

ACQUISITION OF INFORMATION LITERACY SKILLS AND USE OF ELECTRONIC LIBRARY RESOURCES BY LECTURERS IN UNIVERSITY LIBRARIES IN NORTH-CENTRAL, NIGERIA

By

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Abstract

This study examined the acquisition of information literacy skills and use of electronic library resources by lecturers in university in North-Central, Nigeria. Three specific objectives and corresponding research questions were formulated. Survey design was adopted. The population of the study consists of 18 librarians which comprised 9 University librarians and 9 e-librarian and 6,267 lecturers in Federal, State and Privately owned universities in North-Central, Nigeria. The study adopted cluster sampling technique to select the nine (9) out of 23 universities and Stratified sampling technique was adopted to choose 404 respondents (lecturers) from the selected universities in the North-Central Zone of Nigeria and quantitative method was used to elicit data from lecturers in using close-ended questionnaire. A cluster sampling technique was used in selecting respondents from each institution. The data collected were analysed by descriptive statistics. The study recommends provision of electronic resources and subscription of electronic journal should be made available by the university management and lecturers need to improve their information literacy skills in the area of computer use and Internet search skills through training and retraining.

Keywords: Information literacy skill, Electronic library, Resource, Lecturers, University, North Central Nigeria

INTRODUCTION

University libraries are among academic libraries which play vital roles in execution of academic activities in the universities. They are saddled with the responsibility of providing information resources and services for teaching, learning, research and community services in line with the objectives of their parent institutions. In view of this Uzuegbu, (2012) noted that the critical functions of the university libraries are the provision of information to their clientele which are made up of faculty members, students and researchers. The introduction of Information and Communication Technology (ICT) in libraries has given rise to improved library services. Popular among these is the electronic library (e-library) services.

As at 2016, there were 114 universities in Nigeria out of which 23 were in North Central geographical zone of Nigeria (NUC, 2016). Regardless of the location of universities, they are charged with the responsibilities (objectives) of learning, teaching, research and community services. The university libraries were also established to support in achieving these objectives through the provision of information resources (Uzuegbu, 2012). The electronic information resources (EIRs) have greatly transformed information handling and management in Nigerian university communities. According to Ani and Ahiauzu (2008), electronic information resources have gradually become a major resource in every university community. Electronic information resources are provided in electronic format and these include CD-ROM database, online databases, online journals, OPACs, Internet and other computer-based electronic networks.

E-library resources materials are available and can be accessed electronically via computer networking facilities such as online library catalogues, the Internet and the World Wide Web, digital libraries and archives, government portals and websites, CD-ROM databases, online academic databases, according to Karunarathna, (2014). E-library resources is a collection of information created electronically that form part of an electronic record and that is usually stored basically within the digital file making up the electronic record as a whole.

Every electronic record consists of at least one digital object, component or element, such as the bits of data that come together to create a word processed document. In most university libraries, the provision of e-library resources has become much relevant due to the needs of the 21st-century users who want to find the technologies they are used to outside of the library, in the library. It is, therefore, easier today to find electronic encyclopedias, newspapers, books, journals, theses and dissertations, CD-ROM databases, online databases and web-based resources in libraries. The use of electronic resources no doubt has myriad advantages for libraries as users can now access information resources across the globe without restriction which was practically impossible in the past.

The provision of electronic resources in university libraries plays a vital role in facilitating access to required information by the users in an easy and quick manner. Electronic information resources, in reality have become essential in the academic environment. They serve as motivating factor to lecturers as they provide them opportunity to transmit, acquire or download process and communicate effectively on any subject of interest.

Electronic resources provision makes it possible for users to access new tools and applications for information seeking and retrieval. E-resources have become invaluable research tools that complement the print collection in the traditional library setting. These resources serve as veritable sources of information which students could tap into to aid their class assignments, write research and term papers, search for information on their subject areas and so on.

Information literacy skills refer to knowledge of one's information needs, and the ability to identify, locate, evaluate, organize and effectively create, use and communicate information (The Association of College and Research Libraries, 2000). It is needed for active participation in the information society.

Indeed, the University of Idaho (2011) clearly stated that "not all information is created equal: some are authoritative, current, reliable, but some are biased, out of date, misleading, false; the amount of information available is going to keep increasing and the types of technology used to access, manipulate, and create information will likewise expand". To make the best out of the ever-growing list of electronic resources, it is therefore, necessary for users to acquire basic information literacy skills necessary for the identification, retrieval and use of electronic resources.

The importance of information literacy skills to lecturers cannot be overemphasized because they enable the effective and efficient use of the e-library resources. These skills help users formulate a search, identify appropriate information sources, to select the right search tools, to employ suitable search strategies as well as enabling them to evaluate the searched results.

Research Questions

1. By what means do lecturers in universities acquire information literacy skills?
2. To what extent is the use of e-resources by lecturers in university libraries in North-Central, Nigeria?

Aims and Objectives of the Study

The aim of the study is to determine the acquisition of information literacy skills and use of e-resources in the university libraries in North Central, Nigeria. The specific objectives are to:

1. Determine the means by which lecturers in universities acquire information literacy skills
2. Determine the extent of use of e-resources by lecturers in university libraries in North-Central, Nigeria.

Literature Review

Information resources comes in various format some which requires special skills to access and use hence lecturers in universities needs to acquire information literacy skills so as to cope with this challenges. Okiki (2013) carried out research of impact of information literacy skills on academics research productivity in federal Universities in Nigeria. The study adopted the descriptive survey research design.

Multistage sampling technique was used. The result shows that academics acquired information literacy skills through attending workshops/seminars (N=853; 98%), self-taught (N=744; 85%), assistance from other colleagues (N=714; 82%), trial and error (N=645; 74%), guidance from library staff (N=1050; 73) and faculty/departmental training (N=610; 70%). Hence, the researcher concludes that academic staff acquire information literacy skill mostly through attending workshops/seminars, self-taught, assistance from other colleagues, trial and error, guidance from library staff and faculty/departmental training, which was the least.

E-resources use and access comes in different category, including e-journals; electronic databases (such as full-text databases, e-books; e-journals; indexing and abstracting databases, numeric and statistical databases, and reference databases); biographies; dictionaries; directories and encyclopaedias; e-images; and e-audio and visual resources (IFLA 2012).

Edem (2016) carried out research on faculty awareness and utilisation of the Essential Electronic Agricultural Library (TEEAL) database for teaching and research in the University of Calabar, Nigeria. The survey research method was adopted. A structured questionnaire was designed and used for data collection from lecturers of Faculty of Agriculture, Forestry and Wildlife Resources Management. Eighty copies of the questionnaire were distributed randomly to the respondents. Sixty (60) copies of the questionnaire were retrieved and used for data analysis (with 75.0% respondent rate). Findings revealed that the majority (88.3%) of the respondents were aware of TEEAL databases, while only a few of the respondents (11.7%) indicated their non-awareness and use of the database in the library. it is an indication of usage of the electronic databases for teaching and research.

In the same vain Aina (2014) examined the awareness, accessibility and use of electronic databases among academic staff of Babcock University Business School. The study adopted survey research design. The population of the study was 116. Simple random sampling technique was adopted. The close-ended questionnaire was the instrument used for data collection.

The results showed that the level of awareness of electronic databases by lecturers in Babcock Business School is varied. A bulk of the respondents were aware of the academic Journal (69.4%), which was followed by JSTOR (56.5%), as well as Theses and Dissertation (54.1) and Ebscohost (50.6).

The analysis further revealed that the bulk of the respondents were not aware of World BankOpen Knowledge Repository, Book boon, and National Virtual Library with (25.9%), (32.9%) and (29.4) respectively. The findings also revealed that, nine out of the thirteen databases under

consideration were averagely aware of by the respondents. The study is related to this work though limited in scope which is lecturers in one private university.

The level of information literacy differs greatly among different groups of information users and this has implications for e-resources utilisation. Angello (2010) study revealed that lack of information literacy skills among most of livestock researchers in Tanzania was found to limit their access and use of e-resources.

In another study, Ansari and Zuberi (2010) study of electronic digital library resources usage among academics at the University of Karachi revealed that majority of the study population had computer skills and were able to use computer independently. They use e-resources for research and for preparing lectures, but lack of knowledge and lack of facilities of e-resources were main reasons for not using electronic resources.

This goes to show that more than computer skills will be needed to effectively use electronic information sources. To effectively provide and implement electronic information services in the pharmaceutical library system, the library staff has to be knowledgeable in the use of computer and related electronic systems.

Methodology

Survey research design was adopted and the study adopted cluster sampling to select nine out of 23 universities. Questionnaire was used to obtain quantitative data from lecturers in university libraries in North-central, Nigeria. Mean and standard deviation and of course descriptive statistics was used to analyses data.

Findings:

Information Skills acquisition by Lecturers in the University

To determine the means by which lecturers acquire information literacy skills in universities of North-Central, Nigeria. Several items were provided which the respondents were asked to indicate the ones applicable. The mean and standard deviation values of their responses is calculated and presented in Table 1.

Table 1: Means by which lecturers acquire information literacy skills

S / N	U n i v e r s i t i e s	F U T M	N S U	Un ijo s	K OS U A YI	KW AS U	FUA MA KUR DI	SA LE M UNI LO KOJ A	ALH IKM A UNI ILO RIN	AU ST AB UJ A	N	
		N=70	N=33	N=71	N=33	N=31	N=60	N=14	N=19	N=14	N=345	
		\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	st d
1.	Through librarians guide	3.60	3.48	3.59	3.39	3.23	3.57	1.00	1.00	1.43	3.19	1.047
2.	Through consultant from my colleagues	3.51	3.33	3.46	3.24	3.74	3.70	3.71	3.26	2.71	3.48	0.669

3.	Through existing user's guide	3.4	3.5	3.6	3.10	3.03	3.00	2.79	2.5	3.8
		4	5	4	1				7	3
		7	5							0
4.	Through seminars organized by my faculty or department	3.4	3.4	3.29	3.17	2.86	3.00	2.3	3.8	
		4	5	5	2			6	3	
		6	2						0	
5.	Through external conferences, workshops or seminars	3.4	3.3	3.23	3.53	2.29	2.05	2.2	3.8	
		4	4	6	3			1	2	
		7	5						7	
6.	Through trial and error	3.4	3.5	3.45	3.40	4.00	3.47	2.3	3.7	
		4	5	8	2			6	4	
		4	8						4	
7.	Through Attending IT program	3.3	3.6	3.45	3.37	3.57	3.63	2.2	3.6	
		3	7	8	7			9	4	
		7	0						2	
	Cluster mean	3.4	3.4	3.36	3.40	2.92	2.74	2.2	3.0	
		4	5	8	5			8	4	
		7	2						82	

The result in Table 2 shows that the academics in Nigerian universities acquired information literacy skills through various means with a weighted mean of 3.34 and standard deviation of 0.82. The table further shows the cluster mean rating based on institutions under study as follows: Federal University Of Technology, Minna (Mean 3.47), University of Nassarawa (Mean 3.36), University of Jos (3.48), Kogi State University (Mean = 3.45), Kwara State University (Mean 3.36), Federal University of Agriculture, Makurdi (Mean 3.40), Salem University, Lokoja (Mean 2.92), Al-Hikma University, Ilorin (Mean 2.74) and African University of Science Technology Abuja (Mean 2.28). This shows that the academics in the universities understudy acquired information literacy skills through several means except for African University of Science Technology, Abuja which was ranked low based on the data collected.

Extent of use of e-resources by lecturers in university libraries in North Central Nigeria

To determine the extent of use of e-resources by lecturers in university libraries in North-Central, Nigeria several items were provided which the respondents were asked to indicate the ones applicable. The mean and standard deviation values of their responses is calculated and presented in Table 2

Table 2: The extent of use of e-resources by lecturers in university libraries

S	U	F	N	Un	K	KW	FUA	SA	ALH	AU
/	n	U	S	ijo	OS	AS	MA	LE	IKM	ST
N	i	T	U	s	U	U	KUR	M	A	AB
	v	M			A		DI	UNI	UNI	UJ
	e				YI			LO	ILO	A
	r							KOJ	RIN	
	s							A		
	i	N=	N=	N=7	N=3	N=31	N=60	N=14	N=19	N=14
	t	70	33	1	3					N
	i									=3
	e									45
	s									

		\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	ST D
1.	Journals	3. 4	3. 4	3.5 9	3.3 9	3.23	3.57	1.00	1.00	1.4 3	3. 1	1. 05
		6	8								6	5
2.	Books	3. 4	3. 3	3.4 6	3.2 4	3.74	3.70	3.71	3.26	2.7 1	3. 4	.6 89
		0	3								5	
3.	E-handbooks	3. 3	3. 5	3.5 4	3.6 1	3.10	3.03	3.00	2.79	2.5 7	3. 2	.8 86
		9	5								8	
4.	E-technical reports	3. 3	3. 5	3.4 5	3.4 2	3.29	3.17	2.86	3.00	2.3 6	3. 2	.8 32
		1	2								7	
5.	E-conference proceedings	3. 3	3. 4	3.4 6	3.3 3	3.23	3.53	2.29	2.05	2.2 1	3. 2	.8 69
		1	5								3	
6.	E-chapters-in-books	3. 3	3. 5	3.4 8	3.5 2	3.45	3.40	4.00	3.47	2.3 6	3. 4	.7 43
		3	8								2	
7.	E-directories	3. 2	3. 7	3.3 8	3.6 7	3.45	3.37	3.57	3.63	2.2 9	3. 4	.7 09
		9	0								0	
8.	E-encyclopedias	3. 2	3. 4	3.4 9	3.4 5	3.55	3.33	3.38	3.39	2.5 0	3. 3	.7 28
		7	2								6	
9.	E-dictionaries	3. 1	3. 3	3.3 8	3.5 5	3.06	2.93	3.64	3.58	3.8 6	3. 2	.7 71
		7	6								9	
10.	E-databases	3. 4	3. 5	3.3 9	3.3 9	1.00	2.93	4.00	3.47	2.3 6	3. 1	1. 08
		9	2								2	8
11.	E-manuals	3. 3	3. 4	3.6 5	3.7 0	3.42	3.20	3.57	3.63	2.2 9	3. 4	.7 69
		1	2								1	
12.	E-patents	3. 6	3. 6	3.1 7	2.9 7	2.90	3.17	3.38	3.39	2.5 0	3. 2	1. 34
		3	4								6	6
13.	E-guides	3. 3	3. 5	3.2 7	3.1 8	2.87	2.80	3.64	3.58	3.8 6	3. 2	.8 87
		4	2								4	
14.	E-Resources	3. 3	3. 5	3.4 4	3.4 2	3.10	3.24	3.20	3.07	2.5 6	3. 3	.4 18
		6	0								0	
	Cluster mean	3. 3	3. 5	3.4 4	3.4 2	3.10	3.24	3.23	3.09	2.5 6	3. 3	0. 21
		6	0								0	8

Table 2: presented the distribution of respondents based on extent to which they used e resources. With a weighted mean of 3.30 and standard deviation of .0218. the table further shows the cluster mean rating based on institutions under study as follows: federal university of technology minna

(Mean 3.36), University of Nassarawa (Mean 3.50), University of Jos (3.44), Kogi State University (Mean = 3.42), Kwara State University (Mean 3.10), Federal University of Agriculture, Makurdi (Mean 3.24), Salem University, Lokoja (Mean 3.23), Al-Hikma University, Ilorin (Mean 3.09) and African University of Science Technology, Abuja has least scores (Mean 2.56). This shows that the lecturers under study to an extent utilize e-resources for their research and teaching activities in their respective university.

Discussion of Findings

On the research question one sought to find out the extent to which they used e-library resources. The result shows that lecturers used e-library resources in high extent the type of e-resource used are: e-journals e-books, E-handbooks, E-technical reports, E-conference proceedings, E-books chapters, E-directories, E-encyclopedias, E-dictionaries, E-databases, E-manuals, E-patents and E-guides. The finding contravenes Natarajan *et al.*, (2010) who found that the frequency of electronic resources was low despite its wide range availability. These authors further identified constraints they noted were: inadequate time, poor awareness, poor subject coverage, and slow downloading. In the same vain Igbo and Imo (2010) identified lack of electronic resources and irregularity in subscription to electronic journals as some of the factors inhibiting the use of electronic information resources.

Research question two findings also revealed that the lecturers acquire information literacy skills through various means such as librarian's guide, consultant from my colleagues, existing user's guide, seminars organized by my faculty or department, external conferences, workshops or seminars, trial and error and Attending IT program. The finding is in agreement with the study of Kumar and Kumar (2008) in the colleges of Bangalore City on the perception and use of e-resources and the Internet by the engineering, medical and management argued that many of the students and faculty learn about the electronic information sources use either by trial and error or through the advice of friends.

Conclusion

The Use of e-library resources by lecturers' in Federal, State and Private owned University libraries in North Central, Nigeria is crucial to their research and community services. This implies that the use of e-library resources provide access to current information and thereby improve academic research and teaching in the university. Based on the findings of this study; The result shows that lecturers used e-library resources in high extent, the type of e-resource used are: e-Journals e-books, e-handbooks, e-technical reports, e-conference proceedings, e-books chapters, e-directories, e-encyclopaedias, e-dictionaries, e-databases, E-manuals, E-patents and E-guides.

The findings also revealed that the lecturers acquire information literacy skills through various means such as librarian's guide, consultant from my colleagues, existing user's guide, seminars organized by my faculty or department, external conferences, workshops or seminars, trial and error and Attending IT program. similarly, the findings also shows that lecturers face several difficulty while acquiring information literacy skills ranging from lack of proactivity in spearheading or pushing Information Literacy initiatives by librarians, Lack of computers and other teaching resources, Lack of Information Literacy standard, Lack of University commitment to the project, Poor awareness among librarians on their roles as Information Literacy instructor in the University system and Lack of Faculty unwillingness to incorporate information literacy into the curriculum.

Recommendations

1. Provision of electronic resources and subscription of electronic journal should be made available by the university authority.

2. Lecturers need to improve their information literacy skills in the area of computer use and internet search skills through training and retraining

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