



INFORMATION LITERACY SKILLS AND UTILISATION OF ELECTRONIC INFORMATION RESOURCES BY LIBRARY AND INFORMATION SCIENCE UNDERGRADUATE STUDENTS IN RIVERS STATE UNIVERSITY

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ABSTRACT

This study examined information literacy skills and utilisation of electronic information resources by Library and information Science undergraduate students in Rivers State University. Four specific objectives, four research questions and four hypotheses guided the study. Correlational research design was adopted for the study. The population of the study was made up of 285 undergraduates from Department of Library and Information Science, Rivers State University. Proportionate stratified sampling technique was used to draw a sample of 163 students, using Taro Yamane method to determine the sample size. Self-structured instruments titled "Information Literacy Skills Questionnaire" (ILSQ) and Utilisation of Electronic Information Resources Questionnaire" (ILSUEIRQ) were used for data collection. The reliability of the instruments was determined through test retest method, in which the initial and retest scores were correlated using Pearson Product Moment Correlation (PPMC) which yielded reliability co-efficient of 0.83 and 0.85 respectively. Mean and Standard Deviation were used to answer research questions, while Pearson's Product Moment Correlation was used for test of null hypotheses at 0.05 significant level. The findings revealed that there is significant relationship between ability to identify, search skill, ability to evaluate, ability to use and utilization of electronic information resources by Library and information Science undergraduates. The study concluded that in today's information- rich environment which comes in various media and with the advancement in information communication technology (ICT), students requires information literacy skills to be utilised information resources maximally. Based on findings, it was recommended amongst others that students should be encouraged to utilise electronic resources for better academic performance.

Key Words: Information Literacy Skills Utilisation Electronic Information Resources

INTRODUCTION

University libraries are set up to provide the information requirements of students, staff, and others within the institution community. Oyewusi and Oyeboade, (2019) stated that the key reason for establishing university libraries is to uphold the teaching, learning, and research in a manner reliable with, and helpful of, the institution's mission and goals. Moreover, the library resources and services should be satisfactory in worth, depth, variety, and up to date to support the institution's curriculum. Iyanda and Salawu (2018) defined the library as an educational and self-improvement place that functions as a vital component of a university or a school. Adeoye and Popoola (2021) stated that libraries make available information resources both printed and electronic that offer knowledge attainment, for leisure, for individual interest and lastly for inter-personal relations for every group of users; however, in an academic environment, attention is placed basically on academic, non-academic staff, students and researchers in the utilisation of electronic information resources.

Indeed, without information, there cannot be communication. Information can be written document or oral. Information resources are those materials which provide information for learning, teaching and research such as books, journals, encyclopaedias, films or pictures. Introduction of information and communication technology has further enhanced information delivery. The technology embrace has led to the proliferation of electronically available information resources.

Electronic information resources are sources of information which can be simply defined as resources that include documents in electronic or e-format that can be accessed via Internet (Thanuskodi, 2022). It is available in various forms like e-books, digital libraries, online journal, magazine, e-learning tutors, on line test e-journals, e-discussions, e-news, data archives and e-mail on line chatting and deliver a collection of data, be it text, image collection, other multimedia products like numerical, graphical mode, Online dictionary of library and information science. Sivathaasan and Velnampy (2018) defined electronic information resources as materials consisting of data and/or computer programme(s) encoded for reading and manipulation by a computer, by use of a peripheral device directly connected to the computer such as a CD-Rom drive or remotely via network such as the internet.

The category of EIR includes software applications, electronic texts, bibliographic databases, institutional repositories, web sites, ebooks, collections of e-journals, etc. Electronic resources are easily accessible in the remote areas and solve storage problems and control the flood of information (Munira, Ansari & Bushra, 2020). This has increased the global dissemination of information. Electronic information resources such as e-books, full-text e-journals and online bibliographic databases must be subscribed by academic libraries to meet ever-increasing demands from users for remote access to information (Sivathaasan & Velnampy, 2018). There are several forms and types of electronic information resources which are available on the internet, some of the popular ones that are gaining ground are the electronic journals, standards, technical specifications, reports, patents, full text articles, trade reports and hosts of other (Dhanavandan, Esmail, & Nagarajan, 2022).

According to Skyline College (2021) information literacy skills refers to the ability to find, evaluate, organize, use, and communicate information in all its various formats, most notably in situations requiring decision making, problem solving, or the acquisition of knowledge. Okuonghae and Ogiamen (2018) observed that information literacy combines several other skills such as critical thinking skills, research skills, ICT skills, problem solving skills and communication skills to be successful in solving problem or executing a task. The skill is considered a vital set of competencies which every individual must possess in order to be effective users of information.

Hence, the Association of College & Research Libraries (2022) gave a more comprehensive and widely accepted definition of information literacy skills as a set of competencies which enables individuals to know when information is needed, identify the different information sources, evaluate information sources and use retrieved information effectively. Consequently, every undergraduate student of library and information science who intend to be effective users of electronic information resources must possess strong information literacy skills.

Statement of the Problem

Information literacy skill is essential in today's information- rich environment due to the rapid growth in information resources which comes in various media and with the advancement in information communication technology (ICT). Literature has also established the importance of information literacy, as a means of empowering people in all works of life to access, evaluate and use information effectively and efficiently to achieve their personal, social, occupational and educational goals.

However, observation and research indicate that most undergraduate students encounter difficulty when using electronic resources which could be attributed to lack of search or retrieval competencies for exploiting resources, thus, making the level of use of electronic resources very low. Likewise, information retrieval tools are often used on a trial and error basis, thereby resulting to time wasting. Furthermore, library has provisions for students to use e-library resources, in addition to a computer section with Internet connectivity that students can use for accessing the resources. Also, most students are aware of the e-library resources but do not use it because students lack the required skills. Consequently, little or no study known to the researcher have been carried out so far on information literacy skills and utilisation of electronic information resources by library and information science undergraduate students in Rivers State University. It is on this backdrop that the researcher seek to determine the information literacy skills and utilisation of electronic information resources by library and information science undergraduate students in Rivers State University.

Purpose of the Study

The general purpose of the study is to examine the information literacy skills and utilisation of electronic information resources by library and information science undergraduate students in Rivers State University. Specifically, the objectives of the study are:

1. Determine the relationship between ability to identify electronic information resources and utilisation by LIS undergraduate students in Rivers State University.

2. Ascertain the relationship between search skills and utilisation of electronic information resources by LIS undergraduate students in Rivers State University.
3. Determine the relationship between ability to evaluate and utilisation of electronic information resources by LIS undergraduate students in Rivers State University.
4. Examine the relationship between ability to use and utilisation of electronic information resources in Rivers State University.

Research Questions

The following research questions guided the study:

1. What is the relationship between ability to identify electronic information resources and utilisation by LIS undergraduate students in Rivers State University?
2. What is the relationship between search skills and utilisation of electronic information resources by LIS undergraduate students in Rivers State University?
3. What is the relationship between ability to evaluate and utilisation of electronic information resources by LIS undergraduate students in Rivers State University?
4. What is the relationship between ability to use and utilisation of electronic information resources in Rivers State University?

Hypotheses

The following null hypotheses were formulated to guide the study at 0.05 significant level

1. There is no significant relationship between ability to identify electronic information resources and utilisation by LIS undergraduate students in Rivers State University.

2. There is no significant relationship between search skills and utilisation of electronic information resources by LIS undergraduate students in Rivers State University.
3. There is no significant relationship between ability to evaluate and utilisation of electronic information resources by LIS undergraduate students in Rivers State University.
4. There is no significant relationship between ability to use and utilisation of electronic information resources in Rivers State University.

LITERATURE REVIEW

Information literacy skills are essential for individuals to navigate the vast amount of information available and make informed decisions. Information literacy skills and the effective utilisation of electronic information resources are essential for students as they prepare for careers. Research emphasizes the significance of developing these skills. Badke (2018) emphasised the importance of teaching students critical thinking, evaluation, and information retrieval skills to effectively utilise electronic resources.

Information literacy instruction helps in equipping students with the necessary skills to navigate, evaluate, and utilise electronic information resources effectively. Zeng and Xu (2020) state that evaluating the effectiveness of an information literacy programme on the information literacy skills and utilisation of electronic resources by students. The findings demonstrated that the programme significantly improved students' information literacy competencies and their utilisation of electronic information resources. Librarians also support students in developing information literacy skills and effectively utilizing electronic information resources. Research has focused on the librarian-student interaction and its impact on students' learning outcomes. Cook and Saunders (2021) investigated the role of librarians in teaching information literacy skills and promoting the utilisation of electronic resources. The study revealed that librarian-led instruction, including workshops and one-on-one

consultations, positively influenced students' information literacy skills and utilisation of electronic information resources.

The ability to identify and utilise electronic information resources is crucial for as students prepare for careers (Limberg, 2018). The identification of appropriate electronic information resources is foundational to their effective utilisation. Information literacy skills and the ability to utilise electronic information resources are crucial to navigate the complex information landscape and meet the information needs of their users. The ability to critically evaluate electronic resources for their relevance, credibility, and quality is essential. Users need to recognize trustworthy sources from unreliable ones. Once electronic information resources are identified, individuals must know how to extract relevant information for their research or informational needs (Owusu-Ansah, 2019).

The ability to identify and utilise electronic information resources is crucial for students. Recent research has emphasized the importance of information literacy instruction, the challenges faced by students, the impact of technology, and strategies to promote effective utilisation. Further research should focus on adapting instruction to emerging technologies, exploring the role of information literacy in specialised domains, and evaluating the long-term impact of interventions on students' abilities. The knowledge of search skills and utilisation of electronic information resources are critical competencies for students. Search skills and the effective utilisation of electronic information resources are foundational to the success of students in their academic and professional endeavours. Research emphasizes the significance of developing these competencies. For instance, Caidi et al. (2018) highlighted the importance of search skills in information retrieval and the utilisation of electronic resources to support research, learning, and professional practice. Studies have identified challenges faced by undergraduate students in acquiring search skills and effectively utilizing electronic information resources. Johnson and Bawden (2019) conducted a study investigating the challenges encountered by students in developing search skills. They found that students faced difficulties in formulating effective search queries, selecting appropriate search tools, and critically evaluating search results.

The knowledge of search skills and utilisation of electronic information resources is crucial for undergraduate students. Recent research has emphasized the importance of information literacy instruction, the challenges faced by students, the role of librarians, and strategies to promote effective utilisation. Further research should focus on assessing the long-term impact of instruction, exploring emerging search technologies and their impact on students' knowledge, and evaluating the effectiveness of innovative teaching approaches in enhancing search skills and resource utilisation.

The ability to evaluate and utilise electronic information resources is essential for students to make informed decisions, conduct research, and support information needs in diverse settings. Research emphasizes the significance of developing these skills. Johnson (2019) highlights the importance of teaching student's critical evaluation skills to assess the reliability, relevance, and credibility of electronic resources. Studies have identified challenges faced by students in evaluating and effectively utilizing electronic information resources. Smith et al. (2020) conducted a study investigating the challenges encountered by LIS students in evaluating online sources. They found that students faced difficulties in distinguishing between credible and unreliable sources, understanding different types of information formats, and critically analyzing the biases present in digital resources.

The ability to use and utilise electronic information resources is a vital skill for students as they prepare for careers in library and information science.

Using and utilizing electronic information resources effectively is essential for students to access, retrieve, and disseminate information in various contexts. Research emphasizes the significance of developing these skills. Abramovich and Rieh (2019) highlight the importance of teaching students how to navigate databases, search interfaces, and retrieval techniques to optimize their use of electronic resources. Studies have identified challenges faced by students in using and effectively utilizing electronic information resources. For instance, Chen and Li (2020) conducted a study investigating the challenges encountered by LIS students in using online databases. They found that students faced difficulties in formulating search queries, selecting appropriate databases, and applying advanced search techniques.

Overall, the literature reviewed provided insights into the challenges faced by students in effectively utilizing electronic information resources. It emphasizes the importance of information literacy skills, such as search techniques, critical evaluation, and citation practices, in optimizing resource utilisation. The review also underscores the significant role of information literacy instruction and librarian support in enhancing students' utilisation abilities. By examining the utilisation of electronic information resources, information literacy skills, and related factors, the literature review contributes to a better understanding of the knowledge and competencies required for effective utilisation among students in university settings. It sets the foundation for the present study and provides a framework for assessing and improving these skills and utilisation in the specific context of Library and Information science (LIS) undergraduate students.

METHODOLOGY

The design for this study was correlational research design. Nwankwo (2013) noted that Correlation research can also be used to estimate relationship that exists between variables. Correlational studies have usually been regarded as relational studies or prediction studies. It seeks to find out the relationship between two or more variables and also the magnitude and direction of such relationship. Therefore, this design was considered appropriate for this present study, as it enabled the researcher examined information literacy skills and utilisation of electronic information resources by library and information science undergraduate students of Rivers State University.

The population of the study was made up of 285 undergraduate students in Rivers State. The researcher considered the various categories of undergraduate students 400 level (105), 300 level (49), 200 level (88) and 100 level (43) as shown on table 3.1.

Table 1: Population Distribution of Respondents

<i>S/N</i>	<i>Library and Information Science</i>	<i>Population</i>
1	400 level	105
2	300 level	49
3	200 level	88
4	100 level	43
	Total	285

Source: *LIS Departmental Students Register, 2023*

The sample size for this study was 163 Library and Information Science students. The proportionate stratified sampling technique was used for the study. Taro Yamane method was used to calculate the sample size. This method is employed to calculate an appropriate sample size that ensures adequate representation of the target population.

<i>S/N</i>	<i>Levels</i>	<i>Population</i>	<i>Sample size</i>	
1	400	105	62	38.04%
2	300	49	28	17.18%
3	200	88	47	28.83%
4	100	43	26	15.95%
5	Total	285	163	100%

The data collection was done with a structured questionnaire named "Information Literacy Skills Questionnaire" (ILSQ) and Utilisation of Electronic Information Resources Questionnaire" (ILSUEIRQ). The questionnaire was carefully designed to align with the research questions and consisted of three sections (A, B, C). Section 'A' dealt with the bio data of the respondents; section 'B' elicited information on information literacy skills, while section 'C' elicits information on utilisation of

electronic information resources. Section B was further divided into four clusters with 20 items, while section C contained 10 items, making a total of 30 items for the study. The instruments were designed on modified four-point Likert rating scale, the numerical rating of responses in the questionnaire was scored thus; Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The instruments were validated by research experts. The instruments were validated in terms of face and content validity. The reliability of the instruments (ILSQ) and (ILSUEIRQ) was determined through test-retest method. The exercise was repeated after two weeks on the same respondents. The initial and retest scores were correlated using Pearson Product Moment Correlation (PPMC) which yielded reliability co-efficient of 0.83 and 0.85 respectively. The copies of questionnaire were administered directly to the target respondents by the researcher in collaboration with research assistants.

Mean and standard deviation were used to answer the research questions. In analyzing the data obtained from the questionnaire, the frequencies of response for each questionnaire items were calculated. The scores of responses were converted to frequency counts and the mean scores were computed based on the values assigned to the four response categories: Strongly Agreed (SA) = 4, Agreed (A) = 3, Disagreed (D) = 2, and Strongly Disagreed (SD) = 1.

$$\frac{4 + 3 + 2 + 1}{4} = \frac{10}{4} = 2.5.$$

RESULT AND DISCUSSION

Presentation of Data

Research Question One: What is the relationship between ability to identify electronic information resources and utilisation by LIS undergraduate students in Rivers State University?

Table 3: Mean and Standard Deviation of Ability to Identify Electronic Information Resources and Utilisation by LIS Undergraduates in Rivers State University

Criterion Mean = 2.5

S/N	Items	4 SA	3 A	2 D	1 SD	N	$\bar{x}$	Std	Remark
1.	Different information are identified for use through electronic information resources	63	60	20	10	150	3.13	1.08	Accepted
2.	Research topics are identified using electronic resources in the library.	70	40	25	15	150	2.90	0.85	Accepted
3	Retrieving of information is easy through electronic information resources	80	50	15	5	150	3.37	1.28	Accepted
4	Identify information resources helps students in their career.	65	45	30	10	150	3.10	1.05	Accepted
5	Computer knowledge helps students identify information needed through electronic information resources	90	30	20	10	150	3.33	1.28	Accepted
Average mean							3.17		Accepted

Table 3 reveals the relationship between ability to identify electronic information resources and utilisation by Library and Information Science undergraduate in Rivers State University. It also reveals that items (1, 2, 3, 4, 5) were accepted because their criterion mean was above 2.5. The table also reveals that item (3) has the highest mean score of (3.37) while, item (2) has the lowest mean score of (2.90). Again, an average mean of (3.17) was gotten which indicates that positive relationship between ability to identify electronic information resources and utilisation by Library and Information Science undergraduates in Rivers State University. This study reveals that different information resources are identified for use through electronic information. Research

topics are identified using electronic resources in the library. Retrieving and storing of information is easy through electronic information resources, and also prepare students for career studies. The study also reveals that computer knowledge also assist students in identifying information needed through electronic information resources for academic purpose.

Research Question Two: What is the relationship between search skills and utilisation of electronic information resources by LIS undergraduate students in Rivers State University?

Table 4: Mean and Standard Deviation of Search Skill and Utilisation of Electronic Information Resources by LIS Undergraduates in Rivers State University

Criterion mean = 2.50

S/N	Items	4 SA	3 A	2 D	1 SD	N	$\bar{x}$	Std	Remark
6.	Search skill is essential for students careers development	70	40	20	20	150	3.06	1.01	Accepted
7.	Equips student with necessary skills to navigate, evaluate and utilise electronic information resources effectively.	95	25	20	10	150	3.40	1.35	Accepted
8	Promote uses of electronic information resource	60	64	17	9	150	3.17	0.12	Accepted
9	Students gain knowledge through search skill	65	45	27	13	150	3.08	1.03	Accepted
10	Improves performance of student in school	63	44	28	15	150	3.03	1.00	Accepted
Average mean							3.15		Accepted

Table 4 reveals relationship between search skills and utilisation of electronic information resources by Library and information Science undergraduate students in Rivers State University. Table also reveals that items (6, 7, 8, 9, 10) were accepted because their criterion mean was above 2.5. It also shows that item (7) has the highest mean score of (3.40) while, item (10) has the lowest mean score of (3.03). Again, an average mean of (3.15) was gotten, indicating positive relationship between search skill and utilisation of electronic information resources by Library and Information Science undergraduate in Rivers State University. The study reveals that search skill is essential for careers development, equips students with necessary skills to navigate, evaluate and utilise electronic information resources effectively. Search skills promote usage of electronic information resource. Students acquire knowledge through search skill which in turn improves their academic performance.

Research Question Three: What is the relationship between ability to evaluate and utilisation of electronic information resources by Library and Information Science undergraduate in Rivers State University?

Table 5: Mean and Standard Deviation of Ability to Evaluate and Utilisation of Electronic Information Resources by LIS Undergraduates in Rivers State University

Criterion mean = 2,50									
S/N	Items	4 SA	3 A	2 D	1 SD	N	$\bar{x}$	Std	Remark
11	Ability to evaluate electronic helps students on decision taken	80	50	15	5	150	3.37	1.22	Accepted
12	Sources are checked very well so as to use reliable information	90	25	23	12	150	3.29	1.14	Accepted
13	Enhances effective utilization of electronic information	60	66	14	10	150	3.17	0.12	Accepted
14	Helps students for academic performance	75	52	12	11	150	3.27	1.23	Accepted
15	Electronic information is not important in academic research	30	40	20	60	150	2.26	0.11	Rejected
Average mean							3.07		Accepted

Table 5 reveals relationship between ability to evaluate and utilisation of electronic information resources by Library and Information Science undergraduates in Rivers State University. It also reveals that items (11, 12, 13, 14) were accepted because their criterion mean was above 2.5, while item (15) was rejected because the criterion mean was below 2.5. The table also indicates that item (11) has the highest mean score of (3.37) while, item (15) has the lowest mean score of (2.26). Again, an average mean of (3.07) was gotten, indicating positive relationship between ability to evaluate and utilisation of electronic information resources by Library and Information Science undergraduates in Rivers State University. The study reveals that search skill is essential for careers development, equips students with necessary skills to navigate, evaluate and utilise electronic information resources effectively. Search skills promote usage of electronic information resource. Students acquire knowledge through search skill which in turn improves their academic performance.

Research Question Four: What is the relationship between ability to use and utilisation of electronic information resources in Rivers State University?

Table 6 Mean and Standard Deviation of Ability to Use and Utilisation of Electronic Information Resources by LIS Undergraduates in Rivers State University
Criterion mean = 2.50

S/N	Items	4 SA	3 A	2 D	1 SD	N	$\bar{X}$	Std	Remark
16	Students access, retrieve and discriminate information in various ways, using electronic information resources	90	30	17	13	150	3.31	1.27	Accepted
17	Update knowledge through the use of electric information	95	25	20	10	150	3.40	1.35	Accepted
18	Electronic information resources is not useful	35	41	19	55	150	2.37	0.22	Rejected
19	Uses of electronic information resource enhances research skill and academic achievement of students	90	25	23	12	150	3.29	1.14	Accepted
20	Improves digital skills through the use of electronic information resources.	65	48	28	9	150	3.12	1.07	Accepted
Average mean							3.10		Accepted

Table 6 reveals the relationship between ability to use and utilisation of electronic information resources by Library and Information Science undergraduates in Rivers State University. It also shows that items (16, 17, 19, 20) were accepted because their criterion mean was above 2.5, while item (18) was rejected because the criterion mean was below 2.5. The table also indicates that item (17) has the highest mean score of (3.40) while, item (18) has the lowest mean score of (2.37). Again, an average mean of (3.10) was gotten, indicating positive relationship between ability to use and utilisation of electronic information resources by Library and Information Science undergraduate in Rivers State University. Ability to use and utilise electronic information resources helps students to access, retrieve and discriminate information in various ways. It also helps in updating student's knowledge. Uses of electronic information resource enhance research skill and academic achievement of students, and also improve digital skills through the use of electronic information resources.

Hypotheses Testing

Hypothesis One: There is no significant relationship between ability to identify electronic information resources and utilisation by LIS undergraduate students in Rivers State University.

Table 7: Pearson's Product Moment Correlation Results of Ability to Identify Electronic Information and Utilisation by LIS Undergraduates

Variables	N	α -level	r-cal	r-crit	Decision
Ability to Identify	150	0.05	0.710	0.196	H ₀₁ : Rejected
Utilisation of Electronic Information					

Table 7 of Pearson's Product Moment Correlation results reveals that r-calculated value of (0.710) was gotten, which indicates strong positive relationship between ability to identify electronic information resources and utilisation by Library and Information Science undergraduates in Rivers State University. Since r_{cal} value of (0.710) is greater than r_{crit} value of (0.196) the null hypothesis is **rejected**. It therefore shows that there is significant relationship between ability to identify electronic information resources and utilisation by Library and Information Science undergraduates in Rivers State University.

Hypothesis Two: There is no significant relationship between search skills and utilisation of electronic information resources by LIS undergraduate students in Rivers State University

Table 8: Pearson's Product Moment Correlation Results of Search Skill and Utilisation Electronic Information by LIS Undergraduates

Variables	N	α -level	r-cal	r-crit	Decision
Search Skill	150	0.05	0.740	0.196	H₀₂: Rejected
Utilisation of Electronic Information					

Table 8 of Pearson's Product Moment Correlation results reveals that r-calculated value of (0.740) was gotten, which shows strong positive relationship between search skill and utilisation of electronic information resources by Library and Information Science undergraduates in Rivers State University. Since r_{cal} value of (0.740) is greater than r_{crit} value of (0.196) the null hypothesis is **rejected**. It therefore indicates that there is significant relationship between search skill and utilisation of electronic information resources by Library and Information Science undergraduates in Rivers State University.

Hypothesis Three: There is no significant relationship between ability to evaluate and utilisation of electronic information resources by LIS undergraduate students in Rivers State University

Table 9: Pearson's Product Moment Correlation Results of Ability to Evaluate and Utilisation of Electronic Information by LIS Undergraduates

Variables	N	α -level	r-cal	r-crit	Decision
Ability to Evaluate	150	0.05	0.730	0.196	H_{03} : Rejected
Utilisation of Electronic Information					

Table 9 of Pearson's Product Moment Correlation results reveals that r-calculated value of (0.730) was gotten, which shows strong positive relationship between ability to evaluate and utilisation of electronic information resources by Library and Information Science undergraduates in Rivers State University. Since r_{cal} value of (0.730) is greater than r_{crit} value of (0.196) the null hypothesis is **rejected**. Therefore, this implies that there is significant relationship between ability to evaluate and utilisation of electronic information resources by Library and Information Science undergraduates in Rivers State University.

Hypothesis Four: There is no significant relationship between ability to use and utilisation of electronic information resources by LIS undergraduate students in Rivers State University

Table 10: Pearson's Product Moment Correlation Results of Ability to Use and Utilisation Electronic Information by LIS Undergraduates

Variables	N	α -level	r-cal	r-crit	Decision
Ability to Use	150	0.05	0.758	0.196	Ho4: Rejected
Utilisation of Electronic Information					

Table 10 of Pearson's Product Moment Correlation results reveals that r-calculated value of (0.758) was gotten, which shows strong positive relationship between ability to use and utilisation of electronic information resources by Library and Information Science undergraduates in Rivers State University. Since r_{cal} value of (0.758) is greater than r_{crit} value of (0.196) the null hypothesis is **rejected**. It therefore suggests that there is significant relationship between ability to use and utilisation of electronic information resources by Library and Information Science undergraduates in Rivers State University.

Summary of findings

- 1 There was positive relationship between ability to identify electronic information resources and utilisation by Library and Information Science undergraduates in Rivers State University, which was statistically significant.
- 2 There was positive relationship between search skill and utilisation of electronic information resources by Library and Information Science undergraduates in Rivers State University, which was statistically significant.
- 3 There was positive relationship between ability to evaluate and utilisation of electronic information resources by Library and Information Science undergraduates in Rivers State University, which was statistically significant.
- 4 There was positive relationship between ability to use and utilisation of electronic information resources by Library and Information Science undergraduates in Rivers State University, which was statistically significant.

Conclusion

Based on the findings of the study it is concluded that there is significant relationship between ability to identify, research skills, ability to evaluate, ability to use and utilisation of electronic information resources by Library and Information Science undergraduates in Rivers State University.

Recommendations

The following recommendations were made based on the findings of the study:

1. Students should be encouraged to develop research skills as it enhances their academic performance.
2. Students should be encouraged to utilise electronic resources for easy storage and retrieval of information resources.
3. University management should always organise workshop and seminar on information literacy and utilization of library information resources as it improves educational research by students

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