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Information Literacy Skills Influence on the Utilisation of Electronic Information Resources among Nigerian students: polytechnic experience

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Abstract

This study investigates information literacy skills influence on EIR utilisation among two polytechnics students in South-west Nigeria. The descriptive research design was employed for this study and the population consisted of polytechnic students from The Polytechnic, Ibadan and Federal Polytechnic, Ede. There were 7610 students from both polytechnics. Simple random technique was employed with a sample fraction of 5% was drawn amounting to 381. The questionnaire was the main instrument used for data gathering and the questionnaire was pre-tested using Cronbach-alpha to determine the reliability co-efficient. Data collected was analyzed using SPSS and PPMC. It was found in the study that the students from both polytechnics possessed moderate information literacy skills level and that a positive significant relationship exists between information literacy skills and the use of EIR among the students from both institutions. The study therefore concluded that the information literacy skills possessed by the students influences the EIR usage which in turn enhance their academic performance. Recommendations were made based on the findings.

Keywords: Information literacy, skills, level, EIR, utilisation, polytechnic

Introduction

Information literacy skills is very germane and crucial particularly as technology is gradually evolving especially with the use of electronic information resources (EIR). Information technology has taken over the world as many scholars/researchers possesses minimum literacy skills to use technology such as smart phone, Android phones, personal computers and other electronic devices to share, store, search, and retrieve relevant information in electronic format available in the library which is otherwise known as EIR (Darko-Adjei, 2020). The major advantage of EIR over print is that it can be accessed anywhere preferably if there is internet connectivity through the use of electronic devices, on like print resources which the users have to visit the library physically, accessing these resources is kind of cumbersome and time wasting to the users. The major purpose of the polytechnic libraries is to cater and support the needs of library users especially in the area of teaching, learning, as well as research in such a way that will buttress the mission, vision and goals of the institution. Hence, library resources should be sufficient and relevant in quality, diversity, currency, depth in order to support the curriculum of the institution.

Odede and Zawedde (2018) affirmed that the utilisation of EIR is widely embraced in tertiary institutions in Nigeria ranging from universities, polytechnics, colleges of education to mono-technics in which students are anticipated to develop themselves in acquiring basic information literacy skills needed to retrieve relevant information from the available EIR in the library. It must be noted that the importance of EIR cannot be downplayed because if the library subscribed to relevant and current EIR databases like e-books, e-journals, e-thesis, e-newspapers, CD-ROM, e-magazines and used to the fullest, it is expected that class instructions, assignment completion, term paper, seminars etcetera will be enhanced which in turn improve the students' academic performance. Information literacy skills have been regarded as one of the major skills needed in using EIR among students irrespective of category, although, there is diverse information needs of library users, a user with academic information needs (research, term paper, seminar preparation and so on) is likely to effectively utilize the EIR preferably if the required skills are possessed.

Electronic information resources are regarded as those information resources that are available in electronic format, these include e-books, e-journals, e-thesis, e-newspapers, CD-ROM, e-magazines. There is no doubt that EIR have taken the place of print resources in the library owing to its benefits particularly accessing the resources remotely via personal computer, Android

phones, Smart phones, tabs and other technological devices with the internet as the gateway to access it. For effective utilisation of the EIR, library users must acquire required skills through information literacy program that will enhance accessibility. It is pertinent to note that library users are more comfortable to use the available EIR in the library than using the conventional resources (printed) because of time saving and accessing the information at convenient time. Ismaila (2019) sees EIR as the library information resources that are available in electronic format and can be accessed through the use of ICT facilities or tools. Scholars like Lefuna (2017); Alasa and Quadri (2021) has identified EIR as the major information resources used by researchers and students for preparing for class notes, completion of class work, seminar presentations, assignments completion, projects/dissertations writing and so on and that information literacy skills is expected to ease its accessibility.

Information literacy skills, ICT literacy skills or competence is described as the potentials to discover, locate, use, communicate, disseminate and search for information in any various forms. According to Chattered Institute of Library and Information Professional (CILIP) (2018:3), “information literacy incorporates a set of skills and abilities which everyone needs to undertake information-related tasks; for instance, how to discover, access, interpret, analyse, manage, create, communicate, store and share information”. Hence, this implies the application of required skills needed to use the available EIR to the fullest. Information literacy skills possessed has assisted lecturers, researchers, students of all category to use the EIR to prepare for class note, dissertation completion, term paper writing, assignment completion and so on (Alasa and Quadri, 2021). Despite the enormous benefits of information literacy skills in using, accessing and searching for current information in the EIR environments, the usage of the EIR among polytechnic students is low as noted by Igwe and Esimokha (2012) and Obaro and Umusor (2021), the low usage is as a result of poor information literacy skills possessed by the students. Therefore, the present study sought to close this gap by investigating the influence of information literacy skills on EIR utilization among Polytechnic students in Nigeria.

Objectives of the study

The main objective of this study is to investigate information literacy skills influence on EIR utilisation among polytechnic students in South-west, Nigeria while the specific objectives are to:

1. find out the level of information literacy skills possess by the polytechnic students in selected polytechnics in South-west, Nigeria;
2. determine relationship between information literacy skills and EIR utilisation among students in selected polytechnic South-west, Nigeria.

Research questions

The following research questions guided this study.

1. What is the level of information literacy skills possessed by the polytechnic students in selected polytechnics in South-west, Nigeria?
2. What relationship exists between information literacy skills and EIR utilisation among students in selected polytechnic South-west, Nigeria?

Review of literature

As volume of information flow all over the place otherwise known as information explosion, students of higher institution of learning (Universities, Polytechnics, Colleges of Education and Mono-technics) required to equip themselves with relevant skills in locating, storing, accessing, sharing, communicating, evaluating, searching, retrieving information particularly for effective and efficient use of information resources especially EIR. It must be noted that information literacy is a vital issue in academic spheres globally and will always remain an important skill for students irrespective of their level in higher institution of learning (Singh, 2014).

The literature review provides insight on previous studies on the present topic being investigated. The researchers reviewed studies that is ten years above (2012 till date) and the literature review was conducted using the study objectives and relevant databases were consulted to source for information, these include Google Scholar, EBSCOHOST, HINARI, JSTOR, PROQUEST, Ebrary, Z-Library, Science Direct, Springer and so on. The following key terms “Information literacy skills, Information literacy competence, ICT information skills, relationship between information literacy skills and EIR use, ICT literacy skills and ER utilisation were used to retrieve relevant information from the above sources. Also, the literature review was tabulated for easy understanding.

Level of information literacy skills of students in the selected polytechnics in South-west.

| S/N | Paper title | Author(s) | Year | Instrument of data collection/population size | Findings | Study gap |
|-----|--|--|------|--|--|--|
| 1. | Information literacy skills among postgraduate students of Babcock University, Nigeria. | Omeluzor, Bamidele, Onuoha and Alarape | 2013 | Survey design with 253 population of students were used for the study. Structured questionnaire and descriptive statistics of charts, frequencies, percentages, tables were employed. | The result revealed that majority of the respondents had moderate level of information literacy skills and the skills is acquired through seminar, library user education, orientation, face to face discussion as well as tutorial. | This study specifically focused on postgraduate students of Babcock university which is a private institution. The present study is mainly on polytechnic students. |
| 2. | Demographic factors, information literacy skills and media resources' utilisation among secondary school students in Ogun State, Nigeria | Osunrinade | 2018 | Survey research design (ex-post facto) type was adopted, questionnaire was used for data gathering and the information richness and information utilisation capacity theories unpinned the study with population of 312 and multi-stage technique was adopted to determine the study sample. | The study found that there is moderate level of information literacy skills among the students. | The target population are secondary school students and No theory was employed, while the present study focuses on polytechnics students with a theory to underpinned the study. |
| 3 | Information literacy skills and media resource utilization among Secondary | Amusan and Lawal | 2020 | Survey research design was adopted and the questionnaire was the major instrument used for data collection. The | The finding indicated that secondary school students have | This study focused on secondary school pupils |

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|----|---|-------------------|------|--|---|---|
| | School Students in Lagos State, Nigeria. | | | population consisted of 1,119 SSS2 students across 17 secondary schools from 3 educational districts in Lagos State, Nigeria. Descriptive analysis technique was used to analyse the data while linear regression technique was adopted in testing the hypotheses. | moderate level of information literacy skills. | and no theory was adopted. The present study is focusing of polytechnic students and was underpinned with a theory. |
| 4. | Information literacy skills as a correlate to the use of library resources among Polytechnic students in Delta State Nigeria. | Obaro and Umusor | 2021 | The study adopted descriptive survey design while the population consisted 16,050. The cluster and random sampling were used to select 642 respondents and the questionnaire was the instrument used to collect data while inferential and descriptive statistics were used to analyse the data. | The study found that the level of information literacy skills possessed by Delta State polytechnic students in Nigeria is low and that the extent to which their information literacy skills affect their library resources use is low. | Although this study's respondent were polytechnic students at Delta State. The present study is differed in the sense that it situated in the South-West zone of Nigeria. |
| 5. | A survey of the information literacy skills of students in Federal Polytechnic Offa, Kwara State, Nigeria | Igwe and Esimokha | 2012 | The study adopted a survey approach with questionnaire as the instrument used for data collection. Three hundred and forty-eight students participated in the study while frequency and percentages were employed for analysis of data. | The result found that the polytechnic students generally possessed poor information literacy skills | Although the study is polytechnic research just like the present study. However, this study focuses on North Central and no theory was employed |

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| | | | | | | while the present study studied two polytechnics in South-west Nigeria. |
| 6. | An assessment of the information literacy competence of undergraduate students at the University of Ilorin, Kwara State, Nigeria | Issa, Amusan, Olarongbe, Igwe and Oguntayo | 2015 | Survey research design was used and the population consisted of 5,867, 1205 sample was selected representing 20.58% through purposive sampling method. The questionnaire was the main instrument for data collection. The data collected was analyzed through SPSS. | The study discovered that the students possessed limited information literacy skills which they agreed that it causes low usage of the library e-resources. | This study centre on university students while the present study focuses on polytechnic students. |
| 7. | Patterns of information literacy skill proficiencies of undergraduates in federal universities in Southwestern Nigeria | Oyedapo and Akande | 2020 | The study employed both questionnaire as well as focus group discussions to elicit data from 1,318 population. Multi-stage sampling procedure was adopted to select 300 level undergraduates. | The study revealed that both the qualitative and quantitative indicated a relatively high level of information literacy skills among the respondents. | This study focused mainly on undergraduates in federal universities in South-West Nigeria, while the present study is on polytechnic students. |
| 8. | Relationship between information literacy and use of EIR by postgraduate students of the university of Ibadan. | Adeleke and Emeahara. | 2016 | Descriptive survey design was adopted with population of 300 postgraduate students drawn from seven out thirteen faculties. The questionnaire was used to elicit information from the respondents and information gathered were analysed using descriptive | The study discovered that the postgraduates' information literacy skills was low and this affects the effective usage of EIR. | This study focuses on postgraduate students of a university. The presents study respondents were |

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| | | | | statistics like percentages, mean, standard deviation etcetera. | | specifically polytechnic students. Furthermore, the present study is a comparative one. |
| 9. | Influence of information literacy skills on postgraduate students' use of electronic resources in private university libraries in South-West, Nigeria | Adeniran and Onuoha | 2018 | The survey research design was adopted and the population consisted of 2805 postgraduate students in five private universities offering postgraduate programmes in South-West, Nigeria. The multistage sampling procedure was employed while a purposive sample of four faculties from each of the five universities was conducted and proportionate sampling procedure was adopted to select 550 postgraduate students as the respondents for the study. | The result of the study showed that information literacy skills level of the respondents is high. | The gap is this study is the study focuses more on postgraduate students in private universities while the present study focuses mainly on polytechnic students. |
| 10. | Information literacy skills and information use by students in two South university libraries in Nigeria. | Okon, Etuk and Akpan. | 2014 | Analytical survey research design was used for the study with population of 2,758 students drawn from three faculties at the university of Uyo and Port Harcourt in the South South of Nigeria. Stratified random sampling method was employed to select 600 respondents from the universities. The questionnaire named ILSIUQ | Findings revealed a moderate level of information literacy skills possessed by the students. | Although, this study respondent were students but the study scope is limited to South while the present study focuses on polytechnic and the scope |

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| | | | | was used to collect data. Two research questions and hypotheses guided the study. The Mean scores and PPMC were used to analyse the research questions and hypotheses respectively. | | covers South West Nigeria. |
| 11. | Information literacy skills and awareness of electronic information resources as influencing factors of their use by postgraduate students in two universities in South-West Nigeria. | Azubiike | 2016 | The descriptive survey research design was employed and the population consisted of 524 postgraduate students from both University of Ibadan and Lagos State University. Five research questions were raised, the questionnaire was the main instrument used to elicit data. The data collected were analysed using descriptive statistics of frequency counts and simple percentages. | The result of the study indicated that there was high rate of information literacy skills among the postgraduate students of both universities. | This study focuses on post graduate students. The study population is quite different from the present study. The present study respondent were polytechnic students. |
| 15. | Information literacy skills as a correlate to the library resources usage among Delta State polytechnic students. | Obaro and Umusor | 2021 | The descriptive survey research design was employed and the population consisted of 16,050 students drawn from three polytechnics in Delta State, while 642 respondents were sampled. The cluster and simple random sampling methods were used with the questionnaire adopted as instrument to elicit data while inferential and descriptive statistics were employed for data analyses. | The study found that the level of information literacy skills possessed by the respondents was low. | Although the study is similar to the present study because both respondents were polytechnic students. However, the study scope is at South south of Nigeria while the present study is |

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| | | | | | | situated in Southwest Nigeria. |
| 16. | Information literacy of students as a correlate of their use of electronic resources in university libraries in Nigeria. | Ukachi | 2015 | The study adopted the descriptive survey research design for the research questions while the correlational design was employed for the research hypothesis. Twelve university libraries were purposively sampled which the preliminary investigation shows that they have Internet access as well as subscribe to ERs in the Southwest, Nigeria. Data collection was done through questionnaire and oral interview, while the population consisted of all the 36,116 registered library undergraduate students in the sampled universities. Five percent (5%) of the population were sampled amounting to 1,806 and 12 librarians heading the ERs units of the libraries. | The study found that ERs are not adequately utilized because the students possess low level of information literacy skills. | This study focuses on university students while the present study is on polytechnic students. |

Relationship between information literacy skills and EIR utilization among polytechnic students

| S/N | Paper title | Author(s) | Year | Instrument of data collection/population size | Findings | Study gap |
|-----|--|-----------------------|------|--|---|---|
| 1. | Relationship between information literacy and use of EIR by postgraduate students of the university of Ibadan. | Adeleke and Emeahara. | 2016 | Descriptive survey design was adopted with 300 samples of postgraduate students in seven out thirteen faculties at university of Ibadan. Simple random sampling method was employed and the questionnaire were the main instrument used for data collection while data collected were analyse through descriptive statistics methods such as percentages, mean and standard deviation, analysis of variance well as correlational and regression analysis. | The finding reveals a significant relationship between information literacy skills and use of EIR exists at $\alpha = 0.05$ ($P=0.34$). | The gap in the study is that the respondents were postgraduate students of a university, while the presents study respondents were specifically polytechnic students. Also, the present study compares two polytechnics in Southwest Nigeria. |
| 2. | Influence of information literacy skills on postgraduate students' use of electronic resources | Adeniran and Onuoha | 2018 | The survey research design was adopted and the population consisted of 2805 postgraduate students in five private universities offering postgraduate programmes in South-West, Nigeria. The multistage sampling procedure was employed while a purposive sample of four faculties from each of the five | The study discovered a significant positive correlation between information literacy skills and use of electronic resources with | The gap is this study is the study focuses more on postgraduate students in private universities while the present study focuses mainly |

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|----|--|-----------------------------|------|---|---|---|
| | | | | universities was conducted and proportionate sampling procedure was adopted to select 550 postgraduate students as the respondents for the study. | score of ($r = 0.28$, $p < 0.05$). | on polytechnic students. |
| 4. | Identifying the relationship between student's computer hardware skills in the use of electronic information resources in university libraries in South-West, Nigeria. | Sambo and Precious. | 2022 | The study adopted a research design of the correlational type involving simple and multiple linear methods. The study population consisted of 85,526 while the sample for the study was 398. The proportionate sampling methods were used to draw the sample size for the study. | The findings established a moderate positive and significant relationship between the students' computer skills and their use of EIR in university libraries. | This study respondents were university study while the present study respondents were polytechnic student the multi stage method was adopted. |
| 5. | Influence of ICT skills on library IR utilisation by undergraduates in two universities in South-West, Nigeria. | Jamogha, Jamogha and Godwin | 2020 | The study employed descriptive survey research design and the population consisted of 32,419 undergraduates from university of Ibadan and Obafemi Awolowo University. The multi-stage sampling technique was adopted to select 407 undergraduates and the questionnaire was employed to gather data. Out of 407 instruments administered, 377 were completed and used for data analysis. The descriptive statistics like frequency, percentages as well as means were used to analysed pthe | The result showed a positive significant correlation ($r = .383^{**}$; $p < 0.05$) between ICT skills and library ER utilization among the students. | Although, the study was carried out in South West Nigeria and the respondents were undergraduates' students of university while the study respondents were polytechnics students. |

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| | | | | research question while the PPM was used to analyse research hypothesis. | | |
| 8. | Information literacy skills as a correlate to the library resources usage among Delta State polytechnic students. | Obaro and Umusor | 2021 | The descriptive survey research design was employed and the population consisted of 16,050 students drawn from three polytechnics in Delta State, while 642 respondents were sampled. The cluster and simple random sampling methods were used with the questionnaire adopted as instrument to elicit data while inferential and descriptive statistics were employed for data analyses | The study revealed a significant relationship exists between information literacy skills of the polytechnic students on ER use. | Although the study is similar to the present study because both respondents were polytechnic students. However, the study scope is at South south of Nigeria while the present study is situated in Southwest Nigeria. |
| 9. | Information literacy of students as a correlate of their use of electronic resources in university libraries in Nigeria. | Ukachi | 2015 | The study adopted the descriptive survey research design for the research questions while the correlational design was employed for the research hypothesis. Twelve university libraries were purposively sampled which the preliminary investigation shows that they have Internet access as well as subscribe to ERs in the South-west, Nigeria. Data collection was done through questionnaire and oral interview, while the population consisted of all the 36,116 | The study found a strong positive correlation between ERs usage and information literacy skills among undergraduate students of the universities. | This study focuses on university students while the present study is on polytechnic students. |

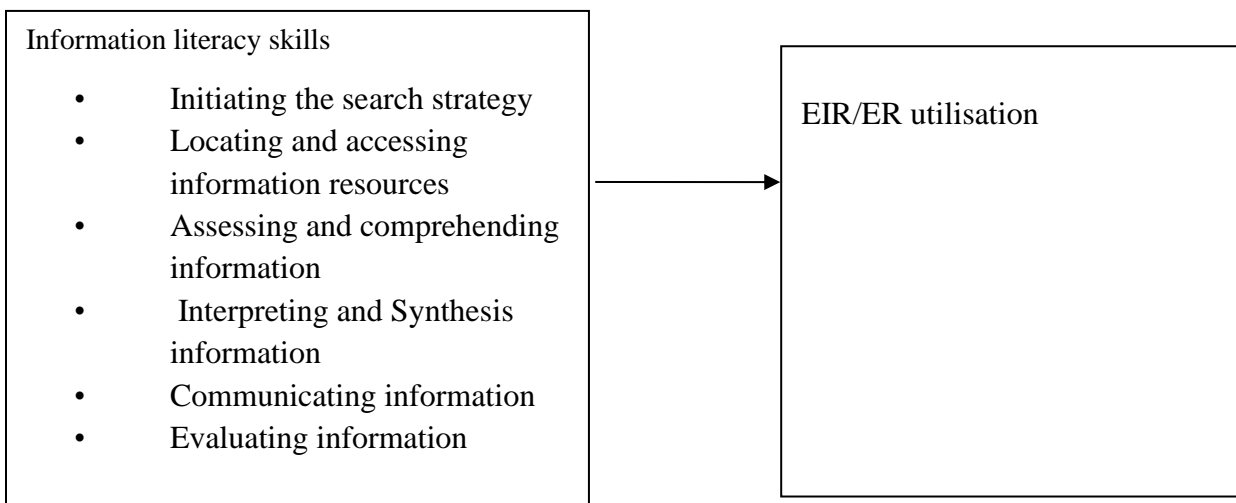
| | | | | | | |
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| | | | | registered library undergraduate students in the sampled universities. Five percent (5%) of the population were sampled amounting to 1,806 and 12 librarians heading the ERs units of the libraries. | | |
|--|--|--|--|--|--|--|

In summary, there is dearth of research in the topic being investigated as majority of study focused on university students (undergraduates and postgraduates). Those study that examined information literacy skills on EIR use among polytechnics in Nigeria reported low level of information literacy skills which in turn affects the effective usage of EIR for their academic activities. Hence, the present topic intends to close this gap.

Conceptual model

A conceptual model is described as a representation of a particular system. It is also comprised of concepts used to assist reader/people to know, understand as well as to simulate a subject in which the model represents.

Conceptual model for the present study



The model describes the relationship that exists between the variables; information literacy skills, EIR/ER usage. It is assumed by this study that polytechnic students who have the ability to initiate

search, locate and assess information interpret and synthesis information, communicate information evaluate and apply information will use the EIR/ER provided by the library. In other words, the use of EIR/ER dependent heavily on information literacy skills.

Methodology

Research design

The descriptive survey research design was adopted for this study while The Polytechnic Ibadan and Federal Polytechnic Ede were selected for this study.

Population

The study population consisted of the students at the polytechnic Ibadan and federal polytechnic Ede. The population comprised of 3183 from Ibadan polytechnic and 4426 from Ede polytechnic amounting to 7610 drawn from five faculties. The 7610 population was got from the initial investigation conducted through telephone calls, text messages as well as personal contact. Table 1 below shows the study population.

Table 1: Population of the study

| | Faculty/School | | | | | |
|------------------------|-------------------------|--------------------|------------------------------|----------------|------------------------------|--------------|
| Institution | Business studies | Engineering | Environmental studies | Science | Communication studies | Total |
| Polytechnic Ede | 885 | 530 | 614 | 865 | 290 | 3184 |
| The polytechnic Ibadan | 1180 | 583 | 612 | 990 | 1061 | 4426 |
| Total | 2065 | 1113 | 1226 | 1855 | 1351 | 7610 |

Sample and sampling technique

Simple random sampling method was adopted to select 5% of the total population (7610) from both polytechnics which gave 381 employed as the study population.

Measures

The survey was the main instrument adopted for data gathering. The survey was divided into two sections using the study variables. The first section elicits information on the demographic variables of the respondents such as name of institution, gender, age, level, department, faculty. The second section elicits information on level of information literacy skills possess by the respondents through the use of 4-Points Likert scale of Strongly Agree, Agree, Disagree and Strongly Disagree adapted from Okiki (2013). In all, 46 items were used to measuring information literacy level variable, the variable was divided to subdivision of defining the need for information, initiating the search strategy, locating and accessing information sources, assessing and comprehending information.

Validity and reliability of the instrument

The research instrument adopted for data gathering in this study was an adapted questionnaire that has been altered/changed significantly. Hence, there is a need to validate the instrument and ensure its reliability. The researcher ensured the content validity of the instrument by having it carefully examined by experts in the field of library and information science for necessary amendments. Thirty copies (30) of the survey were pre-tested on Moshood Abiola Polytechnic students, Abeokuta, this institution was not among the present study sample and the Alpha Cronbach was adopted to determine the survey's reliability coefficient and the result obtained on level of information literacy skills was ($\alpha=.903$).

Data collection method

The researcher administered the instrument on the polytechnic students in both institutions. instrument was administered on the respondents by the researcher in each of the two polytechnics. The data gathering procedure took a period of four months (June-September, 2021) and 381 copies of the survey were administered amongst the students in the sampled polytechnics in South-West, Nigeria.

Ethical consideration

Prior the distribution of the survey amongst the polytechnic students, the researcher got approval from the departmental head before data administrations proper. A letter explaining the research,

reasons for the survey as well as asking for their assistance to respond to the survey promptly and return were attached to the survey cover page. The respondents' confidentiality and anonymity were also assured.

Method of data analysis

The data collected were analyzed through the Statistical Package for the Social Sciences (SPSS) of descriptive and inferential statistics, while the Pearson Product Moment Correlation (PPMC) was used for the research hypotheses using multiple regression.

Findings and discussion

Demographic variable of the respondents

Table 2 shows findings of respondents' demographic variables and reported that the large proportion of the respondents were male from both polytechnics understudied with 78(54.9%) from Ede and 97(59.1%) from Ibadan respectively, while 131(86%) were female in both polytechnics. Also, most of the respondents 104(68.8%) from both polytechnics were in their HND 2 and more than half 122(80%) of the respondents from both institutions were in faculty of the sciences, while only 37(23.8%) were in the engineering faculty of both polytechnics as shown in table 2. This implies that the male students were admitted more than the female counterpart from both polytechnics sampled and that both polytechnics are good in science related courses which make the students to prepare sciences than other field.

Table 2: Demographic variable of the respondents

| Demographic Characteristics | Federal Polytechnic Ede | | The Polytechnic Ibadan | |
|-----------------------------|-------------------------|--------------|------------------------|--------------|
| | Freq | % | Freq | % |
| Gender | | | | |
| Male | 78 | 54.9 | 97 | 59.1 |
| Female | 64 | 45.1 | 67 | 40.9 |
| Total | 142 | 100.0 | 164 | 100.0 |
| Level | | | | |
| ND1 | 36 | 25.4 | 36 | 22.0 |
| ND2 | 45 | 31.7 | 42 | 25.6 |
| HND1 | 4 | 2.8 | 39 | 23.8 |
| HND2 | 57 | 40.1 | 47 | 28.7 |
| Total | 142 | 100.0 | 164 | 100.0 |
| Faculty | | | | |
| Business studies | 42 | 29.6 | 55 | 33.5 |
| Engineering | 13 | 9.2 | 24 | 14.6 |
| Environmental studies | 22 | 15.5 | 28 | 17.1 |
| Science | 65 | 45.8 | 57 | 35.0 |
| Total | 142 | 100.0 | 164 | 100.0 |

The first research question was to found the level of information literacy skills of the respondents from both polytechnics in South-west Nigeria. In order to determine their information literacy skills level, a test of norm was conducted. There are 46 items in the scale used to measure the information literacy skills variable and 4 Point Likert Scale of Strongly Agree, Agree, Disagree and Strongly Disagree were adopted. The 46 items were multiplied by the 4 scale which gave a score of 184. The score (184) was later divided by 3 (which stands for high, moderate and low level) and gave 61.3. Thus, the scale between 1-61.3 display level of information literacy skills level of the respondents is low, the scale between 61.3-122.6 shows the moderate level and the scale between 122.6-183.9 shows the high information literacy skills level. Hence, the overall mean for respondents in Ede is 110.82 which falls between the scale of 61.3 and 122.6 indicating

moderate information literacy skills level. Furthermore, it was also found that information literacy skills level of respondents at the polytechnic Ibadan was moderate just like their counterparts in Ede. The overall mean score of the respondents at polytechnic Ibadan was 118.56 which also falls within the scale of 61.3 and 122.6 indicating moderate level as depicted in table 3 below.

Table 4: Information literacy skills of students in both polytechnics in Southwest, Nigeria.

| S/ N | Items | Federal Polytechnic Ede | | | | | | | | | | The Polytechnic Ibadan | | | | | | | | | |
|---|--|-------------------------|------|----|------|----|------|----|------|---------|------|------------------------|------|----|------|----|------|----|------|---------|------|
| | | SA | | A | | D | | SD | | Mean SD | | SA | | A | | D | | SD | | Mean SD | |
| | | F | % | F | % | F | % | F | % | | | F | % | F | % | F | % | F | % | | |
| Defining the need for information | | | | | | | | | | | | | | | | | | | | | |
| 1 | I can define the information I need | 36 | 25.4 | 88 | 62.0 | 18 | 12.7 | - | - | 3.13 | 0.61 | 37 | 22.8 | 98 | 59.8 | 26 | 15.9 | 3 | 1.8 | 3.03 | 0.68 |
| 2 | I am deficient in skill to identify the nest information that will be useful for my research activities. | 12 | 8.5 | 64 | 45.1 | 53 | 37.3 | 13 | 9.2 | 2.53 | 0.78 | 14 | 8.5 | 82 | 50.0 | 50 | 30.5 | 18 | 11.0 | 2.56 | 0.80 |
| 3 | I identify the need for information to achieve a specific goal | 33 | 23.2 | 47 | 33.1 | 48 | 33.8 | 14 | 9.9 | 2.70 | 0.94 | 45 | 27.4 | 71 | 43.3 | 37 | 22.6 | 11 | 6.7 | 2.91 | 0.88 |
| Initiating the search strategy | | | | | | | | | | | | | | | | | | | | | |
| 4 | It's easier for me to recognize a variety of budding information sources | 31 | 21.8 | 49 | 34.5 | 38 | 26.8 | 24 | 16.9 | 2.61 | 1.01 | 34 | 20.7 | 55 | 33.5 | 58 | 35.4 | 17 | 10.4 | 2.65 | 0.93 |
| 5 | I am competent in limiting search when sourcing for information in the database | 17 | 12.0 | 53 | 37.3 | 45 | 31.7 | 27 | 19.0 | 2.44 | 0.91 | 27 | 16.5 | 56 | 34.1 | 66 | 40.2 | 15 | 9.1 | 2.58 | 0.87 |
| 6 | I can search for information using search strategies like Boolean operators (+, “, \$, &) | 27 | 19.0 | 42 | 29.6 | 48 | 33.8 | 25 | 17.6 | 2.50 | 0.99 | 21 | 12.8 | 39 | 23.8 | 85 | 51.8 | 19 | 11.6 | 2.38 | 0.85 |
| 7 | I competent in limiting searches by fields | 11 | 7.7 | 54 | 38.0 | 54 | 38.0 | 23 | 16.2 | 2.37 | 0.85 | 16 | 9.8 | 53 | 32.3 | 78 | 47.6 | 17 | 10.4 | 2.41 | 0.81 |
| 8 | I possess poor skill in navigating the web through live links | 22 | 15.5 | 42 | 29.6 | 28 | 19.7 | 50 | 35.2 | 2.25 | 1.10 | 47 | 28.7 | 58 | 35.4 | 29 | 17.7 | 30 | 18.3 | 2.74 | 1.07 |
| 9 | I am poor in using help screen particularly for | 41 | 28.9 | 44 | 31.0 | 36 | 25.4 | 21 | 14.8 | 2.74 | 1.04 | 54 | 32.9 | 60 | 36.6 | 30 | 18.3 | 20 | 12.2 | 2.90 | 0.99 |
| 10 | I am competent in using keywords to search for information regarding research topic | 33 | 23.2 | 45 | 31.7 | 32 | 22.5 | 32 | 22.5 | 2.56 | 1.08 | 41 | 25.0 | 47 | 28.7 | 48 | 29.3 | 28 | 17.1 | 2.62 | 1.04 |
| 11 | My skill to choose a range of electronic search tools to undertake a major research is low | 15 | 10.6 | 30 | 21.1 | 49 | 34.5 | 48 | 33.8 | 2.08 | 0.99 | 27 | 16.5 | 36 | 22.0 | 59 | 36.0 | 42 | 25.6 | 2.29 | 1.03 |
| Locating and accessing information resources | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | |
|----|--|----|------|----|------|----|------|----|------|------|------|----|------|----|------|----|------|----|------|------|------|
| 12 | I am capable of and how to locate needed information | 38 | 26.8 | 45 | 31.7 | 25 | 17.6 | 34 | 23.9 | 2.61 | 1.12 | 38 | 23.2 | 49 | 29.9 | 51 | 31.1 | 26 | 15.9 | 2.60 | 1.01 |
| 13 | I can print information that I have already search for | 24 | 16.9 | 50 | 35.2 | 37 | 26.1 | 31 | 21.8 | 2.47 | 1.02 | 27 | 16.5 | 66 | 40.2 | 45 | 27.4 | 26 | 15.9 | 2.57 | 0.95 |
| 14 | I am confident in using EIR | 29 | 20.4 | 47 | 33.1 | 29 | 20.4 | 37 | 26.1 | 2.48 | 1.09 | 29 | 17.7 | 61 | 37.2 | 48 | 29.3 | 26 | 15.9 | 2.57 | 0.96 |
| 15 | I am good at locating and retrieving information in the library | 27 | 19.0 | 40 | 28.2 | 41 | 28.9 | 34 | 23.9 | 2.42 | 1.05 | 15 | 9.1 | 64 | 39.0 | 63 | 38.4 | 22 | 13.4 | 2.44 | 0.84 |
| 16 | I have the ability to use the catalogue in the library | 17 | 12.0 | 42 | 29.6 | 49 | 34.5 | 34 | 23.9 | 2.30 | 0.97 | 18 | 11.0 | 54 | 32.9 | 69 | 42.1 | 23 | 14.0 | 2.41 | 0.86 |
| 17 | I can use diverse library catalogues such as card catalogues and OPAC | 30 | 21.1 | 33 | 23.2 | 49 | 34.5 | 30 | 21.1 | 2.44 | 1.05 | 31 | 18.9 | 52 | 31.7 | 58 | 35.4 | 23 | 14.0 | 2.55 | 0.96 |
| 18 | I have the ability to understand information available on library catalogue | 23 | 16.2 | 48 | 33.8 | 44 | 31.0 | 27 | 19.0 | 2.47 | 0.98 | 17 | 10.4 | 61 | 37.2 | 62 | 37.8 | 24 | 14.6 | 2.43 | 0.87 |
| 19 | I am confident in using the Internet search like search engines, directories and so on | 43 | 30.3 | 33 | 23.2 | 31 | 21.8 | 35 | 24.6 | 2.65 | 1.11 | 44 | 26.8 | 40 | 24.4 | 62 | 37.8 | 18 | 11.0 | 2.67 | 0.99 |
| 20 | I know the limitation of web resources located by search engines | 31 | 21.8 | 36 | 25.4 | 48 | 33.8 | 27 | 19.0 | 2.50 | 1.04 | 24 | 14.6 | 55 | 33.5 | 66 | 40.2 | 19 | 11.6 | 2.51 | 0.98 |
| 21 | I am competence in determining information gateway to find resources | 38 | 26.8 | 38 | 26.8 | 39 | 27.5 | 27 | 19.0 | 2.61 | 1.08 | 38 | 23.2 | 42 | 25.6 | 64 | 39.0 | 20 | 12.2 | 2.60 | 0.98 |

Assessing and Comprehending Information

| | | | | | | | | | | | | | | | | | | | | | |
|----|--|----|------|----|------|----|------|----|------|------|------|----|------|----|------|----|------|----|------|------|------|
| 22 | I can determine the authority, biasness, as well as currency of information resources | 11 | 7.7 | 48 | 33.8 | 50 | 35.2 | 33 | 23.2 | 2.26 | 0.91 | 12 | 7.3 | 59 | 36.0 | 72 | 43.9 | 21 | 12.8 | 2.38 | 0.80 |
| 23 | My possess little or low knowledge on accuracy, timeliness, relevance as well as source concepts of information | 16 | 11.3 | 37 | 26.1 | 50 | 35.2 | 39 | 27.5 | 2.21 | 0.97 | 12 | 7.3 | 59 | 36.0 | 57 | 34.8 | 24 | 14.6 | 2.51 | 0.92 |
| 24 | I am capable of selecting variety of sources on any on areas taking into consideration currency, timeliness, accuracy, biasness, authority and relevance | 32 | 22.5 | 34 | 23.9 | 43 | 30.3 | 33 | 23.2 | 2.46 | 1.08 | 38 | 23.2 | 45 | 27.4 | 57 | 34.8 | 24 | 14.6 | 2.59 | 1.00 |
| 25 | I am deficient in creating new research knowledge | 38 | 26.8 | 51 | 35.9 | 21 | 14.8 | 32 | 22.5 | 2.67 | 1.10 | 41 | 25.0 | 64 | 39.0 | 27 | 16.5 | 32 | 19.5 | 2.70 | 1.05 |
| 26 | I possesses low knowledge on plagiarism and copyright issues | 42 | 29.6 | 40 | 28.2 | 38 | 26.8 | 22 | 15.5 | 2.72 | 1.05 | 52 | 31.7 | 61 | 37.2 | 26 | 15.9 | 25 | 15.2 | 2.85 | 1.04 |

| | | | | | | | | | | | | | | | | | | | | | |
|----|---|----|------|----|------|----|------|----|------|------|------|----|------|----|------|----|------|----|------|------|------|
| 27 | I am not aware of that existing information could be merged with original experiment to produce new information | 41 | 28.9 | 47 | 33.1 | 31 | 21.8 | 23 | 16.2 | 2.75 | 1.05 | 52 | 31.7 | 61 | 37.2 | 25 | 15.2 | 26 | 15.9 | 2.85 | 1.04 |
|----|---|----|------|----|------|----|------|----|------|------|------|----|------|----|------|----|------|----|------|------|------|

| S/N | Items | Federal Polytechnic Ede | | | | | | | | | | The Polytechnic Ibadan | | | | | | | | | |
|--|--|-------------------------|------|----|------|----|------|----|------|---------|------|------------------------|------|----|------|----|------|----|------|---------|------|
| | | SA | | A | | D | | SD | | Mean SD | | SA | | A | | D | | SD | | Mean SD | |
| | | F | % | F | % | F | % | F | % | | | F | % | F | % | F | % | F | % | | |
| E = Interpreting and Synthesizing Information | | | | | | | | | | | | | | | | | | | | | |
| 28 | Synthesize newly gathered information with previous information | 33 | 23.2 | 47 | 33.1 | 33 | 23.2 | 29 | 20.4 | 2.59 | 1.06 | 41 | 25.0 | 43 | 26.2 | 60 | 36.6 | 20 | 12.2 | 2.64 | 0.99 |
| 29 | I am capable of summarizing information collected from several sources | 31 | 21.8 | 37 | 26.1 | 37 | 26.1 | 37 | 26.1 | 2.44 | 1.10 | 36 | 22.0 | 36 | 22.0 | 66 | 40.2 | 26 | 15.9 | 2.50 | 1.01 |
| 30 | I have the ability to rephrase and paraphrase information gathered | 21 | 14.8 | 47 | 33.1 | 37 | 26.1 | 37 | 26.1 | 2.37 | 1.03 | 36 | 22.0 | 52 | 31.7 | 50 | 30.4 | 26 | 15.9 | 2.43 | 0.93 |
| 31 | I can understand visual information like graphs, tables, diagrams and so on | 21 | 14.8 | 37 | 26.1 | 50 | 35.2 | 34 | 23.9 | 2.32 | 0.99 | 23 | 14.0 | 45 | 27.4 | 81 | 49.4 | 15 | 9.2 | 2.40 | 0.92 |
| Communicating Information | | | | | | | | | | | | | | | | | | | | | |
| 32 | I can write a research paper | 31 | 21.8 | 40 | 28.2 | 51 | 35.9 | 20 | 14.1 | 2.58 | 0.98 | 28 | 17.1 | 57 | 34.8 | 61 | 37.2 | 18 | 11.0 | 2.58 | 0.90 |
| 33 | I can make an oral presentation | 38 | 26.8 | 53 | 37.3 | 37 | 26.1 | 14 | 9.9 | 2.81 | 0.95 | 34 | 20.7 | 51 | 31.1 | 64 | 39.0 | 15 | 9.2 | 2.63 | 0.91 |
| 34 | I understand the content that will form background, review of literature and conclusion in an oral or written presentation | 35 | 24.6 | 52 | 36.6 | 32 | 22.5 | 33 | 16.2 | 2.70 | 1.02 | 46 | 28.0 | 42 | 25.6 | 58 | 35.4 | 18 | 11.0 | 2.71 | 0.99 |
| 35 | I am capable of applying information resources to tackle a specific problem | 24 | 16.9 | 63 | 44.4 | 31 | 21.8 | 24 | 16.9 | 2.61 | 0.96 | 29 | 17.7 | 73 | 44.5 | 37 | 22.6 | 25 | 15.2 | 2.65 | 0.95 |
| 36 | I can use controlled vocabulary | 29 | 20.4 | 58 | 40.8 | 41 | 28.9 | 14 | 9.9 | 2.72 | 0.90 | 32 | 19.5 | 58 | 35.4 | 62 | 37.8 | 12 | 7.3 | 2.67 | 0.95 |
| 37 | I do not know how to cite references in a published articles | 20 | 20.4 | 41 | 28.9 | 22 | 15.5 | 59 | 41.5 | 2.39 | 0.98 | 28 | 17.1 | 60 | 36.6 | 57 | 34.8 | 19 | 11.6 | 2.59 | 0.91 |
| 38 | I can prepare a bibliography | 20 | 14.1 | 35 | 24.6 | 16 | 11.3 | 71 | 50.0 | 1.18 | 0.65 | 16 | 9.7 | 89 | 54.3 | 37 | 22.6 | 22 | 13.4 | 2.70 | 0.94 |
| 39 | I can organize and create bibliography records | 9 | 6.3 | 49 | 34.5 | 52 | 40.1 | 27 | 19.0 | 2.28 | 0.85 | 28 | 17.1 | 60 | 36.6 | 48 | 29.3 | 28 | 17.1 | 2.26 | 0.83 |

| | | | | | | | | | | | | | | | | | | | | | |
|-------------------------------|---|----|------|----|------|----|------|----|------|------|------|----|------|----|------|----|------|----|------|------|------|
| 40 | I have the skill to create references for diverse materials like books, articles, thesis, blogs, web pages etcetera | 16 | 11.3 | 48 | 33.8 | 51 | 35.9 | 27 | 19.0 | 2.37 | 0.92 | 14 | 8.5 | 41 | 25.0 | 83 | 50.6 | 26 | 15.9 | 2.38 | 0.85 |
| 41 | I can cite article within text and as well use quotation mark | 16 | 11.3 | 35 | 24.6 | 68 | 47.9 | 23 | 16.2 | 2.28 | 0.90 | 20 | 12.2 | 35 | 21.3 | 84 | 51.2 | 25 | 15.2 | 2.30 | 0.88 |
| 42 | Choose a format that is written, oral, visual appropriate to communicate with the audience | 12 | 8.5 | 27 | 19.0 | 44 | 31.0 | 59 | 41.5 | 1.49 | 0.94 | 21 | 12.8 | 44 | 26.8 | 74 | 45.1 | 25 | 15.2 | 2.37 | 0.89 |
| 43 | Determine the level appropriate to communicate with the audience | 25 | 27.6 | 54 | 38.0 | 40 | 28.2 | 23 | 16.2 | 2.57 | 0.96 | 33 | 20.1 | 47 | 28.7 | 68 | 41.5 | 16 | 9.8 | 2.59 | 0.92 |
| Evaluating Information | | | | | | | | | | | | | | | | | | | | | |
| 44 | Learn from my information problem solving experience and improve my information literacy skill | 25 | 17.6 | 55 | 38.7 | 43 | 30.3 | 19 | 13.4 | 2.61 | 0.93 | 39 | 23.8 | 44 | 26.8 | 68 | 41.5 | 13 | 7.9 | 2.66 | 0.93 |
| 45 | Criticize the quality of my information seeking process and its products | 21 | 14.8 | 48 | 33.8 | 46 | 32.4 | 27 | 19.0 | 2.44 | 0.96 | 36 | 22.0 | 38 | 23.2 | 86 | 52.4 | 4 | 2.4 | 2.59 | 0.92 |
| 46 | I can identify when information has been met | 26 | 18.2 | 61 | 43.0 | 36 | 25.4 | 19 | 13.4 | 2.61 | 0.94 | 38 | 23.2 | 40 | 24.4 | 70 | 42.7 | 16 | 9.8 | 2.61 | 0.95 |

The second research question sought to determine the relationship between information literacy skills and the use of EIR among polytechnic students. In determining this, Pearson Product Moment Correlation (PPMC) was used and the results for both polytechnics is shown in table 5 below.

Table 5: Relationship between information literacy skills and use of electronic information resources of polytechnic students

| Polytechnic | Variables | Mean | Std. Deviation | N | R | Df | Remarks |
|---------------|---|--------|----------------|-----|--------|-----|---------|
| Ede | Information literacy skills | 113.05 | 27.937 | 142 | .278* | 141 | Sig. |
| | Use of electronic information resources | 30.03 | 9.923 | | | | |
| Ibadan | Information literacy skills | 115.89 | 25.108 | 164 | .237** | 163 | Sig. |
| | Use of electronic information resources | 32.66 | 8.562 | | | | |

Table 5 indicated that there is a positive significant relationship exists between information literacy skills and the use of EIR among the respondents with ($r=2.78$, $df=141$; $p<0.01$) value from Ede and ($r=2.37$, $df=163$; $p<0.01$) from Ibadan as displayed in table 5. This implies that there is an increase in the level of their information literacy skills, hence, they are expected to use EIR effectively. Therefore, the null hypothesis is rejected and the alternate hypothesis that states that there is a significant relationship between information literacy skills and use of EIR is accepted.

Discussion of findings

The first research question sought to determine the level of information literacy skills possessed by the students and found that information literacy skills level of the respondents was moderate as indicated in table 4. This finding was in agreement with that by Omeluzor et al. (2013); Okon, Etuk and Akpan (2014); Osunrinade (2018) and Amusan and Lawal (2020) who reported in their study that respondents possessed moderate level of information literacy skills among students. In contrast, Obaro and Umusor (2021) reported in their study that respondents at Delta State

Polytechnic possessed low information literacy skills which in return result to low usage of EIR. Similarly, Igwe and Esimokha (2012) also discovered in their research that respondents at federal polytechnic Offa in Kwara State have poor information literacy skills. This is an indication most polytechnic students possesses low level of information literacy skills required to use the available EIR in the library.

The second research question investigated the relationship between information literacy skills and the use of EIR among the students. The result indicated a positive significant relationship exists between information literacy skills and EIR usage among the respondents. This was in consonance with the findings by Adeleke and Emeahara (2016); Obaro and Umusor (2021); and Sambo and Precious (2022) who discovered in their studies that a positive significant relationship exists between information literacy skills and EIR. This implies that one cannot separate information literacy skills from EIR has literacy skills is the gateway to EIR utilization.

Conclusion and recommendations

The present study provide evidence that students at Federal polytechnic Ede and the polytechnic Ibadan possessed moderate level of information literacy skills needed to utilize the available EIR for their academic activities. It is expected the literacy skills possessed will go a long way in searching and retrieving relevant information available on ER so as to complete class work, assignment, term paper, project/dissertation etcetera. Also, it was also discovered that a positive significant relationship between information literacy skills and EIR exists in both polytechnics.

The study therefore recommended that the polytechnic students should continuously updating their knowledge especially on information literacy so as to search and retrieve relevant information on the ER databases in order to achieve a well deserve academic performance. Also, school management should conduct awareness exercise on the importance of using the EIR to the students, lecturers and the entire community as well as updating them on newly subscribed databases available for them to use. Furthermore, school management should make access to EIR free to the students, by so doing, the students will use the resources effectively and efficiently. The study recommended further that policy maker should be sensitized on the need to make fund available to subscribe to current and up-to-date databases that can cater for the needs of the students and the entire polytechnic community in terms of academic enhancement.

Limitations and suggestion for further study

This study examined the information literacy skills influence on EIR utilisation among polytechnic students in South-west, Nigeria. There are six geopolitical zones in Nigeria, namely: North Central, North East, North West, South East, South South and South West and the present study was limited to the South West. It therefore suggested that similar study should be carried out in another geopolitical zones of Nigeria. Also, the limitation of this study includes the involvement of just two polytechnics in Southwest, Nigeria. In addition, only five faculties included in the study. Further studies should be conducted in another geopolitical zones so as to compare information literacy skills influence on EIR utilisation with the finding of the present study.

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