

Information Literacy Skills and Use of Library Resources by Undergraduates in Universities in Ogun State, Nigeria

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Abstract

Use of library resources involves seeking, finding and perusing information resources in order to satisfy some information needs. However, studies have shown that the undergraduates rarely use the library resources. While studies have focused on variables such as information literacy, few have considered use of library resources in relation to information literacy skills. This study examined the influence of information literacy skills on the use of library resources in selected universities in Ogun State, Nigeria. The study adopted survey research design. The population of the study comprised 15,400 final year undergraduates in selected Federal (1), State (1) and private (5) universities in Ogun State. A sample size of 390 was determined using Taro Yamane's formula. Simple random sampling technique was used to select the respondents. A structured and validated questionnaire was used to collect data. Cronbach's alpha reliability coefficients for the construct ranged from 0.89 to 0.98. A response rate of 92.8% was achieved. Data were analyzed using descriptive and inferential (simple and multiple regression) statistics. Findings revealed that information literacy skills had positive significant influence on use of library resources by final year undergraduates in universities in Ogun State. ($Adj.R^2 = 0.27$, $F(1, 361) = 136.79$, $p < 0.05$). The study concluded that information literacy skills promoted use of library resources by final year undergraduates in selected universities in Ogun State, Nigeria. It was recommended that library management should introduce students to practical training in the use of library resources. It was also recommended that library resources and qualified staff should be provided to increase the interests and abilities of undergraduates to use the library resources.

Keywords: *Information literacy, Information literacy skills, Ogun State, Undergraduates, Use of library resource.*

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Background to the Study

The importance of use of library resources by undergraduates cannot be over-stressed, however, their level of information literacy skills could positively or negatively influence how they use the library resources. Literacy can be described as the ability that one possesses to read and write. It can also be referred to as the ability that one needs to derive meaning from the written word. Literacy involves the integration of listening, speaking, reading, writing and critical thinking; it incorporates numeracy. It includes the cultural knowledge, which enables a speaker, writer or reader to recognize and use information appropriately to for different social situation. Active literacy allows people to use information to enhance their capacity to think, create, and question in order to participate effectively. Today, literacy is viewed as an evolving concept that takes into consideration the expanding information needs. Types of literacy are audiovisual literacy, print literacy, computer literacy, media literacy, web literacy, technical literacy, functional literacy and library literacy. Information literate persons can access the right materials that will satisfy his or her information needs, therefore, there is the need to consider their information literacy skills. Students need information literacy skills to adapt to the ever-changing world of information. Making use of the information literacy skills in an academic context can enable students' function effectively during their academic years, thereby, enabling the achievement of academic goals.

According to the ACRL (2022), information literacy skills are a set of abilities requiring individuals to recognize when information is needed and can locate, evaluate, and use effectively the needed information. They further state that information literacy skills are focused on content, communication, analysis, information searching, and evaluation. Information literacy skills are the kinds of skills that students need to locate, retrieve, select, record, organize and present information from variety of source. These skills are necessary for students because they would be able to effectively sieve through and identify relevant and reliable information that they get from any source for their related work. Furthermore, Obaro and Umusor (2021), described information literacy skills as a term that enable people to recognize the value of information and to use it to make informed choices in their personal, professional, and academic lives. This variable acts as a fusion of library, computer, media, and technology literacy. Information literacy skills enable users to recognize when different form of information is needed and also provide them with methods on how to cope with them.

According to Dahiru (2021), the benefit of information literacy skills cannot be over-emphasized as today's world is filled with information demanding activities. Users of the library find it very difficult to access and use information resources in their individuals' fields, therefore they need skills for understanding what they want and how they want the information to be presented. Information literacy programs in academic libraries involve the process of impacting library users with the information skills that can help them identify their information need locate, retrieve, evaluate and effectively use that information for problem solving. Yahaya, (2019), opined that information literacy skills are relevant skills which enable one to easily navigate the vast information available as a result of information explosion presently being experienced.

Information literacy skills help undergraduates to utilize required information resources for academic purpose and enhanced decision making in their life circumstance. The importance of information literacy skills for undergraduates cannot be over emphasized, as they enable the efficient use of library resources. These skills help the users to formulate searches, find appropriate sources of information, select relevant search tools, use correct search strategies and enable them to evaluate desired result (Ilogho & Nkiko 2016). This helps students to become aware of how to collect, use, manage and synthesize information in an ethical way.

Fajonyemi, Ambali and Bakar (2021), stated that, information literacy skills are critical factors that enhance the use of library resources by postgraduate students in the university of Ilorin library. The library resources are important information sources used by these postgraduate students for the enriching of learning, research activities and improving knowledge. The study discovered that information literacy skills influence the use of library resources, therefore library resources are important and relevant information sources that are used for learning and research development by postgraduate students, even though the result revealed that information literacy skills significantly influence the use of library resources by postgraduate students, it is believed that, when conducted using undergraduate students, the result will be the same. Closely related to students' information literacy skills adoption, to effectively use library resources is psychological capital.

Statement of the Problem

University libraries serve as the pivot around which academic activities revolve in universities globally and it is generally expected that information resources in university libraries should be fully utilized specifically by the undergraduates in order to enhance learning, research and other academic activities as well as update their knowledge in their field of Specialisation and become more effective (Abdullah, Ahmed and Ahmed 2019). However, Adamu and Sule (2019), pointed out in their study that non-use of library resources could be due to poor quality library resources, lack of adequate environment factors, such as good ventilation, noise free reading environment and lack of current library resources.

Furthermore, a number of studies such as Obaro and Umuzor (2021), have showed that low level of information literacy skills may have a negative effect on the use of library resources by undergraduate students, however no studies known to the researcher have addressed the variables of this study especially in the study location. It is against this backdrop that this study will be carried out to examine information literacy skills, and use of library resources by undergraduate students in Universities in Ogun State, Nigeria.

Objectives of the Study

The main objective of this study is to investigate the influence of information literacy skills on use of library resources by undergraduates in Universities in Ogun State, Nigeria.

1. Identify the types of library resources used by undergraduates in the Universities in Ogun State
2. Evaluate the purpose of use of library resources by undergraduates in Universities in Ogun State Nigeria

3. Determine the frequency of use of library resources by undergraduates in Universities in Ogun State Nigeria
4. Ascertain the level of information literacy skills possessed by undergraduates in universities in Ogun State, Nigeria determines the influence of information literacy skills on use of library resources by undergraduates in universities in Ogun State, Nigeria
5. Identify the challenges faced in the use of library resources by undergraduates in Universities in Ogun State, Nigeria.

Hypotheses

The only null hypotheses were tested at 0.05 level of significance:

Ho₁: Information literacy skills will not have a significant influence on use of library resources by undergraduates in universities in Ogun State, Nigeria

Literature Review

Here both the independent and dependent variables are reviewed conceptually, empirically, and theoretically.

Information literacy Skills

The American Library Association defines information as a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information (ALA 2018). In addition, information literacy is the ability to discern and make balanced judgements about any information we find and use. An undergraduate student should be able to know and recognize the need of information, to locate, identify, access, recover, evaluate, organize and use information appropriately.

Information literacy skills are crucial to the use of library resources by undergraduate students because it would enable them to source for relevant information that could boost their academic performance, in other words, the acquisition of basic information skills are essential to academic success in the 21st century because information is produced in quantum quantities (Oakleaf & Owen, 2010). Several concepts and definitions of information literacy skills have become prevalent as there appears person and writers who have attempted to define the concept, Paul Zurkowski, was the first to use the notion "information literacy" the American researchers states that the person with skills in information are "educated people with the purpose of applying information resources in their work place" (Zurkowski, 1974).

The conceptual foundation was made by the American library association (ALA) in order to have information literacy, a person needs to be aware of the information necessity, to be able to locate it, access it and use it efficiently (ALA 1989). The American library association defines information literacy as a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate and use efficiently the needed information (ALA 2018). Furthermore, information literacy is the ability to think critically and make judgments about any information as well as empowers citizens to absorb and express informed views and to hook with society, (CILIP information group 2018) asserts that

information literacy as a set of skills are used to identify information needs, access requisite information resources to solve the identified needs, critically evaluate the information accessed, synthesize the information retrieved from different sources to create new knowledge, idea and communicate in an appropriate manner. Information literacy skills therefore can be referred to as the knowledge of an individual's information needs and the ability to identify, locate, evaluate, organize and finally create, use and communicate information (The association of college and research libraries, 2000). Information literacy skills help in promoting access for the utilization and increasing amount of information resources use by undergraduate students (Gross & Latham, 2012). The role of information literacy is significant for the undergraduate student because a student with information literacy is able to locate relevant information, interpret it by transforming information and data into knowledge and create new cognitive perspectives (Mckenzie 1986).

In the study of Kohout – Tailor (2018), information literacy, was seen as ability or a set of behavior is essential in academic settings and in individual lives. Information skills are vital for students to become productive citizens. Annune et al (2018) in their study opined that information literacy encompasses knowledge of one's information concerns and needs and the ability to identify, locate, evaluate and most importantly use information to address issues or problems at hand, especially, when undergraduates are encumbered with academic activities. Information literacy has the capacity of people to recognize their information needs.

Information literate students are required to demonstrating e certain abilities while interacting with information irrespective of context and circumstances. Many scholars mentioned skills as identifying information, synthesizing and evaluating information (Akande & Oyedapo, 2020). In the study of Li- Chen (2021), information literacy is a set of definable and standardized capacities that assist individuals in acquiring, assessing fudging and integrating relevant information from varieties of media to take that next step of action. Also as cited above, Akande and Oyedapo (2020) perceived information literacy as a tool that empowers students to access, evaluate and use information legally and ethically.

Information literacy is a proficient set that includes knowledge, practices and dispositions that prepare students to discover interpret and create information ethically while critically understanding how information systems interact to produce and circulate knowledge and information. In addition, CILIP (2018) buttresses by defining information literacy as the ability to think critically and objectively appraise the genuiness of information and decide on the best quality for the society. Furthermore, information literacy is a set of integrated abilities that comprise reflective discovery of information, ability to understand the significant value of information and application of the information in the generation of new knowledge and for the ethical engagement in education. (ACRL, 2016).

The importance of information literacy skills for undergraduate is critical as they help users to formulate a search, locate suitable source of information, select the right search tools, use suitable appropriate search strategies and enable information literate person the ability to

identify the extent of information need. The steps to identify information need therefore are to recognize the need for information, identify the extent of information required, define the extent of information required, define the information need, decide to find the information and initiate the search process (Bedford, 2021).

Thanuskodi (2019), evaluated the influence of information literacy skills as used for academic purpose, such as research papers and group presentations and its effects on any job, that is, it's a source of the ability to find, evaluate, use and share information as an essential skill. Annune et al (2018), believed that information literacy skills could be acquired by students, that can enable them to provide solutions to academic problems with library resources since it is a mandatory virtue for every academic library staff, that is, this unique virtue can be adopted by undergraduates in their study. According to Afolabi and Oladokun (2020), there are conflicting assessments regarding the level of information literacy skills possessed by Nigeria scholars, however, undergraduates are identified to have high level of information literacy skills.

Use of Library Resources

A library is set up as a pillar of any educational institution to acquire, organize, store and make accessible to users within possible time. (Oyewusi 2016). The library provides a variety of resources that are useful to different people Irrespective of age in print and non-print format. The library was derived from the Greek word “liber” which means “book”, it can be defined as a collection of books and/or other materials(such as audio visual material) that are organized and maintained for use (reading , studying, consultation ,research and so on) and also how both print and non-print information resources (Tiemo & Ateboh, 2016) The library provides the link between the past and the present and shapes the future of society by preserving the records of human culture and providing resources to everyone. The library also stores different materials which helps students, lectures and all the society to increase knowledge (Obaro & Umusor, 2021).

Aladeniyi and Arikawe (2017), opined that libraries are very essential in any organization, especially in higher institutions of learning; therefore, a library located in any university, or any tertiary institution is an academic library, and it is at the center of all educational programs in the university. It provides information resources in different formats to support students learning, therefore, Tiemo and Ateboh (2016), defined the library as the nerve center of an educational institution and a place where information is provided to serve all patrons irrespective of their ages, political and ethical background, religion, sex and so on. The objectives of the library may not be realizable unless its resources reach optimal capacity and are in use by students and faculty who depend on its information resources for different purposes. Also, Libraries provide access to scholars literature that as a rule is not freely available on web (Okon & Lawal 2012), According to Affil-Arthur and Agra pong, (2018) opined that library information resources as raw material provides vital services in teaching and learning process. It further stated that libraries are accountable for gathering, selecting, organizing, disseminating and preserving recorded knowledge and information in all manners and for assisting and instructing in their use so that anyone who needs library

resources might access them easily to support reading, teaching learning process as well as different resources in any academic community. The relevance of use of library resources cannot be overemphasized in a university environment, where internet has rapidly become one of the most powerful global sources of wide range of information presenting various ways for the efficient and unlimited dissemination of information (Nina Shrestha, 2008).

Emeahara and Ajakaye (2022), opined that the use of information resources in the library is paramount to undergraduate educational activities, this makes the use of library information resources on importance variables in providing efficient services. According to Mubashrah et al. (2013) Library resources are essential to support and strengthen the educational quality, furthermore, libraries are the sources of keeping and distributing information through books, journals, maps and other resources that are used by students in their learning process; but concluded that library resources are the most ignored in the learning process

Information Literacy Skills and use of Library Resources

The purpose for establishment of every university library is to provide information resources and ensuring that the information resources meet the information needs of the users, Abubakar et al (2020) findings revealed that information resources listed in the library were considered useful by the respondents, while the study adopted 549 undergraduate students of pharmaceutical science but 55 samples were drawn to represent the population, it was concluded and recommended that the library should sustain the available information establishing the relationship between information literacy skills and use of library resources by undergraduate students. Hanbidge, Sanderson, and Tin (2016), found that those undergraduate students who accessed academic information or conducted research on their phones significantly preferred using a Google search engine over other search tools, such as the University of Waterloo research and discovery tool, Primo, other research databases, including Google Scholar, or Ref Works, a web-based citation and bibliography tool. Preliminary findings in the data indicate that a second-year sociology class who completed the MIL study, majority of the study participants improved their information literacy skills from the beginning of the semester to the end. In a fourth-year seminar class in social development studies, study participants improved their pre-posttest scores, and enhanced their information literacy skills. Both classes completed a research paper as part of the course final mark. Onye (2016), observed that the type of information resources available to the respondents in their study indicated that textbooks and internet are available and used in the library.

Theoretical Review

Big6- Information Literacy Skills Model

The Big6 is a process model of how people of all ages solve an information problem. The problem is a systematic approach to information problem-solving that relies upon critical thinking skills. Eisenberg and Bob Berkowitz (1996.) developed this process which guides students through information problem-solving as well as provides a basic framework for teaching and promoting information literacy. The Big6 process encourages teaching partnership of library media specialists and classroom teachers.

The Big6 skills model is germane to this study. The Big6 information-solving model was developed by Eisenberg and Berkowitz (1996). The Big6 has been acknowledged as the most widely used model to explain information literacy skills in education sectors. It is the most popular model that is best applicable to explain individual information need and use. The Big6 is a process model of how people of all ages solve an information problem. The Big6 model is a guide by which students could conduct original research that would have touch of creativity.

According to Eisenberg and Berkowitz (1996), information problem-solving encompasses six stages.

Task Definition – in this step, the student determines exactly what the information is and the specific information related to the problem. For example when assigning a project, a student needs to know which questions need to be answered, what kind of information is needed to answer the question.

Information Seeking Strategies- Once the problem is clearly expressed, attention turns to the range of possible information sources. Information seeking strategies involves making decisions and selecting sources appropriate to the defined task.

Location and Access – this is where the information seeking strategies begins. Once students have decided on the appropriate strategy, the strategy is carried out.

Use of Information – Once students are able to locate and access a source, they must be able to read, view, listen or interact with the information and decide what is valuable for their particular situation. They must extract the information that they need using notes copies, citation, etc.

Synthesis – the restructuring of repackaging of information into new or different formats to meet the requirements of the task is synthesis. Synthesis can be as simple as relaying a specific task. Synthesis can be very complex involving several sources, a variety of media or presentation formats, and the effective communication of abstract ideas. This is where the real learning takes place as new information is brought in and links are made to pre-existing knowledge.

Evaluation – evaluation determines how effectively and efficiently the information problem-solving process was conducted.

Methodology

The study adopted survey research design. The population of the study comprised 15,400 final year undergraduates in selected Federal (1), State (1) and private (5) universities in Ogun State. A sample size of 390 was determined using Taro Yamane's formula. Simple random sampling technique was used to select the respondents. A structured and validated questionnaire was used to collect data. Cronbach's alpha reliability coefficients for the construct ranged from 0.89 to 0.98. A response rate of 92.8% was achieved. Data were analyzed using descriptive and inferential (simple and multiple regression) statistics.

Analysis

Restatement of Research objective one and Question One: Identify the types of library resources used by undergraduates in Ogun State Nigeria.

What are the types of library resources used by undergraduates in universities in Ogun State, Nigeria?

Restatement of Research objective two and Question two:

Evaluate the purpose of use of library resources by undergraduates in universities in Ogun State, Nigeria.

What is the purpose of use of library resources by undergraduates in universities in Ogun State, Nigeria?

Restatement of Research objective three and Question three:

Ascertain the level of information literacy skills possessed by undergraduates in universities in Ogun State, Nigeria.

What is the level of information literacy skills possessed by undergraduates in universities in Ogun State, Nigeria.?

Descriptive Statistics Table analyses were carried out with related questions covering the study construct for both dependent and independent variables classified in percentages, mean and standard deviation. Interpretations were done and at the end hypothesis was tested as stated below.

H₀: Information literacy skills do not have a significant influence on the use of library resources by undergraduates in universities in Ogun State, Nigeria

Simple linear regression analysis was used to test hypothesis. In the analysis, data for all related variables of the study were created by adding together responses of all the items generated. The results of the analysis and parameter estimates obtained are presented in Table 1.

Test of Hypotheses

Hypothesis One: Information literacy skills will not have a significant influence on use of library resources by undergraduates in universities in Ogun State, Nigeria.

Table 1: Simple linear regression analysis of information literacy skills and use of library resources

Predictors	B	Std. Error	Beta (β)	T	P	R ²	Adj. R ²	F	ANOVA (Sig.)
(Constant)	-0.032	0.154		-0.205					
Information literacy skills	0.543	0.046	.525	11.696	.000	0.275	0.273	136.787	0.000

Dependent Variable: Use of Library Resources
 Predictor: (Constant), Information Literacy Skills
 DF (F-Statistic) = 1, 361
 DF (T-Statistic) = 360

Source: Field Survey Results, 2023

Table 1 shows the simple linear regression for the testing of hypothesis one. The independent variable (information literacy skills) was regressed against use of library resources. According to the result, information literacy skills ($R^2 = 0.275$, $\beta = 0.525$, $t(360) = 11.696$, $p < 0.05$) had a positive and significant influence on the use of library resources by undergraduates in universities in Ogun State. The R^2 (0.275) of the regression model indicates that 27.5% of the variation in use of library resources is explained by information literacy skills. This result showed that information literacy skills is a significant predictor of use of library resources by undergraduates in universities in Ogun State. Therefore, the null hypothesis (H_0) was rejected and restated. Thus, information literacy skill has a significant influence on use of library resources by undergraduates in universities in Ogun State, Nigeria.

Discussion of Findings

This study investigated the influence of information literacy skills on use of library resources by undergraduates in universities in Ogun State, Nigeria. This section discusses the findings in line with previous studies.

Research question one sought to find out the types of library resources used by undergraduates in universities in Ogun State, Nigeria. The result showed that textbooks, internet resources, dictionaries, encyclopedias, journals, and newspapers are the types of library resources used by undergraduates. This finding is in line with Arowolo, Ajiboye and Adio (2022), who reported that the textbooks, encyclopedia, dictionaries, journals, and newspapers/magazines are the types of information resources available and utilized by undergraduates of public university in Ogun State. This finding also corroborates with the finding of Abdullahi, Ahmad, and Ahmed (2019) which showed that majority of the respondents used textbooks and project reports respectively, some utilized reference materials, while very few respondents expressed that they consult newspapers/magazines and e-books accordingly. This finding agrees with Onye (2016) who observed that the type of information resources available to the respondents in their study indicated that textbooks and internet are available and used in the library. This finding corroborates the study of Oyedipe, Onasote, Okewale, and Adekunmisi (2017), who showed that textbooks, dictionaries, and

encyclopedias are the most relevant library resources available and used in the selected university library. The finding however did not agree with the finding of Larson and Owusu-Acheaw (2016) who found that students in University of Winneba Study Centre, Ghana did not use library materials to enhance their studies but relied solely on course materials and lecture notes.

The outcome of the research question two found that the library and its resources were used to read for better academic performance, for examination preparation and to complete class assignments and notes. Inference drawn from this finding is that the major purpose of use of library resources by the undergraduates in universities in Ogun State, Nigeria was to study. Theoretically, the Big 6 theory is in alignment with this study, The Big6 has been acknowledged as the most widely used model to explain information literacy skills in education sectors. It is the most popular model that is best applicable to explain individual information need and use.

Summary, Conclusion and Recommendations

The study investigated information literacy skills and use of library resources by undergraduates in universities in Ogun State, Nigeria.

From the result of the data analysis, the major findings from the study could be summarized as follows:

1. The types of library resources used by undergraduates in universities in Ogun State, Nigeria are textbooks, internet resources, dictionaries, encyclopedias and journals.
2. The purposes for which undergraduates use library resources are to read for better academic performance, for examination preparation and to complete class assignments.
3. The level of information literacy skills of undergraduates in universities in Ogun State, Nigeria was very high.

The study revealed the influence of information literacy skills on the use of library resources by undergraduates. The result of the study provided both empirical and statistical evidence on the influence of information literacy skills on use of library resources of undergraduates in Ogun State, Nigeria. The study found that textbooks were the most used library resource and used more frequently than other types of library resources. The study concluded that the information literacy skills of undergraduates was very high.

Based on the findings of this study, the following recommendations are made:

1. It was recommended that library management should introduce students to practical training in the use of library resources.
2. The library management can improve use of resources by the undergraduates by encouraging them to actively engage themselves, and, enhance their knowledge in order to become regular library users.
3. Library management should therefore also increase resources/materials in their library to ensure that resources are available so that students have access and are also motivated to use library resources.

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