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**Information literacy skills as correlates of library user satisfaction among undergraduates in Nigeria****Information Impact:**

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This paper examined information literacy skills as correlates of Library user satisfaction among undergraduates in selected university Libraries in Niger Delta Area of Nigeria. The study adopted a descriptive survey research design and used the stratified and simple random sampling techniques to determine the sample for the study. A total of two hundred questionnaires was administered for this study. The respondents for the study comprised of two hundred (200) undergraduates from selected universities in Niger Delta area of Nigeria. The analysis of the result was done using descriptive statistics. The study revealed that information literacy skills are needed for undergraduates to gain maximum satisfaction in the use of library resources.

**Introduction**

The 21<sup>st</sup> century is associated with the concept of information explosion or overload; a term associated with excess or surplus of information in circulation. The advent of information technologies has led to the proliferation of information and information resources. Sayers (2006) noted that information in the early 21st Century is characterized by information overload, unequal distribution, a strong tendency to triviality and increasing concerns about credibility. As the volumes of information are constantly increasing, search skills are required in order to gain access to the information that is available. To gain access and use of these vast resources effectively, information users must learn to overcome information anxiety and as well explore the

available information to enable them to interpret and as well utilize information for rational decision-making (Ajibola, 2011). The change in formats and organization of information shows that users of information resources need guidance and education in order to achieve realistic expectations. Roth (2009) aptly describes the current information environment and the pitfalls facing users of information globally thus: “explosion of information generated and stored, the unregulated sprawl of the Internet, the shift from a print to an image-based culture, the development of sound and video archives” of seemingly infinite reproduction of words and pictures through electronic media. In the midst of the information explosion, ability to access, retrieve and evaluate information has

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constituted a significant part of today's definition of literacy.

Based on the above assertion, it is obvious that users of information resources must possess information literacy skills in order to harness and gain maximum satisfaction from the various information resources at their disposal (Taylor, 2010). Ogunjobi (2012) defined information literacy as a term that enables people to recognize the value of information and use it to make informed choices in their personal, professional and academic lives. An information literate person can effectively access, evaluates, organizes, synthesizes and apply information from a variety of sources and formats in a variety of contexts. Iwhiwhu (2014) noted that for a library user to respond effectively to an ever-changing information environment, users of information resources need more than just a knowledge base, they also need techniques for exploring it, which will also connect it to other knowledge bases and thus make practical use of it for rational decision-making or problem-solving. In other words, the landscape upon which we use to stand has been transformed, and users of information resources are being forced to establish a new foundation called information literacy (Owusu-Ansah, 2004). However, it is important to understand that availability and access to information are not sufficient to guarantee that a library user will acquire the skills necessary to comfortably survive in an information world.

According to the Association of College & Research Libraries (2002), information

literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. Information literacy is focused on content, communication, analysis, information searching, and evaluation. It is a vital ability for the modern information-intensive world, enabling personal, economic, social and cultural development. Ojedokun and Lumade (2015) described information literacy as the ability to locate, evaluate, manage and use information from a range of sources not only for problem-solving but also for decision making and research. Information literacy is much broader than the acquisition of traditional information skills. This includes how to use a catalogue, how to locate a book on the shelves and how to access electronic databases. Warschauer (2014) recognized information literacy as part of the electronic literacy spectrum, which includes computer literacy – ability to operate a computer. Information literacy is becoming increasingly more important in our world that is rapidly evolving through the growth and proliferation of technological and information resources (American Library Association, 2000). As a result, information users are faced with countless information choices and must decide which resource(s) to use in the acquisition of information. They also determine the authenticity, validity, and usability of the information they discover (ALA, 2000). The ability to access, evaluate and use information is a prerequisite for lifelong learning and a basic requirement for the information society. The theory of information literacy presupposes

that an individual recognizes the need for information and knows how to find, evaluate, use and subsequently communicate information effectively to solve particular problems or to make decisions (Ojedokun, 2007). Whether information comes from the Internet or the World Wide Web, online databases, books, journals, government departments, films, conversations, posters, pictures or other images or any number of other possible sources, the skill to understand and critically evaluate the information is inherent in the notion of information literacy.

Bawden (2001) stressed that information literacy can be conceived as a continuous learning process that encompasses abilities and knowledge, plus the notion of values, with emphasis on several other terms and combination of terms. According to him, these terms have also been used by different authors. The terms include 'info literacy,' 'informacy,' 'information empowerment,' 'information competence,' 'information competency,' 'information competencies,' 'information literacy competence' and 'information literacy competencies.' Others are 'information competence skills,' 'information handling skills,' 'information problem solving,' 'information problem-solving skills,' 'information fluency,' 'skills of information literacy,' 'information literacy and skills,' 'information literacy skills.' Information literacy skills (ILS), according to Parang, Raine and Stevenson (2000), is a fusion of library literacy, computer literacy, media literacy, technological literacy, critical thinking, ethics and communication, which when acquired, would enable users to derive maximum satisfaction from the

various information sources, as well as enable them to become independent lifelong learners. It is against this background that the researchers seek to investigate information literacy skills as correlates of Library user satisfaction among undergraduates in selected universities in the Niger Delta Region of Nigeria.

The 21<sup>st</sup> Century has brought with it a lot of technological innovations. At the same time, the ability to sift through the gamut of information available in the library to find reliable and accurate data is becoming a thing of increasing concern to librarians. This development has also posed a great challenge to library users as many do not get the maximum satisfaction in the use of library's or information resources and services due to the fact that they lack the necessary skills needed to effectively utilize the different information resources. This study, therefore, seeks to investigate information literacy skills as correlates of library users' satisfaction among undergraduates in selected universities in Niger Delta.

### **Objectives of the study**

The main objective of this study is to examine information literacy skills as correlates of library users' satisfaction among undergraduates in selected universities in Niger Delta. Specifically, this study seeks to:

- Examine the level of information literacy skill competencies of undergraduates in selected universities in Niger Delta.

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- Determine the extent to which information literacy skill competencies of undergraduates affect their satisfaction with library resources and services.
- Investigate the benefits undergraduates in universities derive from information literacy programs

## Research questions

The following research questions were generated to guide this study

- What is the level of information literacy skill competencies of undergraduates in selected universities in Niger Delta?
- To what extent does the information literacy skill competency of undergraduates affect their satisfaction with library resources and services?
- What benefits do undergraduates derive from information literacy programs?

## Literature review

An information literate individual is expected to possess some qualities as observed by Association of College and Research Libraries (2006). These include individual ability to: determine the extent of information needed, access the needed information effectively and efficiently, evaluate information and its sources critically, incorporate selected information into one's knowledge base, use information effectively to accomplish a specific purpose, understand the economic, legal and social issues surrounding the use of information

and access and use information ethically and legally. Corroborating ACRL's observation, Wikipedia (2007) stated that an information literate person is able to: recognize that accurate and complete information is the basis for intelligent decision making, recognizes the need for information, knows how to locate needed information, formulates questions based on information needs, identifies potential sources of information, develops successful search strategies, accesses sources of information including computer-based and other technologies, evaluate information no matter the source, organizes information for practical application, integrates new information into an existing body of knowledge, uses information in critical thinking and problem solving, uses information ethically and legally.

Also, Doyle (2012) asserted that students need some level of these skills to make decisions about academic matters and other aspects of their daily lives. Ifidon (2007) identifies the skill domains that are involved in information literacy and classifies them as cognitive, affective, and physical, i.e., thought, attitude, and operation. Shapiro and Hughes (2006) explained that information literacy gives library users the practical skills needed in the effective use of information technology and print or electronic information resources. They further noted that information literacy skills acquisition extends beyond technical skills as it is a user's critical reflection on the nature of information itself, its technical infrastructure and its social, cultural, and even philosophical context and impact.

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Furthermore, Clarke (2009) opined that a library user that possesses information literacy skills often end up being an independent lifelong learner who also has another set of skills or literacies such as:

**Tool literacy:** The ability to use print and electronic resources including software and online resources.

**Resource literacy:** The ability to understand the form, format, location and methods for accessing information resources.

**Social-structural literacy:** Knowledge of how information is socially situated and produced. It includes understanding the scholarly publishing process.

**Research literacy:** The ability to understand and use information technology tools to carry out research, including the use of discipline-related software and online resources.

**Publishing literacy:** The ability to produce a text or multimedia report of research results.

More so, Mohammadi (2008) explained that information literacy programme enables library users to use information resources in new and different electronic format and also to apply critical thinking to information. Information literacy programme provides library users with basic, intermediate and advanced guidance in the use of the information resources in the library. Ani and Basse (2008) observed that information literacy abilities enable library users to engage in a holistic interactive learning

which in turn enable the user to recognize the need for information and know how to find, evaluate, use and subsequently communicate information effectively to solve problems or to make decisions. The underlying message here is the ability to understand and critically evaluate the information before using it. Information can be gotten through different resources. These resources include electronic, print and non-print materials like books, periodicals, catalogue, on-line databases; computer hardware, computer software, computer networks, electronic files and data, people, library building, audio-visuals pictures, images, CD-Rom (Teifel,2005).

### Methodology

The Researcher adopted the descriptive survey research design. The sampling was done across the five selected universities in Niger Delta area of Nigeria which are the University of Benin, Benin City; Delta State University, Abraka; Niger Delta University, Wilberforce Island; University of Port Harcourt, Port Harcourt and Benson Idahosa University, Benin. The researchers adopted the stratified sampling and the simple random sampling technique to determine the total sample for the study. A total number of two hundred (200) undergraduates in selected universities in Niger Delta, Nigeria were sampled for this study. The data was gathered through the instrument of a questionnaire. Data were analyzed using frequency count percentages.

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## Findings and discussion

### Demographic variables

**Table 1 Sex of respondents**

Responses	Frequency	Percentage
Male	61	30.5
Female	139	69.5
<b>Total</b>	<b>200</b>	<b>100%</b>

Table 1 shows that out of the 200 respondents, 61 respondents (respondents 30.5%) were male, while 139 respondents (representing 69.5%) were female

**Table: 2 Age of respondents**

Responses	Frequency	Percentage
16-20 yrs	59	29.5
21-25yrs	85	42.5
26-30yrs	20	10
31yrs and above	36	18
<b>Total</b>	<b>200</b>	<b>100%</b>

Table 2 shows that 29.5% (59 respondents) of the total respondents are between the ages of 16-20 years, while 85 respondents (representing 42.5%) of the respondents are between 21- 25 years. 10% and 18% are between the ages of 26-30 years and 31 years and above.

**Table 3: Level of study of respondents**

Level of Study	Frequency	Percentage
100 level	39	19.5
200 level	77	38.5
300 level	35	17.5
400 level	36	18
500 level	13	6.5
<b>Total</b>	<b>200</b>	<b>100%</b>

Table 3 shows that 19.5% of the total respondents are in 100 level, 38.5% in 200 level while 17.5 (representing 35 respondents) are in 300 level. The distribution also shows that 18% and 6.5% of the total respondents are in 400 level and 500 level respectively.

**Research question 1:** What is the level of information literacy skill competencies of undergraduates in selected universities in Niger Delta?

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**Table 4: Level of undergraduates information literacy skill competencies**

Item	SA		A		D		SD		Total
	N	%	N	%	N	%	N	%	
I can use the library catalogue and index effectively	29	14.5	42	21	75	37.5	54	27	200
I know where to go when in need of information	71	35.5	64	32	39	19.5	18	9	200
I know how to use the different information retrieval tools	34	17	29	14.5	88	44	49	24.5	200
I know the information source to consult for a specific need	44	22	45	22.5	72	36	39	19.5	200
I can use the internet and its search engines effectively	81	40.5	62	31	23	11.5	34	17	200
I know when am in need of information	64	32	87	43.5	39	19.5	10	5	200

Table 4 indicated that 40.5% of the respondents can use the internet and its search engines effectively, while 44% of the total respondents disagreed that they know how to use the different information retrieval tools. Also, 44 (22%) and 45 (22.5%) of the respondents indicated strongly agree (SA) and Agree (A)

respectively as regards their knowledge of information source to consult for a specific information need.

**Research question 2:** To what extent does the information literacy skill competency of undergraduates affect their satisfaction with library resources and services?

**Table 5: Extent to which information literacy skill competencies of undergraduates affect their satisfaction with library resources and services**

Extent	Frequency	Percentage
Very High Extent	89	44.5
High Extent	47	23.5
Low Extent	36	18
Very Low Extent	28	14
<b>Total</b>	<b>200</b>	<b>100</b>

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Table 5 indicated that students' information literacy skill competencies affect their satisfaction with library resources and services to a very high extent as indicated by

44.5% of the total respondents, while 14% of the respondents indicated that it affect their satisfaction to a very low extent.

**Research question 3:** What benefits do undergraduates derive from information literacy programs?

**Table 6: Benefits undergraduates derive from information literacy programs**

Item	SA		A		D		SD		Total
	N	%	N	%	N	%	N	%	
Acquaint students with the available information resources and their forms	77	38.5	43	21.5	38	19	42	21	200
Expose students to the different information retrieval tools	89	44.5	54	27	41	20.5	16	8	200
Equip students with good search skills	54	27	78	39	29	14.5	39	19.5	200
Help students to become independent learners	86	43	71	35.5	22	11	21	10.5	200
Help students to exploits available resources to boast academic performance	64	32	56	28	48	24	32	16	200
Educate students on how to get needed information	43	21.5	54	27	48	24	55	27.5	200

Table 6 shows that 89 (44.5%) and 54 (27%) of the respondents strongly agree and Agree respectively that information literacy programs exposes them to the different information retrieval tools, while 48 (24%) and 32 (16%) of the respondents disagree and strongly disagree respectively that information literacy programs help students to exploit available resources to boost their academic performance.

From the research question one, it was observed that most undergraduates do not have excellent information literacy skill competencies. This finding supports Ojedokun, (2015) assertion that many undergraduates in Nigeria tertiary institutions are not information literate and as such, do not get the maximum benefits usually enjoyed by an information literate person.



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Research question two shows the extent to which information literacy skill competencies of undergraduates affect their satisfaction with library resources and services. The findings reveal that students' information literacy competency level affects their level of satisfaction. This is in line with Taylor (2010) who opined that students who possess high-level information literacy competencies usually derive maximum satisfaction from the library as they are able to effectively utilize the information resources in the library.

From research question three, the respondents indicated that there are numerous benefits students derive from information literacy programs such as exposing students to the different information retrieval tools, helping students to become independent learners, acquainting students with the available information resources and their forms etc. these findings corroborates Clarke (2009) findings that library user that possesses information literacy skills often end up being an independent lifelong learner who also has another numerous set of skills or literacies.

## Conclusion and recommendations

The complexity of the library and different information resources has made it more and more difficult for library users to effectively utilize the different library resources as well as to become independent learners. Information literacy programs have been discovered to enhance students' use of library resources and other information resources needed to meet their information need. This is because information literacy

programs equip library users to be independent researchers. Undergraduate students' level of information literacy skills is very vital if the educational system hopes to produce an all-around graduate who is competent of being an independent lifelong learner. Information literacy enables users to take more control in their learning. Library users that acquire information literacy skills are more effective consumers of information resources. They learn to recognize that information is packaged in a variety of ways using a variety of techniques and that it serves a variety of interests and contains a variety of valued messages.

It is hereby recommended that

1. Institutions of higher learning should add a computer-based course that corresponds to the technologies being used in libraries to the already existing library instruction program.
2. Collaborative efforts should be made between librarians and other teaching staff geared towards developing students' critical thinking skills for sustainable independent learning. School administrators should allocate more funds, infrastructures and time to information literacy programs because of the numerous benefits associated with the program.

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