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INFORMATION LITERACY SKILLS AND THE USE OF E-LIBRARY RESOURCES AMONG UNDERGRADUATES IN SOUTH-WEST NIGERIA

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ABSTRACT

This study is a correlational survey study which investigates information literacy skills and the use of E-library resources among business administration undergraduates in south-west Nigeria. A sample size of 900 respondents was used but 800 questionnaires were retrieved. The target population for the study comprised of undergraduate business administration students in private universities in Southwest Nigeria. A simple random sampling technique was adopted for the purpose of this study. The questionnaire was the main instrument used for data collection and was divided into three sections namely demographic characteristics, information literacy and use of e-library among students in the private universities in Nigeria. The result of the study showed that the level of information literacy of students in the selected private universities in Nigeria is high; CD-ROM databases was the mostly used e-resources while E-theses & dissertations were the least used. In addition, epileptic and erratic power supply; poor awareness of electronic library resources; poor internet connectivity; among others are the major challenges confronting the use of e-library resources among business administration undergraduates. Furthermore, there was a significant relationship between information literacy level of students and their use of e-library resource among business administration undergraduates. The study recommends that school authority should automate their library to ensure that e-resources are available to make sure students have access and are also motivated to use e-library resources.

Keywords: information literacy skill, e-library, electronic resources, use of e-library

1. INTRODUCTION

The emergence of information and communication technology has given rise to the concept of electronic library (e-library). From the concept, two major concepts are deemed important: library and electronic. Haliso (2010) stated that academic libraries are institutions that are established to take care of the information need of students, lecturers, researchers and other community of scholars with a mission to provide quality information service and knowledge products (print and electronic) to resident community of scholars. Academic libraries can operate a traditional or electronic or both forms. The traditional form of library is equivalent to the physical library: it is driven by a focus on physical items and physical spaces. The priority in such a library, as reflected in traditional library building design, is the housing and protection of the current and future print collection as all activities are done and processed manually. On the other hand, the electronic library also known as the digital library or e-library is a library in which collections are stored in digital formats (as opposed to print, microform, or other media) and accessible electronically (Trivedi, 2010). To this end, e-library expedites the systematic development of procedures to collect, store, and organize information in digital form; promotes efficient delivery of information economically to all users; encourages co-operative efforts in research resource, computing, and communication networks; strengthens communication and collaboration between and among educational institutions; and takes leadership role in the generation and dissemination of knowledge (Trivedi, 2010).

In addition, the use of e-resources and services in university libraries have revolutionized the way users source and use information. This means that researchers, students and other information or library users are no longer restricted to print information materials to solve their various information and research needs. The role of the internet, online databases, e-journals, e-books, etc. in meeting the users' information needs depend on the capacity of university libraries to ensure that the facilities and resources are updated regularly.

Nevertheless, from the e-library perspective, Amalahu, Oluwasina and Laoye (2009) defined information literacy as that which includes library literacy, computer literacy, research literacy and critical thinking skills. These skills are important in the use of electronic library because of the complexity of user needs and the wide array of information available on the system, a good interface navigation skills, which include knowing and using the correct terms for electronic resource searches, knowing the right source to access, the operation of the systems, among others may pose a significant great challenge to effective utilization of the e-library.

According to Julien (2002), an information literate person possess specific online searching skills such as the ability to select appropriate search terminology, logical search strategy and appropriate information evaluation. Julien (2002); and Tilvawala, Myers and Andrade (2009) have noted that a major barrier to the efficient utilization of information resources especially digital resources in developing countries such as Nigeria is the relatively low level of information literacy skill.

Without the ability to manipulate and use information effectively, investments in both print and electronic based resources may be a waste (Pejova, 2002).

In this regard, some scholars have suggested that the digital divide between the developed and developing world has widened due to lack of information literacy skills in developing countries (Dewan, Ganley & Kraemer, 2005). To this end, to bridge this gap, there is constant need to braise up the need for enhanced information literacy both at the supply side (librarians) and the demand side (Users such as students) thus, the need for this study. This study concentrates on the users' side and includes undergraduate students of business administration in selected Universities in South Western Nigeria. To this end, the following research questions were used to drive the study:

1. What is the level of information literacy skills of business administration students in selected private universities in south-west Nigeria?
2. What are the types of electronic library resources used by the business administration students in selected private universities in south-west Nigeria?
3. What are the challenges and impediments to electronic library resources use of the business administration undergraduates?

Also, the following hypotheses would be subjected to test at 0.05 level of significance:

Ho₁: There is no significant relationship between information literacy level of students and their use of e-library resource among business administration undergraduates.

Ho₂: There is no significant difference in electronic library resources use of the business administration undergraduates with respect to students' demographic characteristics such as gender, university attended, among others.

Ho₃: There is no significant difference in information literacy of the business administration undergraduates with respect to students' demographic characteristics such as gender, university attended, among others

2. LITERATURE REVIEW

INFORMATION LITERACY AND USE OF E-LIBRARY

The relationship between e-library use and information literacy could be more conceptualized through the study of Trivedi (2010). E-library does not operate in isolation however to function, one needs a certain level of what is called information literacy else, the benefits of e-library may not be actualized. E-library does not operate in a single entity but requires technology link between and among resources of many collections, thus the need for technology competence which in this study could be conceptualized as Information literacy.

Information literacy has been defined by many scholars differently based on the context on which it is deployed. For instance, from a general perspective, Kapitzke (2001) defined information literacy as consisting of a hierarchy of information problem-solving skills that purportedly enable independent and effective learning. Also, information literacy encompasses the knowledge of

one's information concerns and needs, and the ability to identify, find, access, evaluate and use information to address issues or problems at hand (Ukachi, 2015).

Furthermore, it is essential to note that these activities of e-library assume a certain level of technological competence in the creation and navigation of nested folders and directories and in the creation, saving, naming, and renaming of files (Kapitzke, 2001). Also, students with a risk of graduating with a low CGPA can actually be predicted at the end of the final year first semester (Azeez, Awe and Omosebi 2018) but availability of Elibrary resources and use can help students.

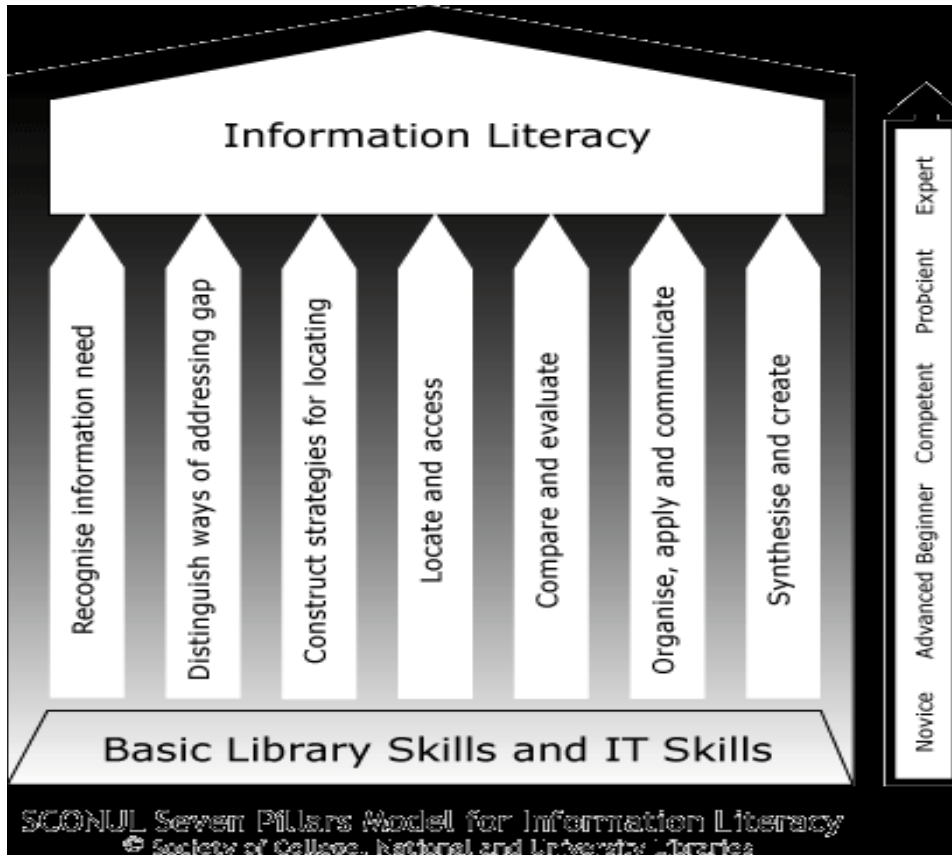
Universities should make the school environment conducive to use for e-library resources and thus putting in place various infrastructural designs and structures that would tend to facilitate the easy use of e-library among students (Omosebi and Okhaku 2017). University libraries should ensure that undergraduates optimize the use of electronic library resources irrespective of age, gender or academic discipline. Ebijuwa, A. S. and Mabawonku, I (2019)

Adeleke and Emeahara (2016) noted that users of information resources especially e-resources must possess information literacy skills in order to harness information resources at their disposal. To respond effectively to an ever changing environment, users of electronic information resources need more than just a knowledge base, they also need techniques for exploring it, so as to connect it to other knowledge bases and thus making practical use of it for rational decision making or problem solving. In other words, the landscape upon which we use to stand has been transformed, and users of information resources are being forced to establish a new foundation called information literacy for effective deployment and use of e-resources especially in the library (Owusu-Ansah, 2004). In addition, studies such as Julien (2002); and Tilvawala, Myers and Andrade (2009) have noted that a major barrier to the efficient utilisation of information resources especially digital resources in developing countries such as Nigeria is the relatively low level of information literacy skill.

Also, information literacy encompasses the knowledge of one's information concerns and needs, and the ability to identify, find, access, evaluate and use information to address issues or problems at hand (Ukachi, 2015). According to Amalahu, Oluwasina and Laoye (2009), information literacy includes library literacy, computer literacy, research literacy and critical thinking skills. Therefore, an information literate person possess specific online searching skills such as the ability to select appropriate search terminology, logical search strategy and appropriate information evaluation (Julien, 2002). Pejova (2002), also noted that without the ability to manipulate and use information effectively through users' information literacy level, investments in both print and electronic based resources may be mere waste of time and resources. To this end, it is mandatory and expedient to know and understand users; information literacy level and how it affect use of e-library resources especially in this ICT era and drive for e-library use. Therefore, there is need for this study.

RESEARCH FRAMEWORK

The study would adapt the Seven Pillars Model for Information Literacy-Society of College, National and University Libraries (SCOUNL) (2004). The SCOUNL Information Skills Model presents an iterative process by which the information user reaches competency at the expertise level by practicing the skills highlighted. The model recognizes that information technology (IT) skills and basic library skills go hand in hand (Al-Issa, 1997). The Seven Pillars Model for Information Literacy-Society is presented in figure 1.



Seven Pillars Model for Information Literacy-Society of College, National and University Libraries (SCOUNL) (2004)

Information Literacy Skills And E-Library Resources Use Framework

The study adopted the Seven Pillars Model for Information Literacy-Society of College, National and University Libraries (SCOUNL) (2004). The variables of interest in this study are recognizing information needs, distinguishing ways of addressing gap; construct strategies for locating; locating and accessing information; compare and evaluate; organize, apply, and communicate; synthesize and create. To this end, the proposed research model hypothesized that there is a relationship between information literacy and e-library use among business administration undergraduates from selected university in South Western Nigeria.

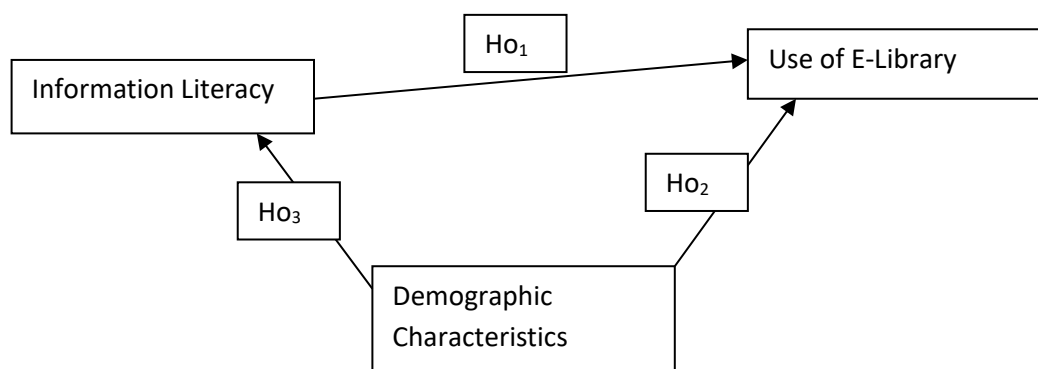


Figure 2: Research Conceptual Framework for the proposed study

Also, of importance is the demographic characteristic of respondents. The demographic characteristics used in this study are gender, age and institution of students. To this point, the study hypothesized that the demographic characteristic of students could influence the use of e-library and also affects information literacy of students.

3. RESEARCH METHODOLOGY

The study adopted a correlational survey research design and a sample size of 900 respondents was used however, 800 questionnaires were retrieved from the field. The target population for the study comprised the undergraduate business administration students in private universities in Southwest Nigeria. These universities to be considered were private universities in Ekiti, Lagos, Ondo, Osun, Ogun and Oyo states. There are total of sixteen private universities with course in business administration in the southwest of Nigeria. The simple random sampling technique was adopted for the purpose of this study. The sampled respondents for this study were drawn from the total population of 3210 undergraduate students from private universities in southwest Nigeria. Twenty-eight percent (28%) of the population from each university was used as the sample size for this study. With this, the sample size for the study was 900 respondents, which spreads across 16 private universities in south-west.

Questionnaire was the main instrument used for the data collection and was divided into four sections namely demographic characteristics, information literacy and use of e-library among students in the private universities in Nigeria. Also, the validity and reliability of the instrument was determined. To ensure validity, content and construct validity was done with respect to the research objectives, questions and hypotheses of the study. To ensure reliability, twenty respondents were administered questionnaire in the University of Ibadan and subjected to Cronbach alpha test, and yielded results of 0.83 for information literacy and 0.76 for the use of e-library. Information obtained from the field survey were subjected to analysis using descriptive (frequency and percentage) and inferential (regression analysis and t-test and ANOVA) statistics.

4. RESULT AND DISCUSSIONS OF STUDY

The results of this study are presented in two sections: research questions and hypotheses of the study.

Demographic Characteristics

The demographic characteristics of the students are presented in table 1.

Table 1: Demographic characteristics of the students

Demographic characteristics	Frequency	Percentage
Age of students		
No response	61	7.6
16-20 years	438	54.8
21-25 years	263	32.9
26-30 years	32	4.0
31-35 years	3	.4
36-40 years	2	.3
Above 41 years	1	.1
Total	800	100.0
Gender		
Male	398	49.8
Female	402	50.3
Total	800	100.0

The study revealed that respondents between the age brackets 16-20 years were higher (approx 55%) than other age groups, while those above 41 years have the least percentage (.1%). Also, the females and the males were approximately the same.

Research Questions

Research Question One: What is the level of information literacy skills of business administration students in selected private universities in south-west Nigeria?

The information literacy level of students in the selected private institutions are presented in table2.

Table 2: Information literacy level of business administration students

S\N	Level of information literacy skills	SD	D	A	SA	Mean	S.D
1	I can define\modify the information sought on basis of materials found for a research activity	81 (10.1%)	52 (6.5%)	371 (46.4%)	296 (37.0%)	3.10	.91
2	I recognize a need for information and data to achieve a specific end	49 (6.1%)	95 (11.9%)	394 (49.3%)	262 (32.8%)	3.09	.83
3	I have understanding of limitation of web materials located by search engines	95 (11.9%)	78 (9.8%)	350 (43.8%)	277 (34.6%)	3.01	.96
4	I can identify a variety of potential sources of information	92 (11.5%)	89 (11.1%)	378 (47.3%)	241 (30.1%)	2.96	.93
5	I possess the requisite skill to use the university library catalog to search for specific books	85 (10.6%)	120 (15.0%)	337 (42.1%)	258 (32.8%)	2.96	.95
6	I have ability to construct complex searches and search across a range of data bases using different user interfaces, redefining terms and repeating searches as required	107 (13.4%)	75 (9.4%)	380 (47.5%)	238 (29.8%)	2.94	.96
7	I can select, retrieve, and summarize information resources to suite my research need	85 (10.6%)	103 (12.9%)	391 (48.9%)	221 (27.6%)	2.93	.91

8	I can synthesize newly gathered information with previous information	95 (11.9%)	144 (18.0%)	282 (35.3%)	279 (34.9%)	2.93	1.00
9	I can apply information resources to the problem at hand	89 (11.1%)	114 (14.3%)	385 (48.1%)	212 (26.5%)	2.90	.92
10	I can detect gaps in the various information I use	102 (12.8%)	119 (14.9%)	346 (43.3%)	233 (29.1%)	2.89	.97

The result of information literacy level of students in table 2 shows that approximately 83% stated that they can define\modify the information sought on basis of materials found for research activities; approximately 82% stated that they can recognize a need for information and data to achieve a specific end; 78% stated that have understanding of limitation of web materials located by search engines; 77% stated that they can identify a variety of potential sources of information; 74% stated that they possess the requisite skill to use the university library catalog to search for specific books. The result of the study also show that 77% stated that they have ability to construct complex searches and search across a range of data bases using different user interfaces, redefining terms and repeating searches as required; 76% stated that they can select, retrieve, and summarize information resources to suite my research need; 70% stated that they can synthesize newly gathered information with previous information; 74% stated that they can apply information resources to the problem at hand; 73% stated that they can detect gaps in the various information I use. This implies that the level of information literacy of students in the selected private universities in Nigeria is high.

Research Question Two: What are the types of electronic library resources used by the business administration students in selected private universities in south-west Nigeria?

The electronic library resources used by students in the selected private institutions are presented in table 3.

Table 3: Types of electronic library resources used by the business administration students

S\N	Electronic Resources	Never	Annuall y	Bi- annually	Quarterly	Monthly	Weekly	Daily	Mean	S.D
1	CD-ROM databases	85 (10.6%)	68 (8.5%)	38 (4.8%)	47 (5.9%)	76 (9.5%)	193 (24.1%)	293 (36.6%)	5.14	2.10
2	E- books	70 (8.8%)	26 (3.3%)	81 (10.1%)	105 (13.1%)	140 (17.5%)	147 (18.4%)	231 (28.9%)	4.98	1.89
3	Electronic databases	75 (9.4%)	27 (3.4%)	31 (3.9%)	118 (14.8%)	188 (23.5%)	195 (24.4%)	166 (20.8%)	4.96	1.78
4	Online newsletter, newspapers and magazines	78 (9.8%)	36 (4.5%)	82 (10.3%)	87 (10.9%)	160 (20.0%)	113 (14.1%)	244 (30.5%)	4.91	1.96
5	E-journals	91 (11.4%)	23 (2.9%)	84 (10.5%)	56 (7.0%)	109 (13.6%)	302 (37.8%)	135 (16.9%)	4.89	1.90
6	Online encyclopedia (Britannica.com, Encarta, etc)	88 (11.0%)	36 (4.5%)	64 (8.0%)	144 (18.0%)	165 (20.6%)	147 (18.4%)	156 (19.5%)	4.66	1.88
7	Online public access catalogue (OPAC)	81 (10.1%)	42 (5.3%)	95 (11.9%)	145 (18.1%)	172 (21.5%)	133 (16.6%)	132 (16.5%)	4.51	1.83
8	E-theses & dissertations	123 (15.4%)	43 (5.4%)	84 (10.5%)	109 (13.6%)	171 (21.4%)	177 (22.1%)	93 (11.6%)	4.33	1.93
9	Online conference proceedings	100 (12.5%)	82 (10.3%)	136 (17.0%)	104 (13.0%)	134 (16.8%)	124 (15.5%)	120 (15.0%)	4.18	1.95
10	Microforms	141 (17.6%)	95 (11.9%)	49 (6.1%)	90 (11.3%)	159 (19.9%)	150 (18.8%)	116 (14.5%)	4.18	2.09

The result in table 3 shows that CD-ROM databases is mostly used on a daily basis (36.6%) and weekly basis (24.1%) more that other electronic library resource while only 11% never used it. Approximately 29% and 18.4% use E- books on a daily and weekly basis respectively while only approximately 9% never used it. E-theses & dissertations were the least used on a daily basis with only 16% and 22% using it on a daily and weekly basis respectively while 15% of the students never used it. This implies that, there is a high level of use of e-library resources among students of business administration in the selected private institutions in Nigeria.

Research Question Three: What are the challenges and impediments to electronic library resources use of the business administration undergraduates?

The challenges to the use electronic library resources among students in the selected private institutions are presented in table 4.

Table 4: Showing Challenges and Impediments to Electronic Library Resources of undergraduates

S\N	Challenges	SD	D	A	SA	Mean	S.D
1	Epileptic and erratic power supply	92 (11.5%)	151 (18.9%)	384 (48.0%)	173 (21.6%)	2.80	.91
2	Poor awareness of students to electronic library resources	117 (14.6%)	196 (24.5%)	257 (32.1%)	230 (28.8%)	2.75	1.03
3	Inadequate staff to assist users	102 (12.8%)	175 (21.9%)	353 (44.1%)	170 (21.3%)	2.74	.93
4	Poor internet connectivity to access internet-based resources	126 (15.8%)	162 (20.3%)	322 (40.3%)	190 (23.8%)	2.72	1.00
5	Most available information are not relevant to my course of study	133 (16.6%)	142 (17.8%)	356 (44.5%)	169 (21.1%)	2.70	.98
6	Outdated technological facilities	117 (14.6%)	181 (22.6%)	334 (41.8%)	168 (21.0%)	2.69	.96
7	Sometimes, information gathered are either too advanced or not applicable to my present need	116 (14.5%)	192 (24.0%)	335 (41.9%)	157 (19.6%)	2.67	.95
8	Lack of relevant and up-to-date resources	141 (17.6%)	195 (24.4%)	265 (33.1%)	199 (24.9%)	2.65	1.04
9	Lack of skills to access electronic information sources	148 (18.5%)	206 (25.8%)	240 (30.0%)	206 (25.8%)	2.63	1.06
10	Lack of technological know-how by library staff	139 (17.4%)	182 (22.8%)	319 (39.9%)	160 (20.0%)	2.63	.99
11	Inability to copy electronic information for personal use	133 (16.6%)	208 (26.0%)	289 (36.1%)	170 (21.3%)	2.62	1.00
12	Unfavourable institutional policy on ICT use	132 (16.5%)	199 (24.9%)	324 (40.5%)	145 (18.1%)	2.60	.97
13	Inaccessibility to most electronic resources in my field	152 (19.0%)	176 (22.0%)	324 (40.5%)	148 (18.5%)	2.59	1.00
14	Poor attitude of library staff toward library users	142 (17.8%)	223 (27.9%)	280 (35.0%)	155 (19.4%)	2.56	1.00

Source: **Field survey, 2014**

Table 4 showed the challenges and impediments to electronic library resources use of business administration undergraduates in private Universities of South-West, Nigeria. From the table, 69% stated that the epileptic and erratic power supply is the major challenge that hampers their use of electronic library resources (Mean =2.80). Also 69% stated that poor awareness of electronic library resources hampers their use of electronic library resources (Mean =2.75). Others include inadequate staff to assist users (65%; Mean =2.74), poor internet connectivity to access internet-based resources (64%; Mean =2.72), irrelevancy of available information to course of study (65%; Mean =2.70), outdated technological facilities (62%; Mean =2.69), information gathered are either too advanced or not applicable to present need (60%; Mean =2.67), lack of relevant and up-to-date resources (57%; Mean =2.65). Also, lack of skills to access electronic information sources (55%; Mean =2.63), lack of technological know-how by library staff (60%; Mean =2.63), inability to copy electronic information for personal use (57%; Mean =2.62), unfavourable institutional policy on ICT use (59%; Mean =2.60), inaccessibility to most electronic resources in my field (59%; Mean =2.59) and poor attitude of library staff toward library users (54%; Mean =2.56) were also observed to hinder students electronic library resources use. Thus, one can deduce that business administration students of the selected private universities are faced by many challenges hindering their electronic library resources use.

Hypotheses of the Study

Also, the following hypotheses would be subjected to test at 0.05 level of significance:

H₀₁: There is no significant relationship between information literacy level of students and their use of e-library resource among business administration undergraduates.

The regression analysis result for hypothesis one is presented in table 5.

Table 5: Regression analysis result for hypothesis one

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.728	3.217		2.402	.016
	Level of information literacy skills	.344	.018	.550	19.548	.000

a. Dependent Variable: Electronic Resources

The regression analysis result shows that there is a significant relationship between information literacy level of students and their use of e-library resource among business administration undergraduates ($p < 0.05$). This implies that information literacy level of business administration significantly influences their use of e-library resource by 55%. This shows that a unit increase in

the information literacy level of students would increase their use of e-library by 55%. This bolstered the study of Kapitzke (2001) that use of e-library assumes a certain level of technological competence such as information literacy. The findings of this study also supported the work of Trivedi (2010) that e-library does not operate in a single entity but requires technology link between and among resources of many collections thus, the need for technology competence such as information literacy. This justifies the studies of Julien (2002); and Tilvawala, Myers and Andrade (2009) who noted that a major barrier to the efficient utilisation of information resources especially digital resources in developing countries such as Nigeria is the relatively low level of information literacy skill.

H₀₂: There is no significant difference in electronic library resources use of the business administration undergraduates with respect to students' demographic characteristics such as gender and age of students.

The t-test and ANOVA analysis were deployed for hypothesis two: Table 5a and 5b.

Table 5a: T-test result for hypothesis two

	SEX	N	Mean	Std. Deviation	df	t-value	p-value	Comment
Electronic Resources	Male	398	70.3860	23.19146	875.59	1.299	.194	Not Significant
	Female	402	68.3494	23.26579	7			

The result in table 5a shows that there is no significant difference in the use of e-library resource between male and female students in the selected private universities. Thus, hypothesis two is rejected ($p > 0.05$). Table 5b shows the ANOVA result for hypothesis two.

Table 5b: ANOVA result for hypothesis two

ANOVA					
ELECTRONIC RESOURCES					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9759.534	6	1626.589	3.305	.003
Within Groups	390315.341	793	492.201		
Total	400074.875	799			

The result in table 5b shows that there was a significant difference in the use of electronic library resources among students ($p < 0.05$) however, the scheffe's post hoc result was not computed by the SPSS.

H₀₃: There is no significant difference in information literacy of the business administration undergraduates with respect to students' demographic characteristics such as gender and age of students.

The t-test result of hypothesis three is presented in table 6a.

Table 6a: T-test result of hypothesis three

	Sex	N	Mean	Std. Deviation	df	t-test	p-value	comments
Level of information literacy skills	Male	398	182.0075	38.02508	798.6	1.794	0.073	Not Significant
	Female	402	177.3483	35.36370	2			

The t-test result in table 6a shows that there is no significant difference in level of information literacy of the business administration undergraduates between male and female students ($p > 0.05$). Also, the ANOVA result is presented in table 6b.

Table 6b: ANOVA result of hypothesis three

ANOVA					
Level of Information literacy skills					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11881.989	6	1980.331	1.470	.185
Within Groups	1067971.900	793	1346.749		
Total	1079853.889	799			

The result in table 6b shows that there was no significant difference in the level of information literacy of the business administration undergraduates with respect to age of students ($p > 0.05$). To this end, there is no need for computing the scheffe's post hoc result.

5. CONCLUSION AND RECOMMENDATIONS

In conclusion, information literacy is a major factor to consider in ensuring the effective use of e-library resources among students. Also, students' demographic characteristics are also important to put into consideration in ensuring high level of information literacy and also in the use of e-library resource. To this end, the study recommends that:

- i. School authorities should endeavour to put into make sure that students are introduced to the use of e-library resources from their onset of their admission into the institutions.
- ii. Also, activities that would be geared towards ensuring students higher information literacy should be introduced such as telling students to compulsorily use e-library resources among students, giving them assignment that would propel them to use e-library, among others.
- iii. In addition, school authorities should note and consider that students demographic characteristics are also very important in trying to ensure their use of e-library and also trying to develop their information literacy skills.
- iv. School authority should therefore also automate their library to ensure that e-resources are available to make sure students have access and are also motivated to use e-library resources.
- v. Furthermore, the various impediments that hampers students use of e-library resources should be corrected by school authorities such as staffing the library with staff that have a high level of technological skills, providing electricity in a constant basis that would enhance e-library access and use, among others.

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