LAFIA JOURNAL OF LIBRARY AND INFORMATION SCIENCE
Volume 8, Number 1, 2025.
Available online ***https://journals.fulafia.edu.ng/index.php/ljlis***
ISSN:Print - 2814-0702, Online - 2814-0710
LJLIS

INFLUENCE OF INFORMATION LITERACY ON USE OF ELECTRONIC INFORMATION RESOURCES BY UNDERGRADUATES IN BENUE STATE UNIVERSITY LIBRARIES

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Abstract
The study investigated the influence of information literacy on the use of electronic information resources by undergraduate students in University Libraries in Benue State, Nigeria. Three objectives with corresponding research questions guided the study and two hypotheses were formulated and tested at 0.05 level of significance. The study adopted a descriptive survey research design. The target population for this study comprises 6,476 three hundred level undergraduate in the three University Libraries under study. ***The sample for the study was 377 undergraduate students who were selected using proportionate stratified random sampling technique.*** *The instrument for data collection is a self-developed structured questionnaire. The questionnaire was validated by three experts. The reliability of the questionnaire was established using Cronbach Alpha method and a reliability coefficient of 0.77 was obtained. Data collected was analyzed using Mean scores, Standard Deviation and Chi-Square Statistic. Findings revealed that tool and research literacy does not significantly influence the use of Electronic Information Resources and that the challenges affecting electronic information resources use by undergraduate students are erratic power supply, poor network, low bandwidth, lack of subscriptions in specific fields of interest, access password issues, lack of assistance from the librarians, inadequate computers in the library, negative attitudes of staff towards users, and lack of awareness about statutory provision for accessing. The study concluded that the information literacy taught to students has not benefited the students in usage of electronic information resources. It was recommended that University librarians need to re-evaluate their roles and be more active in the task of inculcating the contents of information literacy to students to be able to effectively retrieve and use electronic information resources.*

Keywords: Information Literacy, Electronic Information Resources, University Libraries, Undergraduate Students, Benue State, Nigeria

Introduction

Library as the heart of any institution is established to provide information resources and services to support academic activities of its patrons, such as students, teachers and other stakeholder in education sector. As the world is growing technologically, library operations in various locations in the world are no longer how they use to be. University libraries in developing countries like Nigeria since the beginning of the 21st century have started making efforts to metamorphose from being institutions driven by manual processes into modern ones where operations are in part or wholly dependent on Information and Communication Technology applications. An endless supply of information is continuously generated in university libraries and anyone can readily access it regardless of time and space, thanks to the rapid advancement of Information and Communication Technology in contemporary society.

Sustained advances in Information and Communication Technology (ICT) have significantly changed the way information is acquired, processed, stored, retrieved, and communicated in university libraries in Nigeria. Libraries are being automated and connected to the internet, in order to facilitate the process of retrieving and disseminating information that will enhance teaching, learning, research, and administrative work in universities.

Electronic Information Resources (EIR) are resources which are accessed through electronic system and computer network. Okoro (as cited in Ojobo, Tofi, & Tunde, 2020) viewed EIR as library materials produced in digital formats, such as e-journals, e-books, reference work published online and CD-ROM, bibliographic databases, and other web based resources. This view is shared by Shariful (2012), who sees EIR as those resources that deal with both born electronic and digitized materials which can be either accessible from library's in house databases or from the world –web-web. The born electronic materials includes: e-books, e-journals, e-magazine, e-projects, e-thesis, e-dissertations, e-reports, websites, WWW-resources, and other related materials which can be converting the materials formats into digital format". The EIR are made available in university libraries to assist users like undergraduates finding information relevant to their needs. These resources provide accurate and timely information, especially for students who depend greatly on the electronic sources for information to advance research and collaboration with other researchers around the world for intellectual growth. Information literacy is 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. UNESCO (2010) defines information literacy as the set of skills, attitudes and knowledge necessary to know when information is needed to help solve a problem to make a decision, how to articulate that information need in searchable terms and language, then search efficiently for the information, retrieve, interpret and understand it, organize it, evaluate its credibility and authenticity, assess its relevance, communicate it to others if necessary, then utilize it to accomplish bottom-line purposes. Information literacy is much more than computer literacy, although having basic computer skills is an aspect of information literacy skills. Amalahu, Oluwasina, and Laoye (as cited in Omosebi & Omosebi, 2020) noted that information literacy encompass library literacy, computer literacy, research literacy, publishing literacy, and tool literacy. In this study, focus will be based on how tool literacy, research literacy and emerging technology literacy as contents/aspects of information literacy programme influence the use of Electronic Information Resources.

From the foregoing therefore, the complexity of electronic information resources which requires that one possesses information literacy may pose a great challenge to its effective utilization by undergraduates if they lack the skills required for its usage. In other words,

successful search and retrieval of electronic information could be dependent on one's level of information literacy skills. "Information literacy skills are imperative for accessing information in this generation of technology advancement that most of the information needed for research can be retrieved from electronic sources" (Adeleke & Emeahara, 2016). Students must show a tendency for lifelong learning by acquiring information literacy skills to contend with the rapid information growth in the information society and advance themselves. This is because students' efforts to complement their work with electronic information resources may be limited due to lack of information literacy skills since there is a positive correlation between both variables (Ekenna & Iyabo, 2013). Information literacy skills are basic in selecting and retrieving pertinent and current information in an online environment. Information literacy skills acquisition is absolutely essential in using online resources since most information is available in electronic format that could exclusively be used when students are information literate. These skills are compulsory due to the proliferation of electronic information resources as well as the numerous mediums of access and the different formats in which information is available.

Information literacy is essentially an indispensable skill for students. As technology is rapidly evolving and so is advancement in electronic information resources. As the use of electronic information resources continues to rise especially within Nigerian universities, undergraduates are expected to develop the required information literacy skills. In the fast-growing knowledge society, information literacy skills have become one of the most important skills for accessing electronic information resources. Assessing undergraduate student's usage of electronic information resources in the 21st century is a rapidly growing concern of researchers in institutions of higher education. If literacy librarians intend to remain relevant, they must demonstrate their contributions to the mission of the library by becoming involved in assessing the influence of information literacy carried out by the university libraries on undergraduate students' use of electronic information resources. It is the researcher's observation that the level of undergraduate students' literacy in the use of electronic resources in universities in Benue State is not encouraging with reference to their academic activities. It is against this backdrop that this study is conducted.

Statement of the Problem

The provision of electronic resources in university libraries no doubt has myriad advantages as it enables access to current information at the right time and in the right place and provides the opportunity to search several files at a time. It also presents a lot of challenges as it is computer-based and requires information literacy for searching, retrieval, and use. Undergraduate students on the other hand, are expected to know how to use the library and the available tools to retrieve any required information and to be able to carry out academic work with minimal assistance.

The researchers have observed that undergraduate students seem not to make use of the electronic information resources made available by university libraries. This may perhaps, be due to lack of the required necessary information retrieval skills to be able to use these resources. It is however known that such skills are taught to undergraduate students under information literacy as a general course by universities in order to acquaint them with knowledge to be able to use the library and the available tools to retrieve electronic information resources. The consequence of this scenario is that the university libraries' efforts in exposing students to information literacy programme to be able to efficiently use information resources for their academic work would be

futile if the students do not know how to retrieve these resources. This may lead to low library patronage and poor students' turnout in researches.

The need for this study therefore was prompted after discovering that most undergraduate students in universities in Benue State seem not to effectively use electric information resources for their academic work like term and/or seminar papers despite the fact that the University Libraries have made efforts to expose them to information literacy programme and subscribes to large quantity of electronic resources. It is against this back drop that the researcher sought to investigate how Information Literacy influence the use of Electronic Information Resources by undergraduate students in University Libraries in Benue State, Nigeria.

Objectives of the Study

Specifically, the study sought to achieve the following:

1. Ascertain how tool literacy influence the use of Electronic Information Resources by undergraduate students in University Libraries in Benue State
2. Determine how research literacy influence the use of Electronic Information Resources by undergraduate students in University Libraries in Benue State
3. Determine the challenges affecting Electronic Information Resources use by undergraduate students in University Libraries in Benue State

Research Questions

The following research questions were raised to guide the study:

1. How does tool literacy influence the use of Electronic Information Resources by undergraduate students in University Libraries in Benue State?
2. How does research literacy influence the use of Electronic Information Resources by undergraduate students in University Libraries in Benue State?
3. What are the challenges affecting Electronic Information Resources use by undergraduate students in University Libraries in Benue State?

Hypotheses

The following hypotheses are formulated for the study and will be tested at 0.05 level of significance:

$H0_1$: Tool Literacy does not significantly influence the use of Electronic Information Resources by undergraduate students in University Libraries in Benue State

$H0_2$: Research Literacy does not significantly influence the use of Electronic Information Resources by undergraduate students in University Libraries in Benue State

Review of Related Literature

Odede and Zawedde (2018) carried out a study on Information Literacy Skills in using Electronic Information Resources. The findings of their studies revealed that the use of electronic information resources is determined by competency in the various dimensional constructs of information literacy. Findings further indicated that tool literacy, critical literacy, social-structural literacy, emerging technology literacy, and publishing literacy skills are required in using electronic information resources. The results suggest that there is a link between information literacy skills and the use of electronic information resources.

Momanyi et al. (2018) examined Information Literacy Programming, Students Skills and

Utilization of E-Resources at Maseno University, Kenya. The study established that the IL program was inadequate in some key components as user instructions, orientation, computer information literacy, and online databases. The findings further revealed that the content of the current implementation of IL training program has not benefited the students an indication that they did not learn IL skills for their use, proving that the program was not effective and there is need to have it improved in order to promote utilization of electronic information resources. It was also established that users were inadequately skilled for efficient utilization of e-books and there was dire need for information literacy training program to facilitate utilization of e-resources.

Ekong and Ekong (2018) conducted a study on the impact of Information Literacy Skills on the use of E-Library resources among tertiary institution students in Akwa Ibom State. The study revealed that the quality and volume of academic work is largely influenced by the knowledge and skills possessed in the use of e-library resources. The results of the study showed a significant effect of information literacy skills on the use of computer technologies. It was found that computer literacy (tool literacy) greatly influences use of e-resources however, many students could not utilize e-resources because of either low computer literacy skills or ignorance of their availability and relevance.

Ndagi and Madu (2018) examined the effect of information literacy skills on use of electronic library resources by lecturers in universities in North Central Nigeria. The study showed that the respondents possessed high levels of information literacy skills. Electronic resources such as e-journals, e-books, and internet resources were available in these institutions and highly utilized. Hypothesis tested revealed that there exists strong positive correlation between information literacy skills and utilization of electronic resources. It was also revealed descriptively that information literacy skills had great positive effect on the utilization of electronic resources.

Issa et al. (2009) conducted a study on the effects of Information Literacy Skills on the Use of E-Library Resources among Students of the University of Ilorin, Kwara State, Nigeria. The study found that most students were aware of the e-library resources but do not use them because they lack the skills. The study concluded that information literacy skills have not taken the desired firm root among University of Ilorin students.

Research Methodology

The study adopted a descriptive survey research design. The target population for this study comprises 6,476 three hundred level (300 level) library registered undergraduate in the three University Libraries under study. From this population, 3,429 were students from Benue State University Library, 2336 were from Joseph Sarwuan Tarka University and 711 from University of Mkar, Mkar. The sample size of 377 third year (300-level) students who are registered with the library in the three universities was used for the study. This sample size was determined using Taro Yamane formula. This study employed the use of questionnaire as the instrument for data collection. The instrument was subjected to face and content validation by two professionals of Library and Information Science, from Benue State University, Makurdi and one professional from Measurement and Evaluation, Department of Educational Foundations and General Studies (EFOGENS), Joseph Sarwuan Tarka University, Makurdi. To ascertain the reliability of the instrument, the instrument was administered to 40 undergraduate students from Federal University Lafia who were not part of the main study but considered to have similar characteristic with the subjects under study. Data obtained from the trial testing was subjected to reliability

analysis using Cronbach Alpha. The Cronbach Alpha method yielded a reliability coefficient of 0.77 for the questionnaire. Data collected were analyzed using Mean and Standard Deviation to answer the research questions and a non-parametric statistic of Chi-square goodness of fit to test the hypotheses at 0.05 level of significance.

Data Presentation

Research Question One: How does tool literacy influence the use of Electronic Information Resources by undergraduate students in University Libraries in Benue State?

Table 1: Mean and Standard Deviation of how Tool Literacy Influence the Use of Electronic Information Resources by Undergraduate Students in University Libraries in Benue State

S/No	Items	Mean (X)	Std Dev.	Decision
	Through Tool Literacy, I have the ability to:			
1	Locate information in multiple online sources	2.72	1.01	Agree
2	Browse online databases to locate pertinent information	2.33	0.88	Disagree
3	Recognize different methods of accessing electronic information Resources	2.22	0.92	Disagree
4	Navigate from one link to another to retrieve e-resources	2.28	0.95	Disagree
5	Copy documents from web pages to Microsoft words	2.58	1.10	Agree
6	Retrieve information saved on CD -ROM, thanks to the knowledge of tool literacy	2.17	0.99	Disagree
	Grand Mean	**2.38**	**0.98**	**Disagree**

Table 1 shows how tool literacy influence the use of Electronic Information Resources by undergraduate students in University Libraries in Benue State in Mean and Standard Deviations. From the Table 3 as presented, except for item 21 and 25 with mean values of 2.72 and 2.58 which are above the benchmark of 2.50, the respondents disagreed to other items with Mean values ranging from 2.17 – 2.33 which are below the benchmark of 2.50. The table further revealed a cluster Mean of 2.28 and SD = .98. With this cluster mean (2.38) which is below the benchmark of 2.50, it means that tool literacy does not positively influence the use of Electronic Information Resources by undergraduate students in University Libraries in Benue State.

Research Question Two: How does research literacy influence the use of Electronic Information Resources by undergraduate students in University Libraries in Benue State?

Table 2: Mean and Standard Deviation of how Research Literacy Influ#ence the Use of Electronic Information Resources by Undergraduate Students in University Libraries in Benue State

S/No	Items	Mean (X)	Std Dev.	Decision
	Through Research Literacy, I have ability to:			
7	Use different information retrieval tools to support my research	2.46	0.83	Disagree
8	Access different online information sources to update self with current academic trends	2.33	0.81	Disagree
9	Interpret primary liter ature retrieved from online sources	2.27	0.90	Disagree
10	Critically evaluate electronic information resources for my research work	2.25	0.92	Disagree
11	Navigate all formats of online publication fluently	2.31	0.99	Disagree
12	Communicate online retrie ved information effectively with others	2.50	0.87	Agree
	Grand Mean	**2.35**	**0.89**	**Disagree**

Table 2 shows how research literacy influence the use of Electronic Information Resources by undergraduate students in University Libraries in Benue State in Mean and Standard Deviations. From the Table 4 as presented, except for item 32 with mean values of 2.50 which is equal to the benchmark of 2.50, the respondents disagreed to other items with Mean values ranging from 2.25 – 2.46 which are below the benchmark of 2.50. The table further revealed a cluster Mean of 2.28 and SD = .89. With this cluster mean (2.35) which is below the benchmark of 2.50, it means that research literacy does not positively influence the use of Electronic Information Resources by undergraduate students in University Libraries in Benue State.

Research Question Three: What are the challenges affecting Electronic Information Resources use by undergraduate students in University Libraries in Benue State?

Table 3: Mean and Standard Deviation of the Challenges Affecting Electronic Information Resources use by Undergraduate students in University Libraries in Benue State

S/No	Challenges affecting reference services	Mean (X)	Standard Dev.	Decision
13	Erratic power supply	3.08	0.78	Agreed
14	Lack of information retrieval skills	3.32	1.01	Agreed
15	Poor network	3.43	0 .88	Agreed
16	Low bandwidth	3.52	0.92	Agreed
17	Lack of subscriptions in specific fields of interest	2.98	0.92	Agreed
18	Access password issues	2.77	1.10	Disagreed
19	Lack of assistance from the librarians	2.77	0.99	Agreed
20	Inadequate computers in the Library	2.81	0.88	Agreed
21	Negative attitudes of staff towards users	2.72	0.91	Agreed
22	Lack of user orientation/training	2.43	0.93	Disagreed
23	Lack of knowledge about electronic information resources	2.33	0.83	Disagreed
24	Non availability of required information	2.83	0.91	Agree
25	Lack of awareness about statutory provision for accessing e -resources by the university library	3.01	0.81	Agree

Table 3 shows the challenges affecting Electronic Information Resources use by undergraduate students in University Libraries in Benue State in Mean and Standard Deviations. From the table as presented, except for item 42 and 43 with mean values of 2.43 and 2.33, the respondents agreed to all the other items with mean values ranging from 2.77 – 3.52 as the challenges affecting Electronic Information Resources use by undergraduate students in University Libraries in Benue State

Hypothesis One: Tool Literacy does not significantly influence the use of Electronic Information Resources by undergraduate students in University Libraries in Benue State

Table 4: ***Chi-Square test of significance of how Tool Literacy influence the Use of Electronic Information Resources by Undergraduate Students in University Libraries in Benue State***

Variables	N	Df	X^2cal	Sig	Alpha Level	Remark
Tool Literacy	319	3	43.550	.101	.05	Not Significant

Df = Degree of Freedom; X^2cal **= Chi-Square Calculated Value; Sig = P-Value**

Table 4 shows the Chi-square calculated value of 49.550, degree of freedom df =15 and a sig (P-value = 0.101) which is greater than the alpha value (α=.05). Since P>.05, the result is not significant, therefore the null hypothesis is accepted. This implied that, Tool Literacy does not significantly influence the use of Electronic Information Resources by undergraduate students in University Libraries in Benue State

Hypothesis Two: Research Literacy does not significantly influence the use of Electronic Information Resources by undergraduate students in University Libraries in Benue State

Table 5: Chi-Square test of significance of how Research Literacy influence the Use of Electronic Information Resources by Undergraduate Students in University Libraries in Benue State

Variables	N	Df	X^2cal	Sig	Alpha Level	Remark
Research Literacy	319	3	33.340	.071	.05	Not Significant

Df = Degree of Freedom; X^2cal **= Chi-Square Calculated Value; Sig = P-Value**

Table 5 shows the Chi-square calculated value of 33.340, degree of freedom df =15 and a sig (P-value=0.071) which is greater than the alpha value (α=.05). Since P>.05, the result is not significant, therefore the null hypothesis is accepted. This implied that, Research Literacy does not significantly influence the use of Electronic Information Resources by undergraduate students in University Libraries in Benue State

Summary and Discussion of Findings

The following findings emanated from the study based on the research questions answered and the hypothesis tested

1. Tool literacy does not positively influence the use electronic information resources among undergraduate students in Universities in Benue State. Specifically, it does not help students to: browse online databases to locate pertinent information, recognize different methods of accessing electronic information resources, and navigate from one link to another to retrieve e-resources.
2. Research literacy does not positively influence the use electronic information resources among undergraduate students in Universities in Benue State. Specifically, it does not help undergraduate students to: access different online information sources to update self with current academic trends, interpret primary literature retrieved from online sources and critically evaluate electronic information resources for my research work.
3. The challenges affecting electronic information resources use by undergraduate students are erratic power supply, poor network, low bandwidth, lack of subscriptions in specific fields of interest among others.

The findings of the study revealed that tool literacy does not significantly influence the use of Electronic Information Resources by undergraduate students in University Libraries in Benue State. This was evident in that the undergraduate students disagreed that tool literacy has instill in them the ability to: browse online databases to locate pertinent information, recognize different methods of accessing electronic information resources, navigate from one link to another to retrieve e-resources and retrieve information saved on CD-ROM, thanks to the knowledge of tool literacy.

Further, the findings of the study revealed that research literacy does not significantly influence the use of Electronic Information Resources by undergraduate students in University Libraries in Benue State. This was evident in that the undergraduate students disagreed that tool literacy has instill in them the ability to use different information retrieval tools to support my

research, access different online information sources to update self with current academic trends, interpret primary literature retrieved from online sources, critically evaluate electronic information resources for my research work and navigate all formats of online publication fluently.

Finally, the findings of the study revealed that the challenges affecting electronic information resources use by undergraduate students in university libraries in Benue State are erratic power supply, poor network, low bandwidth, lack of subscriptions in specific fields of interest, access password issues, among others.

The findings of this study are in agreement with Adeleke and Emeahara (2016), Ekenna and Iyabo (2013), and other related studies that stressed the importance of information literacy in accessing and using electronic resources.

Conclusion

Based on the study's findings, the researcher concluded that the information literacy programs taught to undergraduate students in universities in Benue State have not effectively equipped students to use electronic information resources. The evidence suggests that these students may have not sufficiently developed the necessary literacy skills from their exposure to information literacy instruction, highlighting the need for improvement in this area to enhance the use of electronic resources. While information literacy is intended to significantly impact the utilization of electronic information resources, many undergraduate students struggle to make use of these resources due to either limited computer literacy skills or a lack of awareness of their importance.

Recommendations

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

1. *University librarians need to re-evaluate their roles and be more active in the task of inculcating the contents of information literacy to undergraduate students to be able to effectively retrieve and use electronic information resources.*
2. The university management needs to improve the content of the information literacy programs in order to inculcate in the undergraduate students the wherewithal of getting relevant, adequate and up to-date information from the e-resources.
3. Library management needs to invest greatly on training librarians on information literacy skills to be able to effectively inculcate literacy in students.
4. There is the need for University management to promote the use of electronic information resources among undergraduate students by making Internet services accessible and affordable for the students
5. The University Management should ensure regular electricity supply as well as, power backup on campus and by extension the University library, so that these e-resources can be accessed.

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