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INFORMATION LITERACY SKILLS AS PREDICTOR OF LIBRARY RESOURCES UTILIZATION AMONG JUNIOR SECONDARY SCHOOL STUDENTS OF PUBLIC SECONDARY SCHOOLS IN RIVERS STATE NIGERIA.

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Abstract

Purpose: This study was conducted to investigate information literacy skills as predictor of library resources utilization among Junior Secondary School Students of Public Secondary Schools in Rivers State. It examined the task definition skill that predicts the use of library resources by senior secondary school students in public secondary schools in Rivers State. It also determines the information evaluation skill that predicts the use of library and examine the search strategies that predict the use of library resources by these students.

Methodology: The study adopted descriptive survey design and was guided by three (3) objectives and research questions. Three (3) hypotheses were formulated and was tested with z-test at significance level of 0.05. The population of the study comprised of 34,140 Junior Secondary School Students from the 36 Public Secondary Schools in Obio/Akpor LGA of Rivers State. The study used Taro Yamani method for sampling, a sample size of 395 was derived. Questionnaire titled “information literacy as predictor of use of library resources and services questionnaire” was used for generation of primary data from respondents. The reliability of instrument was ascertained using Cronbach Alpha, reliability index of 0.81, 0.84 and 0.83. Mean and standard deviation were used to answer the research questions.

Findings: The findings from the study revealed that information literacy skills such as; task definition, information evaluation, search strategy, information retrieval and acknowledgement skill will predict the extent to which junior secondary school students use the library resources.

Originality/Value: Based on the findings, it was recommended amongst others that, school librarians and teachers should organize trainings that will instill in the student information evaluation skills. This makes use of library resources easy, as student would be able to evaluate type of resource they need per time and development of search strategy skills should be the central focus while teaching use of library at all levels. This will enable students navigate and retrieve resources seamlessly.

Keywords: Information Literacy, Information Literacy Skills, School Library and Public Secondary Schools.

Paper Type: Empirical

Introduction

Information is an essential commodity that is needed for daily activities. Chimah and Nwokocha (2013), as cited in Eleto,

Nyemazu and Solomon (2023), refer to information as a catalyst for change, which has become as important as life itself. However, information becomes incomprehensible when information

resources are not organized, arranged and packaged in a way that allows users to effectively utilize the information resources. These resources are collected and organized in libraries. A library is an information resource hub, providing an array of resources and services to various categories of users. Solomon, Ahiauzu and Nyemezu (2024), opine that a library provides physical (hard copies) or digital access (soft copies) materials and maybe a physical location or a virtual space, or both, designed for efficiency and user satisfaction. It is a collection of materials, books or media that are accessible for use and not just for display purposes. They create either physical or digital spaces set aside, where scholarly material, that support the academic activities of the schools is kept (Idea Group Incorporation, 2022). There are various types of libraries, catering for different users; academic, public, special, national and school libraries. School libraries are set up in nursery, primary and secondary schools to cater for the teaching and learning interest of the pupils, students and their teachers. They are primarily meant to collect and arrange syllabi-based books and some books for general reading and entertainment that may include classics, biographies, adventure, travel books, fiction, etc. Cultivating life-long reading habits and opening of windows of knowledge to the students are the main objectives of school libraries. According to LISBD Network (2013), any library associated or connected with a school and used by the students, teacher and staff of the school is called a school library. They are set up with the sole aim of fostering educational activities in both primary and secondary schools. Secondary schools are institutions that provide second formal stage in education, generally begins at 11-13 and ends at 15-18. They consist of two sections namely; junior and secondary sections. Senior secondary students are comprising of young adults within ages 15-

18 and from class SS1–SS3. The use of library resources promotes and boosts the academic performance of these students.

Library resources are information bearing materials available in print and digital format found in school libraries which support curricular and personal needs. Library guides (2020), describe library resources as materials in a variety of format that go through review process, organized and made available for users. Similarly, Bamidele (2020), described library resources as information bearing materials both in print and digital formats, such as textbooks, journals, CD ROM, databases, internet/E-mails, videotapes, computers, microforms etc. The modern-day school library has an array of digital information resources tailored to meet the needs of their students. They are the resources/materials from which people receive ideas, meaningful messages, enlightenment, and direction that will enable them to accomplish tasks, take decisions and solve problems (Adomi, 2012). Nnadozie (2014) categorized library resources into four namely; Print resources, E-resources, Web resources, and Multimedia resources. Print resources of the library include textbooks, serial publications such as journals, magazines, newspapers, annual reports, newsletters, memoirs, and proceedings, reference resources such as encyclopedias, dictionaries, handbooks, atlas, bibliographies, almanacs, directories, concordance, gazette, manuals, and yearbooks. Electronic resources also known as E-resources are resources that require computer mediation in order to access its content and make it useful. They include E-books, E-thesis, E-journals, E-standards, and E-reference resources. The library web resource is any identifiable resource present on or connected to the world wide web. They include institutional repositories, Online Public Access Catalog (OPAC), and library databases. Multimedia resources include

audiovisual resources such as LP records, videos, motion pictures, videotapes, video discs, laser discs, and graphical resources such as photographs, film strips, maps, slides, and paintings. These resources support teaching and learning activities in the academic environment which are utilized by secondary and primary school pupils of primary and secondary schools.

However, in current information driven society, students must be equipped with the relevant skills needed to find, identify, evaluate, retrieve and use these information resources. According to Ogonu, (2020), the school library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. The ability to optimally utilize information hinges on skill sets known as information literacy skills, these skills facilitate lifelong learning. Information literacy skill is obviously a basic set of the 21st century. Information literacy skills promote utilization of library resources by creating awareness on the need for information, how to find, retrieve and use information. It is the ability to find, evaluate, organize, use and communicate information in all its various formats, most notably in situations requiring decision making, problem solving or the acquisition of knowledge. It is essential for academic success, effective functioning in classroom activities and all-round development (Skyline College Library, 2020). These skills enable senior secondary students access and use information resources. Information Literacy is the ability to know when and why you need information, where to find it, how to evaluate, use and communicate in an ethical manner (ALA, 2009).

Information literacy skills according to Igwe, Emezie and Uzuegbu (2014) is a critical set of competencies to effectively and efficiently

find, use, manage and communicate information for specific purposes, especially for educational success, workforce readiness and everyday life. It is a prerequisite to access and utilization of information resources; there are basic information literacy skills to facilitate the use of information.

For effective utilization of library resources, senior secondary school students must recognize the need for information, determine the extent of information needed, access the needed information efficiently, incorporate selected information into their knowledge base, use information effectively to accomplish a purpose, access and use information ethically and legally, classify, store, manipulate and redraft information collected and generated. There are 7 dimensions of information literacy, these dimensions of literacy equip students with skill to access and utilize resources at their disposal skill. They include, tool literacy, resource, socio cultural, research, publishing, emerging, critical and information literacy. Dimension of information literacy refers to the aspect of information literacy involving different areas of human endeavors (Attama & Igwe, 2015). Visual literacy, scientific, media, network and digital literacy are the dimensions of information literacy as put forward by NOUN (2021). The various dimensions of information literacy can only be accessed by students who possess information literacy skills, these skills include task identification skill, information seeking strategies, search strategies, articulation skill, integration and communication skill. Library guide (2022), highlights five components of information literacy as ability to identify, find, evaluate, apply and acknowledge.

The use of library resources promotes the academic performance of secondary school students; however, the use of these resources

is subject to their level of information literacy. Be that as it may, the extent to which information literacy skills predict the use of school library resources and services by senior secondary school students in public secondary schools in Rivers State practice remains to be ascertained empirically. This is why this research investigation has become imperative to unravel the circumstances surrounding the use of library resources and services and the extent to which information literacy skills predict the use in their practices.

Statement of the Problem

The use of library resources and services by senior secondary school students promotes their academic performance. School libraries serve the interest of their parent body. They exist to render services that support teaching and learning activities. Information literacy has become critical asset that enables students navigate and use library resources. These skills facilitate easy access, location and use of library resources, thereby promoting academic activities of students. Bankole (2012), opines that despite the potential benefits associated with the use of library resources, observations have shown that most senior secondary school students in Nigeria have not keyed in into this laudable innovation. This might have resulted to poor academic performance, low library output and patronage and poor reading culture amongst students.

To address this pertinent issue, this study sought to investigate information literacy skills as predictor of the use of library resources and services by senior students in public secondary schools in Rivers State.

Purpose of the Study

The purpose of this study is to examine the information literacy skills as predictor of the use of school library resources and services by senior secondary school students in public secondary schools in Rivers State. Therefore, the study sought to;

1. examine the extent task definition skill predicts the use of library resources by senior secondary school students in public secondary schools in Rivers State.
2. determine the extent information evaluation skill predicts the use of library resources by senior secondary school students in public secondary schools in Rivers State.
3. examine the extent search strategies predict the use of library resources by senior secondary school students in public secondary schools in Rivers State.

Research Questions

1. To what extent does task definition skill predict the use of library resources by senior secondary school students in public secondary schools in Rivers State?
2. To what extent does information evaluation skill predict the use of library resources by senior secondary school students in public secondary schools in Rivers State?
3. To what extent does search strategies predict the use of library resources by senior secondary school students in public secondary schools in Rivers State?

Hypothesis

The null hypothesis was formulated to guide the research and will be tested at a significance level of 0.05:

1. There is no significant difference in the mean rating between male and female students on the extent task definition skill predicts the use of library resources by senior secondary school students in public secondary schools in Rivers State.
2. There is no significant difference in the mean rating between male and female students on the extent information evaluation skill predicts the use of library resources by senior secondary school students in secondary schools in Rivers State.
3. There is no significant difference in the mean rating between male and female students on the extent search strategies predicts the use of library resources by senior secondary school students in secondary schools in Rivers State.

Methodology

This study adopted a descriptive survey design, to examine information literacy skill as predictor on the use of library resources and services by senior students in public secondary schools in Rivers State. The descriptive research is defined as those studies which aim at collecting data and describing it in a systematic manner, the characteristics, features or facts about a given population (Nworgu, 2015). The population of this study is 34,140. It consists of Junior Students (JSS1-JSS3) from the 36 public secondary schools in Obio/Akpor LGA as at

4th March 2024 (Obio/Akpor Local Government Education Authority, 2024). According to the data collected from Obio/Akpor Local Government Education Authority, a total population size of 34,140 male and female students were drawn from the 36 public secondary schools in Obio/Akpor LGA. The sample size is 395. It is derived by the application of Taro Yammane sampling technique method. A questionnaire titled “Information Literacy as Predictor of Library Resources Utilization Questionnaire” was used for data collection. The questionnaire was structured into section A and B with close ended questions. The questions were constructed based on the likert 4-point modified rating scale. For the purpose of ascertaining the reliability of the instrument, the study adopted the use of Cronbach Alpha with reliability index of 0.81, 0.84 and 0.83. The data collected from the respondents were analyzed using mean and standard deviation. The expected mean criterion for each item was 2.50, all items below the expected or criterion mean were been rejected. The hypothesis was tested using z-test at significance level of 0.05. Null hypothesis were accepted when the z-cal is less than the z-critical and rejected when the z-cal is greater than the z-critical

Results

Research Question 1

To what extent does task definition skill predict the use of library resources by senior secondary school students in public secondary schools in Rivers State?

Table 1: Extent to which task definition skill predict the library resource utilization among junior secondary school students in public secondary schools in Rivers State

S/N	Statement	Male =157	Female =222
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		X₁	SD₁	RS	Decision	X₂	SD₂	RS	Decision
1	My ability to define an information need, facilitates use of library resources and services	3.38	0.77	VHE	Accepted	3.30	0.87	VHE	Accepted
2	My ability to clearly articulate type of information material required foster utilization of library resources and services	2.71	0.85	HE	Accepted	2.95	0.70	HE	Accepted
3	My scope determination skills aids in identifying the boundaries and extent of information needed for a particular task, guarantees swift location and use of library resources and services	3.71	0.37	VHE	Accepted	2.71	0.35	HE	Accepted
4	Problem recognition skill aids in identifying the need for information, fostering the use of library resources and services for problem solving	3.17	0.47	VHE	Accepted	3.22	0.54	VHE	Accepted
5	My ability to understand the type of information I need promotes my use of library resources	3.46	0.50	VHE	Accepted	3.09	0.84	VHE	Accepted
Grand Mean		3.28				3.06			

Source: Field Survey, 2024

Keys: VHE-Very High Extent; HE-High Extent; LE-Low Extent; VLE-Very Low Extent; RS Response

Table 1 shows the mean and standard deviation responses from male and female students on the extent to which task definition skill predict library resource utilization among junior secondary school students in public secondary schools in Rivers State. Data presented in table 4.3 reveals that all items on the table were accepted by both male and female students, as the mean scores on individual items scored above the expected mean criterion of 2.50 with a grand mean of

3.28/3.06. This shows that task definition skill influences the use library resources by junior secondary school students in Obio/Akpor LGA Rivers State.

Research Question 2:

To what extent does information evaluation skill predict library resource utilization among junior secondary school students in public secondary schools in Rivers State?

Table 2: Extent to which information evaluation skill predict library resource utilization among junior secondary school students in public secondary schools in Rivers State

S/N	STATEMENT	Male=157				Female=222			
		X₁	SD₁	RS	Decisio n	X₂	SD₂	RS	Decision

6	My ability to critically assess the credibility of sources of information aids in my use of library resources and services	3.08	1.01	VHE	Accepted	3.18	0.99	VH E	Accepted
7	My database navigation skills promotes the use of library resources and services	2.88	1.06	HE	Accepted	2.93	1.07	HE	Accepted
8	My apt keyword selection skill facilitates retrieval of pertinent information and use of library resources	2.77	0.94	HE	Accepted	2.82	0.93	HE	Accepted
9	My research planning skill reshapes my information seeking behaviour, thereby enhancing use of library resources and services	2.02	1.16	VLE	Rejected	1.80	1.01	VL E	Rejected
10	My ability to make informed decisions about which resources to utilize leads to a more efficient and effective research outcome	2.73	0.99	HE	Accepted	2.94	0.94	HE	Accepted
11	My information evaluation skills better helps maximize the use of library resources and services	3.71	0.50	VHE	Accepted	3.54	0.66	VH E	Accepted
12	My ability to identify problems and ask the right questions promote my use of library services	3.63	0.71	VHE	Accepted	3.38	1.01	VH E	Accepted
Grand Mean		2.97				2.94			

Source: Field Survey, 2024

Keys: VHE-Very High Extent; HE-High Extent; LE-Low Extent; VLE-Very Low Extent; RS-Response

Table 2 indicates the mean and standard deviation responses from male and female student on the extent to which information evaluation skill predict library resource utilization among junior secondary school students in public secondary schools in Rivers State. The table reveals that not all items on the table were accepted by the respondents. Data presented in table 4.4 indicates that the item 9 on the table was rejected as it had a mean score of 2.02.

However, other items on the table were accepted as they scored above the criterion mean of 2.50 and a grand mean of 2.97/2.94.

Research Question 3

To what extent does search strategies predict library resource utilization among Junior secondary school students in Public secondary schools in Rivers State?

Table 3: Extent to which search strategies predict library resource utilization among Junior secondary school students in Public secondary schools in Rivers State

S/N	Statement	Male=157	Female =222
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		X₁	SD₁	RS	Decision	X₂	SD₂	RS	Decision
13	My exploratory search skills uncovers relevant information, which cumulates to use of library resources and services	3.01	0.93	VHE	Accepted	2.99	0.86	HE	Accepted
14	My phrase searching skills translates to the use of library resources and services	3.15	0.85	VHE	Accepted	3.32	0.90	VHE	Accepted
15	My citation searching skill facilitates retrieval and use of library resources.	2.83	0.84	HE	Accepted	2.91	0.70	HE	Accepted
16	My database filters skill aligns search history and promotes use of library resources and services	3.91	0.94	VHE	Accepted	3.24	0.76	VHE	Accepted
Grand Mean		3.22				3.11			

Source: Field Survey, 2024

Keys: VHE-Very High Extent; HE-High Extent; LE-Low Extent; VLE-Very Low Extent; RS-Response

Table 3 indicates the mean and standard deviation responses from male and female students on the extent to which search strategies predict library resource utilization among junior secondary school students in public secondary schools in Rivers State. Data presented reveals that all items on the table were accepted by both male and female student, as each individual item

scored above the expected mean criterion of 2.50 with a grand mean of 3.22/3.11.

Test of Hypotheses

H₀₁: There is no significant difference in the mean rating between male and female students on the extent task definition skill predicts library resources utilization among Junior secondary school students in Public secondary schools in Rivers State.

Table 4: z-test Analysis of Male and Female students on the extent task definition skill predict library resources utilization among junior secondary school students in public secondary schools in Rivers State.

Respondents	N	Mean	SD	Df	A	z-cal	z-crit	Decision
Male	157	3.28	0.59	118	0.05	0.83	1.96	Fail to reject
Female	222	3.06	0.66					

Source: Data Survey, 2024. Z-cal(z-calculated), z-crit(z-critical).

The results of the hypothesis test as revealed in table 4.8 revealed that the z-calculated value of 0.83 is less than the z-critical value of 1.96 at a 0.05 level of significance, i.e., z-cal (0.83) < z-critical (1.96) which means the hypotheses was accepted. thus, the null hypothesis that states that there is no significant difference in the mean ratings between male and female students on the

extent task definition skill predict library resource utilization among junior secondary school students in public secondary schools in Rivers State was accepted.

H₀₂: There is no significant difference in the mean rating between male and female students on the extent information evaluation skill predict library resource utilization

among Junior secondary school students in Public secondary schools in Rivers State.

Table 5: z-test Analysis of Male and Female students on the extent information evaluation skill predict library resource utilization among Junior secondary school students in Public secondary schools in Rivers State.

Respondents	N	Mean	SD	Df	A	z-cal	z-crit	Decision
Male	157	2.97	0.96	118	0.05	0.22	1.96	Fail to reject
Female	222	2.94	0.94					

Source: Data Survey, 2024. Z-cal(z-calculated), z-crit(z-critical).

The results of the hypothesis test as revealed in table 4.9 revealed that the z-calculated value of 0.22 is less than the z-critical value of 1.96 at a 0.05 level of significance, i.e., $z\text{-cal} (0.22) < z\text{-critical} (1.96)$ which means the null hypotheses was accepted. thus, the null hypothesis that states that there is no significant difference in the mean ratings between male and female students on the extent information evaluation skill predict library resource utilization among Junior

secondary school students in Public secondary schools in Rivers State was accepted.

H₀₃: There is no significant difference in the mean rating between male and female students on the extent search strategies predict library resource utilization among Junior secondary school students in Public secondary schools in Rivers State.

Table 6: z-test Analysis of Male and Female students on the extent search strategies predict library resource utilization among Junior secondary school students in Public secondary schools in Rivers State

Respondents	N	Mean	SD	Df	A	z-cal	z-crit	Decision
Male	157	3.22	0.89	118	0.05	0.71	1.96	Fail to Reject
Female	222	3.11	0.80					

Source: Data Survey, 2024. Z-cal(z-calculated), z-crit(z-critical).

The results of the hypothesis test as revealed in table 4.10 revealed that the z-calculated value of 0.71 is less than the z-critical value of 1.96 at a 0.05 level of significance, i.e., $z\text{-cal} (0.71) < z\text{-critical} (1.96)$ which means the null hypotheses was accepted. Thus, the null hypothesis that states that there is no significant difference in the mean ratings between male and female students on the extent search strategies predict library

resource utilization among junior secondary school students in public secondary schools in Rivers State was accepted.

Discussion of Findings

Table 1 indicates that task definition skill predicts library resource utilization among Junior secondary school students in Public secondary schools in Rivers State to high extent. The findings of the study shows that

students with task definition skills are able to; define an information need, facilitate use of library resources and services, clearly articulate type of information material required, identify the boundaries and extent of information needed for a particular task, identify the need for information and understand the type of information I need promotes my use of library resources. Findings of this study corroborated with the findings of Echem and Wokoma (2022), which states that students' ability to define a task prompts their use of library resources. The test of hypotheses indicates there is no significant difference on mean response between male and female students on the extent task definition skill predict library resource utilization among Junior secondary school students in Public secondary schools in Rivers State.

The extent to which information evaluation skill predict their library resources utilization was captured in Table 2. The study shows that student's ability to; critically assess the credibility of sources, database navigation skills, apt keyword selection skill, ability to make informed decisions about which resources to utilize and ability to identify problems and ask the right questions promote my use of library services predicts their use of library resources. This aligns with the findings of Smart and Ogunbodede (2022), who opines that when students are able to evaluate various sources of information bearing materials, use of library resources becomes easy. The test of hypotheses indicates there is no significant difference on mean response between male and female students on the extent information evaluation skill predict library resource utilization among Junior secondary school students in Public secondary schools in Rivers State.

The results in Table 3 revealed that both male and female students unanimously agreed that

their search strategy skill predicts the extent to which they use of library resources. The findings of the study reveals that exploratory search skills uncovers relevant information, phrase searching skills translates to the use of library resources and services, citation searching skill facilitates retrieval and use of library resources and database filters skill aligns search history and promotes use of library resources and services. This is in tandem with the findings of Oluwayemisi, Allison and Iwu-James (2019), they opine that researcher with search strategy skill are more likely to use library resources. The test of hypotheses indicates there is no significant difference on mean response between male and female students on the extent information evaluation skill predict library resource utilization among Junior secondary school students in Public secondary schools in Rivers State.

Conclusion

There is no doubt that the level of students' information literacy skills predicts the extent to which they utilize library resources. Based on the findings, the study concluded that at the core of students' zeal to use library resources and services is their level of information literacy skill.

Recommendations

Based on the findings of the study, the following recommendations were made;

1. School librarians should ensure that students are taught and equipped with task definition skill to enable them adequately use library resources.
2. School librarians and teachers should organize trainings that instills in the student's information evaluation skills. This makes use of library resources easy, as student would be

able to evaluate type of resource they need per time.

3. Development of search strategy skills should be the central focus while teaching use of library at all levels. This enables students navigate and retrieve resources seamlessly. All librarians should ensure that the skill is taught.

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