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Abstract

Background*:* This paper investigates the role of information literacy skills on use of information resources by medical students in Lagos state.
Objectives: Find out the types of information resources available, level of availability and the skills for accessing them, level of information resources used, is there a significant relationship between information literacy skills and use of information resources.
Methods*:* The study adopted a survey research design. Total enumeration sampling technique was employed. Self-structured questionnaire was the instrument used for data collection. Data was analyzed using descriptive and inferential statistics while Pearson Product Moment Correlation (PPMC) to test the hypothesis.
Results: The study found out that print newspapers, textbooks and e-resources were mostly available to the Medical students.
Conclusion: *the study* concludes that adequate attention should be given to information literacy by ensuring that medical students acquire relevant competencies which are essential for information search.

Keywords: Information Literacy Skills, Use of Information, University Libraries, Medical Student

Introduction

University libraries are set up to provide the necessary and important information required for students, faculty and staff of the parent institution, and others within the institution community. Oyewusi and Oyebade, (2009) Stated that the key reason for establishing university libraries is to uphold the teaching, learning, and research in a manner reliable with, and helpful of, the institution's mission and goals. Moreover, the library resources and services should be satisfactory in worth, depth, variety, and up to date to support the institution's curriculum. Iyanda and Salawu (2006) defined the library as an educational and self-improvement place that functions as a vital component of a university or a school. Adeoye and Popoola (2011) stated that libraries make available information resources that offer knowledge attainment, for leisure, for individual interest and lastly for inter-personal relations for every group of clientele; however in an academic environment, attention is placed basically on academic, non-academic staff, students and researchers.

The term Information literacy is synonymous to user education and orientation in the use of libraries**.** Information literacy has been expanded to deal with the needs by the concept such as information over load brought about by the speedy growth in digital technologies, and the desire of the information society for competent information patrons, and as well as meet with the prerequisites of the knowledge economy for a sensitive and well-versed labour force amongst medical practitioners (Andretta, 2005). The concept of Information Communication Technology, this refers to the competence which is required for the utilization of ICT for retrieval and dissemination of information. The information resources concept, this is the competence required to locate and make use of information by one's self or by means of the help of intermediaries, lastly,, the information process concept of information literacy, this means the process of knowing the need for information, getting information, assessing, using and disseminating information to obtain or expand knowledge. Both the ICT and use of information sources are all included in the concept.

Medical students are acquiring university education and training for lifelong learning to serve as health information providers and medical practitioners. Hence it is vital for medical students to acquire information literacy skills to enable them to discern when and why information is required, where to find it, how to evaluate, use and communicate information ethically and legally. Lifelong

learning will help a medical student to have a profound understanding of how and where to find information, and also the ability to evaluate if that information is important or not, and how best that information can be integrated into solving the problem. Information literacy enables students' to get used to and comprehend course content and widen their study further than the classroom, this will make students become more autonomous and will help them to take good control over their own learning activities. Nevertheless, medical students need knowledge and competence to explore the information resources of the university library that will be useful and appropriate for their learning and development. Due to the importance of technology in the provision of information in the 21st Century, information literacy can no more be considered or be defined without taking into consideration technology literacy. For individuals to function in an information rich, technology infused world, it is imperative, for everyone to be ICT literate because Information and Communication Technology (ICT) literacy will empower and allow individual or groups and indeed medical students to work productively in their search for information.

Statement of the Problem

Information literacy skill is essential in today's information- rich environment due to the rapid growth in information resources which comes in various media and with the advancement in information communication technology (ICT). Literature has also established the importance of information literacy, as a means of empowering people in all walks of life to access, evaluate and use information effectively and efficiently to achieve their personal, social, occupational and educational goals. However, observation and research indicate that medical students encounter difficulty when using library resources which could be attributed to the fact that they lack search skills for exploiting resources, thus, making the level of use of resources very low. Likewise, information retrieval tools are often used on a trial and error basis, thereby resulting in time wasting.

The main purpose of the study is to

1. Find out the types of information resources available to medical students, level of availability and the skills for accessing them,
2. Examine the level of information resources used by medical students in universities in Lagos State and

3. Find out if there is a significant relationship between information literacy skills and use of information resources by medical students

Hypothesis

Ho: There is no significant relationship between information literacy skills and use of information resources by medical students.

Significance of the Study

This study would create awareness among medical students on the need to possess information literacy competence in order to increase their search efficiency thus bringing about effective and efficient use of information resources relating to their career development. It would further expose information providers and librarians to the challenges faced by users/students in locating and using information resources both in print and electronic format. Finally, it would contribute to existing literature on information literacy.

Literature review

Concept of Use of Information Resource by Medical Students

Use of information resource involves integrating information into individual's previous knowledge base (Spink & Cole, 2005). Information according to Adebayo (2012) is very essential as it is the link to knowledge; therefore, the usefulness of information in any information source is assessed in terms of the information that is deemed valuable and is absorbed, in order to solve a problem (Savolainen, 2008). Therefore, information is useful and valuable if after receiving it, it changes things, decisions, and behavior. Medical Students could use information to satisfy their general and professional needs. The use of information is quite vital to medical students in order to be up to date in their field of medicine, to know the current trends and also provide quality service/result to the profession and community they serve.

Hughes (2005) in his study on Actions and Reactions: Exploring International Students' Use of Online Information Resources noticed that the Central Queensland University Library website gives access to a wide range of online resources, including course materials, subscribed membership databases, free web sources and online information literacy instructional education exercise for use by students. Library and academic staff advance the utilization of these resources

to students, with the desire that they will draw on them intensely for their learning and evaluation. In any case, in the course of interviewing students, it was discovered that students by and large constrained their online use to a couple of recognizable, functional and useful sources and did not tend to search out other options. Students account the wide utilization of the internet and reasonable utilization of regular journal databases like (Proquest, Emerald and Infotrac), but extremely restricted utilization of specialist information sources. While four had searched the Australian Bureau of Statistics website, just two had utilized Connect 4(organization reports) and none had utilized any other sites, for example, the Aust LII and CCH law databases. Most importantly, the assets created by the CQU Library were under-utilized: students had utilized Course Resources Online; three had utilized subject guides; and just a single student had utilized the library catalogue, regardless of the fact that seven said they had utilized books for assignment. None had any general idea and analysis of Recent Research Studies.

The advantages was anticipated to be more expressed among junior doctors who, dissimilar to senior clinicians in the study, does not have a similar wealth of experience of medical practice to help them. Given the take-up of utilization among junior doctor as revealed in the study, it was recommended that hospital ought to give the infrastructure to junior doctors to get to online information resources. Zabed (2013) conducted a study overview of students Use of and satisfaction with university subscribed online resources in two specific universities in a developing country. It was discovered that quiet a number of students do not utilize the university subscribed resources, the faculty members can assume an important role in encouraging and advancing the utilization of resources by students. Students are referred to online resources or express their availability in the course packs so that the students can utilize and refer to the resources promptly. Owusu-Acheaw and Larson (2013) studied a contextual investigation of Business Students of Koforidua Polytechnic, the review presents assessment of library assets aggregate of 3000 were recovered, 96.1% return rate, discoveries demonstrated that 82% of the respondents know about the accessibility of library assets, 58% make powerful utilization of the assets, while 61% experienced issues recovering materials from shelves. 63% of the respondents visit the library to peruse address notes while 57% don't utilize the library assets since they rely on upon addresses notes. Khaiser and Kumar (2013) evaluated the Effective utilization of Electronic diaries by the Academia, This review intends to look at the user behavior of 66 out of 100 research scholars and employees of selected division at the University of Mysore like natural science, sericulture science,

zoology and hereditary qualities from the sample. Structured survey with 5 focuses scale was utilized and the mean and SD qualities were computed utilizing SPSS. The significant discoveries are; clients utilize both print and hardware sources of data, greater part of the respondents have learnt to utilize e-diaries viably from companion/colleagues.

Availability of Information Resources to Medical Students

The library in any academic institution is tasked with the responsibility of making available up to date information resources in the institutions where it is established to support the teaching and learning processes. These information resources comprise both prints and non-print resources. The e- resources are of more advantages in comparison with the printed resources. The advantages of e-resources to print and non-print materials include: easy access in locating and getting information on time, varieties of information resources in electronic sources are more updated than the printed materials. Electronic information resources are online sources provided in electronic form, and it include CD-ROMs, Internet sources such as e-journals, e-print, and various computer-based electronic setups.

Providing information resources depends on the discipline of the students. It is not only about the characteristics of the discipline, but the accessibility of information resources both the prints and non-print and also the use of the resources which will bring about remarkable differences. Medical students' good decision making depends on the availability of the value of medical information resources at their reach at any given time. Hence libraries and information providers should make available excellent, valuable, and relevant resources to the students (Fagbohun et al, 2016).

Nkamnebe, Chiemeka, Obiora,& Nkamnebe, (2014) found out that on the availability and adequacy of library resources, the respondents' mean of 3.00 indicated that the library has adequate number of textbooks but other resources/items were fairly adequate with the score of 2.00 and 2.99; while the total respondents mean was 2.73. In all resources were fairly available generally. Popoola (2008) stated that productivity in academic world is associated with the wealth of information. The wealth of information is further than its availability; its use and assimilation are also important. The availability of information resources in any institutional information system and the huge variety of open access information resources have to be accessed for use to take place.

Access to Information Resources by Medical Students

Medical students have access to both prints and electronic resources for assignments, thesis writing and preparation for examinations. According to Mohammed (2004) electronic and communication technology has removed the barriers to access and use of information resources and services. Information is now accessible both in prints and electronic format. The progression and application of ICT to the functions and services of libraries have brought tremendous benefits to users and librarians, such benefits includes: provision of fast, efficient and effective services, ease of access to important statistical records, cost reduction, elimination of duplication of work, improved networking, corporation among libraries and improved services through access to resources of other libraries which are beneficial to library users and will in turn improve their information literacy competence.

Though, a lot of medical students still use print materials as a source of information in Nigeria universities instead of using ICT that is very well-organized and dependable. Fayose & Dike (2003) postulates that the information world as a concept, brought about the new world order where by the place of nations, their influence, wealth and authority, more and more depends on their access to and skills to make use of information. This habitually means that the access to useful information and using the same information, coupled with the effective use of ICT are keys to the development, progress, and achievement of an individual, organizations, a nation, and the society. Kinengyere (2007) stated that availability of information resources is not the real use of the information. This shows that patrons do not really know the availability of such resources, and do not know how to access them or what these information resources offer. The study recommended for a continued information literacy program. In previous years, internet has being an important technological means in the production, marketing, and use of information worldwide.

One of the major and fundamental tasks of librarians in the modern educational system is to provide a lifelong educational plan and expand information literacy skills and competencies to learners to have access to information out of physical classrooms ICT have transformed totally the situation in libraries. Library is now the center point of resource-based learning and the function of the Librarian is equally changing completely with the move of education paradigms. According to the report of the American Library Association, in order to attain a high level of information literacy and learning skills in the society and especially among students it is imperative to stress

the need for dependence on valuable information resources. The excellence of good decision relies on the availability of the value of information accessible and used by individuals. The significance of having competency in information literacy increases the privilege for students' to be independent learners, as they continue to use a wide range of assorted information sources to increase their knowledge, ask conversant questions, and hone their critical thinking competencies for further self-directed learning (ACRL, 2000). Quite a number of studies have revealed that the deficiency of information literacy is partially the cause of under-utilization of available ICTs and information resources (Baro, Endouware & Ubogu, 2010).

Methodology

The study population consist 387 medical students of two Universities in Lagos State: Lagos State University (LASU) and University of Lagos (UNILAG). The medical students under survey are those in their second year at the universities studying Medicine (**MBBS)** and Dentistry **(BDS)**. The MBBS students at LASU are 155 while the BDS are 32, UNILAG MBBS are 150 while BDS are 50. This brings all the students to a total of 387. The study adopted a survey research design and the total enumeration sampling technique was employed so as to avoid bias and in order to get information across board. A self-structured questionnaire was the instrument used for data collection. Data was analyzed using descriptive and inferential statistics such as frequency distribution, percentage score, mean, and standard deviation for analyzing the research questions. The inferential statistics featured bivariate analysis using Pearson Product Moment Correlation (PPMC) to test the hypothesis. A total number of three hundred and eight-seven (387) copies of the questionnaire was administered to respondents in the two universities, and a total of three hundred and seventy - six (376) copies were retrieved and usable. This brings the response rate to 98%.

Table.1: level of Availability of Information Resources

HA (Highly Available) A (Available) SA (Scarcely Available) NA (Not Available)

S/N	Information Resources	HA	A	SA	NA	Mean	SD
		F (%)	F (%)	F (%)	F (%)		
	Print Resources						
1	Newspapers/ magazines	274(72.9)	100(26.6)	2(0.5)		3.72	.485
2	Maps	272(72.3)	102(27.1)	-	2(0.5)	3.71	.487
3	Medical records/case note	272(72.3)	102(27.1)	-	2(0.5)	3.71	.487
4	Pamphlets	267(71)	107(28.5)	-	2(0.5)	3.70	.493
5	Textbooks	272(72.3)	96(25.5)	4(1.1)	4(1.1)	3.69	.547
6	Journals	272(72.3)	96(25.5)	4(1.1)	4(1.1)	3.69	.547
7	Gazetteers	272(72.3)	96(25.5)	4(1.1)	4(1.1)	3.69	.547
8	Atlases	272(72.3)	96(25.5)	4(1.1)	4(1.1)	3.69	.547
9	Monographs	180(47.9)	192(51.1)	-	4(1.1)	3.45	.559
10	English and medical dictionary	180(47.9)	192(51.1)	-	4(1.1)	3.45	.559
11	Encyclopedia	180(47.9)	192(51.1)	-	4(1.1)	3.45	.559
12	Abstract/index	171(45.5)	203(54)	-	2(0.5)	3.44	.529
13	Reports	164(43.6)	210(55.9)	2(0.5)		3.43	.526
14	Bibliographies	153(40.7)	211(56.1)	2(0.5)	10(2.7)	3.35	.631
	Electronic Resources						
1	Audio books	178(47.3)	194(51.6)	-	4(1.1)	3.45	.559
2	E-journals	177(47.1)	195(51.9)	2(0.5)	2(0.5)	3.45	.540
3	Online database (Medline, PUBMED, etc)	151(40.2)	215(57.2)	2(0.5)	8(2.1)	3.35	.607
4	E-books	152(40.4)	198(52.7)	14(3.7)	12(3.2)	3.30	.692

Table 1 presents the level of availability of information resources in the sampled universities

From the Table above, it can be seen that among print resources, newspapers/magazines were highly available to medical students in the sampled universities: with (Mean=3.72, SD=.485) followed by textbooks which was moderately available with (Mean =3.69, SD=.547) the least available resource was bibliography with (Mean =3.35, SD=.631) On the other hand, the most available electronic resources were audio books/e-journals with (Mean =3.45, SD=.559), (Mean=3.45, SD=.540) respectively, while online databases (Medline and PUBMED) were moderately available with (Mean =3.35, SD=.607), the least available e – resources was e-books with (Mean =3.30, SD= .692

In all, most of the Medical Students agreed that the items were highly available while some others agreed to the statement that they were available. There were very deviations from the mean. Therefore information resources are highly available in the Library for use by medical students in the sampled universities

Table 2: use of information resources

SA (Strongly Agreed) A (Agreed) D (Disagree) SD (Strongly Disagree)

S/N	Purpose of use	SA	A	D	SD	Mean	SD
		F (%)	F (%)	F (%)	F (%)		
1.	To prepare for test/ examination	235(62.5)	137(36.4)	2(0.5)	2(0.5)	3.61	.530
2.	To get Information about patients diagnosis/intervention	232(61.7)	140(37.2)	2(0.5)	2(0.5)	3.60	.532
3.	To know what has been done in the field of research in my subject area.	172(45.7)	202(53.7)	-	2(0.5)	3.45	.529
4.	To supplement my lecture notes	187(49.7)	164(43.6)	14(3.7)	11(2.9)	3.40	.701
5.	To consult references sources on authorities	189(50.3)	154(41)	12(3.2)	21(5.6)	3.36	.795
6.	For reading/ personal development	180(47.9)	164(43.6)	12(3.2)	20(5.3)	3.34	.780
7.	For research purposes	141(37.5)	218(58)	4(1.1)	13(3.5)	3.30	.662
8.	To do assignment	130(34.6)	232(61.7)	4(1.1)	10(2.7)	3.28	.620
9.	For writing projects	112(29.8)	207(55.1)	38(10.1)	19(5.1)	3.10	.770
	Frequency of use						
1	I use information resources in the library often	163(43.4)	205(54.5)	4(1.1)	4(1.1)	3.40	.571
2	I use information resources in the library occasionally	133(35.4)	196(52.1)	23(6.1)	24(6.4)	3.16	.803
3	I rarely use information resources in the library	113(30.1)	180(47.9)	51(13.6)	32(8.5)	2.99	.882
4	I have never used information resources in the library because I have all the books I need for my study and also a laptop which provides me with all the information I need	113(30.1)	178(47.3)	49(13)	36(9.6)	2.98	.903
	Ease of use of information resource						

1	I find electronic resources easy to use	83(22.1)	224(59.6)	46(12.2)	23(6.1)	3.13	2.251
2	I find the print and electronic resources easy to use	76(20.2)	235(62.5)	41(10.9)	24(6.4)	2.97	.753
3	I find the print resources easy to use	76(20.2)	231(61.4)	42(11.2)	27(7.2)	2.95	.774

Table 2 shows the use of information resources among the sampled medical students.

The Table shows that medical students use information resources to prepare for test / examination and to get information about patients diagnosis and intervention which were the highest with (Mean=3.61, SD=.530) and (Mean=3.60, SD=.532) respectively, followed by knowing what has been done in the field of research in their subject area (Mean=3.45, SD=.529) and the least was for writing project (Mean=3.10, SD=.770).

For the frequency of use, it can be seen that majority of the medical students in the sampled universities often use information resources in the library with highest (Mean=3.40, SD=.571) followed by students who occasionally use information resources in the library with (Mean=3.16, SD=.803) while the least were students who never used information resources in the library with (Mean=2.98, SD=.903).

For ease of use of information resources, the majority of students in the sampled university who find electronic resources easy to use is the highest with (Mean=3.13, SD=2.251) followed by those who find both print and e- resources easy to use with (Mean= 2.97, SD=.753) while the students who find print resources easy to use is the least with (Mean=2.95, SD=.774). In all, some of the Medical Students strongly agreed to the above statements while most of them agreed to the statements. Only few persons disagreed with the above statement. Therefore, following the results, it is seen that medical students use information resources in the Library to a great extent.

Ho1: There is no significant relationship between information literacy skills and use of information resources by medical students.

Table 3: Information literacy skill and the use of information resources

Variables	**N**	**Mean**	**S.D**	**R**	**Sig.**	**Remark**
Information literacy competence	374	2.92	.771	.600	.000	Significant
Use of information resources	371	3.25	.470			

**** Sig. at 0.05 level**

Table 3 reveals that there is a positive significant relationship between information literacy skill and use of information resources of medical students (r = .600, $p < .05$). The null hypothesis is therefore rejected; and the alternative hypothesis is accepted that there is a positive significant relationship between information literacy competences and use of information resources. This implies, that the higher the information literacy skill of medical students, the higher their use of information resources.

Discussion of Findings

The study investigated the relationship between information literacy skills on use of information resources by medical students in universities in Lagos State, Nigeria. This section begins with the findings from each of the research questions and hypothesis, which were based on determining the information literacy skill and use of information resources by medical students in two universities in Lagos state were discussed. The study found out that print newspapers, textbooks and e-resources were mostly available to Medical students in universities in Lagos state. The outcome of this study agreed with the work of Nkamnebe, Chiemeka, Obiora, and Nkamnebe, (2014). 1n their work on Evaluation of the Use of University Library Resources and Services by the Students of Paul University, Awka. On the availability/adequacy of library resources, the study reveals that the Library has adequate number of textbooks. However, other resources are fairly adequate. In all resources are generally fairly available. They therefore recommend that the library should acquire more journals, magazines, electronic resources etc for the use of students. In this study newspaper/

magazine was found to be adequately available and other resources quite available, this indicate that resources are generally available to medical students.

For the use of information resources, the study shows that the medical students use information resources mostly to prepare for examinations and test, get information about patients' diagnosis/ intervention, to find out what has been done in the field of research, and writing projects. They also find electronic resources easy to use. The finding of this study is partially in agreement with the study by Goel, Sarpal, Galhotra and Abhadeep, (2012) on library usage by undergraduate medical students in a medical college in North India, The study revealed that students were visiting library for updating their knowledge, for retrieving literature, for information on a specific disease, for research purposes, for diagnosis, for publications, for patient care. The authors found out that there was a need to train and motivate undergraduates to make better use of library resources.

On the frequency of use of information resources, it is revealed that medical students in the sampled universities use information resources in the library often, this indicates that medical students know the importance of seeking and using information in the library this corroborate with the work of Olajide and Otunla (2015) who studied the Use of information resources by student nurse. The result shows that the majority of nursing students use the library daily or between two and five times a week. While some of them used the library monthly and occasionally respectively. The finding shows that majority of the nursing students use the library often. Also, on the extent of ease of using information resources, the study revealed that majority of the medical students in universities Lagos State find electronic resources easy to use, while some of them could use both print and e- resources with ease. This is so because their information literacy skill level was found to be high.

Hypothesis: Relationship between the information literacy skill and the use of information resources by medical students

The result indicated that information literacy skill was significantly related to the use of information resources by medical students. This implies that information literacy skill relates to the use of information resources. Adeleke and Emeahara (2016) surveyed the relationship between information literacy and use of electronic information resources for academic purposes found out that the low level of usage of electronic resources, in particular, full texts databases was associated to lack of search technique competencies among a lot of the postgraduate students investigated,

and there was a significant relationship between information literacy competence and use of electronic resources. Information literacy skill serves as a motivation for the use of information resources. The lack of competence will lead to lack of interest, and this can affect the efforts to use information resources negatively.

Summary

The purpose of this study is to investigate medical students' information literacy skill on use of information resources. A survey research design was adopted in the study. The population of the study comprised 387 medical students and considering the manageable population size, all members of the population was used for this research.

The major instrument used for the study was a questionnaire titled "information literacy skill on use of information resources by medical students in Universities in Lagos State, Nigeria". Out of the 387 copies of the questionnaire administered, 376 were returned and found useable.

The findings reveal that the following information resources were available to medical students in the sampled Universities: newspaper/magazines, abstract, reports, pamphlets maps, medical records, encyclopedias, English and Medical dictionary, monographs, textbooks, journals, gazettes, atlases and bibliographies. Also available electronic resources were e-journals, online database like Medline and PUBMED, Audio books and e-books.

In the same context, majority of the medical students used information resources for research purposes, assignment, writing projects, to prepare for exams and test, get information about diagnosis/ intervention, for reading and personal development, to supplement lecture notes, as reference sources and to know what has been done in the field of research in their subject areas

Information literacy skill (β =.600, p<.05) was a significant predictor of use of information resources by medical students

Conclusion

The main essence of information literacy skill is to equip oneself with the knowledge necessary for acquiring relevant information and for making effective, efficient and ethical use of information resources which is essential for medical students. Information literacy competencies place a new demand on medical students in terms of team-based learning, medical practice and choice making. The researcher therefore concludes that adequate attention should be given to

information literacy by ensuring that medical students acquire relevant competencies which are essential to use information resources in the library which will enhance evidence based practice; without which information may seem a bit difficult for medical students and this will affect the use of resources.

Recommendations

In view of the findings of the study, the following recommendations are suggested**:**

1. The Universities authority should provide state of the art infrastructures/ equipment's and all necessary things like ICT. The institutions should work with lecturers and professionals to adopt teaching methods that will be fascinating to students.
2. Medical students should be given access to computers in order to practice information literacy with the aid of the infrastructures provided by the institutions and not just oral teaching alone so that students will further understand the concept of IL.
3. The university authority, library management and lectures should include information literacy as a stand - alone course in the university curriculum whereby student can be taught and trained extensively on the concept instead of being introduced early in the students life at university during one hour in a week library orientation program.
4. Lastly, the university authority and /library staff should ensure that medical students are trained on how to effectively use information resources (print and e-resources) in the library; they should be trained in the basics of using the computer and other related technological infrastructure to further improve their competency level.

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