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INFORMATION LITERACY SKILLS FOR EFFECTIVE UTILISATION OF ELECTRONIC INFORMATION RESOURCES AMONG UNDERGRADUATE LIBRARY USERS IN IMO STATE UNIVERSITY, OWERRI

By

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Abstract

Purpose: *The study focused on information literacy skills for effective utilisation of electronic information resources among undergraduate library users in Imo State University, Owerri. Five research questions guided the study.*

Design/Methodology/Approach*: The descriptive survey research design was adopted for this study. The population of the study is 8,158 registered undergraduate library users of the library studied. The sample for the study was 381. Simple random sampling technique was used for the study. Questionnaire was used to elicit data for this study. Three hundred and eighty-one copies of questionnaire were distributed to the undergraduate users of the library but 317 copies were filled and returned showing a return rate of 83.2%. Research question one was answered using frequency counts and percentages while research questions 2-5 were answered using mean scores.*

Findings: *The result revealed that e-lecture notes, Internet resources, online databases, e-newspaper/magazines, e-theses and dissertations, e-journals, e-books, e-conference proceedings, CD-ROM databases, e-reference materials and institutional repositories are the types of electronic information resources available for use by undergraduate library users in the library studied. The result also revealed that undergraduate library users use electronic information resources to a low extent in the library studied. It was revealed that the level of information literacy skills possessed by undergraduate library users in the university studied is low. Furthermore, users' lack of awareness of available resources, inadequate number of skilled librarians, lack of awareness of information literacy programme, insufficient learning equipment, inadequate ICT infrastructure, poor Internet connectivity, inadequate training time, crowded classes, and lack of integration of information literacy training into core university curricula are the challenges undergraduate library users face in acquiring information literacy skills in the university studied.*

Implications: *It was recommended that government and university management should provide adequate funds for university libraries to ensure consistent availability of electronic information resources to support teaching, learning and research. Suggested solutions to the challenges facing undergraduate library users in acquiring information literacy skills include: the expansion of computer laboratories, creation of conducive learning spaces and provision of sufficient learning equipment to accommodate the growing number of undergraduates participating in information literacy training.*

Originality/Value: *The value of this work is on the identification of the availability of electronic information resources in the library study, the level of information literacy skills possessed by the students and the extent they utilize electronic resources based on their information literacy skills. This paper has not been published elsewhere.*

Keywords: *Electronic Information Resources, Information Literacy Skills, Library Users, Undergraduates, University Library, Utilisation*

Paper Type: *Empirical*

Introduction

In the contemporary digital era, the academic landscape has experienced a significant change. The transition from conventional, physical library collections to a digital-first approach has made electronic

information resources the backbone of modern scholarship. Electronic information resources are information resources that are stored in electronic format and can be accessed electronically (Uwandu, 2022). Electronic information resources such as e-books, e-journals, online databases and institutional repositories have become essential for teaching, learning and research. Unlike printed materials, electronic information resources are accessible around the clock and give students immediate access to a wide range of current scholarly information overcoming limitations of time and geographical location. Amanze-Unagha and Okoro (2025) assert that electronic information resources allow users, particularly students and researchers, to remotely access a wide variety of academic materials, thereby improving learning, research and knowledge dissemination. For the 21st century undergraduate students, these resources are crucial for completing assignments, conducting research projects and broadening their knowledge. However, the large volume of electronic information resources available, along with its questionable authenticity and reliability, requires undergraduates to develop appropriate information literacy skills.

Information literacy skills are the set of integrated abilities required by individuals to find, evaluate and use information in creating new knowledge. Doyel as cited in Iwundu, Abdullahi, Amadi, Eleojo and Mafara (2023) posits that information literacy skill is a student's ability to identify when information is required and utilise it ethically and legally in order to make informed decisions that are essential for academic success. Students require information literacy skills to identify when they need information and to effectively find, assess and utilise that information. Hamizak and Uzir (2023) assert that students who are proficient in information literacy are better able to locate, accurately analyse, utilise, and effectively transmit information in all of its forms. For undergraduates, the ability to access e-journals, online databases and e-books is no longer considered a luxury but essential proficiencies for lifelong learning and academic success. As a result, these skills are not merely library requirements but have become increasingly essential for navigating both academic and everyday information settings.

Information literacy has gained significance in higher education as students are frequently faced with a vast array of information from both credible and questionable sources, particularly via the Internet and social media. Being information literate involves going beyond just a basic Google search to utilising advanced Boolean operators, recognising peer-reviewed sources and steering clear of plagiarism by citing sources correctly. University education seeks to equip students for lifelong learning and future employment, with information literacy identified as a crucial component for fostering a knowledge-driven society (Ndou & Zimu-Biyela, 2023). Many undergraduate students are adept at using social media, Google and basic Internet browsing, but they do not possess the advanced information literacy skills needed

to effectively navigate the digital landscape. Daka, Chisunka-Mwila, Mwiinga and M'kulama (2021) found that many students in universities had difficulty recognising their information needs and were more familiar with using Google compared to other search tools. This discrepancy often results in their dependence on substandard web sources, which adversely affects the quality of their assignments, seminar papers and final-year projects.

University libraries enhance the academic experience by providing students with access to essential electronic information resources that aid in coursework, independent study and research projects. Beyond offering access to information resources, university libraries help students to develop the skills necessary to identify, find, evaluate and effectively utilise information for both academic and personal development. This is why Chilonga and Mumba (2025) are of the opinion that in addition to provision of electronic information resources, these libraries foster information literacy by educating students and other library users on how to effectively locate, assess and utilise information. University libraries facilitate this development by offering user education programmes, library orientation programmes, research assistance and training on how to utilise electronic information resources. Oni, Ajagu, Tagwai, Madu and Iwundu (2023) found that students acquired information literacy skills through user education (library instruction), seminar, tutorial, one-on-one discussion with library staff and library orientation programmes. Librarians assist students in understanding ethical issues associated with information usage, including plagiarism, copyright and proper citation methods. These services empower students to become independent learners and critical thinkers capable of effectively navigating the complex information landscape.

Despite these efforts, many undergraduate library users continue to struggle with developing the information literacy skills needed to effectively utilise electronic information resources. However, research has shown that the low usage of electronic information resources is primarily due to insufficient information literacy skills. Omosekejimi, Eghworo and Ogo as cited in Ambrose and Ogunbodede (2022) posit that although electronic resources offer many benefits and positively impact students' academic performance, many university students have not fully utilised these resources due to a lack of the necessary skills to navigate the new technology. Several challenges contribute to this problem. A study by Tagwai, Pam, Akamonye, Igwe and Udo-Anyanwu (2023) revealed that the obstacles faced in acquisition of information literacy skills include inadequate formal channels for learning these skills, limited time dedicated to teaching information literacy, lack of essential infrastructure, and the absence of information literacy in university curricula. Therefore, understanding the challenges undergraduate library users face in acquiring information

literacy skills is essential for improving the use of electronic information resources in university libraries. Nonetheless, it is still unclear how well information literacy skills can influence the use of electronic information resources by undergraduate library users in university libraries. This is why this research study is essential to examine the extent of the use of electronic information resources by undergraduate library users and to ascertain the extent to which information literacy skills serve as predictor for their usage in Imo State University, Owerri.

Research Questions

The following research questions were posed for this study:

1. What are the types of electronic information resources available for use by undergraduate library users in the university studied?
2. To what extent do undergraduate library users utilise electronic information resources in the university studied?
3. What is the level of information literacy skills possessed by undergraduate library users in the university studied?
4. What are the importance of information literacy skills to undergraduate library users in the university studied?
5. What are the challenges undergraduate library users face in acquiring information literacy skills in the university studied.

Statement of the Problem

The rapid advancement of Information and Communication Technologies has significantly transformed the way information is generated, stored, accessed and disseminated in universities across the globe. In Nigerian universities, electronic information resources have become vital for teaching, learning and research. University libraries are increasingly dedicating considerable financial and technological resources to acquire and provide these electronic information resources to support the academic endeavours of undergraduate students. Despite the availability of these resources, many undergraduate library users struggle to utilise them effectively. However, observations and previous studies indicate that many undergraduate students in Nigerian universities experience difficulties in searching online databases, using search strategies, evaluating information sources, navigating electronic library systems and accessing relevant academic materials. Ezekwibe, Agbanu and Muokebe (2026) maintain that although information literacy skills offer numerous potential benefits, many students in Nigerian universities do not possess the necessary skills and knowledge to effectively make use of the vast array of information available to them. As a result, students frequently depend on outdated materials, unreliable online sources or limited printed resources for their academic work. This situation adversely affects students' academic performance, research output, independent learning and the overall quality of higher education in Nigeria. Although university libraries continue to expand access to electronic information resources, the extent to which undergraduate students possess the necessary

information literacy skills for effective utilisation of these resources remains uncertain. There is therefore a need to examine the information literacy skills of undergraduate library users and how these skills affect the effective use of electronic information resources in Nigerian universities. This study aims to fill this gap by investigating information literacy skills for effective utilisation of electronic information resources among undergraduate library users in Imo State University, Owerri.

Review of Related Literature

Over time, electronic information resources have become a very important asset in every university setting. Electronic information resources refer to information materials that can be accessed, stored and disseminated electronically via computers and Internet-based devices. This category encompasses e-journals, e-books, online databases, CD-ROM databases, institutional repositories, web online public access catalogues and various Internet resources. Ogbuagu, Ezenwa, Osedo and Arisukwu (2023) in their study found that e- journals, e-books, e-manuscripts, e-maps, Online Public Access Catalogue (OPAC), e-magazines, e-thesis, e-bibliographic databases and Web Online Public Access Catalogue (WebPAC) are the electronic information resources available in the library studied. The findings of the study by Obande and Abdulsalami (2020) revealed that there are several available electronic information resources such as e-books, e-journals, e-newspapers, e-magazines, e-preprints, CD-ROM databases, e-projects, e-lecture notes, e-research reports, online databases, and Internet resources in the two university libraries studied. A study by Ogbomo and Ambrose (2022) revealed that electronic information resources utilised by the students include electronic books Internet resources and electronic journals. Thus, university libraries in Nigeria have embraced electronic information resources to facilitate access to up-to-date scholarly information and boost research productivity.

In this information age, the best way to meet the needs of library users is by making sure that they effectively use the electronic information resources available in the university libraries. Several studies have been carried out by researchers to ascertain the extent of usage by undergraduate library users in Nigerian Universities. The study by Mommoh and Gomina (2023) revealed moderate use of electronic resources for academic activities by undergraduate students of both faculties. Dukper, Sakibu and Arthur as cited in Uwandu (2022) found that regardless of the availability of wide range of electronic information resources, the extent of usage by students was low. Similarly, Ogbomo and Ambrose (2022) discovered in their study that the extent to which Entrepreneurial and Business Management students utilise electronic resources was low generally. Despite the availability of these resources, these studies show that undergraduate students often utilise them only to a low to moderate extent. Conversely, the findings by Ruzegea and Msonde (2021) revealed that undergraduates demonstrated higher usage levels of e-resources. Imam, Okoro and Ilori (2024)

observed a high level of electronic resource use among undergraduates in selected public university libraries in Lagos State, Nigeria. Additionally, Nwalo and Babarinde (2022) discovered in their study that the undergraduate students in universities in Southwestern Nigeria use electronic information resources to a high extent. In another study conducted by Ilori, Okoro and Imam (2023), undergraduates utilised electronic information resources to a high extent in the university libraries studied. Therefore, undergraduate library users are aware of the existence of electronic information resources, but the extent of their utilisation varies significantly among universities and disciplines. Electronic information resources have become crucial for undergraduate students in Nigerian university libraries, particularly for accessing current information, as they provide access to high-quality information regardless of location, time and distance.

Electronic information resources provide today's students with opportunities that were not accessible to previous generations. 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 as cited in Salman, Raheem & Pelemo, 2020). However, the ability to effectively locate and retrieve information is a transferable skill that will benefit students in their future endeavours and enhance their effective use of electronic information resources. Sahabi, Efe and BuNar (2021) concluded that undergraduate students at Bayero University possess a high level of information literacy skills, particularly when it comes to identifying their information needs. The findings by Ezeudu, Sahabi and Ozonuwe (2023) revealed that the majority of the diploma students of Library and Information Science at Kaduna State University perceived their information literacy skills to be at a high level. Alegbeleye, Ikonne and Ladele (2023) discovered that university students in the area possessed a high level of information literacy skills. In contrast, the research conducted by Nwalo and Babarinde (2022) indicated that undergraduate students in Southwestern Nigeria possess a low level of information literacy skills. Chiedu and Ogbomo (2025) found that the majority of the respondents from Osadebay Dennis University had low skills in utilising the card catalogue for information searches and in developing effective search strategies to locate relevant information. Aduba, Obot and Baro (2022) revealed that nearly half of the respondents from Library and Information Science and Computer Science programmes in Nigerian universities rated their ability in finding information resources using search tools like abstracts, indexes, catalogues, and bibliographies as low.

The possession of robust information literacy skills is not merely an optional academic luxury; it is a vital prerequisite for modern scholarly achievement. Literature highlights several dimensions of its importance. When undergraduate library users possess advanced information literacy skills, their utilisation patterns shift from superficial browsing to sophisticated, targeted retrieval.

Omatade and Akinola (2025) maintained that university library users with stronger information literacy skills are far more independent lifelong learners, capable of evaluating the accuracy and authenticity of website information and successful in extracting precise data. Students who are information literate can break down an academic research question into precise terms and use Boolean operators (AND, OR, NOT), as well as truncation and wildcard characters to manipulate those terms (Alex-Nmecha & Ejitagha, 2023). This capability drastically reduces the chances of retrieving irrelevant documents, reduces information anxiety, and optimizes the time spent navigating through institutional databases. In the aspect of enhancement of academic performance and research quality, Ibikunle, Ndukwe, Ogunkeyede and Ogunleye (2026) found that information literacy directly enhances a student's learning outcomes and research productivity. Tarbiyati and Riady (2025) discovered that information literacy enhances critical thinking and problem-solving skills in academic settings. This allows students to approach multifaceted questions with academic flexibility. Alex-Nmecha and Ejitagha (2023) asserted that beyond graduation, these skills transition undergraduates into independent, self-directed learners, increasing their overall competitiveness in an information-based labour market.

Information literacy is often not integrated into the curriculum as a standalone or mandatory course for undergraduate students. This agrees with the position of Hassan (2025) that most Nigerian universities do not integrate information literacy training as a compulsory credit-bearing course in the General Studies curriculum. Similarly, Ramzan (2021) found that the main challenge students encountered in acquiring information literacy was the absence of information literacy training and workshops. Due to information literacy being heavily condensed into large-scale General Studies (GS) programmes, classes often become overcrowded. The findings by Olubiyo, Ogunniyi, Ademilua and Akanmidu-Fagbemi (2019) revealed that the major problem encountered by undergraduate students of Adeyemi College of Education in the learning of information literacy skills is overcrowded class. This environment prevents instructors from offering personalized guidance. Akanbiemu and Idowu (2024) discovered in their study that challenges encountered by undergraduates included inadequate training time, insufficient learning equipment and poor awareness of the information literacy programmes. The gap in digital access continues to be a major obstacle, especially in developing countries. The findings of the study by Babarinde and Adesina (2023) revealed many challenges such as low bandwidth, inadequate demonstration instrument, lack of personnel, limited library resources, lack of modern library resources, lack of library period in the school time table, lack of enough sitting space and unconducive library environment. Ukachi, Anasi, Akpan and Okpah (2024) found that challenges to information literacy education include; absence of information literacy policy, absence of innovative approach,

inadequate number of skilled librarians, lack of equipment and facilities needed for the teaching among others. Additionally, Aderibigbe and Emasealu as cited in Hassan (2025) emphasized that many Nigerian undergraduates perceived libraries as archaic or irrelevant in the digital era, further compounding the low levels of engagement. Consequently, the acquisition of information literacy skills among undergraduate library users in Nigerian universities is affected by numerous challenges including lack of incorporation of information literacy training into general studies curricula, inadequate ICT infrastructure, poor internet connectivity, insufficient information literacy instruction, limited institutional support, low ICT competence and lack of awareness of available resources. These obstacles may reduce students' ability to locate, evaluate and use information effectively for academic purposes if not addressed.

Methodology

Descriptive survey research design was adopted for this study. The population of the study is 8,158 registered undergraduate library users from the university library studied from 2022 to 2025 academic session. The sample for the study was 381. This was derived using Taro Yamane Statistical Formula. Simple random sampling technique was adopted to select individual respondents whereby every library user has equal opportunity of being selected. The instrument used to collect data for this study was a self-developed questionnaire titled "Information Literacy Skills and Electronic Information Resources Questionnaire (ILSEIRQ)". A total of 381 copies of questionnaire were distributed, and 317 copies were filled and returned showing 83.2% response rate. Data collected were analysed using frequency counts and percentages for research question 1 while mean with 2.50 mean score as the criterion mean was used for research questions 2-5. Thus, the benchmark for mean rating is; 3.50-4.00 = Strongly Agree (SA)/Very High Extent (VHE), 2.50-3.49 = Agree (A)/High Extent (HE), 1.50-2.49 = Disagree (D)/Low Extent (LE) and 1.00-1.49 = Strongly Disagree (SD)/Very Low Extent (VLE).

Data Analyses and Presentation

The results are presented according to the research questions.

Research Question 1: What are the types of electronic information resources available for use by undergraduate library users in the university studied?

Table 1: Types of Electronic Information Resources Available for Use by Undergraduate Library Users in the University Studied (n=317)

S/N	Items Statements	Available		Not Available	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	E-books	204	64	113	36
2.	E-journals	213	67	104	33
3.	E-newspapers/magazines	234	74	83	26
4.	E-conference proceedings	198	62	119	38

5.	E-theses and dissertations	223	70	94	30
6.	Internet resources	258	81	59	19
7.	E-reference materials	189	60	128	40
8.	Online databases	245	77	72	23
9.	CD-ROM databases	193	61	124	39
10.	Institutional repositories	189	60	128	40
11.	E-lecture notes	263	83	54	17

Table 1 shows the responses of respondents on the types of electronic information resources available for use by undergraduate library users in the university studied. From the Table, 263 (83%) respondents indicated that e-lecture notes are available, 258 (81%) respondents indicated that Internet resources are available, 245 (77%) respondents indicated that online databases are available, 234 (74%) respondents indicated that e-newspapers/magazines are available, 223 (%) respondents indicated that e-theses and dissertations are available, 213 (%) respondents indicated that e-journals are available, 204 (%) respondents indicated that e-books are available, 198 (%) respondents indicated that e-conference proceedings are available, 193(%) respondents indicated that CD-ROM databases are available and 189 (%) respondents indicated that e-reference materials and institutional repositories are available in the library studied. The result of the analysis in the Table shows that the respondents agree that electronic information resources are available in the library studied.

Research Question 2: To what extent do undergraduate library users utilise electronic information resources in the university studied?

Table 2: Mean Responses on Extent of Utilisation of Electronic Information Resources by Undergraduate Library Users

(n=317)

S/N	Item Statements	VHE	HE	LE	VLE	Mean	Remarks
1.	E-books	47	89	124	57	2.40	LE
2.	E-Journals	63	56	119	79	2.32	LE
3.	E-newspapers/magazines	52	45	107	113	2.11	LE
4.	E-conference proceedings	41	77	124	75	2.26	LE
5.	E-theses and dissertations	76	123	56	62	2.67	HE
6.	Internet resources	89	148	23	57	2.85	HE
7.	E-reference materials	56	67	148	46	2.42	LE
8.	Online databases	92	109	56	60	2.74	HE
9.	CD-ROM Databases	49	86	98	84	2.32	LE
10.	Institutional repositories	31	57	132	97	2.07	LE
11.	E-lecture notes	87	98	48	84	2.59	HE

	Grand Mean	**2.43**	**LE**

Presented in Table 2 are the item- by-item mean rating of the extent of utilisation of electronic information resources by undergraduate library users in the university studied. From the Table, the result shows that Internet resources (2.85), online databases (2.74), e-theses and dissertations (2.67) and e-lecture notes (2.59) are used to a high extent while e-reference materials (2.42), e-books (2.40), e-journals (2.32), CD-ROM databases (2.32), e-conference proceedings (2.26), e-newspapers/magazines (2.11), and institutional repositories (2.07) are used to a low extent. Generally, undergraduate library users use electronic information resources to a low extent in the university studied as shown in the grand mean which is 2.43.

Research Question 3: What is the level of information literacy skills possessed by undergraduate library users in the university studied?

Table 3: Mean Responses on the Level of Information Literacy Skills Possessed by Undergraduate Library Users (n=317)

S/N	Item Statements	SA	A	D	SD	Mean	Remarks
1.	Ability to recognize information needed	83	132	59	43	2.80	A
2.	Skills to critically evaluate information obtained from different sources	63	56	108	90	2.29	D
3.	Ability to make use of information effectively	98	102	40	77	2.70	A
4.	Skills to locate and access e-resources in the library	51	73	104	89	2.27	D
5.	Ability to download information materials from databases	101	125	39	52	2.87	A
6.	Ability to store information in a secondary storage (example: flash drives and iCloud)	75	117	68	57	2.66	A
7.	Ability to construct a logical search strategy	24	28	158	107	1.90	D
8.	Ability to acknowledge information properly	52	83	97	85	2.32	D
9.	Skill to retrieve information from databases	58	30	147	82	2.20	D
	Grand Mean					**2.44**	**D**

Table 3 presented the item-by-item mean rating of the level of information literacy skills possessed by undergraduate library users in the university studied. From the Table, the

result shows that all the respondents agree to all the items with grand mean of 2.44 which indicates that the level of information literacy skills possessed by undergraduate library users in the university studied is low.

Research Question 4: What are the importance of information literacy skills to undergraduate library users in the university studied?

Table 4: Mean Responses on the Importance of Information Literacy Skills to Undergraduate Library Users in the University Studied
(n=317)

S/N	Item Statements	SA	A	D	SD	Mean	Remarks
1.	Information literacy skill has helped me to be independent lifelong learner.	94	168	39	16	3.07	A
2.	It has enabled me to optimise the time spent on navigating through the electronic information resources.	102	139	44	32	2.98	A
3.	It has enhanced my learning outcomes and research productivity.	123	144	26	24	3.00	A
4.	It has improved my critical thinking and problem-solving skills while using electronic information resources.	83	162	51	21	2.97	A
5.	It has helped me in developing effective search strategies.	123	144	26	24	3.15	A
6.	It has enabled me to organise electronic information sources for practical application.	105	137	30	45	2.95	A
7.	It has enabled me to evaluate electronic information sources critically.	122	145	22	28	3.14	A
8.	It has helped me to recognise the need for electronic information sources.	107	129	46	35	2.97	A
	Grand Mean					**3.03**	**A**

Presented in Table 4 are the item- by-item mean rating of the importance of information literacy skills to undergraduate library users in the university studied. From the Table, the results show that information literacy skill has helped me to be independent lifelong learner (3.07), it has enabled me to optimise the time spent on navigating through the electronic information resources (2.98), it has enhanced my learning outcomes and research productivity (3.00), it has improved my critical thinking and problem-solving skills while using electronic information resources (2.97), it has helped me in developing effective search

strategies (3.15), it has enabled me to organise electronic information sources for practical application (2. 95), it has enabled me to evaluate electronic information sources critically (3.14) and it has helped me to recognise the need for electronic information sources (2.97) are the importance of information literacy skills to undergraduate library users in the university studied.

Research Question 5: What are the challenges undergraduate library users face in acquiring information literacy skills in the university studied.

Table 5: Mean Responses on the Challenges Undergraduate Library Users Face in Acquiring Information Literacy Skills in the University Studied (n=317)

S/N	Item Statements	SA	A	D	SD	Mean	Remarks
1.	Lack of integration of information literacy training into core university curricula.	73	156	51	37	2.84	A
2.	Poor Internet connectivity	103	128	67	19	2.99	A
3.	Inadequate training time	94	142	56	25	2.96	A
4.	Users' lack of awareness of available resources	115	169	23	10	3.23	A
5.	Inadequate number of skilled librarians	120	144	32	21	3.15	A
6.	Insufficient learning equipment	87	166	50	24	3.06	A
7.	Lack of awareness of information literacy programme	116	138	45	18	3.11	A
8.	Inadequate ICT infrastructure	74	194	33	16	3.03	A
9.	Crowded classes	90	159	26	42	2.94	A
	Grand Mean					**3.03**	**A**

Presented in Table 5 are the item- by-item mean rating of the challenges undergraduate library users face in acquiring information literacy skills in the university studied. From the Table, the results show that users' lack of awareness of available resources (3.23), inadequate number of skilled librarians (3.15), lack of awareness of information literacy programme (3.11), insufficient learning equipment (3.06), inadequate ICT infrastructure (3.03), poor Internet connectivity (2.99), inadequate training time (2.96), crowded classes (2.94), and lack of integration of information literacy training into core university curricula (2.84) are the challenges undergraduate library users face in acquiring information literacy skills in the university studied.

Discussion of the Findings

This finding revealed that e-lecture notes, internet resources, online databases, e-newspaper/magazines, e-theses and dissertations, e-journals, e-books, e-conference proceedings, CD-ROM databases, e-reference materials and institutional repositories are the types of electronic information resources available for use by undergraduate library users in the library studied. This finding is in

agreement with the finding of Obande and Abdulsalami (2020) which revealed that there are several available electronic information resources such as e-books, e-journals, e-newspapers, e-magazines, e-preprints, CD-ROM databases, e-projects, e-lecture notes, e-research reports, online databases, and Internet resources in the two university libraries studied. Similarly, the finding of the study is in tandem with the findings of Ogbomo and Ambrose (2022) that electronic information resources utilised by the students include electronic books Internet resources and electronic journals.

It was also revealed that undergraduate library users use electronic information resources to a low extent in the university studied. This finding is in line with the finding of Ogbomo and Ambrose (2022) that the extent to which Entrepreneurial and Business Management students utilise electronic resources was low generally. The finding is also in consonance with the finding of Dukper, Sakibu and Arthur as cited in Uwandu (2022) which revealed that regardless of the availability of wide range of electronic information resources, the extent of usage by students was low. The finding however is contrary to the finding by Ruzegea and Msonde (2021) that undergraduates demonstrated higher usage levels of e-resources. Similarly, Nwalo and Babarinde (2022) discovered in their study that the undergraduate students in universities in Southwestern Nigeria use electronic information resources to a high extent.

The finding of the study revealed that the level of information literacy skills possessed by undergraduate library users in the university studied is low. The finding corroborates with that of Nwalo and Babarinde (2022) that undergraduate students in Southwestern Nigeria possess a low level of information literacy skills. Also, the finding is in agreement with the findings of Chiedu and Ogbomo (2025) that the majority of the respondents from Osadebay Dennis University had low skills in utilising the card catalogue for information searches and in developing effective search strategies to locate relevant information. However, the finding is contrary to the finding of Alegbeleye, Ikonne and Ladele (2023) that university students in the area possessed a high level of information literacy skills. Also, Ezeudu, Sahabi and Ozonuwe (2023) found that the majority of the diploma students of Library and Information Science at Kaduna State University perceived their information literacy skills to be at a high level.

The finding revealed that information literacy skill has helped students to be independent lifelong learner, optimise the time spent on navigating through the electronic information resources, enhance their learning outcomes and research productivity, improve their critical thinking and problem-solving skills while using electronic information resources, helped them in developing effective search strategies, enabled them to organise electronic information sources for practical application, enabled them to evaluate electronic information sources critically, helped them to recognise the need for electronic information sources as the importance of information literacy skills to undergraduate library users in

the university studied. The finding is in tandem with the finding of Ibikunle, Ndukwe, Ogunkeyede and Ogunleye (2026) that information literacy directly enhances a student's learning outcomes and research productivity. It also tallies with the views of Alex-Nmecha and Ejitagha (2023) that beyond graduation, these skills transition undergraduates into independent, self-directed learners, increasing their overall competitiveness in an information-based labour market. Similarly, the finding is in line with the finding of Tarbiyati and Riady (2025) that information literacy enhances critical thinking and problem-solving skills in academic settings.

The finding revealed that users' lack of awareness of available resources, inadequate number of skilled librarians, lack of awareness of information literacy programme, insufficient learning equipment, inadequate ICT infrastructure, poor Internet connectivity, inadequate training time, crowded classes, and lack of integration of information literacy training into core university curricula are the challenges undergraduate library users face in acquiring information literacy skills in the university studied. Corroborating this finding, Akanbiemu and Idowu (2024) found that the challenges encountered by undergraduates included inadequate training time, insufficient learning equipment and poor awareness of the information literacy programmes. The findings of the study by Babarinde and Adesina (2023) revealed many challenges such as low bandwidth, inadequate demonstration instrument, lack of personnel, limited library resources, lack of modern library resources, lack of library period in the school time table, lack of enough sitting space and unconducive library environment.

Conclusion

Numerous electronic information resources are available in university libraries, but undergraduate library users are not optimally utilising these resources. The study established that the extent of utilisation of these electronic information resources is low, indicating that the availability of information resources alone does not guarantee their effective use. However, while libraries are providing the resources, many students lack the requisite search strategies and evaluative skills to exploit them fully. This has led to situation where expensive database subscriptions remain underutilised while students rely on unverified web content. The problem, therefore, is not a lack of resources, but a potential mismatch between the sophisticated digital tools provided by university libraries and the information literacy levels of the students.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Government and university management should provide adequate funds for university libraries to ensure consistent availability of electronic information resources to support teaching, learning and research.
2. Lecturers should encourage students to consult electronic information resources by integrating them into course assignments,

research projects and classroom activities, thereby increasing their frequency of use.

3. University management should collaborate with library educators and librarians to incorporate information literacy instruction into the general studies curriculum or as a compulsory course for all undergraduate students to ensure consistent acquisition of information literacy skills.
4. University library management should invest in sustained user support services and information literacy initiatives to enable students maximise the benefits of information literacy.
5. University management should expand computer laboratories, create conducive learning spaces and provide sufficient learning equipment to accommodate the growing number of undergraduates participating in information literacy training. In addition, university management should allocate adequate instructional time with practical sessions that will allow students to develop hands-on experience in searching, evaluating and utilising electronic information resources effectively.

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