



EFFECT OF INFORMATION LITERACY SKILLS ON UTILIZATION OF ELECTRONIC INFORMATION RESOURCE BY LECTURERS IN GOMBE STATE UNIVERSITY, GOMBE NIGERIA

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Abstract

Purpose: The study was conducted to investigate the effect of information literacy skills on utilization of electronic information resource by Lecturers in Gombe State University.

Design/Methodology/Findings: The study used the descriptive research method. Four objectives were raised for the study. The population of the study consisted of 596 lecturers in Gombe State University and total number of 200 respondents were sampled for the study. Data collection was by use of questionnaire and analyzed using frequency and simple percentage.

Findings: The result shows that most of the respondents to a large extent possessed high levels of information literacy skills for the use of electronic resource.

Implications: Lecturers should be encouraged to continually improve on their information literacy skill and the university curriculum should be revised to accommodate courses where information literacy skills should be taught at both undergraduate and postgraduate levels.

Originality/Value: Information literacy skills is essential for the effective utilization of electronic information resource by lecturers

Keywords: Information literacy skills, utilization, electronic information resource, Gombe State University.

Paper type: Empirical

Introduction

The development of Information Communication Technology has brought about information explosion. One key result of information explosion is the presentation of information in different formats. The improvement of ICT has evolved non-print form of information sources which comprise diverse electronic formats that cut across every facets of life, and are usually preferred by the youth. Electronic resources refer to those materials that require technological devices to access, whether through a computer, or handheld mobile device. It is the collective means of communication by which general public or populace is kept informed about today's happenings in the society. The implication is that skills needed to access information in an era of information explosion are now diverse.

Information literacy skills are not only desirable but mandatory in the current dispensation. Neogi and Partap (2019) pointed out that it is of necessity for every person to be information literate so that required information may be accessed and used properly. Additionally, the exponential rate at which information becomes available also buttresses the view that it is rather impossible for an individual to learn everything they need to know in their field of study, within a few years, at school or the university (Ranaweera, 2008).

As information becomes more available in electronic formats, information users need the knowledge and skills to access, retrieve and use it efficiently to satisfy their information needs. Alkhezzia and Henda (2017) have discussed that the world is witnessing rapid growth in amount of available and accessible information, which accordingly raises the importance of

information literacy in all fields, especially in the academic community. The authors stated that it is not the information in itself is the concern,

This shows that it is not the exposure to information that makes us informed but its use, experience and knowledge we gain from it. Although there has always been a need to find, evaluate, and effectively use information, the abilities needed to do so have grown larger, more complex, and more important in the ICT environment (Anunobi and Udem 2015). As the situations in the society changes, so are the skills needed to find, access, evaluate and use information have also changed and expanded. Lecturers in higher institutions of learning are also faced with the need to develop the new skills in order to effectively make use of electronic resources to improve on their teaching procedure so as to produce students that are information literate.

Statement of the Problem

The major responsibilities of university lecturers in Gombe State University, Nigeria are to teach, carry out research and participate in community services. To effectively perform these functions, the lecturers require the most current information resource to back up their knowledge. The lecturers are therefore expected to be knowledgeable enough to effectively utilize these e-resources to meet their information needs. Unfortunately, however, it is observed by the researchers that many lecturers in universities in Northeast of Nigeria have been encountering problems in a bid to access and utilise e-resources to support their functions. The question is what could be responsible for this situation? Could this be due to inadequate computer skills/knowledge of utilising the available e-resources? Wasike (2013) in relation to this question noted that provision of electronic information resources in academic libraries is not smooth sailing as it is faced by several challenges such as lack of user skills and computer literacy skills. In the light of the emerging emphasis upon electronic information sources utilization for effective performance within higher institutions of learning, it becomes imperative to determine the extents of availability of e-resources and lecturer's capability to use them, lecturers in

but rather the skill in handling the enormous amount of information.

universities covered by this study. These are the purposes for which this researcher decided to carry out this study titled "information literacy skills as correlates of use of electronic library resources by lecturers in Gombe State University, Nigeria. The aim of this study is to determine how the information literacy skills correlate with use of e-library resources by lecturers in Gombe State University, Gombe State Nigeria.

Objectives of the Study

The overall objective of this study is to determine the effects of information literacy skills on use of electronic library resources by lecturers, while the specific ones are to:

1. Determine the level of information literacy skills of lecturers in Gombe State University, Gombe State, Nigeria.
2. Ascertain the types of electronic library resources available in Gombe State University, Gombe State, Nigeria
3. Examine the extent to which e-resources are used by lecturers in Gombe State University libraries in Nigeria
4. Ascertain the effect of information literacy skills on the use of electronic resources by lecturers in Gombe State University, Nigeria

Literature Review

The effectiveness of academics in any university system depends on the ability to exploit available information resources either in print or electronic formats. 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 (Edem and Egbe 2016). 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. Various types of e-resources are used in education, including e-books, e-journals, web-based resources, e-databases, data archives, manuscripts, maps,

magazines, theses, newspapers, e-mail, research reports and online catalogues (Quadri, 2012; Sharma, 2009).

Information literacy is ability to know when information is needed, how to access and use it. Adigwe (2010) defined information literacy as the ability to locate, evaluate and effectively use the needed information. It is a prerequisite for successful living life and can also help educators to facilitate, structure, and validate successful learning for all students. It is also the ability to make effective use of information in decision making and knowledge creation (Webber and Johnston 2016). 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.

The need for lecturers in Nigerian universities to function effectively also calls for adequate information literacy skills. An information literate student is able to recognize a need for information; determine the extent of information needed; access information efficiently; critically evaluate information and its sources; use information effectively to learn, create new knowledge, solve problems and make decisions; use information and knowledge for participative citizenship and social responsibility; and experience information literacy as part of independent learning and lifelong learning (Bundy, 2004). The need for educational institutions to develop information literacy skills and critical thinking skills is to keep up students with changing information environment. In an information literate environment, students engage in active, self-directed learning activities and teachers facilitate students' engagement through a more adventurous style of instructional delivery (Wijetunge, 2008). The relevance of research among academics in any university system depends largely on the quality and quantity of information resources at the institution's disposal and their use for teaching, research, and community activities by faculty members in the Nigerian university system.

The importance of Information literacy to students' success cannot be overemphasized. Similarly, Orgem (2012) citing Ranganathan to

have observed that the University or college teacher who thinks of education only in terms of his course aims and who confines himself to the use of lecture notes, textbooks and assigned readings of his own choosing, has tradition and experience to assume his success. The academic teacher must suggest, provoke and guide reading and must create interest where it does not exist. The lecturer can thus promote use of information sources in the library through teaching and research while the librarian will also do this through use of the library instruction.

According to Idiodi (2010), information literacy skills acquisition is an aspect of information literacy and may be seen as the process of gaining the tools that assist the development of information literacy in an individual. Information literacy implies 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. Hargittai (2008), in his study of online skills, defines skill as the ability to complete a task and the amount of time spent for completing it. Academics with low information literacy skill may spend too much time retrieving information owing to problems they may encounter when seeking information especially in electronic information resources. To retrieve information in the open web, not only formal information skills are needed but substantial information skills. Information literacy can enhance the accessibility and usage of e-resources.

However, for effective access to, and usage of, e-resources individual and infrastructural factors must be considered as well. Abdulwahab, Amusan and Umma (2009) studied the effects of information literacy skills on the use of e-library resources among students of the University of Ilorin, Kwara State, Nigeria and found that students are aware of the e-library resources but do not use them due to lack of necessary skills and the library does not have specific information literacy standard for its students and most of them do not use IT in accessing information. Okello-Obura and Magara (2008), in a similar study opined that

despite the high computer literacy level of undergraduate students there is need to make information literacy course mandatory on all students, send e-mail, newsletters and give out prizes as strategies of improving awareness of the electronic sources to increase usage of this resources. In a recent study Ekong and Ekong (2018) studies the impact of information literacy skills on the use of e-library resources among tertiary institution students in Akwalbom State. It was revealed that students make better grades when they use computers, e-library resources and other IT technologies when doing their assignments and researchers thereby improving their academic performance. Bar-Illan, Peritz and Wolman (2013) conducted a survey on the use of electronic databases and electronic journals accessed through the web by the academic staff of Israeli universities. The findings showed that the most active users of electronic journals are the younger members of the teaching and research staff. This shows the importance of information literacy to successful academic life.

Research Method

The study adopted descriptive survey design. The population of the study consists of 596 all

lecturers in Gombe State University, Gombe State, Nigeria. Proportionate stratified random technique was used to select six (6) out of eight (8) faculties in Gombe State University, Gombe State Nigeria, each cluster is designed based on the ownership of the faculties that is, College of Medical Sciences, Faculty of Arts and Social Sciences, Faculty of Education, Faculty of Science, Faculty of Law, and Faculty of Pharmaceutical Sciences. In selecting the sample size for each faculty Neyman's allocation formula for proportionate stratified random sampling technique Stat-trek, 2012 was used.

$$n_h = \frac{n \times (N_h \times S_h)}{\sum N_i \times S_i}$$

Where; (n_h) is the sample size for stratum h; (n) is the total sample size; (N_h) is the population size for stratum h; (S_h) is the standard deviation of stratum h (Neyman 1994). In Gombe State University, Nigeria. Using the above stated formula respondents (Lecturers) were selected from each of the selected faculty in all clusters, this equalled a total of 200 respondents. The selected samples are described in the table below:

Table 1: Determination of Sample Strata Size Using Neyman's Allocation formula

S/N	Faculties	Population	Selected sample size
1	College of Medical Sciences	21	15
2	Faculty of Arts and Social Sciences	218	70
3	Faculty of Science	210	65
4	Faculty of Education	35	20
5	Faculty of Law	14	10
6	Faculty of Pharmaceutical Sciences	40	20
	Total	543	200

Findings

Out of the two hundred (200) questionnaires administered to respondents 150 representing

75% were returned and found useful for the study.

Research Question 1: What are the levels of information literacy skills among lecturers in Gombe State University, Gombe Nigeria?

Table 2: The level of information literacy skills of lecturers

S/N	Information literacy skills of Lecturers	VH	%	H	%	VL	%	L	%
1	Identification of needed information resources	97	64.7	33	22	0	0.0	20	13
2	Evaluation of relevant information resources	88	58.7	52	34.7	0	0.0	10	6.7
3	Access to information resources online data base	107	71	39	26	0	0.0	4	2.7
4	Organization and utilization of information resources	100	66.7	35	23	10	6.7	5	3
5	Categorizes of existing information resources	96	64	40	26.7	0	0.0	14	9
6	Differentiate between specific and general information resources	112	74.7	35	23	3	2	0	0.0
7	Building of strategies for locating of information resources	99	66	31	20.7	5	3	15	10

Key = Very Highly (VH) Highly (H) Low (L) and Very Low (VL).

Results from table 2 above showed that most of the respondents possessed high level of information literacy skills as shown by more than 60% of the respondents in all cases of seven important literacy skills listed above, however a substantial percentage of the

respondents (20%) showed low level of access to information resources online databases.

Research Question 2: What are the types of electronic library resources available in Gombe State University Library?

Table 3: Electronic information resources available in the university library

E-RESOURCES	FREQUENCY	PERCENTAGE
E-journals	132	88
E-books	140	93
Internet Resources	148	98.7
EIR Database	88	58.7

Table 3 presents the results of respondents on various information resources they are aware are available in the university library. Out of the four electronic information resources listed above 148 respondents represented by 98.7% of the total option were aware of the availability of internet resources available in the university library this was followed by 132 respondents represented by 88% of the total option were aware of the availability of e-journals in the university library, 140 respondents represented by 93% of the total option were also aware of the availability of e-books in their university

library, however 88 respondents represented by 58.7% of the total option were aware of EIR databases in the university library. These revealed high awareness of electronic information resources such as Internet resources, e-journals, and e-books except EIR databases with low level of awareness amongst the respondents.

Research Question 3: What is the extent to which e-resources are used by lecturers in Gombe State University library?

Table 4: Extent of utilization of electronic resources

Items	Variable	Frequency	Percentage
Frequency of usage	Very Often	87	58
	Often	43	28.7
	Rarely	20	13
	Not at all	0	0.0
Purpose of usage	Research	79	52.7
	Lecture notes	45	30
	General information	16	10.7
	Literature review	10	6.7

Table 4 showed the extent of use of electronic information resources available in the university library, the results showed that most of the electronic information resources available were very often used as indicated by 58% of the respondents and often used as shown by 28.7% of the total respondents, this electronic information resources were mostly used for lecture notes and for research purposes as shown by 45 and 79 of total respondents represented by 30% and 52.7% of the total options respectively, they were also used for literature review and general information

shown by 10 and 16 respondents indicated by 10.7% and 6.7% of the total options respectively. 13% of the total respondents rarely used the available electronic information resources, however none of the respondents indicate no use of the available electronic information resources. The results revealed high usage of the available electronic information resources.

Research Question 4: What are the effects of information literacy skills on the use of electronic resources by lecturers in Gombe State University, Nigeria?

Table 5: Effect of information literacy on the utilization of electronic resources

S/N	STATEMENT	SA	%	A	%	D	%	SD	%
1	Information literacy skill has enabled me access needed electronic resources with ease recognizing the nature of information needed	93	62	37	24.7	15	10	5	3
2	Information literacy skill has improved my potentials of identifying relevant electronic sources critically and efficiently	105	70	25	16.7	17	11	3	2
3	Information literacy skill has assisted me in developing effective search Strategies	116	77	34	22.7	0	0.0	0	0.0
4	An information literacy skill has facilitated my access to electronic sources of Information.	99	66	51	34	0	0.0	0	0.0
5	Information literacy skill has enabled me to evaluate electronic information sources critically	95	63	55	36.7	0	0.0	0	0.0
6	Information literacy skill has enabled me to organize electronic information for practical application	87	58	43	28.7	20	13	0	0.0
7	Information literacy skill has enabled me to integrate new information from electronic sources into an existing body of knowledge	107	71	33	22	10	6.7	0	0.0
8	Using electronic information Sources in Critical thinking and Problem solving	112	74.7	30	20	8	5	0	0.0

Results from table 5 above revealed that more than 65% of the respondents either strongly agreed or agreed with the effects of information literacy skills on the use of electronic information resources stated in the table above. This thus shows that information literacy skills have had great positive effect on the use of electronic information resources.

Discussion of Findings

Levels of information literacy skills among lecturers in Gombe State University, Nigeria?

Results from this study revealed that respondents possessed high level of information literacy skills listed, that is Identification of needed information resources, Evaluation of relevant information resources, Access to

information resources online database, Organization and utilization of information resources, categorize of existing information resources, Differentiate between specific and general information resources, Building of strategies for locating of information resources this was in agreement with the findings of Okiki and Iyabo (2013) who in their study of the impact of information literacy skills on academic staff research productivity in Nigerian Federal Universities indicated high level of information literacy skills based on the overall mean scores of information literacy skills listed i.e. ability to recognise a need for information resources, ability to distinguish potential information resources, ability to construct strategies for locating information, ability to compare and

evaluate information obtained from different sources, ability to locate and access information resources, ability to organize, apply and communicate information, ability to synthesize and build on existing information, this information literacy skill was mostly acquired through attending workshops/seminars, self-taught, assistance from other colleagues, trial and error, guidance from library staff and faculty/departmental training.

Types of electronic library resources available in the Gombe State university library?

Results from this study showed that most of the respondents were aware of the availability of electronic information resources such as internet resources, e-journals and e-books except EIR databases which showed very low level of awareness this was an assertion to the study of Nkoyo, (2016) who assessed the availability and utilization of electronic resources by postgraduate students in a Nigerian University Library revealed that respondents were more aware of the availability of e-journal, internet resources and e-books only databases showed low level of awareness, according to his findings, the popularity of e-journal among the respondents may have been influenced by research activities and also presence of Internet and WIFI within and around the University Library enable users to access internet resources more conveniently without visiting the electronic library thus creating low awareness of databases among respondents.

Extent to which e-resources are used by lecturers in Gombe State University, Nigeria?

The results from this study revealed high usage of the available electronic information resources, it was revealed that most of the electronic information resources available were often used, this electronic information resources were mostly used for lecture notes and for research purposes, they were also used for literature review and general information shown by. A few percentages of the respondents rarely used the available electronic information resources; however none of the respondents indicate 'no' use of the available electronic information resources. This agreed with the study of Quadri, Adetimirin & Idowu

(2014) who studied the availability and utilization of library electronic resources by undergraduate's students in private universities in Ogun state, Nigeria and revealed high level of internet utilization and e-journals amongst respondents, the study showed that these resources were mostly used for assignment, research projects etc.

Effects of information literacy skills on the use of electronic resources by lecturers in Gombe State University?

This research also identified the effect of information literacy skills on the use of electronic resources, results from this finding indicated that information literacy skills had great positive effect on the use of electronic information resources. This is an assertion to the study of Ekong&Ekong (2018) who studied the impact of information literacy skills on the use of e-library resources among tertiary institution students in Akwalbom State, 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. It therefore concluded that students in tertiary institutions need to update their information literacy skills. Okiki and Iyabo (2013) studied the impact of information literacy skills on academic staff research productivity in Nigeria Federal Universities findings from this study showed that information literacy skills helped respondents to recognize a need for information resources, distinguish, potential information and deploy the resources appropriately thus greatly affecting their research productivity.

Conclusion

This study presented a survey on effect of information literacy skills and utilization of electronic information resource in Gombe State University, Gombe Nigeria. It was discovered most of the respondents to a large extent possessed high levels of information literacy skills, it was also observed by the researchers that to a large extent the universities had major electronic resources such as e-journals, e-books, and internet resources, these available electronic resources were highly utilized by lecturers mostly for research purposes and lecture notes. The researcher also revealed

descriptively that information literacy skills had great positive effect on the utilization of electronic resources, it was also statistically shown that there exists strong positive correlation between information literacy skills and utilization of electronic resources. It is thus concluded that information literacy skills are essential for effective service delivery of lecturers in Gombe State University, Gombe State Nigeria.

Recommendations

Based on the findings of this study, the following recommendations were made.

1. Lecturers should be encouraged to continually improve on their information literacy skill set.
2. The university management should create avenue such as seminar, workshop for lecturers to improve information literacy skills.
3. The university management should devise various methods for teaching and assessing the information literacy skills of lecturers.
2. The universities curriculum should be revised so to accommodate courses where information literacy skills should be taught at both undergraduate and master's levels.

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