

# Information Literacy Skills as Correlate of Use of Library Resources by Students of Abia State College of Education (Technical), Arochukwu

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**Abstract-** This study attempted to relate information literacy (IL) skills with use of library resources by students of Abia State College of Education (Technical), Arochukwu (ASCETA). The research achieved four objectives. The objectives of the study were to: ascertain the IL skills possessed by students of ASCETA; determine the influence of Need skills on utilization of library resources by students of ASCETA; ascertain the influence of Evaluation skills on utilization of library resources by students of ASCETA and determine the influence of Use skills on utilization of library resources by students of ASCETA. Correlational research design was adopted for the study. Validated structured questionnaire was used for data collection. Simple linear regression was used for data analysis. Findings revealed that the three IL skills influence utilization of library resources by students of ASCETA. It was recommended among others, that IL lecturers should adopt teaching methods that make the skills simple to understand and adopt; User education programs should be tailored to meet the specific needs of students, focusing on developing their IL skills, National Commission for Colleges of Education (NCCE) should see to it that the courses GSE 011, GSE 012, GSE 021 and GSE 022: Media and Information Literacy I, II, III, and IV are taught by librarians.

**Keywords:** Information Literacy, Information Literacy Skills, Library Use, Colleges of Education

## I. INTRODUCTION

Colleges of education are specialized institutions established to produce professionally qualified middle-level teaching workforce for the nation's pre-primary, primary and junior secondary schools. Any library established, maintained and administered by a college to meet the information needs of its staff and students is known as a college library. Many different types of information resources are available in college libraries which help an information literate student become a wise information consumer and life-long learner. They include textbooks, journals, reference materials, newspapers, conference proceedings databases,

subject gateways, websites, search engines, etc. Students have to acquire the necessary skills to make effective use of these resources. This has necessitated some changes in librarianship. The old 'book-centred' concept of librarianship has been replaced by the "reader-centred" concept. New ideas like open access, reference service, library cooperation, documentation and information service have emerged.

A great change has occurred in the information environment and the availability of diverse and more complicated information sources/resources occasioned by the advances in the information and communication technologies (ICTs) has brought about changes on the students who have to learn how to obtain and efficiently use information from these sources for maximum performance. Change is inevitable, and there is no denying the fact that the change in use of information; advent of technology; development of different information systems, networks, search engines, etc, has necessitated a new kind of literacy other than the basic literacy of reading and writing. In this electronic era, the new kind of literacy is termed "information literacy" (IL). Simply put, IL is the ability to recognise when information is needed, how to locate it, evaluate it, effectively use and communicate it in its various formats.

The awareness, possession and appropriate use of accurate information ensure students effectiveness in their academic endeavours and make them to be conscious of their learning environment. There is, therefore, need for students to be conversant with growth in the concept of information. Many students find it difficult to locate the right sources of information to meet their needs and without adequate information succeeding academically would be a great challenge

Use of information resources involves integrating information into individual's previous knowledge

base (Spink & Cole in Akpovire, Olawoyin, Adebayo and Esse, 2019). The current information landscape is often challenging to navigate. Searching strategically for relevant, credible information can be difficult for many students. ASCETA students are not exempted. The process of choosing and developing research topics is a great challenge to many of them. Understanding how, why and for whom, information is created is a struggle. Students are expected to be active consumers and creators of knowledge while participating ethically in scholarly conversations. Observations have revealed that the information resources in ASCETA library are poorly used. Despite the array of information resources available in ASCETA library, many of the students find it difficult to locate, evaluate, effectively use and communicate information in its various formats. Some even find it relatively hard to retrieve the information they needed and thereby getting frustrated.

In effect, therefore, this particular study will be tailored towards relating IL skills with use of library resources by students of ASCETA. There is need to ascertain the IL skills possessed by students of ASCETA as well as determine the influence of the information literacy skills on their use of library resources, among other things.

## II. PROBLEM STATEMENT/JUSTIFICATION

The contemporary information world offers abundant information sources – print, electronic, image, sound, visual and numeric. Due to the increasing complexity of the information environment, individuals are faced with diverse, abundant information choices - in their academic studies, in the workplace, and in their personal lives. Information is available through libraries, special interest organisations, media, and the internet. Furthermore, information comes to individuals in unfiltered formats, raising questions about its authenticity, validity, and reliability. All these pose challenges for individuals in evaluating and understanding it. The uncertain quality and expanding quantity of information pose great challenges for society. The sheer abundance of information will not in itself create a more informed citizenry without a complementary cluster of abilities necessary to use information effectively. IL skill is essential in today's information- rich

environment due to the rapid growth in information resources which comes in various media and with the advancement in information communication technology (ICT). Literature has also established the importance of IL, as a means of empowering people in all walks of life to access, evaluate and use information effectively and efficiently to achieve their personal, social, occupational and educational goals. However, observations indicate that ASCETA students encounter difficulty when using information resources. This could be attributed to the fact that they lack search skills for exploiting resources, thus, making the level of use of resources very low. Likewise, they often use information retrieval tools on a trial and error basis, thereby resulting in time wasting. The basic objective of IL programme is to impart skills to enable students identify information need, identify, locate, retrieve, evaluate, use, communicate information and optimally exploit information resources in a given library. Has the IL programme of Abia State College of Education (Technical), Arochuku (ASCETA) been able to achieve this objective? Does it have any impact on students' use of information resources? The problem of this study, therefore, is to obtain reliable empirical data/results that can relate IL skills to appropriate use of information resources by students of ASCETA to satisfy their information needs.

## III. OBJECTIVES OF THE STUDY

The main objective of this study is to relate IL skills with use of library resources by students of ASCETA but the specific objectives are:

1. To ascertain the IL skills possessed by students of ASCETA.
2. To determine the influence of students' possession of Need skills on utilization of library resources in ASCETA.
3. To ascertain the influence of students' possession of Evaluation skills on utilization of library resources in ASCETA.
4. To determine the influence of students' possession of Use skills on utilization of library resources in ASCETA.

## IV. LITERATURE REVIEW

### *Conceptual Framework*

Many authors and organisations have defined IL in various ways according to their perceptions. The

Association of College and Research Libraries (2016) defined IL as “the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning”.

The American Library Association (2015) defined IL as a set of abilities requiring individuals to recognise when information is needed and have the ability to locate, evaluate and use effectively the needed information. The United States National Forum on Information Literacy defines IL as “...the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand”(Wikipedia, 2018). Wesleyan University (2016) states that IL involves recognising when information is needed and being able to efficiently locate, accurately evaluate, effectively use, and clearly communicate information in various formats. It refers to the ability to navigate the rapidly growing information environment, which encompasses an increasing number of information suppliers as well as the amount supplied, and involves bodies of professional literature, popular media, libraries, the internet, and much more. It encompasses library user education, information skills training and education, and those areas of personal, transferable or key skills relating to the use and manipulation of information in the context of learning, teaching and research issues in higher education.

One indisputable feature of all these definitions of IL is that it is a means to life-long learning as well as a continuous process of learning. It bridges the gap between the formal education and education beyond that. IL is seen as an umbrella term comprising media literacy, numeracy literacy, computer literacy, alphabetical literacy, cultural literacy, visual literacy and network literacy. It is an indispensable skill for effective use of information resources in the library. Academic libraries provide wide range of information resources in both print and electronic formats such as textbooks, reference books, periodicals, conference proceedings, reports, databases, subject gateways, and so on. The utilization of these resources depends largely on the acquisition of IL skills by the students.

The term “library use” or “use of library” has been variously defined. Every definition depends on the perspective from which the proponent views it. Arua and Chikezie in Maduako (2013) defined it as the act of perusing the library stock, asking for assistance from library staff, actually finding information of value, taking out a book in the library, studying one’s own material in the library, coming into the library or meeting with friends. Library use also refers to the holding of library borrower’s card and using or not using it. It is concerned with the number of information materials that are effectively used by library patrons. However, it is not exclusive to one of the above-listed activities, rather a combination of any two or more, or all of those and perhaps several others.

Oyesiku in Maduako (2013) pointed out that effective use of library by staff and students is expected to be the principal objective of establishing libraries in academic institutions, stressing that a library is more than a place to read and make references. To make effective use of the library, students need the requisite reading habits and skills; they must have acquired basic literacy and the advanced reading skills for handling information of various types, and this can only be achieved through user education. Okonkwo in Maduako (2013) further observed that the failure of a patron to use the library skillfully and profitably wastes library resources and the time of professionals and teaching staff. Information literacy skill serves as a motivation for the use of information resources. The lack of competence will lead to lack of interest, and this can affect the efforts to use information resources.

#### *Theoretical Framework*

Over the years, a few models have been developed and applied in the academic setting in schools and higher learning institutions. Among the popular models is The Big6TM Model.

#### *The Big6TM Model*

The Big6TM Model by Eisenberg and Berkowitz is one approach to teaching information literacy skills which had gained international recognition and currently used in higher learning institution, corporate and adult training program. It is also known as an information problem-solving strategy. It incorporates the use of technological tools to systematically find, use, apply, and evaluate

information for a specific purpose. It proposes six thinking steps with two sub-stages as shown below:

- Step 1 Task definition
  - define the information problem
  - identify information need
- Step 2 Information seeking strategies
  - determine all possible sources
  - select the best source
- Step 3 Location and access
  - locate sources (intellectually and physically)
  - find information within sources
- Step 4 Use of information
  - engage (read, hear, view, touch)
  - extract relevant information
- Step 5 Synthesis
  - organize from multiple sources
  - present the information
- Step 6 Evaluation
  - judge the product (effectiveness)
  - judge the process (efficiency)

Students and information users have to acquire these skills and follow them sequentially in order to make effective use of the library resources to achieve personal development.

#### Zipf's Principle of Least Effort

Zipf's Principle of Least Effort (PLE) is the theory that states that the "one single primary principle" in any human action, including verbal communication, is the expenditure of the least amount of effort to accomplish a task (Nordquist, 2019). This theory is also known as Zipf's Law and The Path of Least Resistance. The principle states that an information seeking user will tend to use the most convenient search method, in the least exacting mode available (Wikipedia, 2023). The relationship between this theory and this present study is that it emphasized the use of the most convenient search method to get needed information. People need information on various aspects of their lives. They need information to improve their daily performance. The process applied in order to get the needed information varies from one individual to another but the lesser the effort required during the process, the better. An information seeker will strive to meet his/her information need in such a way as to minimise total work he/she must expend in the process. This explains why different individuals prefer different information sources over others. This is also applicable to students of ASCETA.

#### Empirical Framework

Adeleke and Emeahara (2016) surveyed the relationship between IL and use of electronic information resources for academic purposes found out that the low level of usage of electronic resources, in particular, full texts databases was associated to lack of search technique competencies among a lot of the postgraduate students investigated, and there was a significant relationship between information literacy competence and use of electronic resources. IL skill serves as a motivation for the use of information resources. The lack of competence will lead to lack of interest, and this can affect the efforts to use information resources negatively.

Akpovire *et al.*, (2019) investigated the role of IL skills on use of information resources by medical students in Lagos state. The result indicated that information literacy skill was significantly related to the use of information resources by medical students. This implies that IL skill relates to the use of information resources.

Alegbeleye, Ikonne and Ladele (2023) examined the influence of IL skills on use of library resources by undergraduates in selected universities in Ogun State, Nigeria. Findings revealed that information literacy skills had positive significant influence on use of library resources by final year undergraduates in universities in Ogun State. (Adj.R = 0.27, F(1, 361) = 136.79,  $p < 0.05$ ). The study concluded that information literacy skills promoted use of library resources by final year undergraduates in selected universities in Ogun State, Nigeria.

Kakiri, Okah, Mishra and Mohapatra (2025) carried out a study on the influence of information literacy skills on use of library's information resources by undergraduate students of Niger Delta University, Bayelsa State, Nigeria. The findings of the study among other things indicates that there is significant relationship between information assessment skills and use of Library information resources by undergraduate students in Niger Delta University, Bayelsa State, Nigeria.

Chiedu and Ogbomo (2025) examined the relationship between information literacy skills and utilization of information resources among undergraduate students in Dennis Osadebay University, Asaba, Nigeria. The study revealed that

the respondents had high to moderate levels of information search, location and accessing skills but low information evaluation skills. The study also revealed that the students' utilization of information was high in print library resources but very low especially with regard to electronic online resources. The study further revealed no significant correlation between the level of undergraduate students' information literacy skill and their utilization of library information resources.

## V. METHODOLOGY

Correlational research design was adopted for the study. The population of the study comprised of the fifty six (56) 100 level students of the institution. The whole population (except six students of the School of Technical Education) was used for the study since they are not many. Students of the School of Technical Education were used to test the reliability of the test instrument. This brings the sample size of the study to fifty. Validated structured questionnaire was used to collect data. The questionnaire was built on a four point rating scale measurement comprising of four sections containing questions in line with the objectives of the study. Content and face validity was established using Measurement and Evaluation experts in the School of Education, ASCETA. The Test-Retest method was used to determine the reliability coefficient of the research instrument.

For the collection of data, copies of the questionnaire were personally administered to the

respondents by the researcher in the library and their lecture halls and was collected through library officers and designated course representatives. A total number of fifty copies of the questionnaire was administered to respondents in ASCETA and retrieved.

Data collected was analysed using mean score of 2.50. The rule for data acceptance or rejection using the four point scale was Highly Skilled (HS) / Often = 4 points, Moderately Skilled (MS) / Occasionally = 3 points, Weakly Skilled (WS) / Rarely = 2 points, Not Skilled (NS) / Never = 1 point. The mean was calculated as:

$$\frac{4 + 3 + 2 + 1}{4} = \frac{10}{4} = 2.50$$

Based on the mean of 2.50, the decision was that any item with a mean score of 2.50 and above was considered significant and, as such "Accepted" (A) while any item with a mean below 2.50 was considered insignificant and "Rejected" (R). Data presentation and analysis was done bearing the objectives of the study in mind.

## VI. DATA PRESENTATION AND ANALYSIS

The presentation and analysis of data was done bearing the research objectives in mind. Data collected was analysed for each research objective.

### Research Objective 1

To ascertain the IL skills possessed by students of ASCETA

Key: HS- Highly skilled; MS-Moderately skilled; WS-Weakly skilled; NS-Not skilled

| S/N | INFORMATION LITERACY SKILLS                                                                   | HS | MS | WS | NS | Mean | Decision |
|-----|-----------------------------------------------------------------------------------------------|----|----|----|----|------|----------|
|     | Need Skills - Ability to:                                                                     |    |    |    |    |      |          |
| 1   | Identify the general purpose of any given assignment                                          | 12 | 08 | 26 | 04 | 2.56 | A        |
| 2   | Formulate questions which will guide the given assignment                                     | 08 | 10 | 22 | 10 | 2.32 | R        |
| 3   | Use library catalogue to locate information sources in the library                            | 12 | 24 | 06 | 08 | 2.80 | A        |
| 4   | Use abstracting and indexing journals to find information                                     | 11 | 08 | 16 | 15 | 2.30 | R        |
| 5   | Use bibliographies and references to find document                                            | 08 | 10 | 24 | 08 | 2.36 | R        |
| 6   | Use encyclopedia and other reference resources to gather background information               | 10 | 18 | 12 | 10 | 2.56 | A        |
| 7   | Use computer and other information technology (IT) based tools for research                   | 28 | 10 | 08 | 04 | 3.24 | A        |
| 8   | Use search engines, online sources like Google, and databases to locate information resources | 26 | 12 | 04 | 08 | 3.12 | A        |

|    |                                                                        |    |    |    |    |      |   |
|----|------------------------------------------------------------------------|----|----|----|----|------|---|
|    | Grand Mean                                                             |    |    |    |    | 2.66 |   |
|    | Evaluate Skills – Ability to:                                          |    |    |    |    |      |   |
| 9  | Evaluate information resources irrespective of the source              | 12 | 07 | 17 | 14 | 2.34 | R |
| 10 | Evaluate print resources using the acceptable criteria                 | 24 | 18 | -  | 08 | 3.16 | A |
| 11 | Evaluate information resources based on identity                       | 08 | 12 | 22 | 08 | 2.40 | R |
| 12 | Evaluate information resources based on accuracy                       | 16 | 24 | 06 | 04 | 3.04 | A |
| 13 | Evaluate information resources based on authority                      | 18 | 14 | 06 | 12 | 2.76 | A |
| 14 | Evaluate information resources based on relevance                      | 20 | 14 | 06 | 10 | 2.88 | A |
| 15 | Evaluate information resources based on quality                        | 12 | 26 | 04 | 08 | 2.84 | A |
| 16 | Evaluate the reliability of the information retrieved                  | 07 | 14 | 20 | 09 | 2.38 | R |
|    | Grand Mean                                                             |    |    |    |    | 2.73 |   |
|    | Use Skills – Ability to:                                               |    |    |    |    |      |   |
| 17 | Extract relevant information from different sources                    | 22 | 12 | 12 | 04 | 3.20 | A |
| 18 | Analyze and provide accurate result from the collected information     | 08 | 10 | 26 | 06 | 2.40 | R |
| 19 | Create new knowledge and understanding from collected information      | 07 | 13 | 14 | 16 | 2.22 | R |
| 20 | Use the collected information in a legally acceptable manner           | 18 | 22 | 06 | 04 | 3.08 | A |
| 21 | Use acceptable writing and citation styles to present result           | 06 | 11 | 18 | 15 | 2.16 | R |
| 22 | Cite and acknowledge other people's work                               | 16 | 22 | 06 | 06 | 2.96 | A |
| 23 | Format and communicate (publish) information so that others can use it | 11 | 07 | 18 | 14 | 2.30 | R |
| 24 | Computer literacy                                                      | 11 | 07 | 20 | 12 | 2.34 | R |
|    | Grand Mean                                                             |    |    |    |    | 2.58 |   |

Source: Field Data (2025)

Table 1 shows that ASCETA students are moderately skilled in IL, with highest competency in Evaluation skills, followed by Need skills, and lowest in Use skills.

#### Research Objective 2

To determine the influence of students' possession of Need skills on utilization of library resources in ASCETA.

Table 2: Summary of Simple Linear Regression analysis to determine the extent to which students' possession of Need skills influence their utilization of library resources in ASCETA

| Variable    | R    | R Square | Extent of Prediction | Remark          |
|-------------|------|----------|----------------------|-----------------|
| Need skills |      |          |                      |                 |
| Utilization | .648 | .42      | 42%                  | Moderate extent |

Source: Field data (2025)

Result in Table 2 reveals the R for the strength of the relationship and  $R^2$  for the determination of the extent to which students' possession of Need skills predict their utilization of library resources in ASCETA. The R value of .648 indicates a moderate relationship between the two variables. The calculated  $R^2$  of .42 which is the coefficient of determination indicates that only 42% of utilization of library resources in ASCETA is predicted by

students' possession of Need skills. This means that students' possession of Need skills determines to a moderate extent their utilization of library resources.

#### Research Objective 3

To ascertain the influence of students' possession of Evaluation skills on utilization of library resources in ASCETA.

Table 3: Summary of Simple Linear Regression analysis for the extent to which students' possession of Evaluation skills influence their utilization of library resources in ASCETA

| Variable          | R    | R Square | Extent of Prediction | Remark          |
|-------------------|------|----------|----------------------|-----------------|
| Evaluation skills |      |          |                      |                 |
| Utilization       | .742 | .55      | 55%                  | Moderate extent |

Source: Field data (2025)

Result in Table 3 reveals the R for the strength of the relationship and  $R^2$  for the determination of the extent to which students' possession of Evaluation skills predict their utilization of library resources in ASCETA. The R value of .742 indicates a moderate relationship between the two variables. The calculated  $R^2$  of .55 which is the coefficient of determination indicates that only 55% of utilization of library resources in ASCETA is predicted by

students' possession of Evaluation skills. This means that students' possession of Evaluation skills determines to a moderately high extent their utilization of library resources.

#### Research Objective 4

To determine the influence of students' possession of Use skills on utilization of library resources in ASCETA.

Table 4: Summary of Simple Linear Regression analysis to determine the extent to which students' possession of Use skills influence their utilization of library resources in ASCETA

| Variable    | R    | R Square | Extent of Prediction | Remark          |
|-------------|------|----------|----------------------|-----------------|
| Use skills  |      |          |                      |                 |
| Utilization | .781 | .61      | 61%                  | Moderate extent |

Source: Field data (2025)

Result in Table 4 reveals the R for the strength of the relationship and  $R^2$  for the determination of the extent to which students' possession of Use skills predict their utilization of library resources in ASCETA. The R value of .781 indicate a moderate relationship between the two variables. The calculated  $R^2$  of .61 which is the coefficient of determination indicates that only 61% of utilization of library resources in ASCETA is predicted by students' possession of Use skills. This means that students' possession of Use skills determines to a moderately high extent their utilization of library resources.

## VII. DISCUSSION OF FINDINGS

This study attempted to establish the relationship between IL skills and use of information resources by ASCETA students. This section begins with the findings from each of the research objectives. The first objective of the study was to ascertain the IL skills possessed by students of ASCETA. The results showed that ASCETA students possess the following IL skills: Ability to identify the general purpose of any given assignment (2.56); Ability to use library catalogue to locate information sources in the library (2.80); Ability to use encyclopedia and other reference resources to gather background

information (2.56); Ability to use computer and other information technology (IT) based tools for research (3.24); Ability to use search engines, online sources like Google, and databases to locate information resources (3.12); Ability to evaluate print resources using the acceptable criteria (3.16); Ability to evaluate information resources based on accuracy (3.04); Ability to evaluate information resources based on authority (2.76); Ability to evaluate information resources based on relevance (2.88); Ability to evaluate information resources based on quality (2.84); Ability to extract relevant information from different sources (3.20); Ability to use the collected information in a legally acceptable manner (3.08); Ability to cite and acknowledge other people's work (2.96). The finding could be as a result of the commitment of faculty members in the teaching of IL. This finding corroborate the findings of Chiedu and Ogbonna (2025) that students have high to moderate levels of information search, location and accessing skills. On the other hand, this result contrasts with the finding of Chiedu and Ogbonna (2025) which states that students possess low information evaluation skills. It also contrasts with the observation of the researcher who observed that ASCETA students do not possess adequate IL skills to enable them make effective use of the library resources.

On the issue of the influence of students' possession of Need skills on utilization of library resources in ASCETA, the findings reveal that students' possession of Need skills determines to a moderate extent their utilization of library resources. The finding corroborates the findings of Adeleke and Emeahara (2016), Akpovire *et al.*, (2019), Alegbeleye, Ikonne and Ladele (2023). This finding also supports the finding of Kakiri *et al.* (2025) which states that there is a significant relationship between information assessment skills and use of library resources by undergraduate students in Niger Delta University, Bayelsa State, Nigeria. This indicates that students possessing stronger Need skills will tend to utilize library resources more effectively.

On the issue of the influence of students' possession of Evaluation skills on utilization of library resources in ASCETA, Table 3 indicates a moderate positive relationship between possession of Evaluation skills and utilization of library resources. This means that students' possession of Evaluation skills determines to a moderately high extent their utilization of library resources. The finding of this study is in contrast with the findings of Adeleke and Emeahara (2016), Akpovire *et al.* (2019), Alegbeleye, Ikonne and Ladele (2023) and Kadiri *et al.*, (2025) which state that possession of IL skills promote use of library information resources.

On the issue of the influence of students' possession of Use skills on utilization of library resources in ASCETA, Table 4 indicates a moderate positive relationship between possession of Use skills and utilization of library resources. Only 61% of utilization of library resources in ASCETA is predicted by students' possession of Use skills. This means that students' possession of Use skills determines to a moderately high extent their utilization of library resources. This finding is in contrast with the finding of Chiedu and Ogbomo (2025) which states there is no significant correlation between the level of IL skill possessed by undergraduates and their utilization of library information resources.

#### Interpretation of Results

The study investigated the influence of IL skills (Need skills, Evaluate skills, and Use skills) on students' use of library resources. The results show that all three skills have a positive relationship with

use of library resources with Use skills having the strongest relationship ( $R\text{-squared} = 0.61$ ), indicating that students who can effectively extract, synthesize, and apply information are more likely to utilize library resources more effectively than others..

Evaluate skills also have a strong relationship ( $R\text{-squared} = 0.55$ ), indicating the importance of critical thinking in information literacy. On the other hand, although positively related, Need skills have a moderate relationship with use of library resources, suggesting that identifying information needs and formulating research questions is essential but not sufficient on its own.

### VIII. CONCLUSION

For libraries to be successful in information service delivery to their users, a full understanding of the IL skills possessed by the users as well as all the factors which directly or indirectly influence their use of library resources is a necessity. This study investigated the influence of IL skills (Need skills, Evaluate skills, and Use skills) on students' use of library resources. The results revealed that all three skills have a positive relationship with use of library resources with Use skills having the strongest relationship, followed by Evaluate skills and Need skills. Though students possess moderate IL skills, these do not highly influence their library usage. Only 42%, 55% and 61% of utilization of library resources in ASCETA is predicted by students' possession of Need skills, Evaluate skills and Use skills respectively. It was concluded that by prioritizing user education and developing students' Need skills, Evaluate skills, and Use skills, libraries can enhance their success in information service delivery to their users as well as the academic success of the students.

### IX. RECOMMENDATIONS

Based on the findings of this study, the researcher recommends the adoption of teaching methods that make the skills simple to understand and adopt. The IL lecturers should adopt less technical approach. There is need to use teaching aids such as film projectors, slides, tapes, discs, films, etc. Libraries can use a variety of instructional methods, such as online tutorials, workshops, and one-on-one consultations. Practical aspects of IL skills should be carried out to enhance what is taught

theoretically. The class can be split into smaller groups to get maximum result. Libraries can also offer workshops and training sessions on training workshops on practical application of information skills.

Furthermore, there is need for a thorough planning and execution of a suitable IL programme by librarians and lecturers. The College management should sponsor the IL programme by providing the necessary facilities such as film projectors and public address systems. They should also assist in the documentation of films for the programme.

User education programs should be tailored to meet the specific needs of students, focusing on developing their IL skills. Libraries should prioritize user education programs that focus on developing students' IL skills, such as Formulate questions which will guide the given assignment; Evaluate information resources irrespective of the source; Extract relevant information from different sources; Analyze and provide accurate result from the collected information, etc.

There is need also, for trained librarians to be involved in the programme. Most libraries lack professional staff and in some cases, the available staff lack necessary teaching skills that will enable them impart knowledge to users. Hence, the staff needs to undergo regular training and re-training exercise. Also, the library staff should create a user-friendly atmosphere so as not to scare users away from the library.

Also, the National Commission for Colleges of Education (NCCE) should see to it that the courses GSE 011, GSE 012, GSE 021 and GSE 022: Media and Information Literacy I, II, III, and IV are taught by librarians and not lecturers in the Department of English. Lectures should incorporate the use of audio-visuals, e.g. documentary films, to show how to use library resources such as the catalogue, indexes, and other reference materials.

Furthermore, government should introduce a workable policy that would see to it that students are introduced to IL right from the nursery and primary school. If this is done, knowledge of the library, its resources and usage would be a part of them before they get to higher institutions.

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