

INFORMATION LITERACY SKILLS AND USE OF E-RESOURCES BY POSTGRADUATES: CASE OF PUBLIC UNIVERSITY LIBRARIES IN ABIA STATE NIGERIA

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Abstract

The research is on Information Literacy Skills and Use of E-Resources by postgraduates: Case of public university libraries in Abia State Nigeria. Survey research design was adopted for this study. The population for the study comprised 38 postgraduate students of library and information science from the two public universities in Abia State namely Abia State University Cure and Michael Clip Diversity of Agriculture Umudike No sampling was done since the population is small. Questionnaire was used for data collection. Descriptive statistics was used for the analysis of data collected. The study discovered that ABSU and MOUAU university libraries have e-journals e-books, and CD-ROMs while these two e-resources are not available in newspapers and thesis. Further research term paper writing and updating of knowledge are their purposes for mange-resources. It was also discovered the respondents possessed information literacy skills for utilization of e-resources in the university library. Based on the findings of this study the following recommendations were made: Adequate e-resources in terms of varieties should be provided by university library management in ABSU and MOUAU, the management of universities especially in ABSU and MOUAU libraries should put in place measures that can sustain the high-level usage of e-resources in the libraries.

Keywords: Information Literacy Skills, Use of E-Resources, Postgraduate, Public university libraries, Abia State Nigeria.

Introduction

In this information age, information literacy skills for use of e-resources are private universities have the opportunity advanced by Information Communicating Technology (ICT) to complement its print resources with electronic resources which are accessible to users via the internet irrespective of location and time so far the place has network connectivity. Electronic

resources (e-resources) are information resources not in print format. They are resources accessible through computer lettering or offline. Electricity as enabling power to access the content of the information packaged in the non-print container must be available. The online resources which are of internet base cannot be accessed without computer and electricity same with those stored offline in external devices and databases here computer and electricity are non-negotiable in accessing any e-resources (Onyenachi 2016)

According to Varghese (2008), Abubakar, and Adetimirin, (2015), libraries make provision for access to databases such as Elton B. Stephen's Company (EBSOHOST), Access to Global Online Research in Agriculture (AGORA), Health InterNetwork Access Research Initiative (HINARI), Journal Storage (JSTOR), Online Access to Research in the Environment (OARE), Biology Online (BIOLINE), African Journal Online Library (AJOL), Royal Society of Chemistry (RSC), Plant Resources Tropical Africa (PROTA) Open Access Journal (GA), Library of Thomson Learning (LTL) E-books, CD-ROM and Bentham Journals. Most public and private university libraries are fully automated and equipped with the basic and necessary ICT facilities to facilitate the provision of web-based Information resources to student and staff of the university to support their research activities.

To effectively use the e-resources provided by any institution's library, users meant to utilize the resource should possess the required literacy skills to explore the databases online and/or offline. Literature has established that possession of information literacy skills is an important factor that determines the use of e-resources among students Adeleke & Olorunypla, 2010, Robles & Braather 2002, Brow 2000. Training is organized regularly for library users, to enable them to acquire the skills that are required to explore e-resources. The University Library trains users on use of library popularly known as user education of information literacy online instruction, as well as training on special requests Hence, the training on e-resources could be formally organized by the university library the make a personal effort or arranged and get trained by those that know how to access and use of e-resources include the ability to locate/identify, access, evaluate, retrieve and use information.

Postgraduates are students who are running higher degree programmes in various disciplines in tertiary institutions. Public universities are universities established by federal and state governments. In Abia State, the public universities are Abia State University Uturu and Michael Okpara University of Agriculture Umudike both are used for the research. The postgraduate students for the study were those offering Library and Information Science. Both institutions offer the course and their heavies have e-resources available for the students. These libraries known as e-libraries are open to library users; undergraduate and postgraduate students, researchers who are not students as well as staff that need e-resources. However, the focus group for this research were postgraduate students who have undertaken information literacy teaching in their undergraduates and so are expected to the efficient in applying information literacy skills in accessing and utilizing e-materials available in the libraries.

Statement of the Problem

Advances in Information Communications Technology (ICT) have encouraged libraries to acquire resources as part of their collection to serve users. Users need intimation electronic sources of reasons such as to support their research interest course work, assignment, paper writing Information literacy skills required are ability to locate or identify information resources that will solve the information need, access the resources evaluate it, retrieve it and use the information resources in solve the need. Though university libraries teach user education from undergraduate level one will assume that the post-graduate under taken library user education undergraduates will be efficient in applying information literacy skills in utilizing information available in the Researcher's Interaction with the postgraduate students revealed that most of the express lack of skills in identifying accessing, evaluating, retrieving and using available e-resources. These inabilities lead to ineffective use of resources provided in the university libraries for of available resources defeating the efforts of the university that provided them. To understand how to serve the students better, this research, therefore, investigated the level of information literacy skills postgraduate students possess as well as how to enhance their knowledge of the skill for effective utilization of the e-resources. Place of the study in public university libraries in Abia State Nigeria.

Research questions

The following research questions guided the study

1. What are the e-resources available in the university libraries?
2. For what purposes do postgraduate students require e-resources?
3. What are the information literacy, skills possessed by the postgraduate students for accessing the e-resources in the university library for utilization?
4. To what extent do the postgraduates apply the information literacy skills in accessing resources in the university library for utilization?
5. What are the limitations postgraduates encounter while utilizing e-resources in the library through information literacy skills?

Literature Review

Information Communications Technology (ICT) applications in educational institutions in recent years have brought tremendous changes in the way information is being created, stored, retrieved, accessed and used by information seekers, ICT applications in information have led to the introduction of several products and services in the information environments Scholarly communication development is being highly influenced today Through the internet and the web. The use of ICTs in the creation of and access to information has the potential to deliver the amount of information in less time across geographical barriers, unlike the traditional media of information delivery. This Important fact now encourages university libraries to subscribe to é-resources to complement their print collection, According to Abubakar and Adetimitin 12015 information literacy skills are required to access well as utilize these e-resources.

The print media is increasingly giving way to electronic resources since electronic are quicker and have wider coverage in supporting the activities of students. Varghese (2008) notes that the availability of information in electronic media has created opportunities for global access to Information, enhanced the speed of service, increased the number of users served, increase the quality of Information provided, and offer new and exciting opportunities for students to find information related to their research areas, E-resources are veritable sources of information and thus provide a wide range opportunities for students to access irrespective of place or time. Abubakar and Adetimirin 2015 asserted that e-resources have the potential to enhance learning, as the resources provide vast quantities of information in an easily accessible non-sequential format.

Student should be able, after graduation to continue their creativity and reach higher levels of education by combining new and old information sets (Azin, and Bigdell (2009) This is possible through information literacy. Information literacy encompasses knowledge of one's information concerns and needs, and the ability to identify. locate, evaluate, organize and effectively create, use and communicate information to address manes of problems at hand UNESCO (2003) noted that information literacy is a prerequisite for participating effectively in the information society and as part of the basic right of life-long learning Helping students on how to learn, in other words, training lifelong learners is among the most important task of educational institutions, Kodani (2012) notes that the ability to locate information is necessary for quality research hence a person must be able to recognize the information and have ability to locate, evaluate and effectively use the needed information.

Pandurangaswamy and Kishore (2013) opined that readers do not have enough time to browse through printed materials hence e-resources encourage users to increase their use of library materials for research, course work and others as it would help them to maximize their Lending credence in this view, Brown. Found McConnell (2007) asserted that time saved on using e-resources has a very positive impact on users' ability to be creative. On the value of saving time using e-resources, Melo Pires (2011) postgraduate usage of e-resources in academic libraries in Portugal and revealed that the average time saved for doctoral students amounted to 78 hours while the average time saved for master's students was 3.55 hours monthly. Hence, the acquisition of e-resources in higher institutions of learning is becoming increasingly justified due to their increased importance in the learning environment.

Students need to possess the skills required to explore electronic resources. To this Adeleke and Olurunsola (2010) submit that the inability to use library resources effectively students is increasingly becoming a concern and so recognized it as an integral part that should be included in postgraduate study In recent years, there have been calls for changes in the education curriculum to improve the quality of education as to sufficiently train students to adapt to the workplace especially with work that involves the use of computer technology(Robles & Breathen 2002: Brown, 2000)

According to Umeji, Efe and Lucy (2013), literacy is fundamental to national development, and thus nations subscribe to global literacy development agendas to eliminate illiteracy that affects social development. The authors stressed that individuals need to be adequately and

functionally literate to be fully capable of living healthily, enjoying long life, and participating in the information-driven and problem-solving environment, Issa, Amusa and Duura (2009) in their paper on information literacy opined that sourcing electronic information online requires the ability to locate, manage, critically evaluate and use information for problem-solving, research and decision-making. The authors enumerated certain skills required for effective and efficient use of library resources including specific online searching skills, ability to select appropriate search terminology and construct to learn, in a logical research strategy, and to evaluate information appropriately.

Information literacy skills are essential components of a successful academic career (Oakleaf and Owen 2010). Supporting this view Kodani (2012) notes that lack of information search skills leads to delay and frustration in students' attempts to complete courses related works that require research. Information literacy skills are important particularly now that there is an increasing explosion of electronic Information resources.

Methodology

Survey research design was adopted for this study. Target population for the study comprised 38 postgraduate students of Library and information science department from the two public universities in Abia State namely Abia State University Uturu and Michael Okpara University of Agriculture Umudike. No sampling was done since the population is small. Two instruments for data collection used were Availability List and researcher's developed questionnaire based on four-point Likert scale. Descriptive statistics was used for the analysis of data collected and decision was made based on mean level of 2.5 where mean below 2.5 is disagree while above 2.5 is agreed.

Analysis

Table 1: E-resources available in the university libraries.

Variables	Available	Not Available
E-journal	√	-
E-books	√	-
E-newspaper	√	√
E-thesis	√	√
CD-ROM	√	-

2000/2021 session Observation checklist from ABSU & MOUUAU Libraries

Table 1 shows that both Abia State University Uturu and Michael Okpara University of Agriculture Umudike (ABSU & MOUUAU) Libraries have the following e-resources as journal, book, and CD-ROM while these two e-resources are not available: newspaper and thesis. The implication is that users should be accessing and utilizing e-journal, book and CD-ROM while e-resources not available which are, newspaper and thesis cannot be accessed and utilized.

Table 2. Purpose of Use of Electronic Resources in University Library

Purpose of Use	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
Research	27	11	-	-	3.7
Term paper writing	18	19	1	-	3.4
Knowledge update	16	22	-	-	3.4
Project writing	13	24	1	-	2.1

2020/2021 session data collected from ABSU & MOUAU responses from respondents on purpose for using e-resources

Table 2 show mean responses above 2.5 on research paper writing and update of knowledge as Purpose, for using e-resources while project writing has a mean which is below 2.5 so not respondents' reason for using e-resources.

Table 3: Information literacy skills possessed by the postgraduate students

Variables	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
Formulating questions based on information needs	22	13	3	-	3.5
Identifying potential sources of information	23	12	3	-	3.5
Developing successful search strategies	12	22	2	2	3.2
Accessing sources of information	20	15	2	2	3.2
Evaluating information sources	13	22	3	-	3.3
Organizing information for practical	16	17	4	1	3.3
Integrating new information into an existing body of knowledge	22	15	1	-	3.6
Using information for critical thinking and problem-solving	29	8	1	-	3.7

2020/2021 session data collected from ABSU & MOUAU from respondents on information literacy skills possessed by the postgraduate students.

Table 3 shows responses on all the indices of information literacy skills possessed by postgraduate students above 2.5. This implies that the respondents agree that they possess information literacy skills for utilization of e-resources in the university library.

Table 4: Extent postgraduates apply information literacy skills in accessing e-resources in the library

Variable	Very High Extent	High Extent	Low Extent	Very Low Extent	Mean
Read text and select main ideas	24	13	1	-	3.6
Compare information from various sources	22	14	2	-	3.5
Investigate various viewpoints of the literature	15	17	5	1	3.2
Identifying verbatim information for later quoting	15	14	5	2	3.0

2020/2021 session data collected from ABSU & MOUAU from respondents on Extent postgraduates applying information literacy skills in accessing e-resources in the library.

Table 4 shows the mean responses above 2.5. This implies that the respondents agree to high extent on postgraduate application of information literacy skills in accessing e-resources in the **library**.

Table 5: Limitation postgraduates encounter while utilizing e-resources in the library through information literacy skills.

Variables	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
Inability to recognize information needs through e-resources	-	-	23	15	3.6
Inability to identify potential sources of information while searching e-resources	21	15	1	-	3.5
Inability to develop successful search strategies while searching e-resources	1	-	23	14	3.6
Inability to evaluate sources of information through use of e resources	21	15	1	-	3.4
Information skills help users organize information for practical application	1	-	24	13	3.6

2020/2021 session data collected from ABSU & MOUAL foam respondents on Limitations postgraduates encounter while utilizing e-resources in the library through information literacy, skills

Table 5 shows mean responses above 2.5 in all variables on limitations, however variables 1,1, and 3 mean responses above 35 disagree that the limitations listed affect their utilizing e-resources in the library through information literacy skills while variables 2 and 4 mean responses above 2.5 agree that the limitations listed affect their utilizing e-resources in the library through information literacy skills.

Discussion of Findings

The research is on Information Literacy skills and und of p-resources by postgraduates, case of public university libraries in Abia State Nigeria. The public universities in Abia are Abia State University Uturu and Michael Okpara University of Agriculture Umudike, both are used for the research. The postgraduate students used from Department of Library and Information Science. Abia State University Uturu and Michael Okpara University of Agriculture Umudike (ABSU & MOLAU) The university libraries have the following e resources journal, book, and CD-ROM while these two e-resources are not available: newspaper and thesis (2008), Abubakar, and Adetimirin, (2015) hard possible e-resources university libraries make available to their users.

Responses from both institutions agree that research, term paper writing and update of knowledge are their purposes for using e-resources while project writing is not respondents reason for using e-resources This agrees with Azin, Kolabi and Bigdeli (2009) whin keste that for students continual learning thus is possible through information literacy. Adeleke & Clorussola (2010) Robles & Breather, (200 Broovn, (2000) established that possession of information literacy skills is an important factor that determines the use of e-resources among students in line with the above, respondents agree that they possess information literacy skills for utilization of e-resources in the university library. This agrees with Abubakar and Adetimirin (2015), with state that information literacy skills are required to access Well as utilize these e-resources Issa, Amusa and Daura (2009) m their paper on information literacy opined that sourcing electronic information online requires the ability to locate, manage, critically evaluate and use information for problem solving research and decision-making. The authors enumerated certain skills required for effective and efficient use of library resources to include, specific online searching skills, ability to select appropriate search terminology and construct to learn, in a logical research strategy, and to evaluate information appropriately.

Respondent see to high extent on postgraduates' application of information literacy skills in accessing e-resources in the library. Supporting this is in line with the following authors Pandarangaswang and Kithore (2013) opined that users do not have cough time to browse through the pages of printed hence encourages users to increase their use of library materials for research, course work and other interests as it would help them to maximize then time Lending credence to this view, Brown, Found and McConnell (2007) asserted that time saved

on using e-resources has a very positive impact of on users ability to be creative. On the value of saving time using e-resources. Melo and Pines 120113 studied postgraduate usage of e-resources in academic libraries in Portugal and revealed that the average time saved for doctoral students amounted to hours while the average time saved for master's student was 3.55 hours monthly.

On limitations affecting postgraduates' utilization of e-resources through information literacy skills variables 1, 3, and 5 in Table 3 disagree that the limitations listed affect their utilizing e-resources in the library through information literacy skills, while variables 2 and 4 mean responses agree that the limitations listed affect their utilizing e-resources in the library through information literacy skills. Kodani (2012) notes that lack of information search skills leads to delay and frustration in students' attempts to complete course-related weeks that require research. Information literacy skills are important particularly now that there is an increasing explosion of electronic information resources.

Conclusion

In this electronic age, university libraries have been complementing their print collections with electronic information resources, these resources support students' research work and other academic needs. To access and utilize the resources information literacy skills are imperative. Hence the management of universities especially in ABSU and MOUAU libraries studied should put in place measures that can sustain the high-level usage of e-resources in the libraries.

Recommendations

Based on the findings of this study the following recommendations were made

1. Adequate e-resources in terms of varieties should be provided by university library management ABSU and MOUAU, e-resources do not make a library, to be electronic resources provider this information where electronic/virtual/digital is the current emphasis in information provision.
2. Regular user education should be taught emphasizing Information literacy acquisition to enable library users to be proficient in accessing and utilizing the resources available in libraries and information centres;
3. The parent body that owns the library should adequately fund the library to enable the library management to acquire adequate, current and relevant e-resources for users. After all the information literacy training there is paucity of resources to access and utilize creates picture of unseriousness on the part of the library management.

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