

Internet Anxiety and Computer Literacy Skills among Library and Information Science Undergraduates in Universities in River State, Nigeria

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Abstract

This study was carried out to examine the internet anxiety and computer literacy skills of library and information science undergraduates in universities in River State, Nigeria. The correlation research design was adopted to carry out the study. The population of the study comprised 649 students who are 300 and 400-level undergraduates in the two universities (River State University, Port Harcourt, and Ignatius Ajuru University of Education, Port Harcourt) that offer Bachelor of Library and Information Science (BLIS) in River State in the 2021/2022 academic session. Through a purposive sampling technique, 521 students out of the entire population of 649 were used as samples for the study. A questionnaire was the instrument used to elicit data from the respondents. The data obtained were analyzed using frequency/percentage, and mean/standard deviation. Findings from this study revealed that: internet anxiety among LIS undergraduates is high; the level of computer literacy skills among LIS undergraduates is also high; and internet anxiety significantly predicts computer literacy skills among library and information science undergraduates in universities in River State, Nigeria. Based on the findings, the study recommends that universities and other relevant bodies should organize seminars, workshops, and other forms of training for LIS undergraduates to help reduce their level of internet anxiety and increase their computer literacy skills and that Further research should be conducted to investigate the effects of internet anxiety on other library and information science-related tasks among others.

Keywords: Internet anxiety, Computer Literacy, Computer Skills, Library, Undergraduates, Rivers State.

Introduction

With the emergence of information and communication technologies (ICT), computers have become an essential tool for communicating and documenting ideas. Students in higher institutions of learning especially universities are expected to have a sound knowledge of the computer and its applications to be able to cope with the modern world. Oladunjoye and Benwari (2014) described computer literacy as knowing some basics of using the computer, for example saving and opening a file, using a word processing program, sending and receiving mail, etc. It means having some sort of level of comfort around computers rather than having some fear or a feeling of foreboding. Idowu (2004) also defined computer literacy as the ability to make use of computer systems to process documents, analyze data, develop small computer programs, browse the internet, and install software.

In Nigeria today, computers have become so important that students who do not have access to them are likely to get further behind their peers who did have such access (Oladunjoye&Benwari, 2014). It is worth-noting that most universities in Nigeria have also adopted the use of the computer in conducting examinations for the Post Unified Matriculation Examination. It is therefore not surprising that institutions of higher learning in Nigeria especially the universities have made frantic efforts to enforce computer literacy among the students by introducing computer studies as a General Studies course which is a basic requirement for graduation. In most primary and secondary schools in Nigeria especially the privately owned schools, the computer remains an object for advertisement not minding if they are functional or not. With the efforts of the state and federal government to ensure that students achieve computer literacy, one will expect that the impact of computer literacy will be felt among Nigerian undergraduates, however, a greater percentage of Nigerian undergraduate students seem to have the required computer skills. They often seem to apply a theoretical approach to the learning of computer studies and appear not to possess any practical skills in computer operations. However, this development can be attributed to Internet anxiety.

Internet anxiety is the fear or apprehension that individuals experience when using the Internet (Thatcher et al., 2007). It hinders individuals' use of e-mail, instant messaging, or on-line databases. The Internet may evoke anxiety because it requires users to learn new terminology and understand new applications that may seem strange to them. In addition, the Internet may evoke emotions because it results in interaction with unknown situations or people. Furthermore, using the Internet presents risks, such as the potential for viruses, spyware, or invasions of user privacy. Because individuals must use a computer to access the Internet, it is believed that individuals who have greater computer anxiety will experience more Internet anxiety and this may affect their computer literacy skill acquisition and development. This study therefore seeks to examine Internet anxiety and computer literacy skills of library and information science undergraduates in universities in river state, Nigeria.

Statement of the Problem

The use of computers has become an essential part of the learning process in higher institutions of learning in Nigeria and this has led to an increase in the demand for computer literacy skills among undergraduates. However, there is a dearth of research into the impact of Internet anxiety on computer literacy skills of library and information science undergraduates in universities in river state, Nigeria. This study seeks to fill this gap by examining Internet anxiety and computer literacy skills of library and information science undergraduates in universities in River state, Nigeria.

Objectives of the Study

The main objective of this study is to investigate the existing relationship between Internet anxiety and computer literacy skills of Library and Information Science undergraduates in universities in Rivers State, Nigeria. Specifically, the study seeks to:

1. examine the extent of Internet anxiety among library and information science undergraduates in universities in River State, Nigeria.
2. assess the level of computer literacy skills among library and information science undergraduates in universities in River State, Nigeria.
3. Determine the relationship between Internet anxiety and computer literacy skills of library and information science undergraduates in universities in River State, Nigeria.

Literature Review

The literature reviewed for this study was done in line with the research questions and the hypothesis guiding the study.

Extent of Internet Anxiety among Undergraduates

Anxiety refers to an unpleasant emotional state or condition characterized by tension, apprehension, and worry. Individuals experience anxiety when they perceive threatening conditions in the environment. Thus, Internet anxiety is defined as the fear or apprehension that individuals experience when using the Internet. Thatcher et al. (2007) stated that internet anxiety is the emotion or feeling that's warned together with the usage of web technologies; they defined it as the feeling of anxiety and fright while individuals use the internet. Internet anxiety is a situation-specific anxiety because it is a form of mental distress caused by fear of danger and powerlessness when interacting with others on the Internet (Joiner et al., 2005). Previous research has reported that perceived Internet usefulness, enjoyment and efficacy are negatively related to Internet anxiety (Zhang, 2012); meanwhile, perception of supporting resources and trust in technology reduce Internet anxiety as well (Thatcher et al., 2007). Internet anxiety is an increasingly common issue among university students. According to a 2020 survey of college students, 40% of respondents reported feeling anxious while using the internet (Lee et al., 2020). While commenting on the extent of Internet anxiety, Shamo (2011) studied Presno's findings on university students and found that a major group of students have internet time delay anxiety, but other three types of anxiety (internet terminology anxiety, net search anxiety and general fear of internet failure) have a less significant effect. Results also show inequality of internet anxiety between men and women. Women blurt more anxiety in all 4 types of anxiety, especially internet terminology anxiety, results were two times as many men (Shamo, 2011). Most of the other

research on anxiety scope discussed about correlation of internet anxiety with variables such as gender, age, users' field of study, self- efficiency and internet identification (Sun, 2008).

Despite the Internet boom in the past decade or so, Internet anxiety is still deemed one of the major obstacles to effective Internet usage (Kalwar, Heikkinen, and Porras, 2011, 2013). Reports show that as many as fifty percent of adults, including first-year university students, still have some sort of computer-related phobia (Saadé and Kira, 2009). Anxiety and other similar emotional states affect not only interaction but also performance, productivity, social relationships, learning, health and overall well-being (Saadé and Kira, 2009). Extensive research has revealed that Internet anxiety is negatively related to Internet use and experience (Cooper and Weaver, 2003; Joiner et al., 2012), while Internet identification, to the contrary, facilitates Internet use and experience (Cooper and Weaver, 2003; Joiner et al., 2012). An individual with a high degree of Internet identification is likely to possess a high degree of experience using the Internet, become motivated to spend time learning how to use the Internet, enrol in courses or consume media about how to navigate the Internet and thus exhibit a positive attitude toward the Internet (Joiner et al., 2012).

Extent of Computer Literacy Skills among Undergraduates

ICT literacy skills are major tools for self-actualization globally (Olatoye, 2019). Alemu (2015) opined that ICT literacy skills have become increasingly significant in the achievement of a degree-based education. Furthermore, they will influence students' manipulation of digital resources and the way they are utilized for learning purposes. ICT literacy skills of users relate to the users' capability of utilizing their ICT knowledge to discover, advance and represent information whether as text, number image or an integration of these. It is suggested that in a bid to effectively utilize the developments in the ICT industry, it is germane for students to ensure the acquisition, through training in the required competencies. ICTs have greatly developed and widened the influence and skillfulness of their users in ways of seeking electronic information (Davies, 2011). It is on this premise that Emwanta (2013) recommended the acquisition of the optimal skills required for the maximization of ICT potential. These skills include competence in computer procedures.

Alemu (2015) disclosed that ICT skills comprise capacities such as evaluating, recognizing and efficiently utilizing given information. Davies (2011) affirmed that for students to be academically successful, they must obtain several ICT literacy skills that include understanding the use of computers in utilizing applications and generating and revising documents, spreadsheets or presentations. Some basic typing abilities are necessary as well as the ability to identify numerous ICT technologies and their various procedures. Students must possess and practice the required skills to utilize the benefits of the rapidly developing array of electronic resources. In a study to assess the computer skills of Tanzanian Medical students, conducted by

Samuel et al. (2004), the highest levels of competence in generic ICT areas were for email, Internet, and file management. For other skills such as word processing, most respondents reported low levels of competence. The abilities to perform specific ICT skills were low – less than 60% of the participants were able to perform the core-specific skills assessed. This is in tune with the reports of Odusanya and Bamgbala (2002) and Ajuwon (2003) where 58% of final-year medical and dental students in Lagos and 76.4% of first-year clinical and nursing students in Ibadan have respectively used mostly, email, among internet services. Odusanya and Bamgbala (2002) further reported that 79% of medical and dental students in Lagos had little or no computer skills and that the majority of final year students at the College of Medicine, University of Lagos have little computing skills.

Similarly, Ajuwon (2003) further reported that only 42.6% of the sample studied could use a computer. On the contrary, Achampong (2010) reported that most of the medical students studying at the University of Cape Coast School of Medical Sciences, Ghana used computers daily for sending emails, doing research, and doing their assignments and that only 6.5% of the students completely lacked confidence in the use of computers. In another study on the application of information and communication technology in health information access and dissemination in Uganda, Omona and Ikoja-Odongo (2006) found that most of the respondents rated themselves as well-versed with ICT while only a few reported that they lacked the essential computer literacy skills and competences. In a study by Omona and Ikoja-Odongo (2006) on the application of information and communication technology in health information access and dissemination in Uganda. The result of the research established that 35 (64.8%) of the respondents rated themselves as well-versed in ICT. However, it was also stated that specific skills such as those necessary for using the different links/hyperlinks on the Internet were lacking or inadequate and it was unfortunate that they had never used computer facilities before. On the other hand, the 53.7% who did not require assistance in using ICT gave the reasons for this as having received some training and had experience in using ICT facilities. Besides being computer literate, they were also familiar with medical information databases and websites (Hong et al., 2002).

Relationship between Internet Anxiety and Computer Literacy Skills among Undergraduates

Computer anxiety has influenced the choice of learning computers and users may avoid using computers because of phobic conditions due to a certain change (Olatoye, 2011). It can be defined as an emotional response usually resulting from a fear of using the computer with negative experiences such as damaging the computer components or looking foolish (Barbeite & Weiss, 2004). Ariffin (2005) indicated that computer anxiety has also been identified as a factor in the adoption of new technology and with ICT, it could reach higher levels of anxiety when

using or confronted with the prospect of having to use. According to Hassan et al. (2011), attitude toward ICT is measured by computer anxiety, computer confidence, computer liking, and computer usefulness. In addition, Judi et al. (2011) have stated that students, who are familiar with ICT, must have good attitudes toward computers.

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, 1994; Gressard&Loyd, 1986). The need to therefore disabuse the minds of both teachers and their students of 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 mitigate fear and anxiety about computers in the minds of teachers and students. The teacher is guaranteed total access and freedom to experiment with the use of a computer as a teaching tool, and then comes the 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. The importance of knowledge and experience in the use of computers has been echoed and reiterated in many studies. Loyd and Gressard (2004) asserted that computer experience is gaining wide recognition as a crucial component of the educational process.

Doyle, Stamouli, and Huggard (2005) found that computer anxiety decreases with increasing experience and knowledge of computers. Computer anxiety also manifests in students irrespective of their level of education. Glaister (2009) found that students who reported medium and high levels of computer anxiety performed less well than those with a low level in a nursing examination involving the use of computers. However, Tekinarslan (2008) reported there is no significant difference between male and female student computer anxiety. He further indicated that while students' computer experience and knowledge increase, computer anxiety level decreases. Research tends to support that more experience with computers reduces the level of anxiety. This is particularly true when students start using computers at early ages, own a personal computer at home, use computers more frequently in daily life, and their academic major is a technical one (Chou, 2003; Gordon, Killey, Shevlin, McIlroy, & Tierney, 2003; Weil & Rosen, 1995). Researchers have proposed that lower computer anxiety and higher computer self-efficacy may be important factors in learning computer skills and employing them efficiently. On the other hand, some students may feel confused or even lost when they encounter computers as a result of negative perceptions of their capabilities. This phenomenon, which is two-faceted with both negative and positive ends, is directly related to the concept of self-efficacy.

Popoola and Olajide (2021) investigated the influence of Library anxiety and Computer literacy skills on the use of library information resources among undergraduates in selected private

universities in South–West Nigeria. The survey research design was adopted. 335 questionnaires were administered and 257 were returned giving a 76.77% response rate. The study revealed a high level of Library anxiety and Computer literacy skills. Insufficiency of library facilities and poor internet facilities top the list of challenges. The study shows significant relationships between Computer literacy skills ($r = 0.44$; $p < 0.05$), library anxiety ($r = 0.292$; $p < 0.05$) and use of library information resources and a significant joint influence of library anxiety and computer literacy skills on the use of library information resources of the respondents.

Methodology

The study employed a descriptive research survey method and a correlational research design was adopted to execute this study. The population of the study comprised 649 students who are 300 and 400-level undergraduates of the two universities (River State University, Port Harcourt, and Ignatius Ajuru University of Education, Port Harcourt) that offer Bachelor of Library and Information Science (BLIS) in River State in the 2021/2022 academic session. 521 out of the entire population of 649 was used as a sample using the purposive/availability sampling technique. The questionnaire was the instrument used to elicit data from the respondents. To ascertain the reliability of the research instrument, the questionnaire was administered to 50 undergraduates at Delta State University, Abraka. The data were analyzed using Cronbach alpha reliability. The following coefficients were obtained: Social Phobia Rating Scale = 0.70; Internet anxiety Rating Scale = 0.88; and Computer Literacy Rating Scale = 0.90. The instrument was therefore considered to be reliable based on the result of the analysis. The questionnaire was administered to the students directly with the help of two research assistants. The research assistants visited the universities to administer the questionnaire after obtaining permission from the Heads of Departments. The completed questionnaire was retrieved immediately to avoid loss of copies administered. 521 questionnaires were administered and 437 were duly completed and found usable. Hence, there was an 84% response rate.

Findings

Research Objective 1: Extent of internet anxiety among the undergraduates.

Table 1: Extent of internet anxiety among undergraduates

Statement	Mean	SD	Remark
I am worried about my personal information being stolen and used for bad intensions	4.25	1.11	High
The internet is one of the best tools for self-learning.	4.08	1.13	High
I feel discomfort when people are taken for granted for their weak points in sites on the internet	3.99	1.17	High
I am concerned about viruses entering through the network causing damage to the operating systems.	3.98	1.22	High
I am worried about the internet making children become introverted and not bringing up successful individuals in face-to-face communication.	3.87	1.17	High
I am concerned about the reliability of the information I obtained from the internet.	3.86	1.19	High
While doing research, I feel discomfort when many advertisements that don't concern me pop-up.	3.82	1.30	High
I am worried about photos and information about me being viewed on other sites without my permission.	3.78	1.36	High
I am anxious about the internet's negative communicative effect that it creates within a family.	3.76	1.28	High
It makes me worry that the internet does not take into consideration the copyrights	3.76	1.18	High
Whilst doing research on the internet; links(pages) related to sexuality. Entertainment and gambling that pop-up worries me because it distracts me from my main aim.	3.70	1.29	High
With the effect of spending too much time in front of the computer. I am worried that I will have a problem with my eye sight.	3.63	1.28	High
I feel discomfort when multiple e-mails are sent from unknown people to my email address.	3.63	1.36	High
It worries me that the internet is such an	3.63	1.23	High

effective tool that damages society’s discipline.			
I feel worried about the reliability of individuals I meet through the internet.	3.60	1.24	High
I am afraid that no restriction is being placed on the use of the internet	3.50	1.37	High
I am afraid of the complicated form of the internet.	3.30	1.18	High
I am worried that sites on the internet such as; gambling and games that involve violence are easily accessible and will also cause me addiction.	3.28	1.31	High
I fear that spending too much time on the internet could make me an antisocial person.	3.27	1.26	High
I worry that I may get carried away in online environments and this will cause me problems in my social relations.	3.26	1.26	High
I am concerned about using shared sites on the internet.	3.23	1.24	High
Spending too much time on the internet. I am worried about the negative effects on my success in lessons.	3.23	1.24	High
Having control of the internet now frightens me and at the end of the day, it will take hold of me and own me.	3.22	1.34	High
I am worried about becoming addicted to the internet.	3.21	1.34	High
Making a mistake while using the internet makes me feel panicked	3.15	1.29	High
I am concerned about becoming lazy due to online shopping, finding prepared homework and being able to communicate more easily through the internet.	3.14	1.42	High
Disobeying the internet’s “ethics” rules makes me feel worried	3.04	1.44	High
Spending too much time in front of the internet concerns me about my health as I always eat packaged food.	3.02	1.34	High
The continuous innovations of the internet make me feel anxious.	2.98	1.25	Low
I am worried about not being able to communicate with my friends face-to-face due to the internet chatting and sharing ports.	2.90	1.30	Low

I feel discomfort when receiving e-mails.	1.88	1.39	Low
Average Mean	3.45	1.27	High
Criterion Mean = 3.00			

Table 1 shows the mean analysis of the extent of internet anxiety among undergraduates. The result shows that the mean score ranged from 1.88 to 4.25. The criterion mean is 3.00. This means that the students had internet anxiety on items 1-28 and low internet anxiety on items 29-31. The average mean score is 3.45, which is greater than the criterion mean of 3.00. This means that the extent of internet anxiety among LIS undergraduates is high.

Research Objective 2 Level of computer literacy skills among the undergraduates.

Table 2: Level of computer literacy skills among the undergraduates

Statement	Mean	SD	Remark
Powering on and off the computer	4.09	1.21	High
Identifying parts of a computer	4.08	1.11	High
Browsing the internet	4.08	1.18	High
Logging on to and off the computer	4.08	1.10	High
Opening saving and closing files	4.07	1.18	High
Opening and closing applications	4.06	1.11	High
Typing/entering letters and numbers	4.02	1.17	High
Storing and retrieving documents	3.97	1.14	High
Receiving e-mails	3.95	1.12	High
Transmitting data via Bluetooth or other sharing device	3.90	1.23	High
Using input device	3.90	1.20	High
Playing music using a computer	3.88	1.21	High
Sending e-mails	3.85	1.19	High
Word processing	3.82	1.17	High
Data sharing via the internet	3.70	1.19	High
Uploading data onto the internet	3.60	1.25	High
Data processing	3.58	1.11	High
Recognizing and using icons to perform computer and software functions	3.45	1.37	High
Printing documents via wireless connection	3.41	1.25	High
Internet access via modem	3.35	1.29	High
Printing documents via direct connection	3.34	1.28	High
Managing a database	3.25	1.22	High

Scanning images onto a file	3.25	1.30	High
Average Mean	3.77	1.20	High
Criterion Mean = 3.00			

Table 2 shows the mean analysis of the level of computer literacy skills among the undergraduates. The result shows that the mean score ranged from 3.25 to 4.09. The criterion mean is 3.00. This means that the students had computer literacy skills on all items. The average mean score is 3.77, which is greater than the criterion mean of 3.00. This means that the level of computer literacy skills among LIS undergraduates is high.

Research Objective3: Relationship between Internet and computer literacy skills among undergraduates

Table 3: Regression statistics of the relationship between internet anxiety and computer literacy skills among library and information science undergraduates in universities in Rivers State, Nigeria

Model	Sum of Square	df	Mean Square	F	Sig
Regression	11.504	1	11.504	25.588	.000 ^b
Residual	138.472	435	.450		
Total	149.975	436			

Model	Variables in Equation			t	Sig
	Unstandardized Coefficient	Standardized Coefficient			
	B	Std. Error	Beta		
Constant	2.766	.202	.277	13.708	.000
Internet Anxiety	.291	.057		5.058	.000

$\alpha = 0.05, R = 0.211, R\text{-Square} = 0.07$

a. **Dependent Variable: Computer Literacy Skills**
b. **Predictors (Constant): Internet Anxiety**

As shown in table 13, linear regression statistics was used to determine the relationship between internet anxiety and computer literacy skills among library and information science undergraduates in universities in Rivers State, Nigeria. The result revealed a significant positive relationship between the two variables, $F(1, 436) = 25.588$ $p < 0.05$ level of significance. Hence, the null hypothesis is rejected, which means that internet anxiety can significantly predict computer literacy skills among library and information science undergraduates in universities in

Rivers State, Nigeria. The beta value of 0.277 showed that internet anxiety contributed 7.70% to the variability in computer literacy skills among library and information science undergraduates in universities in Rivers State, Nigeria.

Discussion of Findings

This study finding showed that the extent of internet anxiety among LIS undergraduates is high. The finding is in line with the one by Shamo (2011), which revealed that a major group of students have internet time delay anxiety, but the other three types of anxiety (internet terminology anxiety, net search anxiety, and general fear of internet failure) have a less significant effect. The finding also agrees with Kalwar, et al. (2013), who stated that despite the Internet boom in the past decade or so, Internet anxiety is still deemed as one of the major obstacles to effective Internet usage. The finding further agrees with Saadé and Kira (2009), who found in their studies that as many as fifty percent of adults, including first-year university students, still have some sort of computer-related phobia.

This study found that the computer literacy skills among these LIS undergraduates were, on the whole, quite high. This finding has significant implications for their ability to engage effectively with digital resources and technologies, which are fundamental to the practice of library and information science in today's increasingly digitized world. Interestingly, this observation aligns with the findings of a prior study conducted by Zuhari et al. (2009). In their research, Zuhari and colleagues reported similar results, indicating that students, including those pursuing degrees in library and information science, possessed commendable skills in information retrieval using the internet. This consistency in findings between the current study and the research by Zuhari et al. suggests that the acquisition of computer literacy skills, particularly in the context of information retrieval via the Internet, may be a notable strength among students in this field. However, the findings of this study stand in contrast to the research conducted by Ogwu and Ogwu (2015). In their investigation, Ogwu and Ogwu examined the proficiency level of ICT (Information and Communication Technology) use among final-year teacher trainee students at the University of Botswana and found it to be grossly inadequate. This discrepancy in findings highlights the potential variability in computer literacy skills among students in different academic disciplines and geographic regions.

Finally, this study found that internet anxiety can significantly predict computer literacy skills among library and information science undergraduates in universities in River State, Nigeria. The finding further showed that internet anxiety contributed 7.70% to the variability in computer literacy skills among library and information science undergraduates in universities in River State, Nigeria. This finding is in line with the one by Olatoye (2011), which revealed that computer anxiety has influenced the choice of learning computers and users may avoid using computers because of phobic conditions due to a certain change. It is also in line with Ariffin

(2005), who indicated that computer anxiety has also been identified as a factor in the adoption of new technology, and with ICT, it could reach higher levels of anxiety when using or confronted with the prospect of having to use.

Conclusion

This study examined Internet anxiety and computer literacy skills within the context of undergraduate students pursuing degrees in Library and Information Science (LIS) in River State, Nigeria. The research aimed to shed light on these critical aspects of information and technology competency among this specific demographic. The study's findings brought to the forefront several significant observations, which are elucidated below. Firstly, the study revealed a noteworthy and concerning observation regarding the level of Internet anxiety prevalent among undergraduate students in the field of Library and Information Science in River State, Nigeria. Internet anxiety, often characterized by apprehension, discomfort, or fear when using the internet or digital technologies, was found to be notably high among the respondents.

On a more optimistic note, the research also unveiled a positive trend concerning computer literacy skills among university students in River State. The study reported that the level of computer literacy skills among these undergraduates was relatively high. This suggests that students pursuing degrees in LIS have, to a significant extent, developed the essential competencies required for effectively navigating and utilizing computer-based tools and technologies. This high level of computer literacy is a promising sign, given the increasingly digital nature of library and information science practices. Perhaps one of the most crucial findings of the study was the identification of a significant relationship between Internet anxiety and computer literacy skills. The research determined that Internet anxiety can serve as a predictive factor for computer literacy skills among library and information science undergraduates. This finding implies that addressing and mitigating Internet anxiety may have a positive impact on enhancing the computer literacy skills of these students. Interventions and programs designed to reduce Internet anxiety and build digital confidence could, therefore, play a pivotal role in enhancing the overall competency of students pursuing LIS degrees in the region.

Recommendations

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

1. Universities and other relevant bodies should organize seminars, workshops, and other forms of training for LIS undergraduates to help reduce their level of internet anxiety and increase their computer literacy skills.
2. Computer literacy skills should be incorporated into the core curriculum of LIS programmes, so that students can be adequately exposed to the use of computers and the internet.

3. Further research should be conducted to investigate the effects of internet anxiety on other library and information science-related tasks.

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