

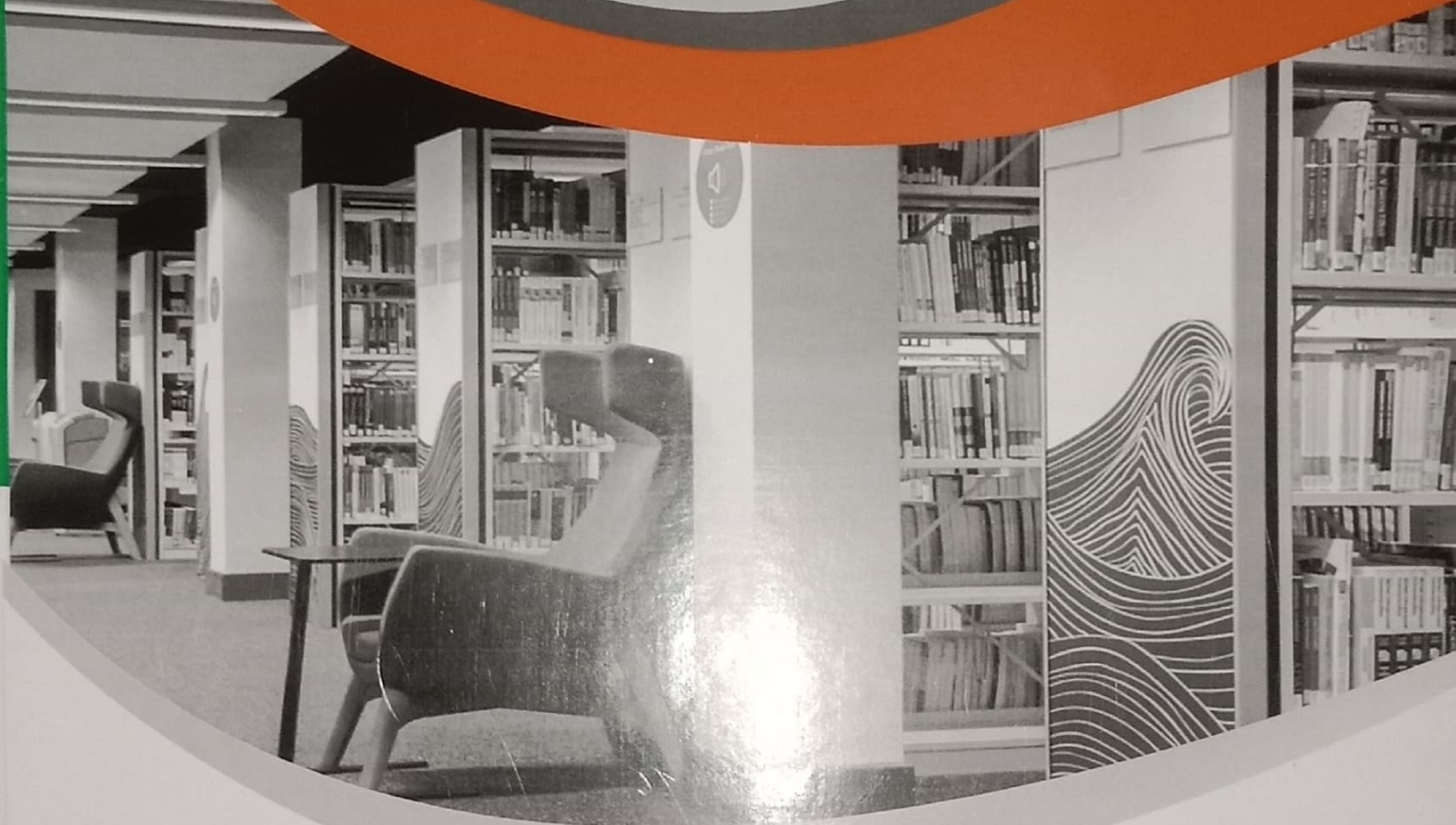


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**INFORMATION LITERACY SKILLS AND USE OF LIBRARY'S INFORMATION
RESOURCES BY UNDERGRADUATE STUDENTS OF NIGER DELTA UNIVERSITY,
BAYELSA STATE, NIGERIA**

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Abstract

This paper x-rays information literacy skills and use of library's information resources by undergraduate students of Niger Delta University, Bayelsa state, Nigeria. Information literacy skills include those literacy skills that enable an individual to identify the kind or type of information needed, determine the extent of information required, access the needed information effectively and efficiently, evaluate information in order to ascertain relevance and authenticity and ability to use information efficiently for a specific purpose. The research design adopted for this study was the correlational survey research design. The population of the study comprises all the undergraduate students of Niger Delta University and is made up of 16,000 students. A sample of 357 students was drawn using multi-stage technique. Purposive sampling was used to initially select undergraduate students who are registered library users from which a simple random technique was used to calculate the sample needed. The questionnaire was used to elicit data that covers all the variables in the objective of the study through Survey method. Data was analyzed using frequency tables, pie chart, Pearson Product Moment Correlation. Pearson correlation coefficient was employed in determining the direction of the relationship between the variables of the study and also the significance of the hypothesis at 5% level. The findings of the study among other things indicates that there is significant relationship between information assessment skills and use of Library information resources by undergraduate students in Niger Delta University, Bayelsa State, Nigeria. The study recommended that a custom-tailored information literacy programme should be introduced at all levels to help students develop additional information literacy skills pertinent for their area of study.

Keywords: Information, Information literacy skills, Information resources

Introduction

Man's need to learn things is borne out of a desire for survival and necessity to improve himself and his conditions of living. Hence, learning is a characteristic of human beings that has now become organized and systematic in nature. Organized and systematic learning can be referred to as education. Education is aimed at maximizing the potentials of the human resources of a society for sustainable

development. The development of a society as well as the survival of the human race is dependent on the usage of information, knowledge and skills that can be gotten through quality education. This is why education is a key factor in attaining significant sustainable development in any part of the world.

The Nigerian educational system has gone through series of reformation that are designed to improve its quality and ensure the potentials of the human resources. The Nigerian educational system has three tiers namely the primary, secondary and tertiary levels of education. All levels of the Nigerian educational system are important but the one that contributes directly to societal development is the tertiary education. The Nigerian tertiary education aims to provide the society with the required skilled man power for the development and advancement of the Nigerian society (Amaoge & Ejike, 2014). The need to facilitate and improve learning and teaching in Nigerian tertiary education led to the development and establishment of academic libraries in tertiary institutions across the country. Academic libraries are organized institutions that are integrated into tertiary institutions to provide adequate and relevant information resources with trained personnel having requisite technical knowledge of managing information resources to meet various information needs of students, and faculty members.

Thus, the importance of academic libraries to tertiary institutions in Nigeria is great; their existence creates the need for the development of information literacy skills which is a component of life-long learning skills whose development is a major focus of tertiary institution in Nigeria. Life-long learning skills such as critical thinking and reasoning provide the foundation for continued growth of an individual (Amaoge & Ejike, 2014). Information literacy deals with the ability of an individual to know when to get information, where to get information from, and what type of information to find how to organize information and retrieval of relevant information for desired usage. Similarly, Webber and Johnson (2003) described information literacy as the capability of people to identify, cum access information and make effective use of information for personal and other needs. Thus information literacy skills include those literacy skills that enable an individual to identify the kind or type of information needed, determine the extent of information required, access the needed information effectively and efficiently, evaluate information in order to ascertain relevance and authenticity and ability to use information efficiently for a specific purpose (Amaoge & Ejike, 2014).

The information literacy skills can be grouped into the following: information identification skills, information retrieval skills, information assessment skills, information synthesis skills and information application skills. Information identification skills are skills that basically aid a person to determine what type of information he or she needs and the extent of information required. Information retrieval skills enable an individual to retrieve the information pertinent to his or her needs. Information assessment skills are information literacy skills that show an individual capacity in reviewing, assessing and selecting relevant and authentic information from a pool of information. Information synthesis skills are organizational and analytical skills that enables an individual to transform raw information into a more organized form that allows for immediate use. Information application skills ensure that an individual knows how to appropriately use information to achieve a specific purpose.

Information literacy skills are therefore essential for students in tertiary institutions in Nigeria as it enables them to benefits from the vast repository of information available in order for them to achieve their educational goals and life-long learning. Academic libraries are equipped with information resources that are print and electronic in nature; information literacy skills of students will enable them to utilize effectively and efficiently the information resources available to them. Thus, the attainment and use of information literacy skills in tertiary institutions in Nigeria has the capacity to significantly improve the quality of teaching and learning as well as meeting the man power needs of the country.

Statement of Problem

Information is a very important tool in any education process. The current information explosion made possible mainly through the advent of the internet and other electronic resources has ensured knowledge sharing across the world. Hence, with this development, teaching and learning across

tertiary institution in the world has become easy, evident in the quality of research papers by undergraduate student and the contributions of products of tertiary institutions to the socio-economic wellbeing advanced countries. Interaction with some lecturers and students revealed that Nigerian situation differs greatly as the quality of assignments, research papers, term papers and research project prepared by undergraduates in Nigerian institutions suggest lack of access and poor use of information resources. This phenomenon ultimately affects their academic performance and the development of life-long learning skills that are required for survival and career development. Hence, there is a general outcry that graduates of Nigerian tertiary institutions do not possess the requisite skills (life- long learning skills) that would enable them to be employable and contribute significantly to the sustainable development of the country. This is a huge problem that needs to be addressed to improve learning and the quality of education in Nigeria. Despite the importance of information literacy skills to the academic achievement of undergraduate students of Niger Delta University, no study known to the researcher has been carried out to determine information literacy skills and use of library's information resources by undergraduate students of Niger Delta University; this is the gap which this research seeks to identify.

Aims and Objectives of the Study

The aim of this study is to ascertain the relationship between information literacy skills of undergraduate students of Niger Delta University, Bayelsa State and their use of Library information resources. The objectives of the study are:

1. To determine the relationship between information identification skills of undergraduate students of Niger Delta University, Bayelsa State and their use of Library information resources.
2. To determine the relationship between information retrieval skills of undergraduate students of Niger Delta University, Bayelsa State and their use of Library information resources.
3. To determine the relationship between information assessment skills of undergraduate students of Niger Delta University, Bayelsa State and their use of Library information resources.

Research Question/Hypotheses

The following research questions guided the study:

1. What is the relationship between information identification skills of undergraduate students of Niger Delta University, Bayelsa State and their use of Library information resources?
2. What is the relationship between information retrieval skills of undergraduate students of Niger Delta University, Bayelsa State and their use of Library information resources?
3. What is the relationship between information assessment skills of undergraduate students of Niger Delta University, Bayelsa State and their use of Library information resources?

Hypotheses:

HO₁: There is no significant relationship between information identification skills of undergraduate students of Niger Delta University, Bayelsa and use of Library information resources.

HO₂: There is no significant relationship between information retrieval skills of undergraduate students of Niger Delta University, Bayelsa and use of Library information resources.

HO₃: There is no significant relationship between information assessment skills of undergraduate students of Niger Delta University, Bayelsa and use of Library information resources.

Methodology

The research design adopted for this study was the correlational survey research design. The method was adopted because of the suitability in ascertaining the relations among variables. The population of the study comprises all the undergraduate students of Niger Delta University and is made up of 16,000 students (Mr.Ogidi, Ebi. Admission office, Niger Delta University, July, 2023).

A sample of 357 students was drawn using multi-stage technique. Purposive sampling was used to initially select undergraduate students who are registered library users from which a simple random technique was used to calculate the sample needed. The questionnaire was used to elicit data that

covers all the variables in the objective of the study through Survey method. Data analysis employed in this study include frequency tables, pie chart, Pearson Product correlation coefficient was employed in determining direction of the relationship between the variable of the study and also the significance of the hypothesis at 5% level.

Presentation of Results

A total of 357 questionnaires were administered, 360 questionnaires were retrieved which represented 84% of the sample size.

Information Identification skills

Table.1 below provides the summary of the responses of respondents on information identification skills of undergraduate students in Niger Delta University, Bayelsa State.

Table 1: Responses on research questions concerning Information Identification skills

S/N	Item Statement	SA	A	D	SD	Mean
1	Information identification skills will enable students to read and write efficiently	118 (33%)	165 (46%)	66 (18%)	11(3%)	3.08
2	Information identification skills will help students to understand the answer to a given assignment	151 (42%)	118 (33%)	80 (22%)	11 (3%)	3.22
3	Information identification skills will guide students to analyse a research work	151 (42%)	100 (28%)	79 (21%)	30 (9%)	3.03
	Average Responses	140 (38%)	128 (35%)	75(20%)	17 (7%)	3.11

Table.1 revealed that (140) 38% of the respondents strongly agreed that information identifications skills aids undergraduate students in their academic work, (128) 35% agreed, (75) 20% disagreed while only (17) 7% strongly disagreed.

Information Retrieval Skills

Table.2 below provides the summary of the responses of respondents on information Retrieval skills of undergraduate students in Niger Delta University, Bayelsa State.

Table 2: Responses on research questions concerning Information Retrieval skills

S/N	Item Statement	SA	A	D	SD	Mean
1	Information retrieval skills will enable students to retrieve material from the internet for assignment	180 (50%)	126 (35%)	43 (12%)	11(3%)	3.32
2	Information retrieval skills will help students to use the card catalogue to retrieve books from library for research work	166 (46%)	126 (35%)	45 (13%)	23 (6%)	3.20
3	Information retrieval skills will help students to download information from e-library	148 (41%)	117 (32%)	63 (17%)	32 (10%)	3.06
	Average Responses	165 (46%)	123 (34%)	50 (15%)	22 (5%)	3.19

Table.2 revealed that (165) 46% of the respondents strongly agreed that information retrieval skills aids undergraduate students in their academic work, (123) 34% agreed, (50) 15% disagreed while only (22) 5% strongly disagreed.

Information Assessment Skills

Table 3 below provides the summary of the responses of respondents on information assessment skills of undergraduate students in Niger Delta University, Bayelsa State.

Table 3: Responses on research questions concerning Information Assessment Skills

S/N	Item Statement	SA	A	D	SD	Mean
1	Information assessment skills enables students to assess the relevant of the information	158 (44%)	144 (40%)	35 (12%)	23(6%)	3.21
2	Information assessment skills will help quick decision	153 (42%)	139 (39%)	41 (11%)	27 (8%)	3.16
3	Information assessment skills will prepare students for an exam	180 (50%)	135 (36%)	34 (10%)	11 (4%)	3.34
	Average Responses	163(45%)	139 (38%)	37 (12%)	21 (5%)	3.24

Source: Author's survey (2019)

Table 3 revealed that (163) 45% of the respondents strongly agreed that information assessment skills aids undergraduate students in their academic work, (139) 38% agreed, (37) 12% disagreed while only (21) 5% strongly disagreed.

Use of Information Resources

Table.4 below provides the summary of the responses of respondents on use of Library information resources by undergraduate students in Niger Delta University, Bayelsa State.

Table 4: Responses on research questions concerning use of information resources

S/N	Item Statement	SA	A	D	SD	Mean
1	Information identification skills enable students to utilize library resources	180 (50%)	112 (31%)	57 (15%)	11(4%)	3.28
2	Information retrieval skills will make students use resources in the library	130 (36%)	192 (52%)	19 (6%)	19 (6%)	3.25
3	Information assessment skills enable students to use information resources in the library	108 (30%)	207 (58%)	9 (2%)	36 (10%)	3.08
	Average Responses	139(38%)	171 (48%)	28 (8%)	22 (6%)	3.20

Table 4. revealed that (139) 38% of the respondents strongly agreed that information literacy skills enable undergraduate students use library resources for their academic work, (171) 48% agreed, (28) 8% disagreed while only (22) 6% strongly disagreed.

Data Analysis

Research Question One: What is the relationship between information identification skills and use of Library information resources by undergraduate students in Niger Delta University, Bayelsa State?

Table 5: Correlation between Information Identification Skills and Use of information Resources

		Correlations	
		Information Identification Skills	Use of Information Resources
Information Identification Skills	Pearson Correlation	1	.772**
	Sig. (2-tailed)		.003
	N	12	12
Use of Information Resources	Pearson Correlation	.772**	1
	Sig. (2-tailed)	.003	
	N	12	12

** . Correlation is significant at the 0.01 level (2-tailed).

Table 5: revealed a Pearson correlation coefficient value of 0.772 which indicates that the relationship between the Information identification skills and Students' use of information resources from the academic library is positive.

Research Question Two: What is the relationship between information Retrieval skills and use of Library information resources by undergraduate students in Niger Delta University, Bayelsa State?

Table 6: Correlation between Information Retrieval Skills and Use of information Resources

		Correlations	
		Information Retrieval Skills	Use of Information Resources
Information Retrieval Skills	Pearson Correlation	1	.921**
	Sig. (2-tailed)		.000
	N	12	12
Use of Information Resources	Pearson Correlation	.921**	1
	Sig. (2-tailed)	.000	
	N	12	12

** . Correlation is significant at the 0.01 level (2-tailed).

Table 6 revealed a Pearson correlation coefficient value of 0.921 which indicates that the relationship between the Information retrieval skills and Students' use of information resources from the academic library is positive.

Research Question Three: What is the relationship between information Retrieval skills and use of Library information resources by undergraduate students in Niger Delta University, Bayelsa State?

Table 7: Correlation between Information Assessment Skills and Use of information Resources

		Correlations	
		Information Assessment Skills	Use of Information Resources
Information Assessment Skills	Pearson Correlation	1	.887**
	Sig. (2-tailed)		.000
	N	12	12
Use of Information Resources	Pearson Correlation	.887**	1
	Sig. (2-tailed)	.000	
	N	12	12

** . Correlation is significant at the 0.01 level (2-tailed).

Table 7 revealed a Pearson correlation coefficient value of 0.887 which indicates that the relationship between the Information assessment skills and Students' use of information resources from the academic library is positive.

Test of Hypotheses

H₀₁: There is no significant relationship between information identification skills and use of Library information resources by undergraduate students in Niger Delta University, Bayelsa State

Decision Criteria: If r-stat is lesser than critical r – value, Accept H₀, otherwise reject H₀

Table 8: Summary of Hypothesis Test with Pearson's r on the significance of the relationship between information identification skills and use of Library information resources by undergraduate students in Niger Delta University, Bayelsa State

N	Mean	DF	r-Stat	r-crit.	Decision
12	3.11	10	0.772	0.576	Rejected

Table 8 revealed that the r-stat value is 0.772 which is higher than r-critical value of 0.576 at 0.05 significance level thus indicating that there is significant relationship between information identification skills and use of Library information resources by undergraduate students in Niger Delta University, Bayelsa State

H₀₂: There is no significant relationship between information Retrieval skills and use of Library information resources by undergraduate students in Niger Delta University, Bayelsa State

Decision Criteria: If r-stat is lesser than critical r – value, Accept H₀, otherwise reject H₀

Table 9: Summary of Hypothesis Test with Pearson's r on the significance of the relationship between information Retrieval skills and use of Library information resources by undergraduate students in Niger Delta University, Bayelsa State

N	Mean	DF	r-Stat	r-crit.	Decision
12	3.19	10	0.921	0.576	Rejected

Table 9 revealed that the r-stat value is 0.921 which is higher than r-critical value of 0.576 at 0.05 significance level thus indicating that there is significant relationship between information retrieval skills and use of Library information resources by undergraduate students in Niger Delta University, Bayelsa State

H₀₃: There is no significant relationship between information Assessment skills and use of Library information resources by undergraduate students in Niger Delta University, Bayelsa State

Decision Criteria: If r-stat is lesser than critical r – value, Accept H₀, otherwise reject H₀

Table 10: Summary of Hypothesis Testing with Pearson's r on the significance of the relationship between information Assessment skills and use of Library information resources by undergraduate students in Niger Delta University, Bayelsa State

N	Mean	DF	r-Stat	r-crit.	Decision
12	3.24	10	0.887	0.576	Rejected

Table 10 revealed that the r-stat value is 0.887 which is higher than r-critical value of 0.576 at 0.05 significance level thus indicating that there is significant relationship between information Assessment skills and use of Library information resources by undergraduate students in Niger Delta University, Bayelsa State

Discussion of Research Findings

Relationship between information Identification skills and use of information resources

Table 1 revealed that 38% of the respondents strongly agreed that information identifications skills aids undergraduate students in their academic work, 35% agreed, 20% disagreed while only 7% strongly disagreed. This means that a good proportion of 73% of the respondent agreed that basic reading and writing skills, communication skills and essential critical thinking skills allow them to identify their information needs and that the library information resources are frequently used because of information identification skills possessed by them.

Table 5 revealed a Pearson correlation coefficient value of 0.772 which indicated that the relationship between the Information identification skills and Students' use of information resources from the academic library is positive. Similarly, Table 8 revealed that the r-stat value is 0.772 which is higher than r-critical value of 0.576 at 0.05 significance level thus indicating that relationship between information identification skills and use of information resources by undergraduate students in Bayelsa State Academic Library in Niger Delta University is significant. This means that student's ability to identify their information needs enhanced their use of information resources available in the academic library at Niger Delta University, Bayelsa State. This is in line with the findings of Nwosu et al (2018) which revealed that most undergraduate students are capable of deciding where and how to source information for their research and assignments from information problem solving experience, improve their information literacy skills and limit search strategies by subject, language and date. This finding is also supported by Onuoha (2013) who found out that students that possess a good array of information identification skills such as communication skill and reading skills can use other information resources other than the library for their academic work.

Relationship between information retrieval skills and use of information resources

Table 2 revealed that 46% of the respondents strongly agreed that information retrieval skills aids undergraduate students in their academic work, 34% agreed, 15% disagreed while only 5% strongly disagreed. This means that a good proportion of 80% of the respondent possessed basic library usage skills, ICT skills and information search skills that allow them to retrieve information based on their information needs and that the library information resources were frequently used during information retrieval for their academic work.

Table 6 revealed a Pearson correlation coefficient value of 0.921 which indicates that the relationship between the Information retrieval skills and Students' use of information resources from the academic library is positive. Similarly, Table 9 revealed that the r-stat value is 0.921 which is higher than r-critical value of 0.576 at 0.05 significance level thus indicating that the relationship between information retrieval skills and use of information resources by undergraduate students in Bayelsa State Academic Library in Niger Delta University is significant. This means that student's ability to retrieve information needs enhanced their use of information resources available in the academic library at Niger Delta University, Bayelsa State. This is in line with the findings of Okon et al. (2014) which noted that most undergraduate student had basic ICT competencies skills will greatly enhanced their retrieval skills and improved their use of information resources. He noted that specific query and each skill with a basic understanding of library usage significantly enhanced the use of library information resources.

Relationship between information Assessment skills and use of information resources

Table 4 revealed that 38% of the respondents strongly agreed that information literacy skills enable undergraduate students use library resources for their academic work, 48% agreed, 8% disagreed while only 6% strongly disagreed. This means that a good proportion of 86% of the respondent possessed the ability to authenticate the source of information retrieve, identify portion of information to be used, prepare information in an easy to use format and essential critical thinking skills that allow them to assess information retrieved and that the library was frequently used for this activity.

Table 7 revealed a Pearson correlation coefficient value of 0.887 which indicates that the relationship between the Information assessment skills and Students' use of information resources from the

academic library is positive. Similarly, Table 10 revealed that the r-stat value is 0.887 which is higher than r-critical value of 0.576 at 0.05 significance level thus indicating that relationship between information identification skills and use of information resources by undergraduate students in Bayelsa State Academic Library in Niger Delta University is significant. This means that student's ability to Assess information retrieved needs enhanced their use of information resources available in the academic library at Niger Delta University, Bayelsa State. This is in line with the findings of Baro and Endouware (2010) that established that medical students in the Niger Delta University were proficient in authenticating the source of information and preparing information in easy to use format for academic work. They noted that such competency level was attained through problem solving experiences. Furthermore, they asserted that all in information literacy skills cannot function independent of the other that their combined proficiency greatly enhances information use at any level.

Conclusion

The study sought to establish the relationship between information literacy skills and use of information resources by undergraduate students in Niger Delta University Library. Three (3) specific objectives, research questions and hypothesis guided the study. Information Literacy skills was the independent variables while use of information resources by undergraduate students was the dependent variable. Information identification skills, information retrieval skills and information assessment skills were the sub-variables for information literacy skills. The review of literature was based on theoretical, conceptual and empirical framework. The methodology of the study focused on research design, population of the study, sample and sampling technique, instrument for data collection and method of data analysis. Data presentation and analysis was based on presentation of collated data using pie charts, percentages, data analysis using statistical package (SPSS) and discussion.

Recommendations

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

- (1) A general information literacy course should be introduced to enhance the information literacy skills of undergraduate students
- (2) A vast array of Electronic information resources should be made available in the University library as this will improve the use of information resources in the academic libraries by students.
- (3) Courses geared towards increasing the ICT competency of undergraduates should be integrated into the university curriculum as this will greatly improve the information literacy skills of students.
- (4) A custom-tailored information literacy programme should be introduced at all levels to help students develop additional information literacy skills pertinent to their area of study

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