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2022

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**INFORMATION LITERACY SKILLS, TEACHERS' SELF-EFFICACY AND USE OF
INFORMATION RESOURCES BY SECONDARY SCHOOL TEACHERS IN
SELECTED SECONDARY SCHOOLS IN IJEBU ODE LOCAL GOVERNMENT, OGUN
STATE.**

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ABSTRACT

This study examined the information literacy skills, self-efficacy and use of information resources by secondary school teachers in selected secondary schools in Ijebu ode local government, Ogun state. Descriptive survey research design was adopted for this study. Total enumeration technique was used in selecting the respondents for the research. A validated, self-designed and close-ended questionnaire was used as the instrument in gathering data from the respondents. Descriptive statistics (frequency, percentage, mean) and Pearson Product Moment Correlation (PPMC) were used to analyze the data gathered through questionnaire.

Findings revealed that the major information literacy skills possessed by teachers are using electronic information resources, evaluating WWW sources and using internet search tools (such as search engines, directories). The major information resources that are available to teachers are reference books, internet facilities and online resources, textbooks, dissertation / thesis / projects, journals and conference proceedings / papers. The information resources mostly used by the teachers are internet facilities, online resources, textbooks journals, newspapers / magazines and conference proceedings / papers. It was also revealed that there is low level of self-efficacy among teachers in selected secondary schools. The major problems affecting the use of information resources by teachers by the teachers are slow connection speed, constant power outage and lack of update and current resource. Further, there is significant relationship between information literacy skills and use of information resources among teachers. Also, there is no significant relationship between self-efficacy and use of information resources among teachers.

Based on the findings, it was recommended that school management should provide adequate supply of power that will smoothly run the academic activities; government should provide adequate funds for the building of capital projects in the public universities such as ICT centers

where students and teachers can have free access and use of electronic information resources. Adequate internet facilities should be provided to ameliorate the issue of slow connection speed as one of the problems stated in the findings.

KEYWORDS: Information Literacy Skills, Self-efficacy, Teacher's Self-efficacy, Information resources, School Libraries.

INTRODUCTION

Nowadays, information resources are critical to the development and sustainability of man and the society. Information to begin with, is indispensable, ranking just like other basic need of man such as, water, food, shelter and air (Kemp, 1976). Man needs information for many things especially to reduce uncertainty and make decision. Information can be represented and acquired through divers' means of which communicate reason for having diversity information resources. Information resources are content carrying material which can be consulted and used for various purposes depending on the need of the seeker. Also, information resources are kinds of resources which contain information that can be used to satisfy the need of a seeker. Information resource could be in print format and electronic format. Such as; books, journals, database, CD ROM, newspapers, websites, television, encyclopedia etc. (Velmurugan, 2018).

Furthermore, the availability of information resources makes academic activities which involve researching, article publication, teaching and updating of one's knowledge easier. As a result of the availability in information resources, teachers responsibility which embraces rigorous academic activities that involves sorting of numerous information becomes easier. However, the problem of unavailability of information resources have been surmounted by places like the library and the internet (Eravwoke, 2021). Therefore, not only students are expected to access and use the information resources embedded in these places but also teachers should be a major beneficiary because of their responsibilities. Alokun (2003) observed that every teacher is particularly keen in keeping himself current in his/her subject field. However, this informs why teachers needs to access and use information resources especially for teaching and research finding.

Furthermore, effective teaching could be achieved if library information resources are correctly utilized by the teachers. Library resources are of no value to the teachers until they have been utilized, (Ntui et al 2015). The quality of teaching, research and community services of teachers in any secondary school depends to a large extent on utilization of information

resources available in their school libraries. According to Abatan (2014), Information resources which are educational inputs are of vital importance to the teaching of any subject in the school curriculum. Wales (1999) opined that the use of instructional resources would make discovered fact glued firmly to the memory of students.

Past studies revealed that the teaching profession is replete with teachers who have failed to deliver the expected services as evidenced by poor students' outcome in major examinations (Adeyemo, 2015, Oparah and Faloye, 2011 and Onifade 2015) and underutilization of information resources might be the reason for the trend. However, experience has it that teachers especially in Nigeria have been known to seldom visit libraries and information centers to use relevant information resources. Also, the level of teachers using the library has been recorded low in some studies (Ochai, 2001; Isah, 2010; Adeyinka, Orim, Ibrahim and Mamuda, 2018; Sadiku, Issa and Mohammed, 2019). Furthermore, literature has also shown that there are some factors such as inadequate facilities, unavailability of information resource, attitude, perception, age, income, economic status etc. that affects teachers' abilities of using information resources (Booker, Deltor and Serenko, 2012; Okoye, 2019). However, this study is limiting itself to information literacy skills and teacher's self efficacy.

Information literacy skills help people to know when information is needed and the ability to evaluate and use it. Information literacy skills are also very useful in critical thinking. Association of College and Research libraries information competency for higher education, (2018) define information literacy as set of characteristics that transform a teachers, helps them to obtain skills not just for discharging of academic responsibilities, but for lifelong learning. A teacher who is information literate will therefore be in the position to find out information need, the extent of information need, locate and retrieve appropriate information sources, evaluate and use them for discharging of academic responsibilities. Hence, Information literacy is therefore a prerequisite for effective use of information resources.

Teacher's self-efficacy is another important component to be considered in terms of the use of information resources. Teacher's self-efficacy will determine how best teachers source information in their environment. Self-efficacy is the self-assurance that one can competently perform a task. Self-efficacy can be termed as an inherent belief that motivates a person to accomplish a given task based on positive self-assessment. The term self-efficacy assists in

reason why individuals decide to target on particular activities and the degree of effort they exert on such activities.

In the use of information resources, teacher's individual character can also exhibit a level of self-efficacy. Those with low self-confidence or self-efficacy may likely cautious from the use of library to access and use information resources. Wierzbicki (2018) cited Bandura's theory (1994) introduces the idea that the concept of efficacy is influenced by some factors: mastery experience, vicarious experience, verbal persuasion, physical status. Mastery experience: provide teachers with the most pure of whether one can gather what it takes to succeed; vicarious experience: teachers must often appraise their capabilities about the attainments of others, verbal persuasion: teachers can also be motivated to avoid potential losses in the present than to secure potential future gains and somatic and emotional state; to enhance the physical status, reduce stress levels and negative emotional leaning and correct misinterpretations of bodily states. In the use of information resources, it can, therefore, be assumed that teachers with high level of self-efficacy would be more likely to take advantage of information resources either available in the library or around them when compared to teachers with low level of self-efficacy, as the latter may lack the confidence or shy away from using the library to access and use information resources.

In order to effectively access and use information resources, teachers must possess adequate information literacy skills and as well a high level of self-efficacy which will in turn give them satisfaction when sourcing information to use for teaching and research purpose. In the light of these challenges, it becomes imperative to assess the influence of information literacy skills and teachers' self-efficacy on the use of information resources by secondary school teachers in Ijebu ode local government, Ogun state.

Statement of problem

It is generally expected that library as a repository of information resources should be fully utilized to enhance teaching, researching and learning process. For instance, when a school library is regularly used by teachers, they are able to update their knowledge in their subject area and become more effective in discharging of their duties. Above all, the quality of student taught by these teachers will be high while the teachers themselves will be able to compete favourably with their counterparts elsewhere. But experience has it that teachers especially in Nigeria

seldom use the library and various studies as well recorded low patronage of teachers using the library. The consequence of this scenario is that most teachers will not be up to date in their subject area and may likely not give their best to student.

However, studies has also presented factors that affects use of information resources by teachers but little or no study has been done looking into the information literacy skills of teachers and teacher's self-efficacy as a factors that might influence the use of information resources. Hence, this study shall examine the influence of information literacy skills and teachers' self-efficacy on the use of information resources by secondary school teachers in Ijebu ode local government, Ogun state.

Objectives of the Study

The purpose of this study is to examine the information literacy skills, self-efficacy and use of information resources by secondary school teachers in selected secondary schools in Ijebu ode local government, Ogun state. However, the specific objectives of the study are to:

- (i) find out the information literacy skills possessed by teachers in selected secondary schools in Ijebu-ode local government, Ogun state;
- (ii) determine the level of self-efficacy among teachers in selected secondary schools in Ijebu-ode local government, Ogun state;
- (iii) ascertain the available information resources to teachers in selected secondary schools in Ijebu-ode local government, Ogun state
- (iv) identify the various information resources used by teachers in selected secondary schools in Ijebu-ode local government, Ogun state;
- (v) investigate the problems affecting the use of information resources by teachers in selected secondary schools in Ijebu-ode local government, Ogun state.

Research Hypotheses

H0₁: There is no significant relationship between information literacy skills and use of information resources among teachers

H0₂: There is no significant relationship between self-efficacy and use of information resources among teachers

LITERATURE REVIEW

The nature of education (primary, secondary, or tertiary) necessitates the use of information resources for teaching, learning, and research (Okeria and Okere, 2018). As a result, information resources are developed to assist in the teaching, learning, and research processes. However, if something, a subject, or an object has no value, it cannot be used. The term "use" or "utilization" refers to the value or enjoyment of something. It's a task that determines how valuable an item is to a library or information system. As a result, using information resources is an action taken by a user of an information system or a library (Okeria and Okere, 2018). It was noticed as practical and maximum use of library resources found and acquired by a user for the purpose of addressing a problem or attaining a defined goal, according to Ntui and Udah (2015). Similarly, Nwachukwu, Abdulsalami, and Salami (2014) believe it is the study of the user's engagement with the library's working collection. Many library users, on the other hand, have a variety of information needs, as well as different degrees of studies and research, but the majority of them do not make optimal use of the library's information resources.

According to Johnson (2013), who focused his research on the use of secondary school libraries by teachers and students in Kogi State's Idah Local Government Council. The study used a survey approach, using a questionnaire that was created, verified, and used to collect data relating to the research questions that were set to guide the investigation. The survey included 182 teachers and library professionals from the Local Government Area's seven (7) secondary schools and institutions. Because the population was considered small, there was no sampling technique. When a questionnaire could not be used, an interview or observation was employed to obtain data. For data presentation and analysis, the researcher used simple percentages and means. During the course of this study, the researcher discovered that school libraries have limited resources in terms of personnel, library material resources, funding, and accommodation, and that most teachers do not patronize school libraries, despite their claims to the importance of school libraries. Ijirigho (2009) further suggested that, despite the growing availability of internet resources, faculty staff members prefer to use a paper-based library because they prefer information in print format. As a result, she argued that hybrid collections should be used to integrate conventional and modern librarianship, and that academic libraries should make efforts to improve information literacy instruction.

However, information literacy has evolved beyond a set of abilities and is now regarded as a social practice (Lloyd 2013), owing to its importance in human daily life. Information literacy skills encompass the skills and abilities required for seeking, understanding, and using information; however, to fully comprehend the term, the context, as well as ethical considerations of information use, and how it all connects to personal knowledge and understanding development, must be considered (Lamont, 2021). Information literacy, according to Julien (2002), is the ability to make efficient and effective use of information sources, and an information literate person today should have specific online searching skills, such as the ability to choose appropriate search terminology, construct a logical search strategy, and appropriately evaluate information. It also includes people's capacity to recognize when they require information, how and where to obtain it, and how to successfully use that information to achieve a certain goal.

In addition, Okiki and Mabawonku (2013) conducted a study to determine the information literacy of lecturers in Nigerian federal universities. The study's findings revealed that the ability to recognize potential information resources had the highest mean score of 3.14, followed by the ability to locate and access information resources (3.01), and the ability to synthesize and build on existing information obtained from various sources had the lowest mean score of 2.98. Respondents with the ability to organize, apply, and communicate information, on the other hand, have the lowest mean of 2.83. However, the results demonstrate that the mean scores of each of the seven components assessed under the information literacy skills are greater than the mid-point scores of 2.5 on a five-point scale. Based on the total mean scores, it was established that instructors at federal institutions have a high level of information literacy abilities.

Gui (2007), on the other hand, believes that a level of information literacy is required to retrieve information resources from the open web or the library. Similarly, Thomas (2004) noted that advanced computer skills do not automatically convert into competence in information searching, retrieval, and use. However, according to certain research, such as Kinengyere (2007), available information resources are not always accessed and utilised by users since the majority of users lack information literacy skills. The study demonstrates that the availability of information resources does not always imply actual use because users may be unaware of the

resources' existence, do not know how to access them, or are unaware of what the resources have to offer, all of which contributes to their level of information literacy skills.

The influence of information literacy skill on the usage of information resources by medical students in Lagos state was investigated by Akpovire, Olawoyin, Adebayo, and Esse (2019). The study used a survey research design, with a self-structured questionnaire as the data gathering tool. The study's findings revealed that medical students' information literacy skills were substantially related to their utilization of information resources. This implies that information literacy is linked to information resource utilization. Similarly, Adeleke and Emeahara (2016) investigated the relationship between information literacy and academic use of electronic information resources and discovered that low use of electronic resources, particularly full text databases, was linked to a lack of search technique competencies among many of the postgraduate students studied, and that there was a significant relationship between information literacy competence and academic use of electronic resources. This indicates that having good information literacy skills motivates you to use information resources. As a result, a lack of competency will lead to a loss of enthusiasm on the part of the teacher, which will negatively impact efforts to use information resources.

According to several research, technology has significantly altered human life and activities (Uppal, 2018; Azonobi, 2020). These changes also affect the change in information resources, with a preference for electronic resources today due to the various advantages it has over print resources. This is why Ijirigho (2009) suggested that, despite the increasing availability of electronic resources, teachers do not want to part with a paper-based library because they prefer information in print format, and this may be traced to their fear of technology, low ability to use and perceive it, and this may be traced to their fear of technology, low ability to use and perceive it (Uppal, 2018). Self-efficacy, on the other hand, is important in reducing the impact of anxiety on the usage of technology-oriented resources like electronic resources (Achim & Kassim 2015). As a result, self-efficacy relates to one's understanding and ability to use computers and related technology. In order to properly exploit technologies and skills, people must feel confident and competent in their use.

Learning specific talents is not enough, according to Bandura (1977); individuals must also acquire confidence in the skills they are learning. To put it another way, success isn't only about having the right skills; it's also about having the confidence to put those skills to good use.

Self-efficacy is the result of this. This means that teachers with information literacy skills are not enough to use information resources, especially when they incorporate technology, and teachers with teaching skills are not expected to teach without some amount of self-efficacy, or "I can do it mentality." As a result, Bandura (1986) defines self-efficacy as a belief in one's competence to accomplish a specific task.

Furthermore, according to Bandura (1997), as referenced by Waldman (2003), self-efficacy is an individual's belief in his ability to organize and carry out the courses of action required to manage potential scenarios. Individuals with high self-efficacy, according to Waldman (2003), are more likely to experiment with new technologies, software, or databases. Individuals, on the other hand, gain self-efficacy through a variety of experiences. Positive experiences, on the one hand, would lead to a high level of self-efficacy, whilst bad experiences would lead to a low level of self-efficacy. As a result, self-efficacy is a person's belief in his or her own ability to achieve desired outcomes. According to Tang, Tseng, and Morris (2013), a student's level of self-efficacy has an impact on how they use the library's electronic resources. This might be stated of teachers as well, because their capacity to use the library's electronic resources may be dependent on their level of self-efficacy. Self-efficacy, on the other hand, is not a fixed idea; it is dependent on an individual's willingness to work and ability to increase self-efficacy. As a result, self-efficacy influences the usage of information resources.

Oyedapo, Shabi, and Awominure (2019) investigated the impact of self-efficacy on undergraduates' use of e-resources at three Nigerian institutions. The correlational survey design was used in this investigation. Three Nigerian universities were purposely chosen from among the country's government universities. The undergraduates at the designated universities (Obafemi Awolowo University (OAU), University of Ibadan (UI), and University of Port Harcourt (UNIPORT) were the target demographics, and the Questionnaire instrument was found to be the most suited for eliciting information. The study's findings demonstrated that self-efficacy and the use of e-resources have a statistically significant link. Students with higher levels of self-efficacy are expected to use e-resources more effectively than students with lower levels of self-efficacy.

In addition, Oyewole & Oladepo (2017) investigated the impact of information demands and computer self-efficacy on undergraduate students' use of electronic reference services at a Nigerian university. The study used descriptive survey research, with 15395 students from the

Federal University of Technology Akure and the librarian in charge of the institution's electronic reference service as participants. The study also used a questionnaire and an interview schedule as data collection tools. The study's findings demonstrate that the majority of undergraduates had a substantial positive association between their computer self-efficacy and their use of an electronic reference service. The more an undergraduate's computer self-efficacy, the more he or she will use an electronic reference service. Similarly, Israel & Edesiri (2016) found that most library users agreed that computer abilities improved their use of electronic information resources and that their degree of computer skills increased their confidence in utilizing electronic information resources.

METHODOLOGY

Descriptive survey research design was adopted for this study. The target population of this study comprised teachers in five (5) selected secondary schools in Ijebu-Ode Local Government, Ogun State (Adeola Odutola College, Moslem Comprehensive High School, Ijebu-Ode Grammar School, Ijebu Muslim College and Our Lady of Apostle Secondary School), and the population is estimated to 238 of which total enumeration sampling technique was used to capture two hundred and thirty-eight (238) respondents which represented the sample size.

A validated, self-designed and close-ended questionnaire was used as the instrument in gathering data from the respondents. The data collection in this study was gathered through questionnaire. Also, descriptive statistics such as frequency counts, percentage, mean and standard deviation was used to analyze the data gathered through questionnaire

RESULT AND DISCUSSION

Demographic Information of Respondents

Table 1 shows the demographic characteristics of the respondents. Result showed that 69(34.5%) of the respondents were male while 131(65.5%) of the respondents were female, which implies that the female respondents are more than the male respondents that took part in the study. Based on their religion, it could be depicted that 114(57%) of the respondents that participated in the study were Christians, 86(43%) of the respondents were Muslims, while nobody indicated any other religion. However, based on their marital status, 31(15.5%) of the

respondents were single, 159(79.5%) were married while (10(5.0%) of the respondents were divorce.

DEMOGRAPHIC FEATURES	FREQUENCY	PERCENTAGE
Gender		
Male	69	34.5
Female	131	65.5
Religion		
Christianity	114	57
Muslim	86	43
Others	-	-
Marital status		
Single	31	15.5
Married	159	79.5
Divorce	10	5.0
TOTAL	201	100%

Answers to Research Questions

Research Question 1: What are the information literacy skills possessed by teachers in selected secondary schools in Ijebu-ode local government, Ogun state?

Table 2: Information literacy skills possessed by teachers

ITEMS	SA	A	D	SD
I can use electronic information resource	126(63%)	50(25%)	10(5%)	14(7%)
I can evaluate WWW sources	121(60.5%)	56(28%)	18(9%)	5(2.5%)
I can use internet search tools (such as search engines, directories)	114(57%)	56(28%)	10(5%)	20(10%)
I can use different kinds of print source such as books and periodicals	111(55.5%)	57(28.5%)	13(6.5%)	19(9.5%)
I can select information most appropriate to the information need	108(54%)	70(35%)	19(9.5%)	3(1.5%)

I can define the information that I need	97(48.5%)	65(32.5%)	11(5.5%)	27(13.5%)
I can identify a variety of potential source of information	91(45.5%)	81(40.5%)	11(5.5%)	17(8.5%)
I can classify information	91(45.5%)	71(35.5%)	25(12.5%)	13(6.5%)
I can evaluate information critically	86(43%)	75(37.5%)	25(24.5%)	14(7%)
I can create a bibliographic record for different kinds of materials.	71(35.5%)	31(15.5%)	68(34%)	30(15%)
I can use different kind of library catalogue, oral catalogue, online catalogue	70(35%)	15(7.5%)	60(30%)	55(27.5%)
I can initiate search strategies by using keywords and Boolean logic	54(27%)	76(38%)	29(14.5%)	41(20.5%)

Key: SA = Strongly Agree; A = Agree; D = Disagree and SD = Strongly Disagree.

Result in table 2 revealed that 126(63%) of the respondents strongly agreed that they can use electronic information resources while 14(7%) strongly disagreed. 121(60.5%) of the respondents strongly agreed that they can evaluate WWW sources while 5(2.5%) strongly disagreed. 114(57%) of the respondents strongly agreed that they can use internet search tools (such as search engines, directories) while 20(10%) strongly disagreed. 111(55.5%) of the respondents strongly agreed that they can use different kinds of print source such as books and periodicals while 19(9.5%) strongly disagreed. 108(54%) of the respondents strongly agreed that they can select information most appropriate to the information need while 3(1.5%) strongly disagreed. 97(48.5%) of the respondents strongly agreed that they can define the information that they need while 27(13.5%) strongly disagreed.

Moreover, 70(35%) of the respondents strongly agreed that they can use different kind of library catalogue, oral catalogue, online catalogue while 55(27.5%) strongly disagreed. 54(27%) of the respondents strongly agreed that they can initiate search strategies by using keywords and Boolean logic while 41(20.5%) strongly disagreed.

Hence, the major information literacy skills possessed by teachers are using electronic information resources, evaluating WWW sources, using internet search tools (such as search engines, directories), using different kinds of print source such as books and periodicals,

selecting information most appropriate to the information need, and defining the information that they need.

Research Question 2: What is the level of self-efficacy among teachers in selected secondary schools in Ijebu-ode local government, Ogun state?

Table 3: Level of self-efficacy among teachers

ITEMS	Mean	Std. Dev.	Remarks
How much can you do to motivate students who show low interest in schoolwork?	2.98	1.59	Significant
How much can you do to increase students' memory of what they have been taught in previous lessons?	2.98	1.55	Significant
How much can you do to keep students on task on difficult assignments?	2.96	1.009	Significant
How much can you influence the decisions that are made in the school?	2.86	1.226	Significant
How much can you do to get students to trust teachers?	2.86	1.57	Significant
How much can you help other teachers with their teaching skills?	2.81	1.153	Significant
How much can you do to enhance collaboration between teachers and the administration to make the school run effectively?	2.76	1.267	Significant
How much can you do to reduce school dropout?	2.73	1.277	Significant
How much can you do to control disruptive behavior in the classroom?	2.70	.667	Significant
How much can you do to prevent problem behavior on the school grounds?	2.69	1.094	Significant
How much can you do to get through to the most	2.69	.920	Significant

difficult students?			
How much can you do to promote learning when there is lack of support from the home?	2.67	.539	Significant
How much can you do to reduce school absenteeism?	2.64	.549	Significant
How much can you do to get students to believe they can do well in schoolwork?	2.49	.504	Non-Significant
How much can you do to get the instructional materials and equipment you need?	2.48	.648	Non-Significant
How much can you do to influence the class sizes in your school?	2.43	.496	Non-Significant
How much can you do to get children to do their homework?	2.41	.784	Non-Significant
How much can you do to get children to follow classroom rules?	2.28	.452	Non-Significant
How much can you do to get students to work together?	2.00	.000	Non-Significant
How much can you do to overcome the influence of adverse community conditions on students' learning?	1.97	.381	Non-Significant
How much can you express your views freely on important school matters?	1.74	.761	Non-Significant
How much can you do to make the school a safe place?	1.60	.251	Non-Significant
How much can you do to make students enjoy coming to school?	1.47	.021	Non-Significant
GRAND MEAN	2.49		Non-significant

Decision: it has been adjudged that means score of $X=2.50$ and above is significant.

Result in table 3 showed the level of self-efficacy among teachers in selected secondary schools. Test of norm was conducted to test the level of self-efficacy among teachers and the results showed that mean score of 2.50 and above is significant. The grand mean for the level of self-efficacy is ($\bar{x}= 2.49$) is an indication that there is low level of self-efficacy among teachers in selected secondary schools in Ijebu-ode local government, Ogun state.

Research Question 3: What are the available information resources to teachers in selected secondary schools in Ijebu-ode local government, Ogun state?

Table 4: Information resources available to teachers

Information Resources	Available	Not Available
Internet facilities and online resources	150(75%)	50(25%)
Textbooks	144(72%)	56(28%)
Journals	140(70%)	60(30%)
Newspaper / Magazine	120(60%)	80(40%)
Conference Proceedings / Papers	111(55.5%)	89(44.5%)
Dissertation/ Thesis / Projects	110(55%)	90(45%)
Reference books	105(52.5%)	95(47.5%)
Map / Charts / Diagrams	104(52%)	96(48%)
Library Catalogue	92(46%)	108(54%)
Online Public Access Catalogue (OPAC)	91(45.5%)	109(54.5%)
Indexes and Abstracts	74(37%)	126(63%)
Monographs	50(25%)	150(75%)
Total	201	100%

Result in table 4 revealed that 150(75%) of the respondents affirmed that internet facilities and online resources are available while 50(25%) of the respondents had a contrary view. 144(72%) of the respondents affirmed that textbooks are available while 56(28%) of the respondents had a contrary view. 140(70%) of the respondents affirmed that journals are available while 60(30%) of the respondents had a contrary view. 120(60%) of the respondents affirmed that newspapers / magazines are available while 80(40%) of the respondents had a

contrary view. 111(55.5%) of the respondents affirmed that conference proceedings / papers are available while 89(44.5%) of the respondents had a contrary view.

While 74(37%) of the respondents affirmed that indexes and abstracts are available while 126(63%) of the respondents had a contrary view. 50(25%) of the respondents affirmed that monographs are available while 150(75%) of the respondents had a contrary view.

Hence, the major information resources that are available to teachers are reference books, internet facilities and online resources, textbooks, dissertation / thesis / projects, journals, conference proceedings / papers and newspapers / magazines.

Research Question 4: What are the various information resources used by teachers in selected secondary schools in Ijebu-ode local government, Ogun state?

Table 5: Various information resources used by teachers

Information Resources	<i>Highly Utilised</i>	<i>Utilised</i>	<i>Not Utilised</i>
Internet facilities and online resources	160(80%)	20(10%)	-
Textbooks	140(70%)	30(15%)	30(15%)
Journals	136(68%)	32(16%)	32(16%)
Newspaper / Magazine	130(65%)	36(18%)	34(17%)
Conference Proceedings / Papers	120(60%)	40(20%)	40(20%)
Dissertation/ Thesis / Projects	116(58%)	44(22%)	40(20%)
Reference books	112(56%)	48(24%)	40(20%)
Map / Charts / Diagrams	90(45%)	82(41%)	28(14%)
Library Catalogue	92(46%)	54(27%)	54(27%)
Online Public Access Catalogue (OPAC)	54(27%)	48(24%)	98(49%)
Indexes and Abstracts	52(26%)	84(42%)	64(32%)
Monographs	24(12%)	54(27%)	122(61%)

Result in table 5 revealed that 160(80%) of the respondents highly utilize internet facilities and online resources while none of the respondents had a contrary view. 140(70%) of the respondents highly utilize textbooks while 30(15%) of the respondents had a contrary view. 136(68%) of the respondents highly utilize journals while 32(16%) of the respondents had a

contrary view. 130(65%) of the respondents highly utilize newspapers / magazines while 34(17%) of the respondents had a contrary view. 120(60%) of the respondents highly utilize conference proceedings / papers while 40(20%) of the respondents had a contrary view. 116(58%) of the respondents highly utilize dissertation / thesis / projects while 40(20%) of the respondents had a contrary view. 112(56%) of the respondents highly utilize reference books while 40(20%) of the respondents had a contrary view.

While, 54(27%) of the respondents highly utilize Online Public Access Catalogue (OPAC) while 98(49%) of the respondents had a contrary view. 52(26%) of the respondents highly utilize indexes and abstracts while 64(32%) of the respondents had a contrary view. 24(12%) of the respondents highly utilize monographs while 122(61%) of the respondents had a contrary view.

Hence, the information resources mostly used by secondary school teachers are internet facilities, online resources, textbooks journals, newspapers / magazines, conference proceedings / papers, dissertation / theses / projects and reference books.

Research Question 5: What are the problems affecting the use of information resources by teachers in selected secondary schools in Ijebu-ode local government, Ogun state?

Table 6: Problems affecting the use of information resources by teachers

Problems	YES	NO
Slow connection speed	159(73.5%)	41(15%)
Constant power outage	170(56%)	30(7%)
Lack of update and current resource	167(56%)	33(12%)
Inadequate search skill	167(54.5%)	33(15%)
Lack of adequate information resources	167(51%)	33(12.5%)
Inadequate loaning period	145(51%)	53(23.5%)
Inadequate library services	137(47.5%)	64(13.5%)
Inadequate library space	170(44%)	30(7.5%)
Inadequate library use skills	140(40%)	60(18%)
Lack of effective information retrieval skills	30(5%)	170(38%)

Result in table 6 revealed that 159(73.5%) of the respondents affirmed that slow connection speed is a problem affecting the use of information resources by teachers while 41(15%) had a contrary view. 170(56%) of the respondents affirmed that constant power outage is a problem affecting the use of information resources by teachers while 30(7%) had a contrary view. 167(56%) of the respondents affirmed that lack of update and current resource is a problem affecting the use of information resources by teachers while 33(12%) had a contrary view. 167(54.5%) of the respondents affirmed that inadequate search skill is a problem affecting the use of information resources by teachers while 33(15%) had a contrary view.

Moreover, 140(40%) of the respondents affirmed that inadequate library use skills is a problem affecting the use of information resources by teachers while 60(18%) had a contrary view. 30(5%) of the respondents affirmed that lack of effective information retrieval skills is a problem affecting the use of information resources by teachers while 170(38%) had a contrary view.

Hence, the major problems affecting the use of information resources by teachers are slow connection speed, constant power outage, lack of update and current resource, inadequate search skill and lack of adequate information resources.

Test of Hypotheses

Research Hypothesis One: There is no significant relationship between information literacy skills and use of information resources among teachers

Table 7: Pearson Correlation Analysis of Research Hypothesis One

		Information skills	literacy	Use of information resources
Information	Pearson Correlation	1		<i>.726</i>
Literacy	Sig. (2-tailed)			.001
Skills	N	201		201
Use of	Pearson Correlation	<i>.726</i>		1
Information	Sig. (2-tailed)	.001		
Resources	N	201		201

The table presents the relationship between information literacy skills and use of information resources among teachers. The table shows that a positive and strong relationship

exists between information literacy skills and use of information resources ($r = .726$). The relationship between the two variables is however revealed to be significant ($p < .05$). Thus, null hypothesis was rejected. Hence, there is a significant relationship between information literacy skills and use of information resources. This implies that teachers that are able to use electronic information resources, evaluating WWW sources and using internet search tools enhance effective use of information resources among teachers.

Research Hypothesis Two: There is no significant relationship between self-efficacy and use of information resources among teachers

Table 8: Pearson Correlation Analysis of Research Hypothesis Two

		Self-efficacy	Use of information resources
Self-efficacy	Pearson Correlation	1	.260
	Sig. (2-tailed)		.070
	N	201	201
Use of Information Resources	Pearson Correlation	.260	1
	Sig. (2-tailed)	.070	
	N	201	201

The table presents the relationship between self-efficacy and use of information resources among teachers. The table shows that a negative relationship exists between self-efficacy and use of information resources ($r = .260$). The relationship between the two variables is however revealed to be non-significant ($p > .05$). Thus, null hypothesis was accepted. Hence, there is no significant relationship between self-efficacy and use of information resources among teachers, which implies that teacher's low self-efficacy affects the use of information resources.

DISCUSSION OF FINDINGS

Research question one revealed that the major information literacy skills possessed by teachers are using electronic information resources, evaluating WWW sources, using internet search tools (such as search engines, directories), using different kinds of print source such as books and periodicals, selecting information most appropriate to the information need, and

defining the information that they need. This is in line with the study of Rafique (2014) who investigated information literacy skills of teachers. He found out that the ensuing hierarchy showed that the majority of teachers had skills to determine the existence of needed information and to organize, analyze, evaluate and fully understand the found information. And hierarchy also showed that those teachers were less in number who had ability to identify and define information, to find needed information, to communicate and presented the information and to evaluate the reliability of information resources. Those faculty members were very small who had skills to utilize, dispose, and realize the need and to create information which they had needed.

Research question two revealed that there is low level of self-efficacy among teachers in selected secondary schools. The result contradicts the findings of Hanan (2016) who reported that high mean scores were recorded for items response in relation to self-efficacy among teachers.

Research question three showed that the major information resources that are available to teachers are reference books, internet facilities and online resources, textbooks, dissertation / thesis / projects, journals, conference proceedings / papers and newspapers / magazines. This is in line with the study of Ekhaguere, Olayinka, Taiwo, Alonge and Obono (2015) who asserted that with the availability of Information resources, research is no longer complicated. This is due to the fact that most of the documents to be consulted for research are available in electronic formats like the Internet, online database, OPACs, electronic journals, electronic books, etc. The use of Information resources encourages collaboration among teacher and researchers. Findings showed that the majorly available information resources to teachers are internet, textbooks, journals, term papers, etc. Magara (2012) opined that the emergence of the World Wide Web (www) enhance scholarly communication and a rise in computational science. Presently, many teachers rely on the web for their assignments, term papers, research and communication with their teachers. Teachers through the web also exchange ideas and information which can help their academic activities.

Research question four revealed that the information resources mostly used by secondary school teachers are internet facilities, online resources, textbooks journals, newspapers / magazines, conference proceedings / papers, dissertation / theses / projects and reference books. This result is not in line with the finding of Emerole and Ogugua (2017) who showed that there

is low patronage of information resources as many users have not fully realized the potentials of the library in this information age. Also, Ojo and Akande (2015) in a survey of 350 respondents examined teacher access, usage and awareness of Information resources at the University College Hospital (UCH) Ibadan, Nigeria. The study revealed that the level of usage of the Information resources by teacher for academic activities is not high.

Research question five showed that the major problems affecting the use of information resources by teachers are slow connection speed, constant power outage, lack of update and current resource, inadequate search skill and lack of adequate information resources. This is in line with the study of Ojo and Akande (2015) who revealed that the problems affecting the use of information resources by teachers are lack of information retrieval skills for exploiting information resources, thus making the level of usage of resources by teachers very low. Also, Grafstein (2012) revealed that the complexity of information resources which requires that one possesses computer and searching skills may pose a great challenge to its effective utilization by teacher if they lack the skill required for its usage. In other words, successful search and retrieval of information could be dependent on one's level of information literacy skill.

Furthermore, research hypothesis one revealed that there is significant relationship between information literacy skills and use of information resources among teachers. This finding is in line with the result from the study of Akpovire, Olawoyin, Adebayo, and Esse (2019). The result of the study 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.

However, the finding of this study presented that there is no significant relationship between self-efficacy and use of information resources among teachers and this contradict the finding of Oyedapo, Shabi and Awominure (2019) which the result of their study reported that there exist a statistically significant relationship between self-efficacy and e-resources utilization of which with high self-efficacy levels there is tendency using e-resources more effectively than those with low self-efficacy. Similarly, the study of Israel and Edesiri (2016) affirmed that most users of the library agreed that computer skills enhanced their use of electronic information resources as well as being confident in using electronic information resources due to their level of computer skills.

CONCLUSION

Based on the findings of this study, it was concluded that the major information literacy skills possessed by teachers are using electronic information resources, evaluating WWW sources, using internet search tools (such as search engines, directories), using different kinds of print source such as books and periodicals, selecting information most appropriate to the information need, and defining the information that they need. However, the major information resources that are available and mostly used by teachers are reference books, internet facilities and online resources, textbooks, dissertation / thesis / projects, journals, conference proceedings / papers and newspapers / magazines. Teachers' ability to locate and access information; evaluate reliability of information; find the needed information; organize, analyze, interpret and evaluate information enhances effective use of information resources.

RECOMMENDATIONS

Based on the findings, the following were recommended:

- i. School administrators should assist teachers to acquire more electronic information literacy skills, provide unmediated access to effectively use and benefit from the myriads of electronic resources available to them to improve the quality of their academic and research work.
- ii. There should be continuous training and retraining of academics on information literacy skills acquisition and adequate provision of information resources
- iii. School management should provide adequate supply of power that will smoothly run the academic activities; government should provide adequate funds for the building of capital projects in the public universities such as ICT centers where students and teachers can have free access and use of electronic information resources.
- iv. Adequate internet facilities should be provided to ameliorate the issue of slow connection speed as one of the problems stated in the findings

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