LAFIA JOURNAL OF LIBRARY AND INFORMATION SCIENCE
LJLIS Volume 1, Number 1, 2022
https://lalibjournals.org/index.php/LJLIS
ISSN: Print - 2814-0702, Online - 2814-0710
(LJLIS)

ROLE OF INFORMATION LITERACY SKILLS ON THE USE OF ELECTRONIC RESOURCES BY STUDENTS OF THE COLLEGE OF EDUCATION AKWANGA, NASARAWA STATE, NIGERIA

Suleiman Musa
Library Department
College of Education, Akwanga, Nasarawa State
Email: musasulayman72@gmail.com

Abstract
This paper investigated the role of information literacy skills on the use of Electronic Resources by Students of the College of Education Akwanga, Nasarawa State, Nigeria. The populations of the study are 19,007 students and the sample size of 2% that is 380 respondents was randomly selected. The objectives of the study include: identifying the various information needs of the students to ascertain the levels of information literacy skills and to determine the challenges of electronic resources for the integration into teaching and learning process of Students of the College of Education Akwanga. Survey research method was used for the study. Questionnaire was used to collect data and out of 380 copies of the questionnaire administered, 356 copies were completed, returned and fit for analysis. The data collected were analyses using simple frequency and percentages. The study showed that the respondents possessed measure levels of information literacy on internet and e-books, e-journal and off-line resources. The researcher recommended that more computer and internet training programs should be enhanced for a short period of time, orientation programme or seminars should be regularly organised for our Future Teacher on ICT.
Keywords: Information, Literacy Skill, Electronic Resources, College, Education.

Introduction

Information literacy refers the intellectual capabilities involved in using information, as distinct from the technical know-how required for using information technologies that hold or deliver data. This latter ability can be characterized as information technology literacy (Saidu, & Madu, 2018). It is important to note that libraries of all types are expected to teach information literacy skills to their users. Information literacy (IL) is defined by the American Library Association (2013) as "a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." Based on these premises, librarians in Colleges of Education are also expected to be involved in inculcating information literacy skills to their students.

Definitions of information literacy include the following elements: ability to effectively search for information electronically and manually; familiarity when selecting and evaluating information; ease of use of a wide range of media; awareness of the problem of reliability and credibility of information; efficiency of information transmission to the others.

To prepare a good teacher, teacher training institutions will have to be very rich in holding of information resources, and providing better access to their pin

pointed information and prepare them fully information literate for future undertaking as well (Neogi, & Partap, 2019).

With the rapid advancement of Information Technology (IT) the library system has also revolutionized. Institutional libraries are now categorized with dynamic electronic resources as against the traditional printed paper material. Academics and students now have unrestricted accesses to global digital information resources, particularly through the internet for scholarly communication and publications (Ekong and Ekong,2018).

The term electronic resources refer to information accessed through the Internet. Unlike traditional libraries, electronic resources are not limited by location or time. Libraries have changed with the emergence and application of IT. They have assumed the role of educators, teaching users to find, evaluate, and use information both in the library and over electronic networks (Issa, Amusa, and Daura, 2009). It is necessary to distinguish between information and computer literacy. Information literacy means the ability to find, understand, evaluate and use information, while information technology or computer literacy involves knowledge of hardware and software, are related in that they require basic computer literacy to be able to use the information. (Knezevic, 2018). The Colleges of Education students who are being prepared as future holders of Nigerian Certificate in Education (NCE) Certificates, being Students are the nation builders, they must be information literate. Therefore, a study was planned to investigate the role of information literacy skills on the use of Electronic Resources by Students College of Education, Akwanga, Nasarawa State, Nigeria.

Statement of the Problem

It has been observed that upcoming future teachers, especially College of Education Students often experience difficulty searching and using E-resources effectively. Lack of information literacy skills has been seen to be at the root of students' search difficulties and poor performance in school. Electronic information resources offer the 21st century students new opportunities that were not available to previous generations, yet large number of students leave College without necessary skills to cope within the information-based society. Regardless of the success stories by some students on the use of electronic resources in tertiary institutions in Nigeria, it has been revealed by some researchers that constraints in accessing electronic resources include insufficient number of terminals available for use despite high demand, lack of information retrieval skills for exploiting electronic resources amongst others. Also, other researchers like Oparah and Faloye (2015) observed that the effective use of electronic resources in academic institutions are flawed by a variety of factors such as difficulty in getting information due to poor retrieval skills, unfamiliarity with the library resources physical and electronic resources as well as poor information literacy and evaluation skills. Arising from the inevitable, the study is therefore set out to investigate the role of information literacy skills on the use of electronic resources by Students of the College of Education Akwanga, Nasarawa State. Nigeria

Research Questions

The following are research questions to guide this study

1. What are the types of Electronic Resources available and used in the college of Education Akwanga?

2. What are the levels of information literacy skills among Students of the College of Education Akwanga?
3. What are the extents to which the electronic resources are used by the Students of the College of Education Akwanga?
4. What are the challenges future teaches faced in using electronic resources?

Review of Related Literature

The ability to locate information is necessary for quality research. Information literacy is an essential component of academic success in career building (Oakleaf & Owen, 2010). Adigwe (2010) defined information literacy as the ability to locate, evaluate and use effectively the needed information. Information literacy has its roots in library user education, where librarians induct new users about the services offered by the library and teach them something about finding and evaluating information. CILIP's (2012) defined information literacy as a set of abilities that allow users of library and information resources to be acquainted with when information is needed and have the ability to locate, evaluate, and use effectively the required information". If learners learn these information literacy skills, then they have the lifelong learning skills (Toyo, 2017).

An electronic resource generally contains books, journals, OPACs, webliographies (equivalent to a printed bibliography), still and moving images, sound recordings, indexes, conference/seminar proceedings, theses/dissertations, abstracts and reviews, and handbooks and electronic resource require very little physical space, which reduces the cost of maintaining an e-library. According to Arms (2007) an e-library is an organized collection of multimedia and other types of resources which are available in computer process able form. The acquisition, storage, preservation and retrieval of the resources are carried out through the use of digital technology.
Electronic resources (e-resources) are those information resources that can only be accessed by the use of computers and other ICT devices. E-resources are potentially powerful tools for extending educational opportunities which are popularly used by students for timely information retrieval, ability to search multiple files at the same time and convenience in remote accesses. The use of e-resources has given rise to new modes of organizing the educational environment in tertiary institutions and introduced new concept in the teaching and learning process. (Ekong and Ekong, 2018).

Hajam (2017) tried to know the information literacy competencies among scholarly community of Kashmir University and observed that about 64% of the respondents were aware about the legal aspects of using information and 45.4% users make fair use of information, whereas, 79.7% had knowledge about identification of citations. On the other hand, Alagu and Thanuskodi (2018) had tried to assess the information literacy skills among the students of Alagappa University, India and observed that the majority of the students were accessing Internet in University Central Library and the maximum number of students were using various information resources to enhance their knowledge and prepare themselves for participating in the seminar or conference and writing an article for a journal, whereas, the researchers also analyses that the lack of electricity was the prime barriers in the use of computers by the university library users.

To explore the digital information literacy skills of Mangalore University students, a study was conducted by Lokesha and Adithya (2019) and observed that 83.33% of the respondents were admitted that they need digital resources to update

their subject knowledge followed by the statements, i.e., 'to prepare for seminar papers' (66.67%), 'to prepare their study notes' (63.33%), 'to prepare for competitive exams' (60%), 'to carry out projects / dissertations' (56.67%) and 'to write for assignments' (43.33%) respectively, whereas, a big majority of the respondents, i.e., 93% had the knowledge of digital library infrastructure facility.

In Saudi Arabia, Al Amoudi and Al Selmi (2008) investigated information literacy among a random sample of female1 graduate students in the master's and doctoral programs in the College of Arts and Human Sciences at the University of King Abdul Aziz. A questionnaire was used to determine the students' information literacy skills, which indicated an awareness of the need for information and the ability to use and evaluate this information. The results demonstrated these students' lack of library, research and technology skills. The researchers' recommendation was to encourage the academic staff, library staff and students to participate in developing information literacy awareness in the academic community.

Colleges of Education, Akwanga is an institution of higher learning, established by the State to focus on the exclusive role of training, qualify teachers that serves the primary and secondary education system of the state and the nation at large. In fact, Colleges of Education are central to the educational development of the Nigerian nation because they are concerned with developing educational manpower to serve the basic levels. The institution offers the National Certificate in Education (NCE), and also the bachelor's degree programs in education in affiliation with ABU Zaria. It is in view of the important role COEs play in the education of the nation that, this study is set to investigate the role of information literacy skills on the use of electronic resources by Students of College of Education Akwanga, Nasarawa State. Nigeria

Methodology

The study employed descriptive survey research design. The target population of the study was the entire NCE I, II, and III of the College of Education, Akwanga which stands at 19,007. 2% of the population was used as sample which resulted to 380 undergraduate students in NCE I. 130, NCE II. 140 and NCE III. 110 randomly selected. The research instrument that was used for this study is the questionnaire. The questionnaire was administered by the help of research assister after it was validated. 356 copies of the questionnaire were duly completed, returned and found fit for analysis. The data collected were analyses using frequency counts and percentages. It was titled "Role of Information Literacy Skills on the use of Electronic Resources by Students of College of Education Akwanga, Nasarawa State, Nigeria questionnaire (RILSERSQ).

Data Analysis

This section presents the analysis of the data collected from the questionnaire. The data was analyzed using simple percentages and frequency counts.

What are the types of Electronic Resources available and used in College of Education Akwanga Library?

Table 1: Electronic Resources used

S/N	Electronic Resources used	Respondents	Percentage (%)
1	Internet	312	87.64%
2	e-Journals	256	71.91%
3	e-books	297	83.42%
4	CD-Rom	56	15.73%
5	Databases	78	21.80%
6	e-Newspapers	Nil	0%
7	Off-line resources	334	93.82%
8	e-Magazine	Nil	0%
9	OPAC	Nil	0%

From the Table 1: above, the data showed that majority of the respondents indicated availability and used of electronic resources which includes internet, off-line resource, e- books and e-journal with higher number and percentages 334 (93.82%), 312 (87.64%), 297 (83.42%), and 256 (71.91%) of the respondents respectively. Followed by those who used Database, and CD-ROM with the following number of respondents 78(21.80%) and 56(15:73%) respectively. It was indicated by the respondents that e-newspaper, e-magazine and OPAC were not being used due to the fact that, they are not available in library or not functioning

What are the levels of Information Literacy Skills among Future Teachers of the College of Education Akwanga?

Table 2: the Levels of Information Literacy Skills among the future teachers

S/No	Information Literacy skills among Students	VHE	HE	LE	VLE
1	Identification of needed information resources	7 (2%)	186 (52%)	160 (45%)	3 (1%)
2	Evaluation of relevant information resources	9 (3%)	230 (65%)	115 (32%)	2 (1%)
3	Access to information resources online data base	10 (3%)	203 (57%)	149 (42%)	1 (0%)
4	Organization and utilization of information resources	17 (5%)	115 (32%)	234 (66%)	3 (1%)
5	Categorize of existing information resources	9(3%)	225 (63%)	115 (32%)	2 (1%)
6	Differentiate between specific and general information resources	12(5%)	76 (21%)	265 (74%)	3 (1%)
7	Building of strategies for locating of information resources	10(5%)	149 (42%)	200 (56%)	6 (2%)

Key = Very High Extent (VHE) High Extent (HE) Low Extent (LE) and Very Low Extent (VLE).

Table 2 showed the level of information literacy skills among the Train Teachers of the College of Education, Akwanga. The majority 265 (74%) of the respondents picked low extent that is, differentiate between specific and general information resources. 234 (66%) of the respondents also chose low extent on Organization and utilization of information resources. 230 (65%) of the respondents picked high extent on Evaluation of relevant information resources. 225 (65%) of the respondents chose high extent on categories of existing information resources, 203 (57%) of the respondents selected high extent on Access to information resources online data base.

While, 200 (56%) of the respondent chose low extent on building of strategies for locating of information resources, 186 (52%) of the respondents picked high extent on Identification of needed information resources.

What are the extents to which the electronic resources are used by the future teachers?

Table 3: The extents of the use of electronic resources

Items	Variables	Frequency	Percentages %
Frequency of usage	Very often	116	32.58%
	Often	178	50%
	Rarely	62	17.41%
	Not at all	0	0%
Purpose of usage	Research	57	16.01%
	Lecture notes	110	30.69%
	General Information	46	12.92%
	Examination	144	40.44%

The Table 3 showed the extent of used of electronic resources in the college library. The result showed that most of the electronic information resources available were often used as indicated by 178(50%) of the respondents, very often used by 116(32.58%) of the respondents and rarely used by 62(17.41%) of the respondents. They electronic resources were mostly use for Examination and Lecture notes purpose as shown by 114(40.44%) and 110(30.69%) of the total respondent represented. they were also used for research 57(16.01%) and it was indicated that general information was 46(12.92%) of the respondents, however none of the respondents indicated none use of the available information resources. The results revealed high usage of the available electronic information resources.

What are the challenges students faced in using electronic resources?

Table 4: Challenges face by Students in using electronic resources

S/N	Challenges on using e-resources	SA	A	D	SDA
1	Lack of awareness of electronic information resources	33 (9%)	110 (31%)	157 (44%)	56 (16%)
2	Lack of information retrieval skills	182 (51%)	120 (34%)	50 (14%)	04 (1%)
3	Slow internet access	221(62%)	108 (30%)	17 (5%)	10 (3%)
4	Inadequate searching skills	89 (25%)	159 (45%)	56 (16%)	52 (15%)
5	Inadequate ICT facilities	23 (6%)	85 (24%)	198 (56%)	50 (14%)
6	Excessive academic workload	175(49%)	82(23%)	57(16%)	42(12)
7	Unavailability of e-resources relevant to my Information needs	20(6%)	30(8%)	196(55%)	110(31%)
8	Erratic power supply	265(74%)	76(21%)	12(3%)	03(1)

Key = Strongly Agree (SA) Agree (A) Disagree (DA) Strongly Disagree (SDA)

Table 4 showed the challenges face by future teachers in the used if e-resource in College of Education Akwanga. It is evident that the respondents strongly agree that Slow internet access, Erratic power supply, excessive academic workload, and lack of

information retrieval skills, were the biggest challenges facing the future teachers as revealed by 265(74%), 221(62%), 182(51%) and 175(49%) of the respondents respectively. Some of the respondents agree to inadequate searching skills 159(45%). However, it is evident that majority of the respondents disagree to inadequate ICT facilities, Unavailability of e-resources relevant to my information needs and lack of awareness of electronic information resources, as were revealed by 198(56%), 196(55%) and 157(44%) of the respondents respectively.

Findings and Discussions

Based on the results, the following major findings may be as given below:
Majority of the respondents used off-line resources that had been downloading from the internet facilities, e-books. e-journals. While, few respondents used CD ROM and database. However, e-Newspapers, e-magazine and OPAC are not available in the e-library that is why users cannot assess it at all. Alagu and Thanuskodi (2018) had tried to assess the information literacy skills among the students of Alagappa University, India and observed that the majority of the students were accessing Internet in University Central Library and the maximum numbers of students were using various information resources to enhance their knowledge

Majority of the respondents have high extent level of access to information resources online database, information literacy on evaluation of relevant information resources and categories of existing information resources, identification of needed information resources. Hajam (2017) tried to know the information literacy competencies among scholarly community of Kashmir University and observed that about 64% of the respondents were aware about the legal aspects of using information and 45.4% users make fair use of information, whereas, 79.7% had knowledge about identification of citations. This was in line with the current study.

Most of respondents indicate that often electronic resources were used by the students, while, measure number of the respondents use electronic resources very often. There are small numbers of respondents that rarely use e-resources. The measure purposes of using the electronic resources are for examination and lecture notes. However, few respondents identify purpose of use for research and general information. Okiki and Iyabo (2013) studied the impact of information literacy skills on academic staff research productivity in Nigerian Federal Universities findings from this study showed that information literacy skills helped respondents to recognize a need for information resources, differentiate, possible information and deploy the resources appropriately thus significantly affecting their research productivity.

Majority of the respondents strongly agree that slow internet access, erratic power supply, excessive academic workload and lack of information retrieval skills, were the greatest challenges of the students. However, large numbers of the respondents disagree to in adequate ICT facilities, unavailability of e-resources relevant to my information needs and lack of awareness of electronic information resources. Damilola (2013) found that poor electricity supply greatly hindered the use of electronic information resources. This was represented by 117(46.8%) of the respondents and poor internet connectivity was another hindrance which greatly affected the use of electronic information resources, this was confirmed 100(40%) of the respondents. Other factors were insufficient skills, poor training programme and excessive academic workload. A major problem however identified by Egberongbe (2011), are lack of information retrieval skills for exploiting electronic resources, thus making the level of usage of resources by students is very low.

Conclusion

Information literacy it's an important concept in the 21st century as it involves electronic resources via internet. In view of the investigation, it was revealed that electronic resources in the lives of students cannot be underestimated. It was also observed by the researcher that to a large extent the college library had major electronic resources such as e-books, e-journals and offline resources. These available electronic resources were highly utilized by students mostly for the purpose of noted making and examination. In fact, in the findings, it can be concluded that some issues posed a challenge to the optical use of these resources to the students, like erratic power supply and slow network service to the electronic resources. Information literacy skills are essentials for effective service delivery to our future Teachers in the class room teaching.

Recommendations

Based on the findings of the study, the following recommendations are made in respected of state College of Education Akwanga, Nasarawa State.

1. Efforts should be made by the authority to provide databases, CD-ROMs, e-newspapers, e-magazines and OPAC in order to encourage students to use them.
2. The students should be guided on how to organize and utilize information resources, evaluate by differentiate between specific and general Information resources and also building strategies for locating of information resources.
3. Information literacy programs on various levels should be integrated within College Curriculum for teaching and learning process of the College. To guide the students on how to use electronic resources for research purposes and findings of general information.
4. The management should provide an alternative power supply to the library, apart from the national grid, stand by generator should be provided. The library should subscribe for better internet services.

References

Adigwe, (2010). The impact of information and communication technology on news Processing. A study of NTA and AIT Unpublished Project of Lagos State University School of Communication.

Alagu, A, & Thanuskodi, S. (2018). Assessment of information literacy skills among students of Alagappa University, India. Library Philosophy and Practice (e-journal). Paper 2083. Retrieved from http://digitalcommons.unl.edu/libphilprac/ 2083. (Accessed on 1.6.2019)

Al Amoudi H, & Al Selmi F. (2008). Information awareness in the academic society: applied study on graduate female students in King Abdul-Aziz University. Information Studies Journal. 3: 161-224.

Amerian Library Association. Final Report of the American Library Association, Presential Committee on Information Literacy: Chicago: American Library Association,2013.

Arms, W. Y. (2007). A viewpoint analysis of the digital library. D-lib 11(7/8) available: http://www.dlib.org/dlib/july05/arms/07arms.html

Boaduo, N. A. & Babitseng, S. M., (2007) "The need for teachers to be researchers", The African Symposium: An Online Journal of African Education Network. Vol. 7, No. 1, pp. 183-191,

Boucher, J. J. and Lance, K. C. (1992). The Roles of Libraries in Education. http://files.eric.ed.gov/fulltext/ED354919.pdf

CILIP (2012) Ethical Principles and Code of Professional Practice for Library and Information Professionals

Damilola, O. A. (2013). Use of Electronic Resources by Distance Students in Nigeria: The Case of the National Open University, Lagos and Ibadan Study Centers. Library Philosophy and Practice (e-journal). Retrieved 23th May 2021 from http://digitalcommons.unl.edu/libphilprac

Egberongbe, H. S. (2011). The Use and Impact of Electronic Resources at the University of Lagos. Library Philosophy and Practice (e journal). Retrieved 3rd April 2021 from http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article= 1490&context= libphilprac

Ekong, U.O., & Ekong, V. E. (2018). Impact of Information Literacy Skills on the Use of E-Library Resources among Tertiary Institution Students in Akwa Ibom State. Nigerian Journal of Technology, 37(2), 423-431. http:// dx.doi.org/10.4314/njt.v37i2.17.

Hajam, M. A. (2017, May). Users' information literacy competencies: a study with reference to scholarly community of Kashmir University. DESIDOC Journal of Library & Information Technology, 37(3), 153-157

Issa, A. O., Amusan, B. & Daura, U. D. (2009). Effects of Information Literacy Skills on the Use of E-Library Resources among Students of the University of Ilorin, Kwara State, Nigeria. Library Philosophy and Practice (February). 1 – 12.

Lokesha, M., & Adithya, K.H. (2019). Digital information literacy of Mangalore University students: A study. International Journal of Information Dissemination and Technology, 9(1), 40-43. 5.

Neogi, P. & Partap, B. (2019). Role of Information Literacy Skills on the Use of Information Resources by the Future Teachers: A Case Study of Uttarayan College of Education, Cooch Behar (WB).

Okiki, O.C & Iyabo, M. (2013). Impact of Information Literacy Skills on Academic Staff Research Productivity in Nigerian Federal Universities. Information and Knowledge Management , 3(2), 9 - 18.

Oparah, O. B. & Faloye, J. O. (2015). Beyond the lesson plan: an eye on teachers' emotion In Contemporary issues in education, health, and sports: the way forward by B.O, Ogundele, O.A. Moronkola and J.F. Babalola Eds. Ibadan: Department of Human Kinetics and Health Education, University of Ibadan, 13-30.

Saidu, S. N. & Madu, C. E. (2018) Effect of Information Literacy Skills on use of Electronic Library Resources by Lecturers in Universities in North Central Nigeria. International journal of applied Technology in Library and Information Management. Vol. 4(3)- 13-22.

Toyo, O. D. (2017). Undergraduates' Information Literacy Skills and the use of electronic resource in Delta State University, Abraka, Nigeria. International Journal of education and Evaluation. Vol.3. No.1. www.iiardpub.org