

Assessment of Library Instruction and Library Literacy Skills of First Year Undergraduate Students of University of Benin, Nigeria

Luke Obasuyi and Odion, Fredrick

Abstract

This study investigated the effectiveness and impact of library instruction (GST 111 – the use of library) course on library literacy skills of first year undergraduate students. The study adopted the descriptive survey research method and questionnaire was used as the research instrument. First year undergraduate students of the 2013/2014 academic session constituted the population of study. Simple random and total enumeration sampling methods were used to collect data from students in five out of twelve faculties in the university. Data were collected at the end of the first semester library instruction course. Data collected was subjected to frequency, percentage, mean and correlation analysis using SPSS 17.0. Results revealed that the library instruction was well perceived by the students as adequate and effective. The students' library literacy skills were high irrespective of the students' sex and faculty. Library instruction positively influenced the students' library literacy skills but students' gender and secondary school attended did not despite the fact that majority of the students attended private secondary schools and they were exposed to the library before entering the university. It is therefore concluded that adequate and effective library instruction positively impact on library literacy skills of first year undergraduate students. Therefore, library instruction programme should be well structured and adequately delivered to achieve the desired result.

Keywords: Library literacy skills, Library instruction, Undergraduate students, Library use

Introduction

The importance of the library in university education cannot be overemphasized. As a result, university libraries provide numerous information resources and services both print and electronic which are expected to be effectively utilised by students for their educational pursuit. However, faced with avalanche of information resources and services in academic libraries, first year undergraduate students are not able to use the libraries effectively. Therefore, the need to develop the students' library literacy skills becomes imperative.

Library literacy is an important skill every undergraduate student should possess to enhance the quality of use of the library. Humes (2003) posits that library literacy skills are set of skills required by students to use library resources and services. Similarly, ALA (2004) referred to library literacy skills as skills concerned with how to access, retrieve, evaluate and use information resources in the library. These skills when acquired, contribute to the overall information literacy of the students for lifelong learning. Lou, Shin, Liu, Guo and Tseng (2010) opined that library literacy skill is one of the skills required to make individual information literate. Coravu (2010) averred that acquiring library skill is the first step for any individual to attain information literacy. Library skills are still very relevant even in today's information world.

In the academic setting, Gross and Latham (2012) opined that the level of library literacy skills of students have been of great concern to educators, librarians, employers and policy makers because many students enter institutions of higher learning without acquiring these skills. The students also over rate their library skills which they do not actually possess and thus believe that they do not need these skills. Latham and Gross (2013) averred that the challenge before academic institutions now is how university libraries can motivate students to be receptive to learning these skills. According to Caravello, Herschman and Mitchell (2001) selected group of undergraduate students at the University of California, Los Angeles (UCLA) tested did not display a high level of information competence as they claimed to possess. In Nigeria, Nwalo and Oyedun (2011) evaluated library and computer literacy skills of undergraduates in six federal universities and found them to be generally poor in the skills. Igwe and Ndubuisi-Okoh (2014) also reported that studies have shown that students in conventional Federal, State and Private Universities, Polytechnics and Colleges of education have poor information literacy skills hence the global concern to solve this problem.

Many university authorities have made frantic efforts to teach undergraduate students library literacy skills through formal library instruction programmes. Various terms such as library literacy, library use

education, use of library, reader instruction, user instruction, user education, library skills, bibliographic instruction, information skills, library user education etc. have been used to refer to education of library users (Coravu, 2010; Ogunmodede and Emeahara, 2010; McAdoo, 2012 and Igwe and Ndubuisi-Okoh, 2014). Various methods such as library tour, library orientation, orientation lectures, library instruction, individual instruction, class instruction etc. have also been used to teach library literacy instructions in many universities worldwide (Akor, 2009).

Library instruction is one of the formal methods of teaching library literacy skills. It is a credit-earning course or a part of General Studies (GST) course in many universities. Presently, various instructional styles such as guided, self-directed, integrated and online instructions have been used in teaching library skills (Schroeter and Higgins, 2015). Whatever method that is adopted, it should be effective, adequate in content and method of presentation to achieve the desired results. However, Freeman (2004) opined that undergraduates are not often willing to take advantage of library instruction opportunities offered them. While some students are serious, others approach the instruction with levity. Some students even feel that they need incentives to participate in information literacy instruction (Latham and Gross, 2013). Therefore, library instruction must be prepared and presented in an adequate and effective manner that will motivate students to actively participate. Therefore, it becomes imperative for the universities to assess whether the instruction and the instructors are adequate and effective. Effective monitoring and evaluation of instructions should be done at regular intervals to assess the effectiveness and impact of the exercises. When library instruction is effective, student's library literacy skills are expected to increase and vice versa.

At the University of Benin (UNIBEN), various methods are used to teach first year undergraduate students the use of the library such as orientation lectures, library instruction, individual instruction, library guided tour and library orientation. Over the years, library instruction (GST 111 – the use of library as part of a 2 credit unit course) has been used to teach library skills by librarians in the university. It is a compulsory course for all first year undergraduate students to register and pass. The course is expected to impact on library literacy skills of the recipients to make them effective information users. The active participation of the students, the content of the course and effectiveness of instructions are critical success factors. The aim of this study

therefore is to assess the effectiveness of the instruction and its impact on the library literacy skills of the students.

Statement of the problem

It has been observed that there is poor utilisation of library resources and services among new undergraduate students in the various faculties in the university. On a yearly basis, library instructions are carried out by different instructors in different faculties to teach first year. Despite the teaching of library literacy skills in the university, it was discovered that many of the students do not use the library as expected. Could it be that students in the university don't know how to use the library in pursuant of their education? Good as the intension is, there seems to be no previous attempt to assess the library literacy skill gained by the students, evaluate the effectiveness of the instructions and instructors as well as establish a relationship between library instructions and the library literacy skills acquired during the instructions. The examination at the end of the semester to assess the performance of the students is not enough to assess the students' library literacy skills. This study therefore seeks to determine the library literacy skills of the students at the end of the instructions, the effectiveness of the instructions and to establish a relationship between the students' library literacy skills and the instruction received.

Objectives of the study

The main objective of this study is to assess the effectiveness of library instruction course being taught and its impact on first year undergraduates' library literacy skills. Specific objectives include:

1. Determine the level of library literacy skills of undergraduate students before entry into the university.
2. Determine students' library literacy skills after the teaching of library literacy instruction in the university.
3. Determine the students' perception and effectiveness of library literacy instruction in the university.

Hypotheses

The following null hypotheses were tested in this study at 0.05 level of significance.

Ho1. There is no significant difference in the students' library literacy skills per faculty.

Ho2. There is no significant difference in the library literacy skills of the students by gender.

Ho3. There is no significant difference in the students' library literacy skills per secondary school attended.

Ho4. There is no significant relationship between the students' library literacy skills and secondary school attended.

Ho5. There is no significant relationship between library literacy skills and library instruction received by students.

Literature review

The effective use of the academic library by undergraduate students has been a subject of global concern to librarians and university administrators over the years. This is because of the great importance of the use of library resources in support of university education. Quarton (2003) averred that university libraries have outstanding information resources and powerful tools for accessing them but many students are either unaware or they do not possess the skill to use these resources. Freeman (2004) also posits that academic librarians observed that college undergraduate students have difficulties in using available tools in their libraries to find information they need for their studies due to lack of skills and so are not able to effectively use academic library resources. The students usually inflate and overestimate their ability to effectively use the library resources/services (Gross and Latham, 2012; Latham and Gross, 2013 and Hollern and Carrier, 2014). These problems have resulted in the need for library use education for first year undergraduate students to help develop their library skills.

Developing library literacy skills ideally should start from primary and secondary schools before the students get admitted into the university. However, this is not the case. In the US, Gross and Latham (2012) found that many undergraduate students come to college without proficient information literacy skills and this deficiency plays out in their practical library use. Reporting on library skills among undergraduates at the Carol I Central University Library of Bucharest, Romania, Coravu (2010) observed that the level of library literacy skills of the undergraduate students is usually very low because they were not motivated to use the library when they were in secondary or high school. In Norway, Boger, Dybvik and Norheim (2015) posit that first-year undergraduates lacked understanding of what is expected of them when entering higher education. They need to be taught how to use relevant academic skills such as information searching. This development is not peculiar to these institutions alone.

In Nigeria, Aanu and Olatoye (2011) assert that it is good students are brought into contact with a good library in their early period of learning. Armed with

this skill, the students would be able to find their way through the avalanche of information resources and complex retrieval tools available in their respective university libraries to support their education. However, this is not the case in Nigeria as most primary and secondary schools do not have functional libraries and qualified school librarian to man the libraries (Adebamowo, 2011). Therefore, the students are not well grounded in library skills to use the library. This has adverse consequences on the students' attitude to the library when they come into the university system. Supporting the foregoing, Ogunmodede and Emeahara (2010) and Nwezeh (2010) noted that lack of early accessibility of students to library from their early school life in primary and secondary levels accounted for poor attitude of undergraduates to effectively use the library. Similarly, Ukpebor and Emojorho (2012) reported that UNIBEN undergraduate students have low information literacy skills as they possess fair knowledge of library use in their respective secondary schools before their admission into the university. They concluded that library skill of first year undergraduates is low and needs to be improved upon.

Several studies have been reported on library literacy skills of undergraduate students in many universities all over the world. Writing on faculty perception of students' information literacy skills competence in eight New Jersey higher educational institutions, Dubicki (2013) found that the students fall short of mastering information literacy skills at the end of their university programme. Reporting the empirical investigation of information skills among undergraduate students at Dhaka University in Bangladesh, Ferdows and Ahmed (2015) revealed that undergraduates' information skills were poor which was attributed to the absence of information literacy instruction within the university. Similarly, Shoeb (2011) investigation of information literacy competency of freshman business students of a private university in Bangladesh indicated that though the students feel they have information literacy efficiency, result indicates that only one-fourth of them gave correct answers to tested questions. This made them to realised that they need information literacy education to solve their information problems.

In India, Sasikala and Dhanraju (2011) found that majority of Basic Science students of Abdhra University lacked skills to identify actual information they need and could not search the catalogue properly. While some of them use shelf guides to locate books on the shelves, significant percent

depend on library staff. In Kenya, Elisam and Keya (2004) found that majority of undergraduates' library skills at Makerere University in Kenya were poor. Most of them depend on their colleagues to help them locate information materials from the shelf and they could not indicate any method by which they can obtain information resources in the library. At Ashesi University College, Ghana, Anafo and Filson (2014) concluded that majority of the students were not able to access relevant information because of lack of skills in terms of concept identification, search strategies, information sources, proper use of library catalogue etc. and this could negatively affect teaching and learning process in the university.

In Nigeria library literacy skills of students in higher institutions have been reported in the literature. Elisam and Keya (2004) opined that information literacy competencies and abilities of undergraduate students affect their access and retrieval of information generally. This effect could be positive or negative. At the Obafemi Awolowo University (OAU), South West, Nigeria, Nwezeh (2010) reported that the students can effectively search the library catalogue and make use of author and title entries to locate books in the library. Edem, Ani and Ocheibi (2009) findings at the University of Calabar and University of Uyo in South-South Nigeria indicated a fair knowledge of the students search work, identification, location and selecting information sources. They concluded that the students need to strengthen their capability in information retrieval process. At the Federal University Minna, Madu (2010) reported that the staff and students had no clear understanding of information literacy and recommended early training of both staff and students. He identified qualified literacy instructors, adequate training, and appropriate lecture method as factors enhancing information use. Nwalo and Oyedum (2011) found that the level of information literacy of undergraduate students in federal universities was low and students in Ahmadu Bello University had the highest level of information literacy skills among the students. Baro, Endouware and Ubogu (2011) found inability to effectively use their medical library and poor information searching skills among medical students in the College of Health Sciences in Niger Delta University. Ukpebor and Emojorho (2012) found that majority of first year undergraduate students do not know how to search the library computer/card catalogue in UNIBEN. Similarly, Igwe and Ndubuisi-Okonh (2014) investigated information literacy awareness, perception and skills of students of National Open University of Nigeria in Southwest and findings indicate that a greater percentage of the

students lacked information literacy skills as information literacy instruction course was missing from their curriculum. At the University of Ilorin, Issa, Amusan, Olarongbe, Igwe and Oguntayo (2015) found that final year undergraduate students have limited skills and low information literacy competence which constituted great hindrance against the full exploitation of available information resources for use. However, the students were not adequately exposed to information literacy.

In terms of gender, Sajjad and Sumayyah (2009) found that majority of the Kuwaiti female high school students lacked skills in catalogue searching and use, selection of information sources, formulating search strategies, and selection of pertinent sources and majority did not make effective use of their public or school libraries. In China, Liu and Sun (2012) reported that a gap of gender difference does exist in the sphere of information literacy of science and engineering undergraduates in Taishan University. Ferdows and Ahmed (2015) reported significant difference in information skill among male and female undergraduates at the Dhaka University in Bangladesh. In Nigeria, Anie (2011) revealed that in spite of difference in the way male and female students use and locate library materials at the University of Ibadan, the difference was not significant. However, Baro and Fyneman (2009) found significant difference between gender and search strategies used by the undergraduates in Niger Delta University as males were more literate in the use of information resources than their female counterparts. Baro, Onyenania and Osaheni (2010) obtained significant difference between male and female undergraduate humanity students' use of information and their search strategies in three Nigerian universities. From the literature reviewed, there are low library skills among the generality of Nigerian undergraduate students and efforts should be put in place to correct this inadequacy through formal library instruction.

Library instructions are being taught in various universities to help develop library literacy competence of undergraduate students. The effectiveness of the instructions will go a long way to determine the information literacy skills gained by the students. However, there are challenges with implementation. Caravello, Herschman and Mitchell (2001) noted that there are challenges facing information literacy instruction in US, UK and Australian higher education. However, these countries have surmounted their challenges. Baro, Seimode and Godfrey (2013) found that university libraries in the UK and the US provide adequate

literacy training in all the areas (curriculum), aside the differences in their training methods. In Africa, a critical examination of information literacy credit earning courses of three African universities, Rasaki (2008) found that the curricula are deficient in one aspect or the other and none adequately met the requirements of information literacy skills for the students. Some concentrated on library literacy skills, others on information and communication technology skills. In four Tanzanian universities, Lwehabura (2008) found that the current information delivery approach was not effective for impacting adequate literacy skills. Baro and Keboh (2011) survey of five leading university libraries in Africa showed that the libraries mainly practice information literacy training such as library tours/orientation sessions, introductory information skills classes, and teaching advanced information skills e.g. databases searching.

In Nigerian universities, Baro and Zuokemefa (2011) revealed that university libraries in Nigeria engaged in different information literacy practices ranging from library tour and orientation to introductory information skills, databases searching, bibliographic training and use of the library. But how effective are they? Aziagba and Uzoezi (2010) found that library skill instruction courses taught in most tertiary institutions in Nigeria have not attained a firm footing although there are visible and encouraging benefits of the instruction on library users. This finding was corroborated by Issa, Blessing and Daura (2009) that information literacy skills have not taken the desired firm footing among University of Ilorin students. However, at the Obafemi Awolowo University, Ile-Ife, Nwezeh (2010) revealed that the library instruction course was very relevant to the students' academic work and education and the students were also satisfied with the current method of instruction. Also, Edem, Ani and Ocheibi (2009) research on students perceived effectiveness of library use at the University of Calabar and the University of Uyo indicate that there is an effective user education at the University of Calabar than as obtained in University of Uyo. When library instruction course is relevant to students' academic work, it will achieve the desired impact and vice versa.

Effective library instruction is expected to impact on library literacy skills of the recipients in different ways. Assessing library instructions in the US, Hollern and Carrier (2014) reported that after receiving library instruction, the ability level to conduct independent legal research increased dramatically among students in a legal assistant studies program in a Georgian university. Reporting

on academic research and writing skills of first year students at the University of Nevada, Las Vegas, Rinto and Cogbil-Seiders (2015) result indicates that students that attended the information literacy instruction session scored significantly higher on the annotated bibliography assignment than those students that did not. Locknar et al. (2012) also found that first year chemistry students' library skills at the Massachusetts Institute of Technology was high and the students reported gains in 15 of 18 library skills investigated. At Gustavs Adolphus College, Midwest, Gilbert (2009) found that first year college students who had multiple library instruction sessions during the first semester reported higher levels of confidence and greater use of library resources than students who had only a single instruction session. Churkovich and Oughtred (2002) evaluation and comparison of three of library skills instruction methods for first year students at Deakin University found that students who attended library sessions felt more confident about their library skills and their posttest scores improved significantly as a result of library instruction regardless of method. The students were enabled to find library materials for their study.

At Ostfold University College, Norway, Boger, Dybvik, Eng and Norheim (2015) investigated the impact of library information literacy classes on first-year undergraduate students' search behavior and found that there were only slight differences in search behavior between those who had attended the literacy sessions and those who did not. The instruction did not initially change their searching behavior as they used Google as their first choice in searching library databases. In Canada, McClurg, Powelson, Lang, Aghajafari and Edworthy (2015) evaluated undergraduate medical education students' information literacy skills at the University of Calgary. The study found that students' confidence in their abilities to search and find relevant materials increased. Smith (2015) examined the impact on students who attended a library workshop on the Library of Congress (LC) rules of Hebrew romanisation at the McGill University and the finding indicates an 81% improvement in the accuracy of spelling six New Hebrew titles when searching the catalogue. Evidence from India by Sasikala and Dhanraju (2011) revealed that majority of the students in Abdhra University found user orientation and education programme very useful as it has impacted on their ability to maximally use their library collection and services with ease.

Reporting on Nigerian universities, Esse (2014) found that the use of library courses in five universities in Southern Nigeria had a significant

effect in their understanding of the library and its uses by majority of the undergraduate students. Thus, the introduction to use of library course as a requirement in the curriculum has impacted on the students' library literacy skills. Ogunmodede and Emeahara (2010) appraisal of the library use course at Ladode Akintola University of Technology (LAUTECH) indicated that the Library 101 course was very relevant to their studies. This means that the library instruction impacts on the students' library skills. On the contrary, Akor (2009) found that library instruction was unsuccessful because after the use of library course the students were not able to use the information retrieval devices in the library to locate information in Benue State University. It means that the instruction was faulty, ineffective and could not achieve the desired results.

The literature reviewed above showed disparate levels of library literacy skills, effectiveness of instructions and impacts of library instruction on students' literacy skills in different universities. This therefore, calls for the need to undertake institutional evaluation of library instruction offered in the universities. The study will add to the research in the field of library literacy instruction effectiveness and impact on students' library literacy skills especially as there are few empirical studies in this direction in Nigeria.

Methodology

There are different methods in which research on the teaching of information literacy can be carried out. Boger et al. (2015) listed pre-tests and post-tests method, studies on students' term papers, portfolios and bibliographies, and interviews with (and observations of) students. Association of College and Research Libraries (2015) listed surveys, case studies, pre-tests and post-tests, rubrics, portfolios, citation analysis, etc as assessment tools for demonstration of and progress towards information literacy. In practice, Cuffe (2007) opined that survey may be used to gather a diversity of data, such as students' learning experiences and evaluation of information literacy programme. A typical example

was the use of survey to examine final-year law students' experiences of legal research learning (legal information literacy) at three Brisbane universities, using a questionnaire. Schilling and Applegate (2012) surveyed 27 academic library literatures on student learning assessment from 2007 to 2012 and found that eight different methods were used. The review concluded that practical exercises were the most efficacious way to document actual applied, practical skills. They however opined that when direct measures such as test are expensive, cumbersome to implement, or difficult to analyse, indirect measures are often accepted as viable alternatives.

In this study, descriptive survey research method was adopted using questionnaire as the instrument for data collection. Some of the items in the questionnaire were adapted from standardised instruments of Freeman (2004) and Sasikala and Dhanraju (2011). The questionnaire covered demographic information, assessment of library literacy skills, assessment of library instruction, mode of imparting literacy skills, and areas where literacy skills are required. The questionnaire is a 4-point likert scale instrument: SA (Strongly agreed) = 4; A (Agreed) = 3; D (Disagreed) = 2; and SD (Strongly disagreed) = 1. For any of the answers to be significant and accepted, it must score a mean of 2.5 and above. The questionnaire was administered to collect data from first year undergraduate students in UNIBEN. Simple random sampling was used to select five faculties - law, life sciences, education, arts, and physical sciences from the 12 faculties in the university. Since the population of the students is homogeneous, total enumeration of available students from the five faculties in a GST 111 library instruction class was carried out. The questionnaire was administered by the researchers during a class session at the end of the use of library instruction course. All the 390 questionnaires administered were returned in usable form resulting in 100% usable response. Data collected were analysed using frequency, percentage and mean. Correlation was used to test the hypothesis using SPSS 17.0.

Results and Discussion

Determine the level of library literacy skills of undergraduate students.

Table 1: Undergraduates' library literacy skills

S/N	Library skills	SD	D	A	SA	Mean	S.D
1	Using the library will positively enhance my studies	17 4.4%	7 1.8%	101 25.9%	265 67.9%	3.57	0.74
2	One should use information on the web offered by a recognized authority on the	17 4.4%	21 5.4%	145 37.2%	207 53.1%	3.39	0.78

	subject and can be verified						
3	I know who to consult the library when I need help	28 7.2%	44 11.3%	140 35.9%	178 45.6%	3.20	0.90
4	I am knowledgeable using the different parts of a book	19 4.9%	40 10.3%	178 45.6%	153 39.2%	3.19	0.81
5	Most internet information has undergone rigorous peer review process and so can be used for research writing	27 6.9%	48 12.3%	183 46.9%	132 33.8%	3.08	0.86
6	I like to use the library regularly	27 6.9%	53 13.6%	185 47.4%	125 32.1%	3.05	0.86
7	I am able to use the library effectively to find information I need	20 5.1%	57 14.6%	213 54.6%	100 25.6%	3.01	0.78
8	I can assess the quality of information received before using them	21 5.4%	72 18.5%	178 45.6%	119 30.5%	3.01	0.84
9	I can find useful articles for my assignments using online databases	27 6.9%	81 20.8%	152 39.0%	130 33.3%	2.99	0.91
10	Most information on the Internet have not been checked for accuracy and should not be used without screening and evaluation	43 11.0%	66 16.9%	135 34.6%	146 37.4%	2.98	0.99
11	I know the different sections of a library	32 8.2%	89 22.8%	161 41.3%	108 27.7%	2.88	0.91
12	It is easy to find books in the library using call numbers from the library catalogue	28 7.2%	99 25.4%	172 44.1%	91 23.3%	2.84	0.87
13	Using the library catalogue/OPAC to find books on a topic that interest me is easy	39 10.0%	96 24.6%	168 43.1%	87 22.3%	2.78	0.91
14	I know the uses of the different materials in the library	26 6.7%	121 31.0%	159 40.8%	84 21.5%	2.77	0.86
15	I can tell the difference between a citation to a book and a citation to an article	44 11.3%	160 41.0%	128 32.8%	58 14.9%	2.51	0.88
16	I can tell the difference between scholarly and popular journals without any problem	56 14.4%	187 47.9%	109 27.9%	38 9.7%	2.33	0.84

To determine the students' library literacy skills, sixteen questions were used to elicit their responses. Result in Table 1 revealed that the students' library literacy skills were high as they scored a mean of 2.5 and above in fifteen (15) out of the sixteen (16) items. Using the library will positively enhance my studies had the highest mean of 3.57 while using the library to find information needed, ability to use call number, and library catalogue/OPAC scored 3.01, 2.84 and 2.78 means respectively. This result agreed with Locknar et al. (2012) that first year chemistry students' library skills at the Massachusetts Institute of Technology was high and the students reported gains in 15 of 18 library skills investigated. Results further indicate that majority of the students can access and evaluate Internet materials for quality before using them. This result is significant because it complements the findings of Sasikala and Dhanraju (2011) that majority of Andhra University students, India, evaluate and have good knowledge of web

information resources; and they care about the quality of online materials they use.

On the use of library catalogues, the result indicates that the students can use both card catalogue and the OPAC to find any material of interest as well as use call numbers to locate books in the library. This result agreed with Nwezeh (2010) findings that OAU students can effectively search the library catalogue and make use of author and title entries to locate books in the library but contradict Coravu (2010) findings at Carol I Central University Library, Romania where the levels of library literacy skills of students were very low and Ukpebor and Emojorho (2012) finding that majority of UNIBEN first year students do not know how to search the OPAC/card catalogue. Overall, this result showed an improvement on Ukpebor and Emojorho (2012) earlier findings at UNIBEN. The high library literacy

skills obtained can be attributed to the effectiveness of the instruction received by the students

Assess the students' library literacy skills in the various faculties

Different instructors took charge of library instruction in the different faculties. Therefore, there

is need to assess the spread of library literacy skills among the students in the various faculties. To do that, the mean of library literacy skill of students per faculty was computed as presented in Table 2.

Table 2: Students' library literacy skills per faculty

Faculty	Mean	Std. Deviation	N
Physical science	48.8247	6.9117	97
Law	46.8037	6.3401	107
Arts	46.4643	8.3199	28
Education	48.7284	8.0016	81
Life science	46.3117	8.0316	77
Total	47.5846	7.3859	390

Result indicates disparate mean of library literacy skills of the students across the faculties. Students in the Faculty of Physical Sciences scored the highest mean of 48.8247 followed by students in the Faculties of Education, Law and Arts while students in the Faculty of Life Sciences scored the lowest

mean of 46.3117. Therefore, students in the Faculty of Physical Sciences are more literate in library use. Despite the disparate mean obtained in the different faculties, the range is not wide indicating that the difference is small.

Ho 1. There is no significant difference in the students' library literacy skills per faculty.

Table 3: Students' library literacy skills per faculty

Source of variation	Sum of square	DF	Mean square	F	Sig.
Faculty	480.300	4	120.075	2.229	.065
Error	20740.408	385	53.871		
Total	21220.708	389			

To establish any significant difference in the above results, data in Table 2 were subjected to further analyses. The result in Table 3 indicates that there is no significant difference in the students' library literacy skills based on their faculties ($F(4,385)=2.229, P>.05$). The null hypothesis is therefore accepted. This result implied that library literacy skills gained by students in the various

faculties are equal. Therefore, library instructions offered by the instructors in the various faculties were effective.

Ascertain the students' library literacy skills by gender.

To further confirm the high library literacy skills obtained in this study, gender perspective of library literacy skills of the students was evaluated.

Table 4: Students' library literacy skills per gender

Library skills	N	Mean	Std. Dev.	Crit-t	Cal-t.	DF	P
Male	174	47.5115	7.2093	1.96	.175	388	.861
Female	216	47.6435	7.5414				

Result in Table 4 indicates that the mean of female library literacy skill of 47.6435 is slightly higher than male value of 47.5115. This implied that female students are slightly more literate in the use of the library than male students. This result contrasted Liu and Sun (2012) finding at Taishan University, China, that there exists a gap of gender difference in information literacy as the mean score of male

students is higher than females in their information consciousness, competency and ethics.

Ho 2. There is no significant difference in library skills of male and female students

To determine if the difference noticed in the above result is significant, further analysis was conducted. Result in Table 4 showed that there is no significant

difference in library literacy skills of male and female students (Crit-t = 1.96, Cal.t = .175, DF = 388, P > .05). The null hypothesis is therefore accepted. It can be concluded that library literacy skill of the students is equal irrespective of gender. The result further showed that the library instruction given to the students was equally assimilated by both the male and female students. This result agreed with Anie (2011) finding at the University of Ibadan that in spite of difference in the way male and female students use and locate library materials, the difference was not significant. In contrast, Liu and Sun (2012) obtained significant difference in terms of mean score between male and female undergraduates' information literacy in 13 items such as search engine, information retrieval and evaluation at Taushan University in China.

Determine students' library literacy skills per secondary school attended.

There is a general notion that student who attended private secondary schools are better than those who

attended public school due to the provision of facilities like library in private schools. In this study, students were asked to indicate the kind of secondary school attended, whether there is a library in the school and if they were allowed to use the library. Result obtained shows that 250 (64.1%) of the students attended private schools while 140 (35.9%) attended public schools which means that majority of the students attended private school. Also, 309 (79.2%) indicated that there was a library in their school while 81 (20.8%) has no library. Furthermore, 285 (73.1) indicated that they were allowed to use the library or had library hour while 105 (26.9%) reported non usage of the library. This goes to show that majority of the students were exposed to library before gaining admission into the university. Furthermore, the result revealed that students who attended private secondary schools had a mean score of 47.6600 and were more library literate than those who attended public schools with a mean score of 47.4500. However, the difference was very minimal.

Ho 3. There is no significant difference in students' library literacy skills per secondary school attended.

Table 5: There is no significant difference between library skills of students who attended private and public schools

Library skills	N	Mean	Std. Dev.	Crit-t	Cal.t.	DF	P
Private	250	47.6600	7.5069	1.96	.269	388	.788
Public	140	47.4500	7.1894				

Since majority of the students attended private secondary schools, it is believed that there will be a significant difference in their library literacy skills due to the skill they have acquired than their counterparts who attended public schools. Comparison was then made of those who attended private and public secondary schools. Result in Table 5 shows that there is no significant difference between the library literacy skills of students who

attended private and those who attended public secondary schools (Crit-t = 1.96, Cal.t = .269, DF = 388, P > .05 level of significance). The null hypothesis is therefore accepted. This result implied that the choice of secondary school does not influence the library literacy skills of the students as there is no comparative advantage of private over public school students' library skills.

Ho 4: There is no significant relationship of the students' library literacy skills and secondary school attended.

Table 6: Pearson correlation of students' library literacy skills per secondary school attended.

Variable	Mean	Std. Dev.	N	R	P	Remark
Library skill	47.5846	7.3859	390	-.014	.788	n.s.
Secondary school attended	01.3600	0.4800				

To ascertain if students' library literacy skills is influenced by the secondary school attended, data in Table 5 was correlated against library literacy skills of the students. Result in Table 6 shows that there is no significant relationship between secondary school

attended and the students' library literacy skills (r = -.014, N= 390, P > .05). Therefore, secondary school attended has no influence on the students' library literacy skills. The null hypothesis is accepted. The implication of this result is that whether a student

attends private or public secondary school in Nigeria, it does not matter much regarding his or her library literacy skills. The schools did not fare better in inculcating library literacy skills in the students hence the result was insignificant. This result may be due to non-availability of school librarian in the various secondary schools whether private or public.

Determine students’ perception of library instruction received.

Students’ perception of Library instruction received was assessed using seven questions. Result obtained in Table 7 showed that the mean recorded for the seven items range from 2.94 to 3.67 which is above

the average mean of 2.5. Result indicates that all the items were significantly perceived by the students. It shows that the instruction was adequate and useful to the students in learning the use of the library. It also impacted on the students’ ability to effectively conduct library research. Furthermore, results revealed that the mode of instruction was stimulating, easy to understand and effective as the students can now find and use library materials effectively. This goes to show that the instructional methods adopted by the instructors were adequate and effective. Other result indicates that library instruction should be encouraged and regular.

Table 7: Students’ perception of library instruction

S/N	Library instruction	SD	D	A	SA	Mean	S.D
1	Library instruction (GST) was adequate and useful in learning the use of library	17 4.4%	5 1.3%	63 16.2%	305 78.2%	3.68	0.71
2	Librarian can teach me a lot about the use of library	15 3.8%	6 1.5%	96 24.6%	273 70.0%	3.61	0.71
3	I benefitted from the class about library research	16 4.1%	10 2.6%	94 24.1%	270 69.2%	3.58	0.74
4	Library instruction should be encouraged and regular	18 4.6%	9 2.3%	116 29.7%	247 63.3%	3.52	0.76
5	The mode of the instruction was easy to understand and effective	21 5.4%	64 16.4%	168 43.1%	137 35.1%	3.08	0.85
6	I learnt how to find and effectively use library materials	29 7.4%	67 17.2%	142 36.4%	152 39.0%	3.07	0.93
7	The course was very stimulating	49 12.6%	59 15.1%	149 38.2%	133 34.1%	2.94	1.00

Overall, this result agreed with Esse (2014) submission that users’ education adopted by some university in Southern Nigeria is effective and adequate. Locknar et al. (2012) findings at the Massachusetts Institute of Technology that information literacy course improved first year chemistry students’ library skills from a pre-scale mean of 3.24 to post-scale mean of 3.67 was also in agreement.

Ho 5: There is no significant relationship between students’ library literacy skills and library instruction

Library instruction is expected to have significant and positive impact on students’ library literacy skills after they have been instructed. Library literacy skill was correlated against library instruction.

Table 9: Pearson correlation of students’ library literacy skills and library instruction

Variable	Mean	Std. Dev.	N	R	P	Remark
Library skill	47.5846	7.3859	390	.397**	.000	Sig.
Class instruction	23.4795	4.2145				

** Sig. at .01 level

Result in Table 8 revealed that there is a significant positive relationship between students’ library literacy skills and library instruction received by the students ($r = .397^{**}$, $N= 390$, $P < .01$). Therefore, library instruction on the use of the library influenced the students’ library literacy skills. The null

hypothesis is therefore rejected. Based on this result, library instruction should be taken seriously by the instructors, General Studies Departments and the University Management because the huge investment in purchasing library resources by universities will be a waste if students are not using them. Esse (2014)

and Akalumhe (2011) obtained similar result that library instruction positively influence students' library literacy skills and boost their use of library in Southern universities in Nigeria while Locknar et al (2012) findings at the Massachusetts Institute of Technology also indicated that integrated information literacy course influenced first year chemistry students' library skills.

Conclusion

Based on the results obtained in this study, it is obvious that library instruction programme in the university is adequate and effective and it has influenced the students' library literacy skills. The modes of instructions by the instructors were equally effective as the instructions permeated students in all the faculties irrespective of gender. It is therefore concluded that to impact effective library literacy skills in university undergraduates, adequate care must be taken to develop appropriate instructional programmes and effective modes of instructions.

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