

Information Literacy as Correlate of Library Resources Usage in Public University Libraries in Bayelsa State

By

**Theophilus Ebifagha Oweipepe, Prof. N. P. Okpokwasili, John Gibson Ogonu PhD, &
Innocent Iwezor Ordu PhD**

**Department of Library and Information Science, Faculty of Education, Rivers State
University, Nkpolu-Oroworukwu**

oweipepe.theophilus@rsu.edu.ng, john.ogonu@ust.edu.ng, & innocent.ordu@ust.edu.ng.

ABSTRACT

This study examined information literacy as correlate of library resources usage in public university libraries in Bayelsa State. Three research objectives, three research questions and three hypotheses guided the study. Correlational research design was used for the study. The population of the study comprised 5165 undergraduates of registered library users in public Universities in Bayelsa State, with 1560 in African University, 2457 in Niger Delta University and 1148 in Bayelsa Medical University respectively. The sample size was 371 undergraduates from Bayelsa State University, using Yaro Yamane formula to determine the sample size. Proportionate sampling technique was used to determine the sample from each of the universities. A self-structured instrument titled: “Information Literacy Questionnaire (ILQ) and Library Resources Usage among Undergraduates Questionnaire” (LRUUQ) were used for data collection. The instruments were validated by three experts: two in the field of Measurement and Evaluation and one in Department of Library and Information Science, all in Faculty of Education, Rivers State University. The reliability of the instruments was determined through Cronbach Alpha which yielded reliability coefficient of 0.85 for the entire length of the instrument. Out of 371 copies of questionnaire distributed, 350 copies were properly filled and completed, representing 94% return on instrument retrieval. Pearson Product Moment Correlation was used to answer the research questions and test the null hypotheses at 0.05 level

of significance. The study revealed that availability of information literacy, utilization of information literacy, digital information literacy, print information literacy, information literacy skills and information literacy programmes had strong positive relationship with library resources usage among undergraduates. It was recommended amongst others that universities should organize regular orientation programmes to educate undergraduates on information literacy and their effective use. University management should update and expand both print and electronic materials to meet students' academic and research needs. Librarians should conduct periodic training to help students develop information and literacy skills for effective resource utilization.

Keywords: Information Literacy, Library Resources, Public University Libraries, Education

Introduction

Education is widely regarded as a fundamental process through which knowledge, skills, values, and attitudes are transmitted from one generation to another for the overall development of individuals and society. It plays a critical role in shaping the intellectual, moral, and social capacities of individuals, enabling them to function effectively within their communities and the broader global environment. Education involves a systematic process of teaching, training and learning that takes place in formal institutions such as schools, colleges and universities (Achuonye, 2022). Through education, individuals acquire the knowledge and competencies necessary to solve problems, think critically, and contribute meaningfully to societal progress. In contemporary society, education is not only concerned with the acquisition of knowledge but also with equipping learners with skills that enable them to access, evaluate, and utilize information effectively. One of the essential competencies required for this purpose is information literacy, which has become increasingly important in the knowledge-driven and technology-oriented world of the twenty-first century (UNESCO, 2022).

Within the educational system, the library plays a central role in supporting teaching, learning, and research activities. A library is an organized collection of information resources in various formats, including books, journals, electronic materials, and multimedia resources, which are made available for use by individuals seeking knowledge and information. In higher institutions such as universities, the library serves as the intellectual hub of academic activities, providing

students and lecturers with access to a wide range of scholarly materials that support coursework, research, and independent learning (Brown, 2023). Libraries are not merely repositories of books; they function as dynamic learning environments where students can explore ideas, conduct research, and develop analytical skills. The importance of libraries in education lies in their ability to provide access to credible and authoritative information sources, thereby enhancing the quality of teaching and learning. University libraries also promote a culture of reading and intellectual curiosity, which is essential for academic excellence and lifelong learning (Small, James & Parker, 2021).

Library resources are very important as it assists students in achieving their purpose in the library for academic success. Library resources refer to the various materials, tools and services provided by libraries to meet the informational, educational and recreational needs of their users. These resources include printed materials such as textbooks, reference books, journals, magazines, and newspapers, as well as electronic resources such as e-books, online databases, electronic journals, and digital repositories (Edoka, 2020). Library resources also encompass technological facilities, internet access, and the professional expertise of librarians who assist users in locating and utilizing information effectively. The availability and accessibility of these resources are essential for supporting academic activities and promoting knowledge acquisition among students. Jonassen and Land (2020) noted that library resources constitute the totality of information materials and services available in a library that facilitate learning, research, and knowledge dissemination. In the modern academic environment, both print and electronic resources play complementary roles in providing students with comprehensive access to information.

The utilization of library resources is particularly important for undergraduates in public universities. Effective use of library resources enhances students' academic performance by providing them with reliable and diverse sources of information for assignments, research projects, and examination preparation. When students regularly utilize library resources, they develop stronger reading habits, improve their comprehension skills, and gain deeper insights into their fields of study (Stephen, 2022). Therefore, the effective utilization of library resources is crucial for academic success and the development of critical thinking skills among undergraduates in public universities.

A key factor that influences the effective use of library resources is information literacy. Information literacy refers to the ability to recognize when information is needed and to locate, evaluate, and use the needed information effectively and ethically. It is an essential skill that enables students to navigate the vast amount of information available in both print and digital formats. Information literacy empowers learners to become independent researchers who can identify credible sources, analyze information critically, and apply knowledge appropriately in academic and real-life contexts (Ekeocha & Okeke, 2021). In the contemporary digital age, where information is abundant and easily accessible through various technological platforms, the development of information literacy skills has become increasingly important for undergraduates in higher institutions.

Another important dimension of information literacy is digital information literacy. Digital information literacy involves the ability to access, evaluate, and utilize information from electronic and online sources such as digital databases, electronic journals, and internet-based platforms. In modern academic environments, digital literacy is essential because a significant portion of scholarly information is now available in electronic formats. Students who possess digital information literacy skills can efficiently search online databases, retrieve relevant research articles, and evaluate the reliability of digital sources (Fu & Zhou, 2019). These skills are particularly important for undergraduates who must navigate digital technologies to complete research assignments and stay updated with current developments in their fields of study.

Information literacy programmes also contribute significantly to the development of students' research and learning skills. These programmes are often organized by libraries or integrated into university curricula to teach students how to locate, evaluate, and use information effectively. Information literacy programmes may include workshops, seminars, library orientations, and training sessions on the use of electronic databases and academic referencing styles. Grafstein (2020) recorded that students who participate in structured information literacy programmes demonstrate higher levels of research competence and critical thinking compared to those who do not receive such training. Metzger, Flanagin and Medders (2022) further noted that information literacy programmes equip students with the ability to assess the credibility, accuracy and relevance of information sources, thereby improving the quality of their academic work.

Despite the importance of information literacy, many undergraduates in public universities in Bayelsa State face challenges related to inadequate information literacy skills. The absence of adequate information literacy among students can lead to several negative consequences. Students who lack information literacy skills often struggle to locate relevant academic materials and may rely on unreliable internet sources that compromise the quality of their academic work (Edewor, Nwankwo & Olaleye 2020). This situation can result in poor research outcomes, weak academic writing, and reduced academic performance. Furthermore, the inability to evaluate information critically may expose students to misinformation and limit their ability to make informed decisions in both academic and real-life situations (Garcia, 2023). The absence of information literacy also discourages independent learning, as students may become overly dependent on lecturers or limited sources of information. Consequently, undergraduates who lack information literacy skills may experience difficulties in completing assignments, conducting research projects, and achieving academic excellence.

Given the critical role of information literacy in promoting effective utilization of library resources, it becomes necessary to examine how information literacy relates to library resource usage among undergraduates in public universities. Understanding this relationship is particularly important in the context of public universities in Bayelsa State, where the development of students' research and information management skills is essential for academic success and national development. Therefore, this study sought to examine information literacy as a correlate of library resources usage among undergraduates in public universities in Bayelsa State.

Statement of the Problem

The academic success and intellectual development of undergraduates largely depend on their ability to access, evaluate, and effectively utilize information resources available in university libraries. University libraries provide a wide range of resources such as textbooks, scholarly journals, reference materials, electronic databases, and digital information platforms that are intended to support students' learning, research activities, and intellectual growth. However, the effective utilization of these resources among undergraduates depends greatly on their level of information literacy. Information literacy is an essential skill that enables undergraduates to

recognize their information needs, identify appropriate sources of information, retrieve relevant information efficiently, evaluate the credibility of information sources and utilize information effectively for academic purposes. In the modern information age where information is widely available through various digital platforms, students are expected to possess adequate information literacy skills that will enable them to navigate the vast amount of information available and make meaningful academic use of it.

Despite the availability of various information resources in public university libraries in Bayelsa State, it has been observed that many undergraduates do not make adequate use of these resources to support their academic activities. Instead, many students seem to depend heavily on easily accessible internet sources, some of which may not be credible or academically reliable. This situation raises concerns about whether undergraduates possess the necessary information literacy skills required to identify, access, evaluate, and effectively use the information resources available in their university libraries. Therefore, the concern of this study is to examine the level of information literacy possessed by undergraduates influences their usage of library resources. Consequently, the problem of this study is to determine the relationship between information literacy and library resources usage among undergraduates in public universities in Bayelsa State.

Purpose of the Study

The purpose of the study is to examine information literacy as correlate of library resources usage in public university Libraries in Bayelsa State. Specifically, the study sought to:

- 1 Ascertain the availability of information literacy as a correlate of library resources usage among undergraduates in public university libraries in Bayelsa State.
- 2 Determine the utilization of information literacy as a correlate of library resources usage among undergraduates in public university libraries in Bayelsa State.
- 3 Determine digital information literacy as a correlate of library resources usage among undergraduates in public university libraries in Bayelsa State.

Research Questions

The following research questions guided the study

- 1 What is the relationship between availability of information literacy and library resources usage among undergraduates in public university libraries in Bayelsa State?
- 2 What is the relationship between utilization of information literacy and library resources usage among undergraduates in public university libraries in Bayelsa State?
- 3 What is the relationship between digital information literacy and library resources usage among undergraduates in public university libraries in Bayelsa State?

Hypotheses

The following null hypotheses were test at 0.05 level of significance.

- 1 There is no significant relationship between availability of information literacy and library resources usage among undergraduates in public university libraries in Bayelsa State
- 2 There is no significant relationship between utilization of information literacy and library resources usage among undergraduates in public university libraries in Bayelsa State
- 3 There is no significant relationship between digital information literacy and library resources usage among undergraduates in public university libraries in Bayelsa State

REVIEW OF LITERATURE

Availability of Library Information Resources

The availability of library resources is referred to the extent to which students have access to the materials, services, and facilities offered by a school library. For university undergraduates, the availability of these resources plays a crucial role in supporting their academic success, fostering literacy awareness, and encouraging independent learning. A well-stocked library should have a diverse collection of books and reference materials that cater to the varying needs and interests of students. This includes textbooks aligned with the curriculum, fiction and non-fiction books, and resources for extracurricular learning. A centrally located, well-maintained library is more likely to be utilized by students (Shannon, 2019).

The ability to access library resources from home or other locations via online platforms broadens the scope of availability, especially for students who may face geographical or time constraints. Ensuring that students are equipped with the necessary skills to effectively use digital resources is essential. This includes training on how to navigate online databases, e-

books, and other digital tools. The relationship between availability of library resources and literacy awareness of undergraduates cannot be over emphasized. The availability of a wide variety of reading materials, including fiction, non-fiction, and periodicals, encourages students to read more frequently. Regular reading enhances literacy skills, such as vocabulary, comprehension, and fluency, all of which are linked to better academic performance (Brown, 2023).

Utilization of Information Resources

The utilization of library information resources in schools refers to the ways in which students, instructors, and other members of the school community engage with and make use of the materials, services and facilities provided by the school library. Effective utilization is essential for maximizing the benefits of these resources, which include supporting academic learning, fostering information literacy and encouraging personal development. It encompasses not just the frequency with which library resources are accessed, but also the depth and effectiveness of their use. It involves how students interact with both physical and digital information resources, the role of lecturers in promoting library use, and the overall integration of the library into the school's educational framework (Brown, 2023). The ability to access library information resources remotely via the internet is a key component of utilization in the digital age. Students who can use library information resources from home or other locations are likely to utilize these resources more frequently, especially for homework and examination preparation (Williams, 2023).

The use of the physical spaces within the library, such as reading rooms, study areas, and group collaboration spaces, is a crucial aspect of utilization. These areas should be well-designed and conducive to learning, encouraging students to spend time in the library. Libraries that host events, such as author talks, book fairs, and exhibitions, see higher levels of utilization. Libraries that continuously update their collections to reflect current curriculum requirements and student interests are more likely to see high levels of use (Davis & Lee, 2023).

When students regularly use library resources, such as textbooks and reference materials, they gain a deeper understanding of the subjects they study. Libraries provide access to a wide range of materials that go beyond the standard classroom textbooks, allowing students to explore topics in greater detail and from multiple perspectives, which enhances their comprehension and

retention of information. The process of utilizing library information resources involves searching for, evaluating, and synthesizing information. This practice helps students develop critical thinking skills, which are essential for academic success. Library is key to promoting reading and literacy among secondary school students. Students who regularly utilize library resources are often more motivated and engaged in their studies. The library environment, with its wealth of information and resources, stimulates curiosity and encourages a positive attitude toward learning. This increased engagement is linked to better academic performance, as motivated students are more likely to put in the effort required to succeed (Stephen, 2022). Aina et al. (2018) revealed that library resources provide students with the opportunity to engage in extensive reading and research, which enhances their comprehension, critical thinking, and analytical skills. A study by Omeluzor, Akibu & Ayoola (2017) highlighted the importance of library resources in fostering literacy awareness among university students. The authors found that students who regularly used library facilities demonstrated a higher level of information literacy compared to their peers who did not. As Okiki and Asiru (2011) observed, the availability of electronic resources in academic libraries has significantly enhanced the research capabilities of students, enabling them to engage in more in-depth and interdisciplinary studies. This digital accessibility has not only improved academic performance but also contributed to a broader understanding of global issues and trends. To address this challenge, universities need to implement effective outreach programmes that promote library services and resources. Integrating library use into the academic curriculum can encourage students to view libraries as essential components of their educational journey.

Digital Information Literacy

Digital information literacy has become an essential competence in contemporary education due to the rapid growth of information and communication technologies. With the widespread availability of digital devices and internet-based resources, students are increasingly required to locate, evaluate, and utilize information in digital environments for academic, professional, and personal purposes. Digital information literacy therefore represents a critical extension of traditional information literacy, focusing specifically on the ability to effectively access and use information through digital technologies. Chowdhury (2021) noted digital literacy involves the ability to understand and use information in multiple formats from a wide range of digital

sources. The integration of digital technologies into teaching and learning has transformed how students access information and conduct research. Consequently, students must develop the skills necessary to search for relevant digital information, assess the credibility of online sources, and integrate digital content effectively into their academic work (Smith, 2020)

James and Davis (2019) opined that digital literacy includes the ability to effectively navigate digital information systems and retrieve appropriate information from large volumes of electronic resources. Another critical element of digital information literacy is the ability to evaluate digital information critically, Digital information literacy enables students to distinguish between peer-reviewed scholarly sources and unreliable online materials, thereby improving the quality of their research and academic assignments (Liu, 2021)

METHODOLOGY

Correlational research design was adopted for the study and the population of the study consisted of all 5165 undergraduates of public university registered library users in Bayelsa State, with 1560 in African University, 2457 in Niger Delta University and 1148 in Bayelsa Medical University, making it a total of 5,165 library users in the three public Universities. (Sources: Bayelsa State Public University Libraries, 2025). The sample size was 371 undergraduates from Bayelsa State University. Taro Yamane formula was used to determine the sample size. Proportionate sampling technique was used to determine the sample from each of the universities. Thus, 176 undergraduates were drawn from Niger Delta University, 112 from African University and 83 undergraduates were drawn from Bayelsa Medical University, making a total of 371. This was calculated based on the population of the individual institution and the aggregate of sample size. A structured questionnaire titled: ‘‘Information Literacy Questionnaire (ILQ) and Library Resources Usage among Undergraduates Questionnaire’’ (LRUUQ) was used for data collection. The instruments were validated by three experts, two in the field of Measurement and Evaluation, and one in Department of Library and Information Science,

The reliability of the instruments was estimated using the Cronbach Alpha reliability method for a measure of internal consistency of items. The Cronbach Alpha yielded reliability coefficient of 0.83. at the end of the administration of the questionnaire, out of the 371 copies distributed, 350 copies were properly filled and completed, representing 94% returned for data analyses. The data

generated for the study were analyzed using the Statistical Package for Social Science (SPSS). Pearson Product Moment Correlation (PPMC) was used to answer the research questions and test the null hypotheses at 0.05 significance level.

Presentation of Data and Analysis

Presentation of Results

Research Question One: What is the relationship between availability of information literacy and library resources usage among undergraduates in public university libraries in Bayelsa State?

Hypothesis One: There is no significant relationship between availability of information literacy and library resources usage among in public university libraries in Bayelsa State

Table 1: Pearson's Product Moment Correlation of Availability of Information Literacy and Library Resources Usage among Undergraduates in Public University Libraries in Bayelsa State

		Availability of Information Literacy	Library Resources Usage
Availability of Information Literacy	Pearson Correlation	1	.796**
	Sig. (2-tailed)		.000
	N	350	350
Library Resources Usage	Pearson Correlation	.796**	1
	Sig. (2-tailed)	.000	
	N	350	350

Table 1 presents Pearson's Product Moment Correlation result of availability of information literacy and library resources usage among undergraduates in public university libraries in Bayelsa State. The result revealed r-value of .796 with its corresponding p-value of .000<0.05 level of significance. This shows a strong positive relationship between availability of information literacy and library resources usage among undergraduates in public university libraries in Bayelsa State. Again, since the p-value is less than the chosen level of significance, the null hypothesis is rejected. It therefore indicates that there is significant positive relationship between availability of information literacy and library resources usage among undergraduates in public universities libraries in Bayelsa State. This result also implies that as

information literacy becomes available for students, there tend to be an increase in library resources usage among undergraduates in public university libraries in Bayelsa State

Research Question Two: What is the relationship between utilization of information literacy and library resources usage among undergraduates in public university libraries in Bayelsa State?

Hypothesis Two: There is no significant relationship between utilization of information literacy and library resources usage among undergraduates in public university libraries in Bayelsa State

Table 2: Pearson's Product Moment Correlation of Utilization of Information Literacy and Library Resource Usage among Undergraduates in Public University Libraries in Bayelsa State

		Utilization of Information Literacy	Library Resources Usage
Utilization of Information Literacy	Pearson Correlation	1	.790**
	Sig. (2-tailed)		.000
	N	350	350
Library Resources Usage	Pearson Correlation	.791**	1
	Sig. (2-tailed)	.000	
	N	350	350

Table 2 presents Pearson's Product Moment Correlation result of utilization of information resources and library resource usage among undergraduates in public university libraries in Bayelsa State. The result revealed r-value of .790 with its corresponding p-value of .000<0.05 level of significance. This shows a strong positive relationship between utilization of information resources and library resource usage among undergraduates in public university libraries in Bayelsa State. Again, since the p-value is less than the chosen level of significance, the null hypothesis is rejected. It therefore indicates that there is significant positive relationship between utilization of information resources and library resource usage among undergraduates in public university libraries in Bayelsa State. This result also means that as the utilization of information literacy increases, there tend to be an increase in library resources usage among undergraduates in public university libraries in Bayelsa State

Research Question Three: What is the relationship between digital information literacy and library resources usage among undergraduates in public university libraries in Bayelsa State?

Hypothesis Three: There is no significant relationship between digital information literacy and library resources usage among undergraduates in public university libraries in Bayelsa State

Table 3: Pearson's Product Moment Correlation of Digital Information Literacy and Library Resources Usage among Undergraduates in Public University Libraries in Bayelsa State

		Digital Information Literacy	Library Resources Usage
Digital Information Literacy	Pearson Correlation	1	.768**
	Sig. (2-tailed)		.000
	N	350	350
Library Resources Usage	Pearson Correlation	.768**	1
	Sig. (2-tailed)	.000	
	N	350	350

Table 3 presents Pearson's Product Moment Correlation result of digital information literacy and library resources usage among undergraduates in public university libraries in Bayelsa State. The result revealed r-value of .768 with its corresponding p-value of .000<0.05 level of significance. This shows a strong positive relationship between digital information literacy and library resources usage among undergraduates in public university libraries in Bayelsa State. Again, since the p-value is less than the chosen level of significance, the null hypothesis is rejected. It therefore indicates that there is significant positive relationship between digital information literacy and library resources usage among undergraduates in public university libraries in Bayelsa State. This result also means that as the digital information literacy increases, there tend to be an increase in library resources usage among undergraduates in public universities libraries in Bayelsa State.

Discussion of Findings

Availability of Information Literacy and Literacy Awareness among Undergraduates in Public Universities

In Table 1, the research question one revealed a strong positive relationship between availability of information literacy and library resources usage among undergraduates in public university libraries in Bayelsa State, while the corresponding hypothesis indicated that there was a significant positive relationship between availability of information literacy and library resources usage among undergraduates in public university libraries in Bayelsa State.

The finding is in agreement with the study of Ukaegbu (2018) which revealed a strong positive relationship between availability of information literacy and library resources usage among undergraduates. This could probably be because adequate availability of textbooks, journals, reference materials and electronic resources provided students with the opportunity to access reliable academic information, thereby improving their reading competence and literacy skills. Similarly, Handsome (2020) found a significant strong positive relationship between availability of information literacy and library resources usage among undergraduates. This result might be because increased access to learning materials motivates students to engage in academic reading and research activities, which enhance library resources usage. Furthermore, Njenga and Karanja (2021) revealed a strong positive relationship between availability of information literacy and academic achievement of students. This is not surprising because access to sufficient academic materials strengthens comprehension ability and knowledge retention, which improves literacy competence. Moyo and Ncube (2021) also corroborated that availability of information literacy correlates positively with library resources usage among undergraduates. This is not surprising because well-stocked libraries provide students with adequate learning support that promotes reading proficiency and information interpretation skills.

Utilization of Information Literacy and Library Resources Usage among Undergraduates in Public Universities

In Table 2, the research question two revealed a strong positive relationship between utilization of information literacy and library resources usage among undergraduates in public university libraries in Bayelsa State, while the corresponding hypothesis indicated that there was a significant positive relationship between utilization of information resources and library resources usage among undergraduates in public university libraries in Bayelsa State.

The finding is in harmony with the study of Nnaji and Nud (2020) which found a strong positive relationship between utilization of information literacy and library resources usage among students. This could probably be because frequent interaction with library materials improves students' comprehension and information evaluation skills. **Digital Information Literacy and Library Resources Usage among Undergraduates in Public Universities**

In Table 4.3, the research question three revealed a strong positive relationship between digital information literacy and library resources usage among undergraduates in public university libraries in Bayelsa State, while the corresponding hypothesis indicated that there was a significant positive relationship between digital information literacy and library resources usage among undergraduates in public universities libraries in Bayelsa State. This finding is in accordance with the study of Mohammed and Namisirin (2021) which revealed that strong positive relationship between digital information literacy and library resources usage among undergraduates in public universities. This could probably be because digital databases, e-books, and online journals provide students with current academic information, which strengthens reading and research competence. Similarly, Willington (2020) found a significant positive relationship between digital information literacy and academic performance of students in Library and Information Science. This result is not surprising because digital platforms enable students to access diverse scholarly materials easily, thereby enhancing comprehension and literacy skills, thereby promoting library resources usage. Jerry (2023) also corroborated that digital information literacy correlate positively with library resources usage among undergraduates in public universities in Rivers State. This is not surprising because digital technologies encourage self-directed learning and improve students' information literacy capabilities.

Conclusion

The study examined information literacy as correlates of library resources usage among undergraduates in public universities libraries in Bayelsa State. The findings revealed that availability of information literacy, utilization of information literacy, digital information literacy, print information literacy, information literacy skills, and information literacy programmes had strong positive relationships with library resource usage among undergraduates. Collectively, these findings highlight the vital role of well-equipped and

functional university libraries in promoting information literacy among undergraduates. The results underscore the need for university management, librarians and policymakers to ensure adequate provision of both print and digital information resources, encourage effective utilization of available resources, strengthen professional support from library staff, and implement comprehensive information literacy programmes. By improving these library services and resources, universities can enhance students' literacy awareness, academic performance, and lifelong learning skills, thereby contributing to improved educational outcomes and national development.

Recommendations

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

- 1 University management and library authorities should ensure adequate and up-to-date provision of diverse library information resources, including textbooks, journals, reference materials, and electronic databases, to enhance undergraduates' access to quality academic materials and improve their literacy competence.
- 2 Librarians and academic staff should organize regular orientation and sensitization programmes that encourage students to effectively utilize available library resources in order to strengthen their reading culture, research skills, and information literacy.
- 3 Universities should invest in improved digital library infrastructure, including reliable internet services, subscription to online academic databases, and provision of e-books and e-journals, to enhance students' digital literacy and access to current scholarly information.

REFERENCES

- Achuonye, J. (2022). *Foundations of education and development*. Port Harcourt: Pearl Publishers.
- Aina, L. O., Omeluzor, S. U., & Ogbuiyi, S. U. (2018). Library resources and their influence on students' literacy development. *Journal of Educational Research*, 15(3), 45-57.
- Akande, S. O. (2013). Students' attitude towards the use of library resources in Nigerian universities. *African Journal of Library, Archives and Information Science*, 23(2), 67-75.

- Alhassan, J. A., & Adepoju, A. A. (2020). Digital tools and academic performance: Implications for higher education in Nigeria. *Journal of Education and Practice*, 11(3), 45-57.
- Brown, L. (2023). Updating school library collections for the digital age. *Journal of Library Management*, 42(3), 198-210.
- Brown, M., & Green, T. (2018). *Balancing intellectual property rights and open access: Challenges in the digital era*. Academic Press.
- Brown, T. (2023). Academic libraries and student learning in the digital age. *Journal of Academic Librarianship*, 49(2), 120-128.
- Buckingham, D. (2019). *The essentials of digital literacy: Navigating the information age*. Routledge.
- Chidi, O. D., & Ifeoma, N. K. (2020). The impact of library usage on students' personal and professional growth. *Global Education Review*, 8(4), 22-35.
- Chikwe, C.K. (2020). *Fundamentals of education research and statistics*. Emmanest Global Ventures
- Chowdhury, G. G. (2021). *Introduction to modern information retrieval*. Facet Publisher.
- Clark, R. C., & Mayer, R. E. (2016). *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning (4thed.)*. Wiley.
- Digital Preservation Coalition. (2020). *Preserving digital heritage: Strategies and collaborations*. Retrieved from <https://www.dpconline.org>
- Edewor, P., Nwankwo, L., & Olaleye, K. (2020). Digital literacy and library resource utilization in Nigerian universities. *Journal of Information Studies*, 22(1), 55-67.
- Edoka, C. (2020). *Introduction to library science*. Onitsha: Palma Publisher.
- Ekeocha, R., & Okeke, I. (2021). Information literacy and academic achievement among undergraduates in Nigeria. *Library Philosophy and Practice*, 24(3), 89-102.

- Ezeala, L. O., & Yusuf, A. O. (2018). Challenges facing academic libraries in developing countries. *Library Management Quarterly*, 19(2), 30-48.
- Fu, H., & Zhou, L. (2019). Electronic resources and student learning in universities. *International Journal of Digital Libraries*, 20(4), 333-348.
- Fu, J., & Zhou, J. (2019). Utilization of electronic resources by researchers: A comparative study between China and the US. *Library Hi Tech*, 37(4), 677-689.
- Garcia, S. (2023). Information literacy and academic success in higher education. *Education Research International*, 25(3) 1-12.
- Garcia, T. (2023). Factors hindering students from accessing library resources: Its impact on academic achievement of undergraduates in Ghana. *Journal of School Libraries Worldwide*, 29(2), 34-46.
- Handsome, S. (2020) Availability of library information resources and literacy awareness among undergraduates in Computer Science in Ghana. *Journal of European Scientific*, 63(2), 60-73
- Issa, A. O., Amusan, B. O., & Daura, U. D. (2022). The role of librarians in promoting information literacy among university students. *Nigerian Library Journal*, 28(1), 15-28.
- Jerry, B.U (2023). Exploring the role of digital library resources in enhancing literacy awareness among students in Rivers State. *Journal of Multidisciplinary Research and Development*. 29(7), 123-136
- Jonassen, E. & Land, S. (2020). Information literacy: Building on bibliographic instruction. *American Libraries*, 39(4), 51-64.
- Jones, A., & Davis, B. (2019). The role of digital resources in transforming research practices. *Journal of Information Science*, 45(3), 456-472.
- Kwon, K., & Ratliff, T. N. (2021). Evaluating digital information: Challenges and opportunities for undergraduates. *Journal of Information Literacy*, 15(1), 33-46.

- Lawal, B.C, (2022). Availability of library resources and literacy awareness of undergraduates in computer science public undergraduates in Kano State. *Journal of Library Practices*, 40(1), 98-109.
- Liu, Y. (2021). *The economics of digital publishing: Opportunities and challenges*. Palgrave Macmillan.
- Metzger, M., Flanagan, A., & Medders, R. (2022). Evaluating information credibility in the digital age. *Educational Media International*, 59(2), 67-82.
- Mohammed, R. T & Namisirin, A. (2021). Digital information resources and literacy awareness among undergraduates in the public universities in Lagos. *Journal of Library and Information Services*, 45(3), 102-118.
- Njenga, K., & Karanja, J. (2021). The role of print information resources in enhancing literacy awareness among Kenyan university students. *Higher Education Research and Development*, 65(5), 201–216
- Nnajim, F., & Nud, R.L (2020) Utilization of library information resources as correlate of literacy awareness among undergraduates of Library and Information Science in Ignatius Ajuru University of Education. *Journal of Applied Sciences*, 30(1), 2474 – 2487.
- Ogunmodede, T. A., Adio, G., & Oyetola, S. O. (2019). Information literacy programs in academic libraries: A case study of Nigerian universities. *Journal of Information Development*, 35(3), 45-58.
- Okiki, O. C., & Asiru, S. M. (2011). The impact of electronic resources on academic research in Nigerian universities. *Library Philosophy and Practice*, 15(6), 1-12.
- Omeluzor, S. U., Akibu, A. A., & Ayoola, E. T. (2017). Library use and information literacy among university students. *International Journal of Library and Information Science*, 9(4), 31-42.

- Shannon, D. M. (2019). The effects of school libraries on student achievement: Exploring the relationship between libraries and academic success. *Journal of Library Trends*, 68(3), 350-363.
- Small, A. V., James B., & Parker, K. (2021). The impact of school libraries on student achievement: Exploring the school librarian's role. *School Library Research*, 12(2), 1-12.
- Small, L., James, P., & Parker, K. (2021). Academic libraries and student engagement. *Library Review*, 70(6), 345-360.
- Smith, J. (2020). *Digitization and democratization: Access to knowledge in the digital age*. London: Cambridge University Press.
- Stephen, D.M. (2022). Impact of utilization of library resources on academic achievement of university undergraduates. *Journal of Educational Research* 74(1), 51-63
- Ukaegbu M. O. (2018). Availability of library information resources and literacy awareness among undergraduates in Library and information science in public universities in Delta State. *Journal of Information Science and Technology*, 12(3), 78-92.
- UNESCO. (2022). *Global framework for information literacy and digital competence*. Paris: UNESCO.
- Williams, A. (2023). School library its impact on library resource utilization and students academic achievement. *Journal of Higher Education Studies*, 45(2), 150-162.
- Willington, G. (2020) Library information resources and academic performance of students in LIS. *Journal of College Student Development*, 69(4), 441-453.