

INFORMATION LITERACY SKILLS AMONG POSTGRADUATE STUDENTS OF UNIVERSITY OF NIGERIA, NSUKKA

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Abstract

Purpose: This study investigated the information literacy skills (IL) among postgraduate students of University of Nigeria, Nsukka. It tried to identify some IL programmes that were of utmost importance to enhance research skills of postgraduate students (PG) of University of Nigeria

Design/Methodology/Approach: The instrument used to elicit response from the respondents was a structured questionnaire. The population of the study comprised of 212 PG students from faculty of education in 2020/2021 academic session. A total enumeration sampling technique was used to select the sample. All the respondents were sampled and 166 questionnaires were retrieved given a return rate of 78%, which were found useful and used for the analysis.

Findings: Findings show that most of the respondents acquired IL skills through seminar, user education programme (library instruction), orientation, one-on-one discussion and tutorial. It further indicates that majority of the respondents could identify information in their study areas; however, the study revealed that they could not identify reliable sources of information.

Implication: Based on these findings, the postgraduate students should be mandated to attend information literacy skill programmes organized by library, such as briefing by Librarian, computer-aided instruction, online courses, and workshops to enhance students' research ability in the emerging information age.

Keyword: Information literacy skill, postgraduate students, University of Nigeria Nsukka

Introduction

The radical change in provision of information through Information Communication and Technology (ICT) in this age requires a lot of skills, knowledge and strategies to ensure maximum utilization of information. Besides, varied systems used by libraries and information providers across the world to classify, catalogue and make information available require special skill to access

information. Information is very important and critical to every individual especially research student (Postgraduate students). The skills to identify, evaluate and use information are learned over a time. Studying and understanding the basis of using information tools is very helpful to carry out research.

Postgraduate (PG) students are engaged with research and a lot of assignments with high

expectation from their teachers to come up with quality research papers and findings. PG students are also required to carry out in-depth research since their final work (thesis and dissertations) are scrutinized and tailored to answer questions that invariably provide solution to problems identified by the researchers. This made the students to research extensively to overcome the challenges. Therefore, it is imperative for PG students to have sound knowledge and skills to utilize information. Somi and De Jager (2005) affirmed that today's technological changes require societies to have certain capabilities (other than the ability to read and write) to fully utilize information resources.

ALA cited by Ogundipe (2009) noted that information literacy (IL) is the ability to recognize when information is required, then to locate it, evaluate the appropriate information and use it effectively. Despite the fact, that Oxford Advanced Learner's Dictionary defines information literacy as the ability to read and write; researches have shown that to be information literate, goes beyond mere reading and writing. Adeleke and Emeahara (2016) explained that being information literate requires knowing how to clearly define a subject of investigation, select the appropriate terminologies that express the concept or subject under investigation, formulate a search strategy that takes into consideration different sources of information, various ways information is organized and analyzed for value, relevance, quality and suitability.

Considering complexity associated with access to certain information, couple with emerging concepts in ICT and the need for effective utilization of information resources in any library, a user requires certain degree of skills and knowledge. With rapid growth in information development, the ability of students to be information literate has become critically important (Ratanya, 2012). Information literacy programmes are usually organized by university libraries. In most libraries, information literacy programmes cover orientation, tutorial, seminar, workshop, class lecture on use of library, one-on-one discussion, online courses, computer aided

instruction, user education (library instruction), library tour and briefing by librarians. It is necessary to emphasize that the purpose of IL skill programme to newly admitted students of the university is to enable new students acclimatize with library rules and available services for users which include opening and closing hours, procedures for book loan, identification of library sections, search tools, available information source and their locations, among others.

The need to train library user especially postgraduate students to be information literate is widely accepted since it is impossible for them to easily search and utilize needed information without adequate skills to navigate and manipulate information tools. The postgraduate students are unique people with peculiar challenges. They form a larger proportion of the entire population of any institution of higher learning and are into research. Majority of them are sometimes already engaged in one job or another before securing admission.

In order for them to effectively do well in their jobs at their respective organizations and at the same time make progress in their research work, it is important to understand the level of information literacy skill that they acquired. It was also important to know if the PG students understand information landscape; how to plan and carryout research; how to critically evaluate information and how to manage and communicate research results conveniently. This may not be far from the reason why librarians (information professionals) all over the world organize orientation, user education programme, workshops and seminar as to teach library users how to use information resources. Literacy skills reduce time wastage and instill lifelong research skills in learner. Alakpodia (2010) emphasized that literacy skills are required for work, learning and life. Information literacy skills provide necessary base for learning all other skills, which enable individuals including librarians to evolve with their jobs and adapt to their workplace changes. Since learning is part of human existence, information literacy skills cannot be overemphasized.

Information Literacy Skill Programme at University of Nigeria, Nsukka

The University of Nigeria, commonly referred to as UNN, is a federal university located in Nsukka, Enugu State, Nigeria. Founded by Nnamdi Azikwe in 1955 and formally opened on 7 October 1960, the University of Nigeria has three campuses in Enugu State; Nsukka, Enugu and Ituku-Ozalla and the Aba campus in Abia State. The University of Nigeria is the first full-fledge indigenous and first autonomous university in Nigeria, the university has 15 faculties and 102 academic departments. The university offers both undergraduate and postgraduate programme. One of the faculties is faculty of Education, which comprises Library and Information Science, Art Education, Science Education, Human Kinetic Education, Adult Education, Social Science and Education Foundation.

Information Literacy skill is necessary for every library user at University of Nigeria, Nsukka. This is to ensure that users are acquainted with adequate skills and knowledge to utilize resources in the library and beyond the library. Every first semester of a new school year, students are exposed to several programmes that give them pedestal in their study area. Such programme includes orientation, seminar, workshop and a semester course "Use of library and study skills". While some literacy skill programme may take some minutes or hour and may only be done once or twice in a semester every student is required to have a pass level on use of library and study skill (GSP 111) before graduation. The course is among general educational courses that run for thirteen weeks from resumption to the end of the semester. The course was designed to educate all newly admitted students about

1. The organization of library materials and departmentalization of the library,
2. The importance of using library resources for research,

3. How to access, retrieve and use information resources,

4. How to use library retrieval tools, i.e. Online Public Access Catalogue (OPAC),

abstract, index, etc.

5. Referencing style, and copyright issues among others.

At University of Nigeria, Nsukka, despite the importance of IL skill programme which prepare students ahead of academic tasks, it was only given to the undergraduates while postgraduate students were usually given briefing and orientation. The development is worrisome and against efforts made to educate graduate students to be information literate. Research has shown the need for graduate students to know how to find, evaluate and use relevant information sources. According to the result of Morner cited by Catalano (2010) who tested library research skills of doctoral students of science education, concluded that the students were not well equipped for doctoral-level research.

Again, Berg and Grant cited by Catalano (2010) also affirmed that it was necessary to incorporate information literacy into a doctoral program using the Association of College Research Library (ACRL) Information Literacy Competency Standards. The ACRL standard according to Catalano (2010) that several institutions adopted for measuring IL for graduate students were developed to measure a learner's ability to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.

Literacy skill is essential to succeed in any academic environment. The purpose of library user education is to enlighten patrons how to use information available at their disposal. However, research has shown that most students in institution of higher learning seem to have inadequate information literacy skills the postgraduate students are not exempted. The postgraduate school curriculum developers are yet

to see the need to inculcate such programme in order to educate the PG students on information literacy skills required for research. This study therefore is set to investigate the effect of information literacy skills on the use of Library information resources among Postgraduate Students University of Nigeria, Nsukka

Objectives of the Study

The main purpose of the study is to determine the effect of information literacy skills on the use of Library information resources among Postgraduate Students University of Nigeria, Nsukka. The specific objectives of this study were to:

1. Find out the type of information literacy programmes attended by postgraduate students before admission into Postgraduate School.
2. Ascertain the effect of information literacy programmes on postgraduate students use of library information resources
3. Identify the challenges encountered by postgraduate students for lack of information literacy skills.

Literature Review

Fundamentally, literacy means the ability to read and write. There various kinds of literacy include digital literacy, media literacy, visual literacy, computer literacy, information literacy and so on. Information literacy as described by ACRL (2013) is a set of abilities that enable people to recognize when information is needed and to successfully find, evaluate, and apply that information. An information literate person according to Kerns (2002) is "anyone who had learned to use a wide range of information sources in order to solve problems at work and in his or her daily life". Ojedokun (2007) emphatically noted that whether information comes from the internet or online databases, books, government documents, films, conversations, posters, pictures or other images,

or any number of other possible sources, inherent in the concepts of information literacy is the ability to understand and critically evaluate the information. He opines that the concept encompasses a number of skills and competencies information seekers must acquire.

De Jager and Nassimbeni cited by Somi and De Jager (2005) found out that an information literate person must possess some characteristics. This includes identifying information, accessing, evaluating, and incorporating selected information into one's knowledge base. They further emphasized that it is the act of using information effectively to accomplish specific purposes, understand the economic, legal and social issues surrounding the use of information. From the result of their research, they stressed that library orientation sessions currently conducted do not succeed in their aim of empowering students to use library materials and services.

Information literacy programme is very important because it affects appropriate use of library information resources, and user's ability to identify, locate, evaluate, organize, use and communicate information to solve immediate problems. It is prerequisite in order to participate effectively in the information and knowledge society. A recent study by Suleiman (2012) found out that 96% of the respondents agreed that user education class helped them to increase their searching skills while 100% of the respondents agreed that user education program helped them to better use the Library Online Public Access Catalog (OPAC). The study further reveal that 55% of the respondents agreed that to obtain strong skills libraries should provide many classes of user education.

Somi and De Jager (2005) research on the role of academic libraries in the enhancement of information literacy: a study of Fort Hare Library found out that majority of the respondents (53%) has not attended library orientation, which was compulsory. However, a study by Bhukuvhani, Chiparausha and Zuvalinyenga (2012) shows that most of the respondents (53.3%) indicated that

they learnt about electronic resources through workshops and seminars. Another research by Ratanya (2012) indicates that all the respondents were involved in the training programme on information literacy. The result also shows that 52% of the respondents suggested that the campus library should provide practical training on searches in the library, while 20% indicated that the library should develop an information literacy program in the University.

It can be deduced here that information literacy skill training in all library across the world is at different stage. While some libraries have made significant effort, others are tackling issues of users' ability to identify, access, retrieve information and to use ICT tools in the library. Again, a process that may be effective in one library may be difficult to apply in another. This kind of situation may hamper desired objectives. In such complex situation, survey could be carried out to identify the best suitable method in order to ensure successful literacy skill programme.

Over the years university libraries has been providing information literacy instructions to users to add value to teaching and learning. It enables users to develop search skills and techniques to retrieve quality and current information resources from various information resources provided by the institution. It is important to assess the effect of such trainings on users'. Ntui, Etuk and Ofem (2011) suggested that for effective assessment of literacy skills, it is important to know the frequency of attendance of library and literacy skills lectures.

Jessy, Shivananda and Mahabaleshwara (2016) conducted a survey for assessing the effectiveness of information literacy instruction for postgraduate pharmaceutical science students of Manipal University, Manipal. The study indicated that information literacy instruction had a positive influence on effective learning. In a related study on effectiveness of library information literacy instruction programme given to undergraduate students of University of Dar es Salaam, the population consisted of all the undergraduate students library staff. Mixed methods approach

was used, survey design was used to collect data and processed through Microsoft Excel, whereas, qualitative data were analyzed using content analysis. Mungwabi, (2019) found that information literacy instructions had moderate impact on majority of the respondents.

A similar study took place at Appalachian State University (Shao and Purpur, 2016) where 398 students from 19 classes completed the information literacy skills test and the data collected was analyzed using SPSS. The study found that information literacy skills, which are part of critical thinking skills, could help improve student writing ability and academic performance. It also showed that using library services and resources enhances student's information literacy skills and thus their overall academic performance. Hence, library should provide well-integrated library instruction programs and services to improve student's information literacy skills.

Application of information literacy skill programme differs from one university to another and from one library to another, which may culminate into barrier or success to information utilization. According to Igbo and Imo (2010), lack of requisite skills on the use of the library was an impediment inhibiting accessibility of information resources of library. Less than 8% of the respondents in a study carried out by Adetimirin (2009) in selected University Libraries in South West Nigeria have the skills to use chat and discussion, news and teleconferencing.

A study by Ntui, Etuk and Ofem (2011) indicates that 91.8% of a total respondent of 291 rated library and literary skills instructions applied by University of Calabar highly as the library seems to be more interested in teaching literary concepts that helped the student's ability to evaluate, identify, and access information resources with ease. The library and information managers according to Sokari (2006) have at present played a significant role towards promoting information literacy in Nigeria, but the fact still remains that a lot still need to be done to advance the course of information literacy in Nigeria.

Avoseh, et al (1995) cited by Onohwakpor (2006) agreed that despite the success of adult literacy to promote rural development, Nigeria is still plagued by a number of constraints. He lamented that literacy efforts in Nigeria have been hampered by insufficient funds as government is unable to provide follow-up reading materials for new literate persons. However, regardless of the setbacks, Onohwokpor (2006) also affirms that the role of adult literacy in the development of rural communities in Nigeria was well documented. Such documentation helps the government and agencies concerned to improve on the programmes outlined for the achievement of set goals and objectives and to ensure its impact on the citizenry.

Tilvawala, Myers and Andrade (2009) and Bingimlas (2009) confirmed that low level of information literacy is a barrier to the efficient utilization of ICT in developing countries. Lack of information literacy skills among librarians is a bane to impacting information literacy to library users. Kerns, (2002) opines that since librarians are good at instruction, and because of rapid changes in the way information were presented and used, they need to become more skilled at information-literacy instruction.

Tan, Gorman and Singh (2012) in their research on information literacy competencies among school librarians in Malaysia found out that the respondents were information literate, but needed further training and exposure to information literacy. Their finding further shows that school librarians are in dear need of information literacy training. Of the 120 respondents in their study, 81 (67.5%) school librarians had not attended any IL courses while 100 (83.3%) indicated they require

some kind of IL training. Indeed, to achieve development through ICT is not just a matter of providing access to ICT tools, rather, efforts must be made to enhance information literacy, which provide the ability to manipulate and use information effectively.

Methodology

This study adopted descriptive survey research design. The population of the study comprised 212 postgraduate students of 2020/2021 academic session (Faculty of Education, Postgraduate Students University of Nigeria Nsukka, 2020/2021 Academic Session). A total enumeration sampling technique was used to select the sample. Data for this study were collected through structured questionnaire comprising of four sections. The first section contains demographic information of the respondents; the second section comprised nine information literacy skill programmes. The third section comprised eight questions that elicited information about the effect of information literacy skill programmes attended by the respondents, while the fourth section had six questions that identified challenges faced by postgraduate student while using information resources due to lack of information literacy skill. The questionnaires were administered during combined lecture held every Monday between 2:00 p.m. to 4:00 p.m. Out of the 212 copies of questionnaires that were distributed, 166(78%) were returned and found useful for the study.. The data was analyzed and results were presented using chart, frequencies, percentage and tables to display results.

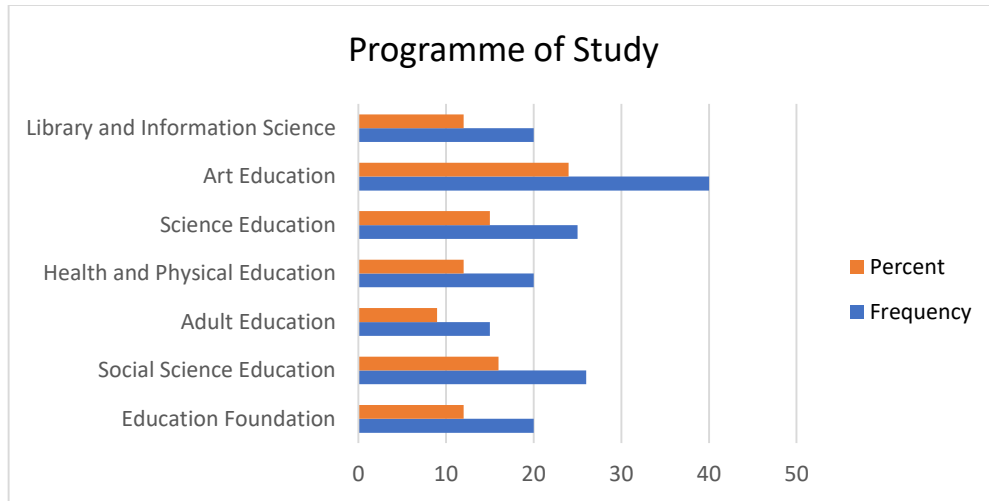


Figure 1 indicated that more of the respondents 40 (24%) were masters students in Art Education department, while 26 (16%) of the respondents were masters students in Social Science Education department. It also shows that 25 (15%) were Education, Education Foundation and Library and Information Science department respectively. The figure also indicated that 15(9%) were from Adult Education department.

masters students in Science Education department, while 20(12%), 20(12%), 20(12%), were from Health and Physical

Table 1: Information literacy programmes attended by postgraduate students of UNN
n = 166.

Information Literacy Programmes	Attended	%	Not Attended	%
Orientation	87	52.4%	79	48.6%
Tutorial	91	54.8%	75	45.2%
Seminar	109	65.7%	57	34.3%
Workshop	61	36.7%	105	63.3%
One-on-one discussion	87	52.4%	79	48.6%
Online courses	32	19.3%	134	80.7%
Computer-aided instruction	36	21.7%	130	78.3%
User Education (Library instruction)	112	67.5%	54	32.5%
Briefing by librarian	30	18.1%	136	81.9%

Table 1 shows that majority of the respondents attended the following information literacy programmes: user education (library instruction) 112(67.5%), seminar 109(65.7%), tutorial 91(54.8%), one-on-one discussion 87(52.4%), and orientation 87(52.4%). The table also revealed that not many respondents attended workshop 61(36.7%), online courses 32(19.3%), computer-

aided instruction 36(21.7%) and briefing by Librarian 30(18.1%). Indicating that majority of the postgraduate students attended more of user education (library instruction), seminar, tutorial, one-on-one discussion with library staff and library orientation programmes.

Effect of information literacy skill programme on postgraduate students of University of Nigeria, Nsukka

Table 2: Understanding the Information Landscape

n = 166

Information Literacy Level	Strongly disagreed	%	Disagreed	%	Undecided	%	Agreed	%	Strongly Agreed	%
I have the ability to identify information sources in my study area	0	0	11	7	4	2	60	36	91	55
I cannot select and use a wide range of information sources suitable for my study from the library	37	22	47	28	22	13	43	26	17	10

Result from table 2 shows that 60(36%) and 91(55%) of the respondents agreed and strongly agreed respectively that they can identify information sources in their study area, however, 11(7%) disagreed and 4(2%) undecided.. This indicate that 151(91%) possessed the skill to identify information sources in their study area, meanwhile, 11(7%) did not possess the skill and 4(2%) were undecided. The table also indicated that 37(22%) and 47(28%) disagreed and strongly

disagreed respectively that they cannot select and use a wide range of information sources suitable for their study from the library, whereas 43(26%) agreed, 17(10%) strongly agreed and 22(13%) undecided. This indicate that 84(51%) have the skill to select and use a wide range of information sources suitable for their study from the library, whereas 53(36%) did not have the skill and 22(13%) were undecided.

Table 3: Plan and search for information

n = 166

Information Literacy Level	Strongly disagreed	%	Disagreed	%	Undecided	%	Agreed	%	Strongly Agreed	%
It is not easy for me to plan and search for information at the library using retrieval tools (i.e. OPAC, index, abstract, among others.)	15	9	100	60	20	12	15	9	16	10
I know how to search online databases using search parameters (i.e. Boolean operators)	20	12	38	23	0	0	80	48	28	17

Table 3 shows that 100(60%) and 15(9%) of the respondents disagreed and strongly disagreed respectively that it was not easy for them to plan and search for information using retrieval tools like OPAC, index and abstract. Meanwhile, 15(9%) agreed, 16(10%) strongly agreed and 20(12%) undecided. This indicated that 115(69%) can easily plan and search for information using retrieval tools like OPAC, index and abstract, however, 31(19%) find it difficult. The result also revealed that 80(48%) and 28(17%) agreed and strongly agreed respectively that they know how to search online databases using search parameters

(Boolean operators). Meanwhile, 38(23%) and 20(12%) disagreed and strongly disagreed to the knowledge of searching online database using search parameters as Boolean operators. Therefore, indicating that 108(65%) have the knowledge of searching online database using parameters like Boolean operators, while 58(35%) lack the knowledge or skill.

Table 4: Critical evaluation of information n = 166

Information Literacy Level	Strongly disagreed	%	Disagreed	%	Undecided	%	Agreed	%	Strongly Agreed	%
I find it difficult to evaluate reliable information sources	22	13	100	60	3	2	35	21	6	4
It is easy for me to identify reliable information sources.	5	3	69	42	2	1	75	45	15	9

Table 4 revealed that 22(13%) and 100(60%) of the respondents strongly disagreed and disagreed respectively that it is difficult for them to evaluate reliable information sources. 6(4%) and 35(21%) agreed and strongly agreed that it is difficult to evaluate reliable information sources, while, 3(2%) were undecided. This indicated that 122(73%) can evaluate information sources easily, however, 41(25%) find it difficult to evaluate information sources. The table also revealed that 75(45%) and 15(9%) agreed and strongly agreed respectively that it is easy to identify reliable information sources.

Meanwhile, 69(42%) and 5(3%) disagreed and strongly disagreed that it is easy to identify reliable information sources. Therefore, indicating that 90(54%) can easily identify reliable sources of information, while 74(45%) cannot identify reliable sources.

Table 5: Management and communication of results
n = 166

Information Literacy Level	Strongly disagreed	%	Disagreed	%	Undecided	%	Agreed	%	Strongly Agreed	%
It is simple to manage and display my search result effectively	12	7	72	43	5	3	60	36	17	10
I cannot communicate my research result effectively	36	22	85	51	15	9	25	15	5	3

Result from table 5 shows that 60(36%) and 17(10%) of the respondents agreed and strongly agreed respectively that it is simple to manage and display their search results effectively, however, 12(7%) disagreed and 72(43%) strongly disagreed that it is simple to manage and display their search results effectively. This indicated that 77(46%) can manage and display their search results effectively, meanwhile, 84(50%) cannot and 5(3%) were

undecided. The table also indicated that 36(22%) and 85(51%) disagreed and strongly disagreed respectively that they cannot communicate research result effectively, whereas 25(15%) agreed, 5(3%) strongly agreed and 15(9%) undecided. This indicated that 121(73%) have the skill of communicating research result effectively, whereas 30(18%) did not have the skill.

Table 6: Challenges faced by Postgraduate Students

n = 166

Challenges	Agreed	%	Disagreed	%	Undecided	%
I spend long hours searching for information	50.00	30.12	102.00	61.45	14.00	8.43
I lack knowledge and skills to use computer	45.00	27.11	98.00	59.04	23.00	13.85
I need to learn to navigate the OPAC features	102.00	61.45	45.00	27.11	19.00	11.44
I cannot identify database/e-resources in my study area	40/00	24.10	95.00	57.23	31.00	18.67
It is difficult for me to access and retrieve information from external databases	100.00	60.24	45.00	27.11	21.00	12.65
Lack of personal computer	12.00	7.23	140.00	84.34	14.00	8.43

Result in table 6 revealed that only 102 (61.45%) and 100(60.24%) of the respondents agreed that “I need to learn to

navigate the OPAC features” and “it was difficult for me to access and retrieve information from external databases” respectively, were challenges faced by

postgraduate students. However, 102 (61.24%), 98(59.04%) and 140(84.34%) disagreed to “I spent long hours searching for information”, “I lack knowledge and skills to

Discussion and Findings

The study as shown in Table 1 revealed that postgraduate students of UNN attended more of user education (library instruction), seminar, tutorial, one-on-one discussion with library staff and library orientation programmes. This implies that they acquired information literacy skill through attendance to the above-mentioned information literacy programmes. The finding corroborate with Bhukuvhani, Chiparausha and Zuvalinyenga (2012) and Ratanya (2012) that students acquired information literacy skill through seminars, user education and that the programmes were involving and engaging. However, workshops, online courses, computer aided instruction and briefing by librarian were not well attended by the students. This may hinge on the inability of the students to pay for workshop registration or purchase of network data in order to be involved in the programme.

The study as shown from Tables 3-5 above indicated that information literacy skill programme attended by the postgraduate students had instilled in them the ability to identify information sources in their study area, to select and use a wide range of information sources suitable for their study from the library. It had also enabled them to easily plan and search for information using retrieval tools like OPAC, index and abstract. They equally, possessed the skill of searching online database using parameters like boolean operators, can evaluate information sources easily, identify reliable sources of information, and communicate research result effectively. This is in consonant with Somi and De Jager (2005) who found that an information literate person must possess some characteristics such as identifying information, accessing, evaluating, and incorporating selected information into one’s knowledge base. This implies that the information literacy programme attended by the respondents

use the computer” and “Lack of personal computer’ as challenges faced by postgraduate students as a result of lack of information literacy skill.

impacted so much on the way they access and use information. The programme they attended was helpful to them as their skills and knowledge to use information sources were enhanced.

However, the study also revealed that the postgraduate students of UNN cannot easily identify reliable sources of information. This is in line with the study of Tan, Gorman and Singh (2012) who found out that school librarians in Malaysia were information literate, but needed further training and exposure to information literacy programme. More training, workshops and online engagement in literacy programme at the postgraduate level will improve their capability and competencies.

Findings in table 6 revealed the major challenges faced by the respondents. It was evident that 102(61%) of the respondents agreed they need to learn to navigate through the OPAC. Also 100(60%) agreed that it was difficult for them to access and retrieve information from external databases. These suggest that the OPAC system and external database links were not available or exposed to the students as at the period of training. This aligned with Adeleke and Emeahara (2016) whose finding revealed that postgraduate students of University of Ibadan were unable to use the library OPAC and database of thesis and dissertation because of unavailability digitization process.

Recommendations

Based on the findings, the researchers therefore recommend as follows:

1. Postgraduate students should be mandated to attend information literacy programmes organized by the library such as; briefing by librarian, computer-aided instruction, online courses, and workshops. This will enhance their ability

to use information sources in various formats.

2. Information literacy skill programmes should be inculcated in postgraduate curriculum to enhance students' research ability and information use in the emerging information age.
3. Librarians must plan and put in place mechanisms that will enhance regular literacy programmes; especially on the use of information search and retrieval tools for postgraduate students for efficient use of library resources. This will invariably improve research output and reduce pressure on information professionals.
4. Information professionals should lay more emphasis on educating library users especially postgraduate students on how to identify, evaluate, use, and communicate reliable information sources in and outside the library walls.

Conclusion

The study was a clear manifestation of the information literacy skill level of postgraduate students of University of Nigeria, Nsukka. It was evident that some of the respondents attended information literacy skill programmes before their admission into the postgraduate school. Basically, some of the respondents could identify information in their study area and were able to use library resources, search tools, search engines as well as communicate outcome of their research. However, it was pathetic to note that the university library did not put in place adequate IL programmes to educate PG students who were left with little or nothing to facilitate their research.

Indications from the finding showed that if the library had collaborated with the postgraduate school to set up and conduct information literacy skills for the PG students, the effect would have been great since most of the respondents participation in a similar programmes before their

admission to the school. It was also obvious in this research that most of the respondents that had trouble to access and retrieve information from external databases were among those that did not have opportunity to attend any information literacy skill programme before admission into the postgraduate programme. To realize the goal of making library users' self-dependent to search and utilize library resources, librarians and information professionals and PG school administrators must organize information literacy skill programmes at regular interval for PG students.

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