undergraduate. This is congruent with the findings of Jay (1981) and Bolandifar and Noordin (2015) which reported that computer anxiety, lack of confidence, lack of adequate IT infrastructural facilities and lack of enjoyment influence both the acceptance of computers and their use as teaching and learning tools. Ali Asghar, Yousefi Azarfam & Yalda Jabbari (2012) reported that computer–literate of teachers and students with computer experience will be less inclined to doubt the usefulness of the IT tools among LIS undergraduates. Thus, the perceived usefulness of computers clearly influences attitudes toward computers. However, the amount of confidence an undergraduate possesses in using computers also influences the implementation of acquired

skills in the classroom. Lack of training and experience is also believed to be, in part, the reason why many undergraduates have not been well disposed to computers and consequently deprived of their usefulness in the classroom (Gupta, 2001).

The finding shows that there is significant relationship between computer anxiety and students' utilization of IT tools among the LIS undergraduates surveyed. The finding is in agreement with the work of Bollentin (1995) and Margbalai (2017) that there is significant difference in computer anxiety and utilization of IT tools. Bolandifar and Noordin (2015) reported that the level of computer skills was a significant explanatory variable of computer anxiety. However, Rosen and Weil (1995) concluded that there is a significant difference between computer anxiety and students' utilization of IT tools. They further indicated that while students' information technology experience and knowledge increase, computer anxiety level decreases. In the same vein, Bolandifar and Noordin (2015) reported that the level of computer skills was a significant explanatory variable of computer anxiety.

Conclusion

The findings show that the level of computer anxiety among LIS undergraduates is high. The available IT tools among LIS undergraduates are: mobile technology, laptops, CD-ROM information source, printers and internet search engines. The most frequency utilized IT tools among LIS undergraduate are mobile technology, laptops, CD-ROM information source, printers, and internet search engines. The impact of computer anxiety on student's utilization of IT tools is high. The major constraints of computer anxiety towards utilization of IT tools are level of computer anxiety, lack of conducive environment, level of computer literacy, lack of adequate IT infrastructural facilities and level of exposure of the undergraduate. There is significant relationship between computer anxiety and students' utilization of IT tools for among the LIS undergraduates surveyed.

Recommendations

Based on the findings from the study that there is significant level of computer anxiety among LIS undergraduate students in TASUED, the following recommendations were made:

1. The management should endeavor to provide more conducive learning environment that will encourage

the use of IT tools in the institution premises

2. The management should provide adequate IT infrastructures for LIS undergraduates of TASUED to promote the effective use of IT resources
3. Counselors and educators should give LIS undergraduates continuous advice and develop techniques that help to improve and sustain their level of computer anxiety and reduce stress.
4. LIS undergraduates need adequate skills in using the IT tools in order to function maximally in an IT environment.
5. Computer literacy should be encouraged among LIS undergraduates through empowerment seminars, workshops and conferences.
6. LIS undergraduate should be more exposed to IT tools by the university authority by establishing computer a center in the department.

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