



Influence of Information Literacy Skills on the Use of Electronic Information Resources by Diploma Students of Library and Information Science in Kaduna State University

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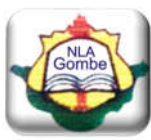
Abstract

The study appraised the influence of information literacy skills on the use of electronic information resources by diploma students of library and information science in Kaduna State University (KASU). The study adopted a survey design with a study population of 23 diploma students who registered with the university between 2021-2022 academic session. Total enumeration was used for the study. A self-structured questionnaire was used for data collection. Data was analyzed using the SPSS software, frequency distribution and percentages. The findings revealed that most of the diploma students of library and information science in Kaduna State University considered their level of information literacy skills to be high. Electronic information resources have indeed become very important to diploma students in Nigerian university libraries especially in accessing up-to-date information as they give access to quality information irrespective of place, time and space. However, the study recommended that the management of KASU library should ensure that the teaching of information literacy skills to diploma students of library and information science in Kaduna State University is promoted. This is to ensure that the high level of usage of EIRs by diploma students is sustained.

Keywords: Electronic Information Resources, Information Literacy Skills, Diploma Students, Use Electronic Information Resources.

Introduction

Electronic information resources (EIR) are needed for diploma students especially because they make information available, easier and provide faster access to information than information accessible via printed media (Ukachi, 2011). They serve as motivators for learners, as they give them the opportunity to deliver, obtain, transfer and circulate information resources on any topic of interest. EIRs help to develop access, increase usability and efficiency, and create new ways for students to use the available information in the university library. EIRs give users reliable and right information for the right user. In addition, the use of EIRs helps students to be well-informed and up-to-date in their respective thematic areas. (Fabunmi, Paris & Fabunmi, 2016). EIRs materials can be accessed anytime, anywhere and they do not occupy much space.



As Varghese (2008) asserted, the availability of information in electronic media has created opportunities for global access to information, enhanced the speed of service, increased the number of users served, increased the quality of information provided, and offered new opportunities for undergraduate students to find relevant information. It is therefore important that university students be equipped with the research tools necessary to access EIRs. Moreover, Yalman, Basaran and Gonen (2016) averred that knowledge of EIRs and related skills plays an important role in the 21ST century. Therefore, every diploma student should possess these skills in order to be able to participate effectively and successfully as make use of EIRs for better performance.

Uses of EIRs afford diploma students the opportunity to have access to global information resources, especially the Internet for their scholarly work. Undergraduate students in university libraries make use of EIRs for many purposes mostly for academic purposes that is, retrieving current literature for studies and preparing for examinations, doing class assignments, carrying out research projects, and communicating and collaborating with peers and teachers via the Internet on e-mail or by following blog discussions (Adeniran, 2013). Undergraduate students use e-books and e-journal articles to acquire knowledge and carry out research work (Ajayi, Shorunke & Aboyade, 2014). Course materials are provided on CD-ROM for students' use which helps them to use EIR at their convenient time. With the emergence of ICT, EIRs have become widely used and accepted among scholars and have increased tremendously in volume around the globe (Oyedapo & Ojo, 2013). All these resources have really improved the quality of education as this is evident in the literature. However, literature has revealed low usage of EIRs by diploma students in Nigeria (Omoike, 2013).

The use of EIRs requires information literacy skills. To use the available electronic information resources, students must acquire and use the skills to explore them; this will help diploma students to effectively search and have access to needed information. The American Library Association (2013), stated that information literacy skills are a set of capabilities enabling users to identify at what time information is needed and have the skill to evaluate, locate and use efficiently the necessary information. Ottong (2005) stated that information literacy is an understanding of and set of abilities allowing individuals to identify when information is needed, and have the ability to evaluate, locate and use efficiently the needed information. However, information literacy skill is progressively more important in the present environment of rapid technological change and increasing information resources. On the other hand, this is challenging for users as they are faced with diverse, abundant information selections in their academic studies, in the place of work and in their personal lives.

In general, information literacy skill programs that take place in university libraries vary from user education to library orientation. Information literacy skills means obtaining the skills needed to find, interpret, select, evaluate, organize and use information for a specific purpose (Kuhlthau, 2012). Information literacy skills mean knowledge of individual concerning information needs, and the ability to identify, evaluate, locate, organize and create, use and communicate information to solve problems or immediate issues at hand (Bowler, 2010). This is a prerequisite for effective participation in the information society. Lau (2006) identified information literacy skills as the ability to determine when information is needed, efficiency and the ability to locate, evaluate and use information efficiently. He also said that information skills are key factors in lifetime education. Information literacy skills are highly appropriate skills that allow students to effectively and efficiently use available information resources in the university libraries.



Information literacy skills help in promoting access to increasing amount of electronic information resources by undergraduate students (Gross & Latham, 2012). Therefore, information literacy skills have been considered as a basic requirement to increase diploma students learning quality (Emwata & Nwalo, 2013). Additionally, the library encourages lifetime learning and information literacy forms the foundation for lifelong learning as it allows learners at all levels to be up-to-date, make decisions, and have control over their learning and interactions with the university community. However, literature has revealed low level of information literacy by diploma students in Nigerian universities (Omoike, 2013; Oyedun, 2010) which may possibly affect their ability to utilize required electronic information resources for academic endeavor.

Importance of information literacy skills for diploma students cannot be overstated, as it enables the efficient use of electronic information resources. These skills help the user to formulate searches, find appropriate sources of information, select appropriate search tools, use appropriate search strategies, and enable them to evaluate desired results (Ilogho & Nkiko 2016). In this way, educated people become aware of how to collect, use, manage and synthesize information in an ethical way and have the information they need and use it effectively and efficiently (SCONUL Working Group on Information Literacy, 2011). Lack of Information literacy skills prevents students from using electronic resources, which reduces the quality of their academic programs and performance in the age of technology (Ivana, 2016; Kodani, 2012).

Statement of the Problem

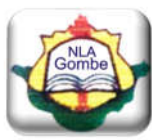
The use of electronic information resources (EIRs) in learning and research by students has become indispensable in this digital age where globalization of education is made possible through Information and Communication Technology (ICT). EIRs are information documents that can only be accessed electronically using ICT facilities. Electronic information resources are of great importance to the academic and research needs of diploma students in university libraries. Use of Electronic information resources (EIRs) has become inevitable for diploma students in the digital age, given the volume of academic materials that are available in EIRs. Effective use of these EIRs depends on information literacy skills. Even though university libraries conduct workshops and seminars to sensitize undergraduate students on the use of electronic information resources that are available in Kaduna State University library, the literature has established that their use by diploma students have been very low.

The study conducted by Ekenna and Ukpebor (2019) showed that EIRs were very well accepted in other countries of the world as against the situation in Nigeria. One is curious as to why the situation should be different in Nigeria. A possible reason that readily comes to mind for the low use of EIRs in the study area arising from the literature includes the information literacy level of students, since successful use of EIRs demands some level of information literacy skill. In the light of the above, the present study investigated the influence of information literacy skills on the use of electronic information resources in university library in Kaduna State University.

Objective of the Study

The objective is to:

1. Find out the level of information literacy skills among diploma students of library and information science in Kaduna State University.



Research Question

The following research question guided the study:

1. What is the level of information literacy skills among diploma students of library and information science in Kaduna State University?

Methodology

Survey research design was adopted for this study. It allows only a sample population to be used to represent the entire population. The target population for this study were the diploma students of library and information science in Kaduna State University. The population consisted of 23 diploma students of library and information science in Kaduna State University. Questionnaire was used as an instrument for data collection. Questionnaire was the only instrument used for the collection of data for this study because it is capable of reaching a large number of respondents and provides privacy and confidentiality. 23 questionnaires were distributed and 22 were returned. The descriptive statistical technique made up of tables and percentages was used in analyzing the data collected.

RESULTS

Research Question: What is the level of diploma students of library and information science in Kaduna State University?

Table: Level of information literacy skills (N=165)

Statement	Very Low (%)	Low (%)	High (%)	Very High (%)	Mean	SD	Percentage contributions
Ability to identify a need for information (Mean=3.33)							
I can identify a topic using simple language	25(3.9)	43(6.8)	251(39.5)	316(49.8)	3.35	0.78	
I can recognize a need for information to achieve a specific purpose	12(1.9)	40(6.3)	305(48.1)	277(43.7)	3.34	0.68	21.1%
I can identify information need through e-resources	18(2.8)	55(8.7)	274(43.1)	288(45.4)	3.31	0.75	
Ability to evaluate information (Mean=3.21)							
I can draw conclusions based upon information I got on the internet	30(4.7)	66(10.3)	258(40.3)	286(44.7)	3.25	0.82	20.3%
I can assess the accurate of EIRs found on the Internet	31(4.9)	58(9.1)	284(44.7)	262(41.3)	3.22	0.81	
I am able to save EIRs obtained from the Internet	22(3.5)	73(11.6)	314(50.0)	219(34.9)	3.16	0.76	
Ability to use information (Mean=3.19)							
I can use the information I got to do my assignments	29(4.6)	32(5.1)	196(31.1)	374(59.3)	3.45	0.79	
I can use any information I got for the specific purpose for which it is sought for	18(2.8)	78(12.3)	284(44.9)	253(40.0)	3.22	0.77	20.2%



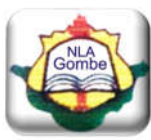
I can effectively use Boolean search techniques to get what I want	49(7.8)	160(25.5)	226(36.0)	192(30.6)	2.89	0.93	
Ability to synthesize information (Mean=3.13)							
I can apply information resources to the problem at hand	37(6.0)	86(13.8)	287(46.2)	211(34.0)	3.45	0.79	
I can use EIRs and/or mobile technologies to create a multimedia presentation	30(4.7)	103(16.1)	220(34.4)	286(44.8)	3.22	0.77	19.8%
I can cite bibliographic references in research reports using appropriate style (e.g. APA, Chicago)	45(7.0)	97(15.2)	220(34.4)	277(43.3)	2.89	0.93	
Ability to locate and access information (Mean=2.94)							
I can select appropriate information search tools to access the needed information	16(2.5)	52(8.2)	280(44.1)	287(45.2)	3.32	0.73	
I can construct using keywords or related terms to carry out information search strategies	40(6.3)	111(17.6)	255(40.3)	226(35.8)	3.06	0.89	18.6%
I can select the most appropriate electronic resources	119(18.9)	216(34.2)	197(31.2)	99(15.7)	2.44	0.97	
Grand Mean = 3.23							

Field survey, 2019

The decision rule states that: 1-1.4 = Very Low; 1.5-2.49 = Low; 2.5-3.49 = High; 3.5-4.0 = Very High. The cut-off mean is 2.5. This means that any score below 2.5 is considered “Very Low Information Literacy”, or “Low Information Literacy” while those above 2.5 are considered “Very High Information Literacy” or “High Information Literacy”.

Respondents were asked to indicate their level of information literacy skills in the Table. It can be deduced that diploma students of library and information science in Kaduna State University considered their level of information literacy skills to be high (mean=3.23). Among the measures of information literacy skills, ability to identify a need for information was considered highest with average mean score of 3.33. More so, ability to evaluate information (mean=3.21), ability to use information (mean=3.19), ability to synthesize information (mean=3.13) and ability to locate and access information (mean=2.94) were also on a high. The percentage contribution of the five constructs to information literacy skills is captured in the last column of the table. Ability to identify a need for information (21.1%) contributed highest to information literacy skills while ability to locate and access information (18.6%) offered the least contribution. This may suggest that diploma students possess high level of information literacy especially in the aspect of recognizing a need for information. For instance, 89.3% of diploma students both on a very high and high level scale, claimed that they can identify a topic using simple language, 91.8% of diploma students asserted that they can recognize a need for information to achieve a specific purpose.

Ability to evaluate information contributed to information literacy skills of diploma students of library and information science in Kaduna State University was considered to be of high quality (mean=3.21). Specifically, diploma students claimed on a high level that they can draw



conclusions based upon information gotten on the internet (mean=3.25) while they also possess high ability to save EIRs obtained from the Internet (mean=3.16), though this was considered to be the lowest under ability to evaluate information construct. This may suggest that diploma students possess high level of skill in judging the value of information obtained from the internet.

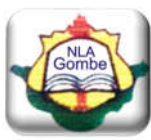
Under ability to use information, diploma students possessed high ability in using the information for assignments (mean=3.45) while the ability to effectively use Boolean search techniques was high (mean=2.89), notwithstanding this was considered to be the lowest under ability to use information construct. This may suggest that the ability to use information is an important factor of academic success for diploma students of library and information science in Kaduna State University.

In addition, under ability to synthesize information, diploma students perceived highly their ability to apply information resources to problems (mean=3.45) whereas the ability to cite bibliographic references in research reports using appropriate style was also high (mean=2.89), even though this was considered to be the lowest under ability to synthesize information construct. This may imply that diploma students are becoming more creative in using information to address issues, a situation which can impart their academic endeavors positively. This may also suggest that information literacy skills play an important role in research reports of diploma students of library and information science in Kaduna State University.

Furthermore, under ability to locate and access information, though it has the lowest contribution to information literacy skills, its mean score of 2.94 was high. Specifically, the ability of diploma students in selecting appropriate information search tools to access the needed information was high (mean=3.32) while diploma students ability to select the most appropriate electronic resources was low (mean=2.44). This may imply that locating and accessing information is a skill that must be developed by diploma students if they want to succeed in their academic endeavours.

Discussion of Findings

The research question was formulated to investigate into the level of diploma students of library and information science in Kaduna State University. Table reveals high level of undergraduate students' information literacy skills in Kaduna State University. The question arose from the assumption that diploma student's information literacy skills are needed to enhance their use of electronic information resources. Diploma students expressed high level of skills in the five constructs of information literacy namely ability to identify a need for information, ability to evaluate information, ability to use information, ability to synthesize information, ability to locate and access information. The finding agreed with that of Toyo (2017) who revealed high level of information literacy skills of the diploma students. It is also in agreement with the findings of Adeleke and Emeahara (2016) who found that for over two-third of the postgraduate students of the University of Ibadan, their information literacy skills level is high; Ukachi (2013) who affirmed that library resources in print, non-print and electronic forms are the major components of any library; Agyekummer and Filson (2012) also submitted that most of the students use library resources and services to supplement their class notes, assignment and helped them in examination preparation; Kinengyere (2017) who reported that effectiveness and efficiency in the research process in the digital age rely on the level of information literacy of individual academic staff and on the nature of information accessible to them; Oakleaf and Owen (2010) who posited that information literacy skills are essential components of a successful academic career and Emwata and Nwalo (2013) who submitted that information



literacy has been considered as a basic capability to increase undergraduate students learning quality.

However, the finding is at variance with those of Oyedun (2010) and Omoike (2013) who both revealed low level of information literacy by students in Nigerian university; University of Idaho for Information Initiation (2011) who disagreed that, not all the same information is being extended using a reliable and fast and reliable, but some are biased, old/out of date, deceptive, false and increase the size of the information available and the type of technology to access and process information and created. Similarly, Bundy (2004), disagreed that the wealth of information and technology itself would not create conscious citizens without effective use of information to complement each other. The finding was also inconsistent with the findings of Olajide and Adio (2017) who found that library resources like abstract, indexes, yearbooks, atlas was neither satisfactory nor readily available for use. The finding was not in agreement with that of Daniel and Kacholom (2017) who in their study on relationship of user education, computer literacy and information and communication technology accessibility and use of e-resources by students in Nigerian university libraries, reported a low level of use of the e-resources by students of Nigerian Universities. The difference in the findings could be that this particular study only investigated the level of diploma students' information literacy skills in university libraries.

Conclusion

Electronic information resources have indeed become very important to diploma students of library and information science in Kaduna State University and also in Nigerian university libraries especially in accessing up-to-date information as they give access to quality information irrespective of place, time and space. However, Information Literacy Skills help in promoting access for the utilization of information resources and increasing amount of EIR use by diploma students. However, diploma students cannot effectively use electronic information resources without adequate information literacy skills. The result revealed high level of diploma students information literacy skills in the study area.

Recommendation

Based on the finding of this study, the following recommendation is made:

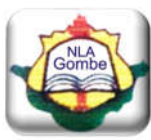
1. The management of Kaduna State University library should ensure that the teaching of information literacy skills among diploma students is promoted. This is to ensure that the high level of usage of EIRs by diploma students is sustained.

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