

# Information Literacy Competence and Use of Electronic Information Resources among Undergraduates in University of Ilorin, Nigeria

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## Abstract

The study examined information literacy competence and the use of electronic information resources by undergraduates in the Faculty of Law, University of Ilorin, Nigeria. The study adopted a descriptive survey design. The population of the study was 744 undergraduates. A sample size of 260 undergraduates in the Faculty of Law was randomly selected. Data were collected using a questionnaire designed to elicit a response from respondents and data were analysed using IBM-SPSS version 21.0 with descriptive statistics methods percentages, frequency, and correlation analysis. The findings of the study revealed that there were various electronic information resources (EIRs), such as full-text, image, reference sources, and audio/visual. Similarly, the study revealed that undergraduates had developed various information literacy competences to identify the need, and to locate and access information. The findings revealed that undergraduates in the Faculty of Law have various patterns of usage of EIRs. Moreover, the study revealed a significant relationship between information literacy competence and the use of EIRs. We concluded that undergraduates in the Faculty of Law, University of Ilorin have information literacy competence and their use of EIRs is above average. The study recommended that university management should earmark more funds to the library to buy more reference resources that enhance e-resources utilisation.

**Keywords:** information literacy competence; electronic information resources; University of Ilorin, Nigeria



## Introduction

The speedy development of Information Technology (IT) has compelled students to acquire new information skills to effectively use the opportunities given to them by the advancement of information and computer technologies. Radical changes in the provision of information through the use of Information Communication and Technology (ICT) in this age require extensive competences<sup>1</sup> knowledge and strategies to ensure the best utilisation of information (Omeluzor, Bamidele, and Onuoha 2013). The concept of “information literacy” was first introduced in the United States by Paul Zurkowski in the early 1970s. Information literacy involves an understanding and knowledge of the structure and sources of information. It is the ability to access and retrieve quality information independently and reflectively in order to build on a personal knowledge base. Addison and Meyers (2013) allude that information literacy is broadly defined by Library and Information Science scholars as being the ability to find, evaluate, and integrate critical information from print literary resources, scientific databases, electronic archives, media, and the internet into scholarly works.

Information literacy involves recognising the need for information; finding information effectively; evaluating information; managing information; constructing new concepts; and legal, cultural, social and ethical use of information. Therefore, information literacy could be described as embodying knowledge of one’s information concerns and needs, and the ability to identify, locate, evaluate, organise and effectively create, use and disseminate information to solve issues or problems at hand. Tewell (2018) reiterates that information literacy should not only be seen as a set of skills, competences and characteristics, but rather as a set of methods for interacting with information. Information literacy is common to all disciplines, to all learning environments, and to all levels of education.

For undergraduates to effectively and efficiently use information in the present era of ICT advancement, they are expected to have information literacy competences. Information literacy skill is synonymous with information literacy competence. Adeleke and Emeahara (2016) opine that Information Literacy Skills (ILs) are an integration of library literacy, computer literacy, media literacy, technological literacy, critical thinking, ethics and communication, which when acquired, would enable users of the information to become independent lifelong learners. These skills need to be developed in all students since they form the basis for lifelong learning. Information literacy competence enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their learning.

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1 Some sources distinguish between “competences” and “competencies” (<https://alderkoten.com/what-is-the-difference-between-competences-and-competencies/>; [https://journals.lww.com/nursingmanagement/fulltext/2001/05000/competence\\_vs\\_\\_competency.7.a.spx](https://journals.lww.com/nursingmanagement/fulltext/2001/05000/competence_vs__competency.7.a.spx)). Other sources use the two terms interchangeably (<https://grammarist.com/words/competence-and-competency/>). In this article, the terms competence/competencies will be used as being similar to and interchangeable with competency/competencies.

Yevelson-Shorsher and Bronstein (2018) restate that information literacy skills are the access of information in response to identified needs, defining key terms, topics, locating information, and presenting information in the appropriate context. To acquire information literacy skills, one needs certain competence.

Competence can be defined as the generic knowledge, skills or attitude of a person, related to effective behaviour as demonstrated through performance. Information literacy competence plays an important role in the achievement of academic goals by students. Students who lack information literacy competences will experience frustration in pursuit of completing course-related work.

Undergraduates are students of a tertiary institution above secondary school level, who have observed matriculation, registered courses at a tertiary institution and are enjoying the support of the academic library. Academic library refers to the university library that provides information to different categories of users (students, lecturers, and the host community) for research, learning and teaching. Undergraduates make use of various types of information material available in the library, either in printed or electronic format.

The development of electronic information resources (EIRs) has immensely changed information handling and management in Nigerian university libraries. In the past, most university libraries provided information in a print format such as printed textbooks, newspapers, monographs, magazines and so on, but with the advancement in technology, most libraries have expanded their collections to include EIRs.

Chan and Salaba (2016) define an electronic resource as material encoded for manipulation by a computerised device. Electronic information resources are also known as e-resources, are accessed electronically and are on different subjects. Mittal and Bala (2013) identify characteristics of EIRs to include the ability of the tool to store relevant information electronically, with concurrent and multiple accesses to different electronic systems and networks.

EIRs require knowledge, the use of computers, and information literacy competences. Therefore, undergraduates, regardless of their discipline, must possess information literacy skills to master content and give them the confidence to access EIRs and be self-reliant. Several studies (Ajayi, Shorunke, and Aboyade 2014; Adeniran 2013) have examined information literacy skills/competences. Based on researchers' knowledge, it seems that none of these studies examined the information literacy of law students. Therefore, the present study examined information literacy competence and the use of EIRs among undergraduates in the Faculty of Law, University of Ilorin, Nigeria.

## Statement of the Problem

Presently, the education system is driven by Information Communication Technologies (ICTs), and in association with its electronic information resources (EIRs) it is applied

for information needs within a university environment. The University of Ilorin Library spent a huge amount of money to acquire books in electronic format, to set up research databases, and to subscribe to over 39 000 e-journals. Also, it provides Information Literacy (IL) programmes to equip students with the required knowledge and skills on how to access and use the e-resources. Despite the huge amount of funds spent, training offered, and benefits accrued to users, with many IL programmes that were put in place, yet, the utilisation of EIRs by undergraduates remains low. Students choose to use Google, rather than EIRs, despite the limitations of Google to provide more accurate and dependable information (Chen 2015). The reasons for this, based on the researchers' experiences, could be inappropriate skills, inadequate knowledge of utilisation of EIRs, as well as a lack of technological infrastructure to support the services, to mention but a few. It is also envisaged that the students might not have access to the EIRs, since many of them are stored in different coded databases and require code before accessing them. However, to date no documentation on the utilisation of EIRs among undergraduates in the Faculty of Law, University of Ilorin has been reported. Therefore, due to envisaged challenges, this study sought to investigate information literacy competence and the use of EIRs among undergraduates in the Faculty of Law, University of Ilorin, Nigeria.

### Objectives of the Study

The research objective of this study is to examine information literacy competence and the use of electronic information resources (EIRs) among undergraduates in the Faculty of Law, University of Ilorin, Nigeria. This includes:

1. Identifying various types of EIRs available to undergraduates.
2. Determining the level of information literacy competence possessed by the undergraduates.
3. Ascertaining the level of utilisation of EIRs by undergraduates.
4. Examining the pattern of usage of EIRs among undergraduates.
5. Establishing the relationship between information literacy competences and the use of EIRs among undergraduates.

### Hypotheses of the Study

The following null hypotheses were formulated and tested at a 0.05 level of significance:

H<sub>01</sub>: There is no significant relationship between information literacy competences and the use of EIRs among undergraduates in the Faculty of Law, University of Ilorin.

H<sub>02</sub>: There is no significant relationship between demographic variables and the use of EIRs among undergraduates in the Faculty of Law, University of Ilorin.

## Review of Literature

Information literacy is defined as the competences an individual summons in order to locate, retrieve, evaluate, select and use information sources (Head 2013). Holm et al. (2010), in their teaching discourse, define information literacy as an indication that a person is able to search for and re-find information in a chosen search system and furthermore has the ability to evaluate the search result in relation to an outlined search strategy.

Wu and Chen (2012) examined graduate students perceive, use and manage electronic resources at the National University of Taiwan. The findings showed that usage varied according to the subject background of the student. Alison, Kiyangi, and Baziraake (2012) affirm that the utilisation of e-resources is influenced by human and institutional factors including information literacy, low bandwidth, and the limited number of resources available to users. Tekale and Dalve (2012) note that availability at any time of the day; hyperlinks to other resources; huge information reservoirs; quick information; various search options; easy citations; ease in uploading and updating; ease in storage and dissemination; flexibility; time, space and cost, are major obstacles. Also, Zabed (2013) examined the use of electronic resources by students and faculties in universities in Bangladesh. The study showed that respondents were not satisfied with the subscribed resources because of limited access to back issues. Hamza et al. (2015) report that electronic databases are becoming more popular than traditional print resources due to their many advantages. Ukachi (2015) argues that electronic resources are grossly under-utilised by undergraduates, despite their availability in libraries. It can be deduced that students lack the adequate hands-on skills required to retrieve information from subscribed EIRs. Owolabi et al. (2016) investigated the utilisation of EIRs by undergraduates of the University of Ibadan. The study showed that the use of EIRs by undergraduates is fairly low. Also, Urhiewhu and Omah (2016) investigated information resource usage among undergraduates of Taraba State University. The findings showed that students need to do more to improve on their ICT skills, so as to equip them in utilising the benefits available in electronic formats. The high level of usage of electronic resources—as evident among both males and females—is an indication of the fact that even without the expertise and knowledge of manipulating information in an electronic environment, students are still getting satisfaction.

Adeniran (2013) investigated the usage of electronic resources by undergraduates at the Redeemer's University Library, Nigeria. The study showed that the use of electronic resources has a huge impact on the academic performances of undergraduates. However, there is a need for them to acquire more skills in the use of electronic resources. Sohail and Ahmad (2017) evaluated the effectiveness of electronic resources and services in select campuses of Fiji National University Library. The researchers selected eight libraries from various partitions of Fiji in the users' survey. The study showed that the majority of the users of FNU libraries keep themselves up-to-date with advancements in electronic resources, services, and the application thereof in the

academic and research field. Moreover, Ekong and Ekong (2018) assessed the impact of information literacy skills on the use of e-library resources in tertiary institutions in Akwa Ibom State. The study revealed that the quality and volume of academic work are largely influenced by the knowledge and skills possessed in the use of e-library resources. It was concluded that students in tertiary institutions need to improve their information literacy skills. Furthermore, Ternenge and Kashimana (2019) investigated the availability, accessibility and use of electronic information resources for research by students. The findings revealed that the extent of accessibility and utilisation of the available EIRs for research by students is great.

Bhatt and Rana (2011) identified that the most common problems with e-resources are low speed connectivity, lack of awareness about statutory provision for accessing e-resources by the institutions, technical problems, unavailability of sufficient e-resources, and many others. Shukla and Mishra (2011) report that the majority of research scholars have a problem with low internet connectivity. Also, it takes too long to view or download pages and they find it difficult to get relevant information.

## Methodology

The present study used a quantitative approach with a descriptive survey research design. The population of the study comprised 744 undergraduates in the Faculty of Law, University of Ilorin, Nigeria (Unilorin Annual Report 2017/2018). The study focused on undergraduates from 200 to 500 levels. Students were chosen because of their users' education programme acquired and their understanding of the internet with peculiar digital information user behaviour. The sample size was drawn from the total population by using the Taro Yamme formula. The use of this formula takes the guess work out of determining the number of individuals to study (Creswell 2014). This being a finite population, Yaro Yamme's (1969) statistical formula (cited in Uhegbu 2009) was adopted.

The Yaro Yamme (1969) statistical formula is expressed as:

$n =$

$$\frac{N}{1 + N(e)2}$$

Where:

$n$  = the sample size required

$N$  = the total known population of undergraduates for the study (744)

$e$  = level of significance (or limit of tolerable error) = 0.05

$1$  = unit (a constant)

Calculation for sample size of this study will be:

n =

$$\frac{744}{1 + 744 (0.05)^2}$$

n =

$$\frac{744}{1 + 744 \times 0.0025}$$

n =

$$\frac{744}{1 + 1.86} = \frac{744}{2.86}$$

n = 260.1 (Sample size). Hence, the sample size for this study is 260

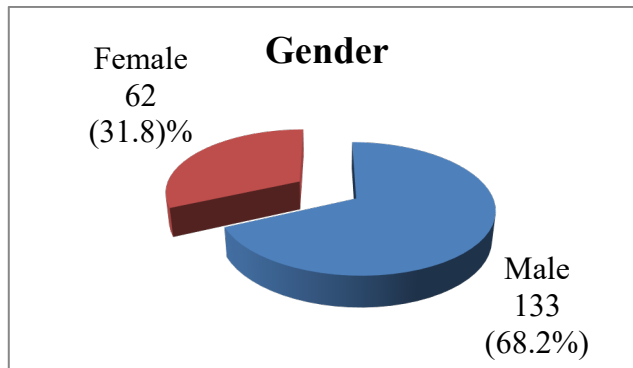
The researchers used a random sampling technique to select the sample from the total population of the study. The semi-structured questionnaire was used as a data collection instrument. The questionnaire was adopted from previous and related studies (Ankrah and Acheampong 2017; James, Magoi, and Shafia 2019) and modified to meet the purpose of this study. All researchers participated in administering and collection of filled copies of questionnaires from respondents. Collected data were coded and analysed using the Statistical Package for Social Science (IBM-SPSS) version 22.0, by using descriptive statistics such as percentage, frequency and correlational analysis. The return rate might not be 100% because students were preparing for mid-semester tests and examinations during the distribution of the questionnaire. The respondents were free to participate in the study and assurance was given that information supplied would be treated with confidentiality.

## Results and Discussion

A total of 260 copies of the questionnaire were administered to undergraduates in the Faculty of Law, University of Ilorin. A total of 195 participants responded and completed the questionnaire, giving a response rate of 75%, which is appropriate for this study. According to Babbie and Mouton (2012), the response rate of 50% is adequate for the analysis of a survey, 60% is considered good, while a 70% return rate is considered excellent.

Respondents were asked to indicate their gender status, and the results are presented in figure 1.

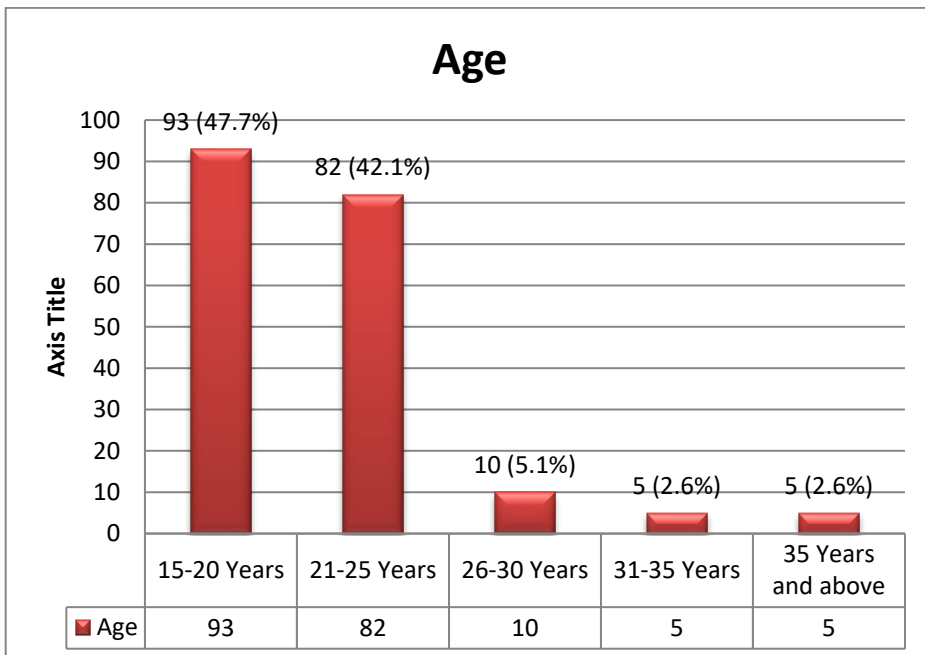
## Demographic Status of the Respondents



**Figure 1:** Gender status of respondents N=195

Figure 1 shows that 133(68.2%) of the respondents were male, while 62(31.8%) were female students that participated in this study. It can be inferred that the majority of the respondents were male students.

The respondents were asked to indicate their age, and the results are presented in figure 2.

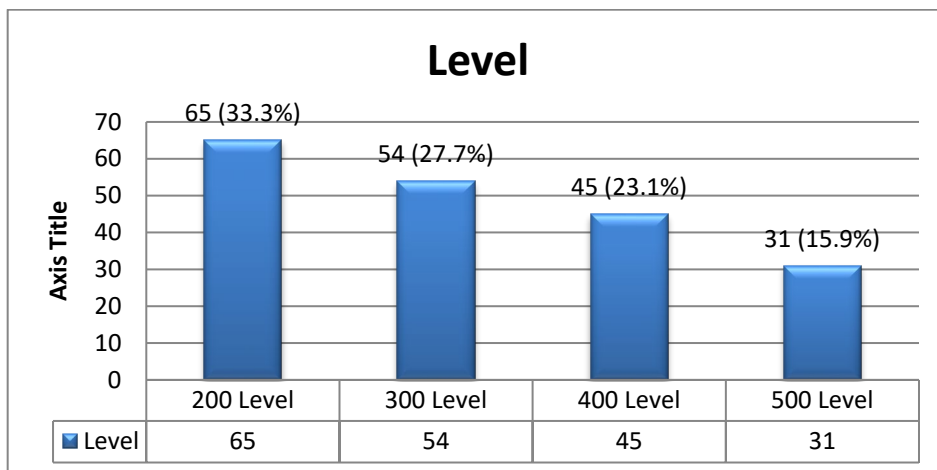


**Figure 2:** Age of respondents

Source: Field Data (2019) N=195

Figure 2 shows that 93(47.7%) of the respondents were between the ages 15–20 years and 82(42.1%) of the respondents were between the ages 21–25 years; 10(5.1%) were between the ages 26–30 years, while respondents of the age bracket 31–35 years and 36 years and above were 5(2.6%). The findings indicate that the majority of undergraduates were between the ages of 15–20 years, and that 82(42.1%) were between the ages of 21–25 years.

Respondents were asked to indicate their level of study, and the results are presented in figure 3.



**Figure 3:** Level of study of respondents N=195

Source: Field Data (2019)

Figure 3 indicates that 65(33.3%) of the respondents were 200 level students, 54(27.7%) were 300 level students, 45(23.1%) of the respondents were 400 level and 31(15.9%) were 500 level students that participated in this study. From the study, 100 level students were exempted from participation because they might not have had adequate knowledge of the concepts examined. The majority of the respondents that participated in the study were in the 200 level of the study.

### **Types of Electronic Information Resources (EIRs) available to Undergraduates**

Respondents were asked to indicate the various types of EIRs available to undergraduates, as presented in table 1.

**Table 1:** Types of electronic information resources available to law undergraduates (N=195)

| Statement                                                           | Highly Available |      | Available |      | Not Available |      | Don't Know |      |
|---------------------------------------------------------------------|------------------|------|-----------|------|---------------|------|------------|------|
|                                                                     | F                | %    | F         | %    | F             | %    | F          | %    |
| Electronic journals for students                                    | 38               | 19.5 | 100       | 51.3 | 18            | 9.2  | 39         | 20.0 |
| Electronic books for students                                       | 47               | 24.1 | 85        | 43.6 | 38            | 19.5 | 25         | 12.8 |
| Full-text resources for students                                    | 62               | 31.8 | 89        | 45.6 | 29            | 14.9 | 15         | 7.7  |
| Image resources for students                                        | 24               | 12.3 | 75        | 38.5 | 67            | 34.4 | 29         | 14.9 |
| Electronic audio/visual resources for students                      | 24               | 12.3 | 66        | 33.8 | 71            | 36.4 | 34         | 17.4 |
| Reference resources (dictionaries, biographies bibliographies etc.) | 113              | 57.9 | 67        | 34.4 | 15            | 7.7  | -          | -    |

Source: Field Survey (2019). Merging of the Keys: Highly Available + Available= Available

Table 1 shows that 138(70.8%) of the respondents revealed that e-journals were available to law undergraduates, 18(9.2%) indicated not available and 39(20%) of the respondents said they didn't know. Also, 132(67.7%) of the respondents revealed that e-books were available to students, 38(19.5%) indicated not available and 25(12.8%) disagreed. Furthermore, the findings of the study revealed that 151(77.4%) agreed that full-text resources were available to students, while 15(7.7%) said they didn't know. Moreover, 99(50.8%) of the respondents said image resources were available, 67(34.4%) indicated not available and 29(14.9%) said they didn't know. Also, 90(46.1%) of the respondents indicated that electronic audio/visual resources were available, 71(36.4%) showed not available, while 34(17.4%) said they didn't know. On reference resources, 180(92.4%) of the respondents revealed that it was available, while 15(7.75) disagreed. From the findings we deduce that there were various EIRs available to undergraduates in the Faculty of Law, University of Ilorin.

### Level of Information Literacy Competences Possessed by the Undergraduates

The respondents were asked to indicate the ability to identify the need, locate, and access information. The results are presented in table 2.

**Table 2a:** Ability to identify the need, locate and access information (N=195)

| Statement                                                                                                                | HS |      | MS  |      | WS |      | NS |      |
|--------------------------------------------------------------------------------------------------------------------------|----|------|-----|------|----|------|----|------|
|                                                                                                                          | F  | %    | F   | %    | F  | %    | F  | %    |
| Formulating question based on my specific information need                                                               | 74 | 37.9 | 96  | 49.2 | 25 | 12.8 | -  | -    |
| Using several sources to increase familiarity with my topic                                                              | 75 | 38.5 | 110 | 56.4 | 10 | 5.1  | -  | -    |
| Effectively using library catalogues (both card catalogues and OPAC)                                                     | 43 | 22.1 | 86  | 44.1 | 47 | 24.1 | 19 | 9.7  |
| Using abstracting and indexing journal                                                                                   | 48 | 24.6 | 84  | 43.1 | 44 | 22.6 | 19 | 9.7  |
| Using the bibliography or reference list on the book to find other documents on the topic                                | 42 | 21.5 | 103 | 52.8 | 40 | 20.5 | 10 | 5.1  |
| Finding all the documents about a particular author in the library catalogue, through author, title, subject or keywords | 61 | 31.3 | 85  | 43.6 | 34 | 17.4 | 15 | 7.7  |
| Using encyclopaedia to understand a background information to a particular topic                                         | 72 | 36.9 | 94  | 48.2 | 19 | 9.7  | 10 | 5.1  |
| Using Google Scholar as feature to find a research article online                                                        | 86 | 44.1 | 84  | 43.1 | 15 | 7.7  | 10 | 5.1  |
| Finding more documents on my topics online, by combining synonyms in my search by using the Boolean operator “OR”        | 86 | 44.1 | 61  | 31.3 | 33 | 16.9 | 15 | 7.7  |
| Narrowing my search on a particular topic, by using the Boolean operator “AND”                                           | 32 | 16.4 | 99  | 50.8 | 35 | 17.9 | 29 | 14.9 |
| Removing unwanted documents from my search, by using the Boolean operator “NOT”                                          | 42 | 21.5 | 48  | 24.6 | 62 | 31.8 | 43 | 22.1 |
| Formulating right keywords in searching for information online                                                           | 81 | 41.5 | 79  | 40.5 | 30 | 15.4 | 5  | 2.6  |

**Key:** HS=Highly Skilled; MS=Moderately Skilled; WS=Weakly Skilled; NS=Not Skilled

Source: Field Survey (2019). Merging of Keys: HS +MS=HS; WS + NS= NS.

Table 2a shows that 170(87.1%) of the respondents agreed that they were highly skilled to formulate questions based on specific information needs, while 25(12.8%) were not skilled. Table 2a indicates that 185(94.9%) of the respondents revealed that they were highly skilled in using several sources to increase familiarity with their topics. Table 2a reveals that 129(66.2%) of the respondents agreed that they were highly skilled in using both card catalogues and online public access catalogues effectively, while 66(33.8%)

were not skilled. Furthermore, 129(66.2%) of the respondents agreed that they were highly skilled in using library catalogues to locate and access information, while 66(33.8%) disagreed. Similarly, 132(67.7%) of the respondents agreed that they were highly skilled in using abstracting and indexing journals to locate and access information, while 63(32.3%) were not skilled. Moreover, 146(74.9%) of the respondents agreed that they were highly skilled in using access points search either by author, title, subject or keyword to locate and access information. In addition, 166(85.1%) of the respondents agreed that they were highly skilled in using an encyclopaedia, while 29(14.8%) were not skilled. Also, 170(87.2%) of the respondents agreed that they were highly skilled in using Google Scholar to find a research article online and access information, while 25(12.8%) were not skilled. Moreover, 147(75.4%) of the respondents agreed that they were highly skilled in combining synonyms in their search by using the Boolean operator “OR” to find more documents, while 48(24.6%) were not skilled. Additionally, 131(67.2%) of the respondents agreed that they were highly skilled in using the Boolean operator “AND” to locate, access information and narrow research on a particular topic, while 64(32.8%) were not skilled. The findings suggest that undergraduates are highly skilled to identify the need to locate and access information as part of the requirements for information literacy competence (ILC).

### Ability to Evaluate Information

**Table 2b:** Ability to evaluate information (N=195)

| Statement                                             | Strongly Agree |      | Agree |      | Disagree |      | Strongly Disagree |     |
|-------------------------------------------------------|----------------|------|-------|------|----------|------|-------------------|-----|
|                                                       | F              | %    | F     | %    | F        | %    | F                 | %   |
| Competently evaluate information no matter the source | 71             | 36.4 | 95    | 48.7 | 19       | 9.7  | 10                | 5.1 |
| Evaluate print sources based on its criterion         | 57             | 29.2 | 106   | 54.4 | 27       | 13.8 | 5                 | 2.6 |
| Evaluate online sources based on its criterion        | 60             | 30.8 | 111   | 56.9 | 19       | 9.7  | 5                 | 2.6 |

Source: Field Survey (2019). Merging of Keys: Strongly agreed +agreed=Agreed, disagreed + strongly disagreed= Disagreed.

Table 2b shows that 166(85.1%) of the respondents agreed that they had the ability to competently evaluate the information, no matter the source, while 29(14.8%) disagreed. The findings revealed that 163(83.6%) of the respondents evaluated print sources based on a criterion, while 32(16.4%) disagreed. Also, 171(87.7%) of the respondents agreed that the evaluation of online sources was based on a criterion, while 24(12.3%) disagreed. The findings imply that undergraduates of the Faculty of Law, University of Ilorin, Nigeria, have an adequate ability to evaluate the information for their needs as one of the requirements for ILC.

## Ability to Use Information

**Table 2c:** Ability to use information (N=195)

| Statement                                                                              | Strongly Agree |      | Agree |      | Disagree |     | Strongly Disagree |     |
|----------------------------------------------------------------------------------------|----------------|------|-------|------|----------|-----|-------------------|-----|
|                                                                                        | F              | %    | F     | %    | F        | %   | F                 | %   |
| Selecting materials and summarising them in my own words for use                       | 108            | 55.4 | 64    | 32.8 | 15       | 7.7 | 8                 | 4.1 |
| Using acquired information as a lead to produce an article or thesis                   | 103            | 52.8 | 68    | 34.9 | 15       | 7.7 | 9                 | 4.6 |
| Communicating and presenting information to others in an appropriate and usable format | 94             | 48.2 | 77    | 39.5 | 15       | 7.7 | 9                 | 4.6 |
| Competently cite and acknowledge people's work that I used                             | 95             | 48.7 | 85    | 43.6 | 15       | 7.7 | -                 | -   |

Source: Field Survey (2019); Merging of keys: Strongly agreed +agreed=Agreed, disagreed + strongly disagreed= Disagreed.

Table 2c shows that 172(88.2%) of the respondents agreed that they could select materials and summarise them in their own words for personal use, while 23(11.8%) disagreed. Also, 171(87.7%) of the respondents agreed that they used acquired information as a lead to produce an article or project, while 24(12.3%) disagreed. Additionally, 171(87.7%) of the respondents agreed that they communicated and presented information to others in an appropriate and usable format, while 24(12.3%) disagreed. Moreover, 180(92.3%) of the respondents agreed that they were competently citing and acknowledge other people's work that they used, and 15(7.7%) disagreed. The findings indicate that respondents have the ability to identify the need, evaluate, and use the information for their needs and hence, respondents have developed a high level of information literacy.

## Level of Utilisation of EIRs by Undergraduates

The respondents were asked to indicate their level of EIRs utilisation, and the results are presented in table 3.

**Table 3:** Level of electronic resources utilisation by law undergraduates (N=195)

| Statement                                                                                 | Very High |      | High |      | Moderate |      | Low |      |
|-------------------------------------------------------------------------------------------|-----------|------|------|------|----------|------|-----|------|
|                                                                                           | F         | %    | F    | %    | F        | %    | F   | %    |
| I use e-journals for academic work                                                        | 41        | 21.0 | 29   | 14.9 | 81       | 41.5 | 44  | 22.6 |
| I use e-books to complement lecture notes                                                 | 37        | 19.0 | 49   | 25.1 | 81       | 41.5 | 28  | 14.4 |
| I use full-text resources to support my personal study                                    | 52        | 26.7 | 63   | 32.3 | 48       | 24.6 | 32  | 16.4 |
| I use image resources when necessary                                                      | 9         | 4.6  | 33   | 16.9 | 48       | 24.6 | 105 | 53.8 |
| I use electronic audio/visual resources                                                   | 34        | 17.4 | 38   | 19.5 | 46       | 23.6 | 77  | 39.5 |
| I use reference resources (dictionaries, biographies, bibliographies, encyclopaedia etc.) | 65        | 33.3 | 49   | 25.1 | 44       | 22.6 | 37  | 19.0 |
| I use numeric and statistical resources                                                   | 40        | 20.5 | 23   | 11.8 | 43       | 22.1 | 89  | 45.6 |
| I use Online Public Access Catalogues (OPAC)                                              | 27        | 13.8 | 32   | 16.4 | 48       | 24.6 | 88  | 45.1 |

Source: Field Survey (2019). Merging key; Very high + high=High

Table 3 shows that 70(35.9%) of the respondents agreed that utilisation of e-journal for academic work was high, 81(41.5%) agreed that it was moderate, while 44 (22.6%) agreed that it was low. The findings revealed that 86(45%) of the respondents agreed that the use of e-books to complement lecture notes was high, 81(41.5%) said it was moderate, while 28(14.4%) said it was low. Also, 115(59%) of the respondents agreed that the use of full-text resources to support their study was high, 48(24.6%) agreed that it was moderate, while 32(16.4%) said it was low.

Moreover, 42(21.5%) of the respondents agreed that the use of image resources when necessary was high, 48(24.6%) indicated moderate, while 105(53.8%) said it was low. Furthermore, 72(36.9%) of the respondents agreed that the use of electronic audio/visual resources was high, 46(23.6%) agreed that it was moderate, while 77(39.5%) indicated that it was low. On the use of reference resources, 114(58.4%) of the respondents agreed that it was high, 44(22.6%) said it was moderate, while 37(19.0%) indicated low usage. Also, 63(32.3%) of the respondents agreed that the use of numeric and statistical resources was high, 43(22.1%) indicated moderate, while 89(45.6%) said it was low. In addition, 59(30.2%) of the respondents said the use of OPAC was high, 43(24.6%) indicated moderate, while 88(45.1%) said it was low. The findings suggest that the rate of utilisation of EIRs is above average among the undergraduates in the Faculty of Law, University of Ilorin, Nigeria.

### Patterns of Usage of EIRs among Undergraduates

The respondents were asked to indicate their patterns of usage of EIRs and the results are presented in table 4.

**Table 4:** Pattern of usage of electronic information resources (N=195)

| Statement                                                | Strongly Agree |      | Agree |      | Disagree |      | Strongly Disagree |     |
|----------------------------------------------------------|----------------|------|-------|------|----------|------|-------------------|-----|
|                                                          | F              | %    | F     | %    | F        | %    | F                 | %   |
| Class assignment                                         | 109            | 55.9 | 77    | 39.5 | 9        | 4.6  | -                 | -   |
| For writing research projects                            | 111            | 56.9 | 84    | 43.1 | -        | -    | -                 | -   |
| For current affairs                                      | 86             | 44.1 | 89    | 45.6 | 20       | 10.3 | -                 | -   |
| For general academic matters                             | 99             | 50.8 | 96    | 49.2 | -        | -    | -                 | -   |
| For general matters only                                 | 46             | 23.6 | 121   | 62.1 | 15       | 7.7  | 13                | 6.7 |
| For academic recreation, local and international matters | 90             | 46.2 | 95    | 48.7 | 10       | 5.1  | -                 | -   |

Source: Field Survey (2019)

Table 4 shows that 186(95.4%) of the respondents agreed that they used EIRs for class assignments, while 9(4.6%) disagreed. Also, 195(100%) of the respondents agreed that they used EIRs for writing research projects. Additionally, 175(89.7%) of the respondents agreed that they used electronic resources for the current affairs, while 20(10.3%) disagreed. Moreover, the findings showed that 195(100%) agreed that they used EIRs for academic matters. Furthermore, 167(85.7%) of the respondents agreed that they used EIRs for general matters only, while 28(14.4%) disagreed. In addition, 185(94.9%) of the respondents agreed that they used EIRs for academic recreation. The findings imply that undergraduates in the Faculty of Law, University of Ilorin, Nigeria, have various usages of EIRs, ranging from academic matters including class assignments, writing research projects, and current affairs.

### Relationship between Information Literacy Competence and Use of EIRs

**Table 5:** Relationship between information literacy competence and use of EIRs among undergraduates in the Faculty of Law (N=195)

| Correlations                                                |                     |                                 |             |
|-------------------------------------------------------------|---------------------|---------------------------------|-------------|
|                                                             |                     | Information Literacy Competence | Use of EIRs |
| Information Literacy Competence                             | Pearson Correlation | 1                               | .166*       |
|                                                             | Sig. (2-tailed)     |                                 | .020        |
|                                                             | N                   | 195                             | 195         |
| Use of EIRs                                                 | Pearson Correlation | .166*                           | 1           |
|                                                             | Sig. (2-tailed)     | .020                            |             |
|                                                             | N                   | 195                             | 195         |
| *. Correlation is significant at the 0.05 level (2-tailed). |                     |                                 |             |

Source: Field Survey (2019)

Table 5 shows the significant relationship between information literacy competence and the use of EIRs by undergraduates in the Faculty of Law, University of Ilorin. The finding reveals that information literacy competence has a strong relationship with the use of EIRs at ( $r = 0.020$ ;  $N=195$ ,  $P<0.05$ ). Therefore, the null hypothesis is not accepted. The finding suggests that information literacy competence has a strong influence on the use of EIRs by undergraduates in the Faculty of Law, University of Ilorin.

**Table 6:** Relationship between demographic variables and use of EIRs (N=195)

| <b>Correlations</b>                                         |                     |                    |               |            |              |
|-------------------------------------------------------------|---------------------|--------------------|---------------|------------|--------------|
|                                                             |                     | <b>Use of EIRs</b> | <b>Gender</b> | <b>Age</b> | <b>Level</b> |
| Use of E-resources                                          | Pearson Correlation | 1                  | -.096         | -.065      | .318**       |
|                                                             | Sig. (2-tailed)     |                    | .184          | .367       | .000         |
|                                                             | N                   | 195                | 195           | 195        | 195          |
| Gender                                                      | Pearson Correlation | -.096              | 1             | -.295**    | -.178*       |
|                                                             | Sig. (2-tailed)     | .184               |               | .000       | .013         |
|                                                             | N                   | 195                | 195           | 195        | 195          |
| Age                                                         | Pearson Correlation | -.065              | -.295**       | 1          | .107         |
|                                                             | Sig. (2-tailed)     | .367               | .000          |            | .137         |
|                                                             | N                   | 195                | 195           | 195        | 195          |
| Level                                                       | Pearson Correlation | .318**             | -.178*        | .107       | 1            |
|                                                             | Sig. (2-tailed)     | .000               | .013          | .137       |              |
|                                                             | N                   | 195                | 195           | 195        | 195          |
| *. Correlation is significant at the 0.05 level (2-tailed). |                     |                    |               |            |              |

Source: Field Survey (2019)

Table 6 shows that there is a negative significant relationship between the use of e-resources and gender with the value ( $r = -.096$ ,  $N=195$ ,  $p<0.05$ ). Also, the findings show that there is a negative significant relationship between the use of EIRs and age, with the value ( $r = -.065$ ,  $N=195$ ,  $p<0.05$ ). In contrast, the findings reveal that there is a positive non-significant relationship between the use of EIRs and the level of study, with a value ( $r = .318^{**}$ ,  $N=195$ ,  $p<0.05$ ). The findings indicate that demographic variables (age and gender) have a strong negative relationship with the use of EIRs, while the level of study has no significant relationship with the use of EIRs.

## Discussion of the Findings

This study examined information literacy competence and the use of electronic information resources among undergraduates at the University of Ilorin, Nigeria. The findings of the study have demonstrated that undergraduates are highly skilled to identify the need to locate and access information as part of the requirements for information literacy competence. Undergraduates of the Faculty of Law, University of Ilorin, Nigeria, have adequate ability to evaluate the information they need, evaluate, and use the information for their needs and hence, respondents have developed a high level of information literacy. The rate of utilisation of EIRs is above average among undergraduates. The undergraduates have various usages of EIRs, ranging from academic matters including class assignments, writing research projects, and current affairs. Information literacy competence has a strong influence on the use of EIRs. The

study determined that demographic variables (age and gender) and level of study have a strong negative relationship with the use of EIRs.

The first finding in the study suggests that undergraduates at the University of Ilorin, Nigeria are highly skilled to identify the need to locate and access information as part of the requirements for information literacy competence. This finding is a reflection that information literacy is being properly taught at the university; hence, no wonder the demonstration of high competence by the respondents in this study. However, the finding contradicts James et al. (2019), who indicated that students lacked basic skills of information literacy and faced difficulties in accessing and evaluating their information resources. The reason for the variation in the two results might associate with the way and manner that information literacy instruction is handled in the two institutions. There is no doubt that where information literacy is properly taught, the students will develop high IL skills and competence.

The finding reveals that undergraduates of the Faculty of Law, University of Ilorin, Nigeria, have adequate ability to evaluate the information they need, use the information for their needs and hence, and that respondents have developed a high level of information literacy. This finding is in agreement with the position of (Head 2013; Holm et al. 2010), all of whom agree that information literacy has to do with the competences an individual summons to locate, retrieve, evaluate, select, and use information sources. If that is the case, and that position of those authors is accepted by all and sundry, then the finding in this study is not a coincidence.

The findings suggest that the rate of utilisation of EIRs is above average among the undergraduates in the Faculty of Law at the University of Ilorin, Nigeria. This finding is unexpected. Since the results demonstrate high information literacy ability and competence of the respondents, it is expected that their use of EIRs would be very high. This is because literature has earlier revealed that high use of information is consequent on the ability to search, evaluate and synthesise information (James et al. 2019).

The finding implies that undergraduates in the Faculty of Law at the University of Ilorin, Nigeria, have various usages of EIRs, ranging from academic matters including class assignments, writing research projects, and current affairs. This finding corroborates Wu and Chen (2012) who reported that usage varied according to the subject background of the students. Similarly, the finding agrees with Bhatt and Rana (2011) that most of the users access various e-resources available to them for updating their knowledge on their respective subjects and for academic assignments. Students use the information for various reasons based on their individual need for information, which usually differs.

The finding suggests that information literacy competence, and demographics, have a strong influence on the use of EIRs by undergraduates in the Faculty of Law, University of Ilorin.

The finding supports results from Odede and Nsibirwa (2018) who indicate that the use of EIRs is determined by competence in the various dimensional constructs of information literacy. Also, Alison et al. (2012) affirm that the utilisation of e-resources is influenced by human and institutional factors, including information literacy competence, low bandwidth, and the limited number of resources available to users. Furthermore, the study revealed that the demographic variables (age and gender) have a strong negative relationship with the use of EIRs, while the level of study has no significant relationship with the use of EIRs. These study findings show the significance of information literacy competence and not demographic variables in the use of EIRs.

## Implication of the Study

The findings of this study would enable law librarians to identify and develop information literacy programmes appropriate for law students. Also, it would expand the existing knowledge on information literacy and create opportunities for new research, not only at the University of Ilorin but also in other institutions in Nigeria and Africa in general. The findings of the study would raise the consciousness of stakeholders to the fast changing information environment and the need to improve on the availability of EIRs as modern tools for global research and integration.

## Recommendations

The following recommendations emanated from the findings of the study. The university management should earmark more funds to libraries to buy more EIRs. This will enable students to have abundant access to EIRs that will boost their academic performance. The EIRs are not fully utilised by undergraduates in the Faculty of Law, University of Ilorin, hence, there is a need to provide adequate ICTs training for students and upgrade internet connectivity. This will improve EIRs' utilisation and students' academic performances.

## Conclusion

This study examined information literacy competence and the use of electronic information resources among undergraduates in the Faculty of Law, University of Ilorin. The findings revealed that undergraduates in the Faculty of Law, University of Ilorin had access to various EIRs available in the library, and possessed an above average level of information literacy competences. It can be concluded that there is a strong relationship between information literacy competences and the use of EIRs. However, it is evident that undergraduates need to be assisted by stakeholders to obtain the required electronic information literacy skills.

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