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## INFORMATION LITERACY SKILLS OF POSTGRADUATES IN TWO PUBLIC UNIVERSITIES IN OGUN STATE, NIGERIA.

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### Abstract

This paper assessed information literacy skills of postgraduates of Olabisi Onabanjo University (OOU) and Federal University of Agriculture, Abeokuta (FUNAAB), Ogun State, Nigeria. The descriptive survey research design of ex-post-facto type was used. The population of the study comprised 2,089 postgraduates, out of which a sample of 337 was selected using multistage sampling technique. A validated questionnaire with a Cronbach alpha reliability of 0.78 was used to collect data for the study. 337 copies of the questionnaire were administered but only 331 copies were retrieved. This gave 98.2% response rate. Findings revealed that the sampled postgraduates possessed high level of information literacy skills needed to complete postgraduate study and research. Poor supervisor/research students' relationships, financial constraints, inadequate power supply and Internet access fluctuations were identified amongst others as challenges. Findings further revealed that there was significant difference in the perceived information literacy skills of postgraduates in terms of age and programme of study but insignificant in terms of gender. The study recommended exposure of postgraduates to information literacy instructions irrespective of gender, age and programme or faculty of study and that information literacy instructions should be handled by competent and experienced librarians amongst other recommendations.

**Keywords:** Information literacy competencies, Nigerian Postgraduates, Nigerian Universities.

## Introduction

Information literacy is increasingly becoming an important skill because of the diverse quantity and quality of information and media technologies reaching individuals on a daily basis. The need to be information literate thus becomes more imperative for Nigerian postgraduates. Postgraduate education encapsulates postgraduate research conducted by postgraduates to make original, intellectual and creative contribution to a discipline (Oyedokun, 2017). Postgraduates as adult learners with diverse backgrounds are expected to carry out research into an identified problem peculiar to a chosen area of study (Oyedokun, Bada and Adekunmisi, 2017). Postgraduate students are also expected to write and defend theses or dissertations consequent upon providing solutions to identified problems. They are also expected to publish the results of such research findings. To achieve this, postgraduates need to consult specialised and scholarly print, electronic and web-based resources, appropriately cite and acknowledge these information sources to avoid being victims of plagiarism. Postgraduates therefore need the knowledge and skills to critically, innovatively, credibly and ethically access, locate, analyse, evaluate, and even create information so as to satisfy personal, academic, research and other information needs.

Information literacy has been defined variously by several researchers and bodies such as Association of College and Research Libraries (ACRL) (2004), Horton (2008), SCONUL (2011), Okiki and Mabawonku (2013) and many others. The bottom line of these definitions seems to be individuals' ability to access, locate, evaluate, synthesise and use effectively the needed information. Information literacy skills in the context of this study is considered the ability of postgraduates to determine needed information, locate and access information, initiate search strategies, retrieve information from various sources, evaluate the information retrieved, utilise and communicate the information effectively, credibly and ethically. These abilities are used in this study as indicators or constructs to measure postgraduates' level of information literacy skills. It is important to assess postgraduates' level of possession of these abilities because the abilities are highly needed for excellence in postgraduate studies and research. Cultivation of appropriate information literacy skills is therefore important to postgraduates' ability to search, understand, use and apply information effectively to gain maximum benefit from academic studies and to conduct competitive and world-class research. In view of the foregoing, an information literate postgraduate will be expected to have adequate knowledge and skills in respect of the above qualities especially in the current Internet dominated age. Hence,

the need to investigate information literacy skills of postgraduates in public universities in Nigeria. These information literacy abilities have grown even more complex especially with the use of ICT tools and emerging web-based resources. Graduates with these abilities are highly sought after by employers of labour (Perry, 2014). Consequent upon increasingly detailed and sophisticated nature of research in all areas of knowledge, postgraduate students cannot afford to lag behind. Postgraduates are expected to have acquired information literacy knowledge and skills from the different universities where they have obtained Bachelors' degrees in the respective faculties. Through the usual university freshmen orientation programmes, General Studies (GNS) courses compulsorily offered to undergraduates and finally through research methodology courses offered at the final year of bachelors' degree programmes. Islam and Tsuji (2010) suggest that university graduates should not only be equipped with discipline-specific knowledge and skills but also with more generic competencies that will enable them operate as effective professionals capable of influencing constructive changes and providing solutions to identified problems in the society. Thus, the high expectation from postgraduates to exhibit high levels of information and media literacy needed to attain academic, research and personal life excellence.

Studies that have documented inadequate information literacy skills among postgraduates include Whitworth, McIndoe & Whitworth (2011); Anunobi & Udem (2015); and Lwehabura (2016). Sufficient information literacy skills have become an illusion to postgraduates because efforts to complement academic and research endeavours with scholarly print and electronic resources are limited due to lack of skills to access, retrieve, evaluate and use information effectively, credibly and ethically (Islam and Tsuji, 2010). Inadequate information literacy skills was partly due to the assumption that postgraduates would have few issues, concerns and little need for training in relation to the information needed for postgraduate research (Streatfield, Allen and Wilson, 2010). Some researchers have identified lack of media literacy and lack of critical thinking skills (Beetham, McGill and Littlejohn, 2009) as well as old age and countries, especially less developed countries where Internet infrastructure are censored or otherwise not freely available (Whitworth et al, 2011) as some of the factors responsible for inadequate information literacy skills. Joint Information System Committee / British Library (2008) identified impatience during search and navigation or zero tolerance for delay in satisfying information needs; a research-behaviour trait commonly associated with young users

as a possible cause. Factors like scattered and inconsistent provision for information literacy training (Beetham et al, 2009) as well as irrelevancy and non-applicability of information literacy contents in libraries or departments where information literacy trainings are provided (Streatfield et al, 2010) have been identified as responsible for inadequate or lack of information literacy skills by students.

Julien and Baker (2009) attributed students' lack of information literacy skills to lack of collaboration between faculties and academic librarians whereas collaborative efforts between these two groups have resulted in improved information literacy skills and educational achievements of students. Islam and Tsuji (2010) identified non-inclusion or inadequacies of information literacy instructions in schools curricula. Oakleaf, Millet and Kraus (2011) as well as Meerah, Osman and Zakaria (2012) felt that some faculties do not ascribe importance to teaching the skills involved in information literacy because they assumed that either the postgraduates had familiarity with the skills at the undergraduate level or that they will pick it up along the line. Where lecturers are aware of the importance of information literacy skills; in most cases they do not have the time to include the concept into lessons which eventually lead to total negligence of information literacy teaching (Badke, 2005). In addition, Ilogho and Nkiko (2014) identified non-attendance at information literacy classes, lack of attention during classes and theory-oriented information literacy instructions rather than practical demonstrations.

The modernisation of university libraries, as a result of ICT has brought about significant improvement in library resources development, resource sharing and utilisation at various levels. This has consequently resulted in creation of conducive environment for users, most especially postgraduates, to search the web for e-journals, e-books, scholarly databases, web-based resources, and a variety of other electronic resources. Umeji, Ejedafiru and Oghenetega (2013) submitted that there is the need for librarians to identify the information literacy Knowledge and skills of students generally. Librarians in academic libraries in the country need to have a proper understanding of the information literacy concept, ICT and web-based resources, information needs and information literacy skills attainment of postgraduates. Assessment of postgraduates' information literacy skills would help identify the learners' information literacy competence. Studies of this type could help chart ways of impacting on information literacy and other skills of postgraduates and other category of students. Hence, the need to investigate information literacy skills of postgraduates in selected public universities in Ogun State, Nigeria.

## **Objectives of the Study**

The broad objective of this study is to assess information literacy skills of postgraduates in Olabisi Onabanjo University (OOU) and Federal University of Agriculture, Abeokuta (FUNAAB), Ogun State, Nigeria. Specifically, the study seeks to:

- i. examine the level of information literacy skills possessed by postgraduates of the selected public universities in Ogun State, Nigeria;
- ii. find out the challenges to acquisition of information literacy skills among postgraduates of the selected public universities in Ogun State.

## **Research Hypotheses**

This study will answer the following null hypotheses that would be tested at 0.05 significant levels:

H<sub>01</sub>: There is no significant gender difference in the perceived information literacy skills of postgraduates in the two selected public universities in Ogun State, Nigeria.

H<sub>02</sub>: There is no significant age group difference in perceived information literacy skills of postgraduates in the two selected public universities in Ogun State, Nigeria.

H<sub>03</sub>: There is no significant difference in perceived information literacy skills of postgraduates in the two selected public universities according to programme of study.

## **Methodology**

The descriptive survey research design of ex-post-facto type was used. Data collected from the Academic Planning Units of both institutions indicated that there are eighty-two (82) academic departments at OOU and forty (40) academic departments in FUNAAB. At OOU there are one thousand, one hundred and seventy (1,170) postgraduates and one thousand, three hundred and sixty-one (1,361) postgraduates at FUNAAB. This gave a total of two thousand, five hundred and thirty-one (2,531) postgraduates in all the colleges/faculties for the 2015/2016 academic session.

The multi-stage sampling technique was used for the study. At the first stage of sampling, four colleges/faculties were selected from each of the two universities, thus making eight (8) colleges/faculties in all. The Faculties of Arts, Education, Science and Social and Management Sciences (SMS) were selected from O.O.U. At FUNAAB, the College of Agricultural Management and Rural development (COLAMRUD), College of Animal Science and Livestock

Production (COLANIM), College of Environmental Resources Management (COLERM) and College of Natural Sciences (COLNAS) were selected. The second sampling used the Yamane (1973) formula at 95.0% confidence limit, that is, 0.05 level of significance to randomly select three hundred and thirty-seven (337) respondents for this study. Table 1 showed the sample size of the postgraduates from the eight colleges/faculties.

**Table 1: Sample Size of Postgraduates in the Selected Colleges/Faculties**

Faculties / Colleges	Population	Sample size
<b>FUNAAB</b>		
College of Agricultural Management and Rural Development	236	38
College of Animal Science and Livestock Production	165	27
College of Environmental Resources Management	147	24
College of Natural Sciences	549	88
<b>Total</b>	<b>1097</b>	<b>177</b>
<b>OOU</b>		
Faculty of Arts	165	27
Faculty of Education	215	35
Faculty of Science	150	24
Faculty of Social and Management Sciences	462	74
<b>Total</b>	<b>992</b>	<b>160</b>
<b>Grand Total</b>	<b>2089</b>	<b>337</b>

**Sources: 2015/2016 Academic Planning Records, OOU & FUNAAB**

A questionnaire tagged, ‘Postgraduates Information Literacy Skills Scale (PILSS)’ was used to collect data for the study. The questionnaire was made up of two sections (A & B). Section A was a ‘Demographic Information Scale (DIS)’ which sought information on university, faculty/college, department, programmes of study, age and gender of respondents. Section B was tagged, ‘Students Information Literacy Skills Scale (SILSS)’. SILSS comprised two questions which sought to identify and evaluate information literacy skills of respondents as well as challenges to acquisition of information literacy skills. SILSS was adapted from information literacy skill scale designed by Kurbanoglu, Akkoyunlu and Umay (2000) that was field-tested on 50 teachers to identify information literacy skills and Cronbach’s alpha 0.84 reliability index was derived. It consisted of forty (40) items rated on a 7-point Likert of 7 = Almost Always True; 6 = Usually True; 5 = Often True; 4 = Occasionally True; 3 = Sometime

but Infrequently True; 2 = Usually Not True and 1 = Almost Never True. The 7-point Likert was adapted by the researchers to a 4-point Likert of 1 = Strongly Disagreed; 2 = Disagreed; 3 = Agreed and 4 = Strongly Agreed.

PILSS was validated by three lecturers in the Department of Library, Archival and Information Science, University of Ibadan, Oyo State, Nigeria and two librarians in Olabisi Onabanjo University Library, Nigeria. PILSS was trial tested on thirty (30) postgraduates of University of Ibadan, Nigeria. A Cronbach alpha reliability of 0.78 was obtained at 0.05 level of significance. The validated questionnaire was then administered on the respondents over a period of four weeks with the assistance of lecturers and postgraduate seminar coordinators at the two universities. Out of the 337 copies of questionnaire administered, only 331 copies were found usable for the study. This gave 98.2% response rate. Hence, copies of the returned questionnaire were collated, coded and analysed using frequency counts and percentages, graphs, descriptive statistics (mean and standard deviation), t-test, ANOVA and ANCOVA at 0.05 level of significance.

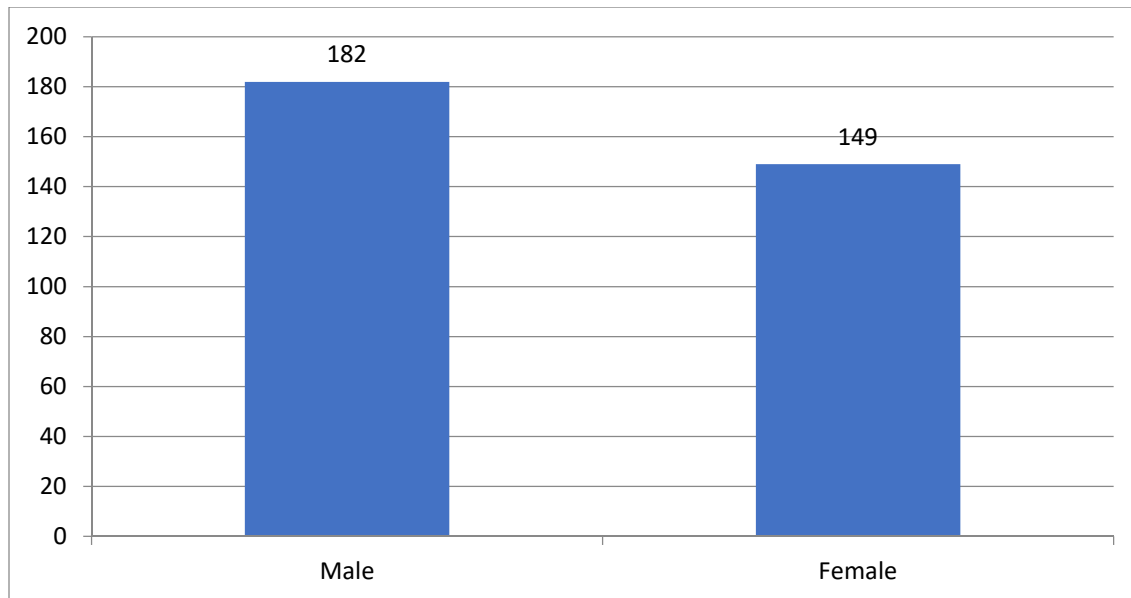
## **Results**

This sub-section presents the analysis of data and the result of the study in line with the research questions and hypotheses formulated for the study.

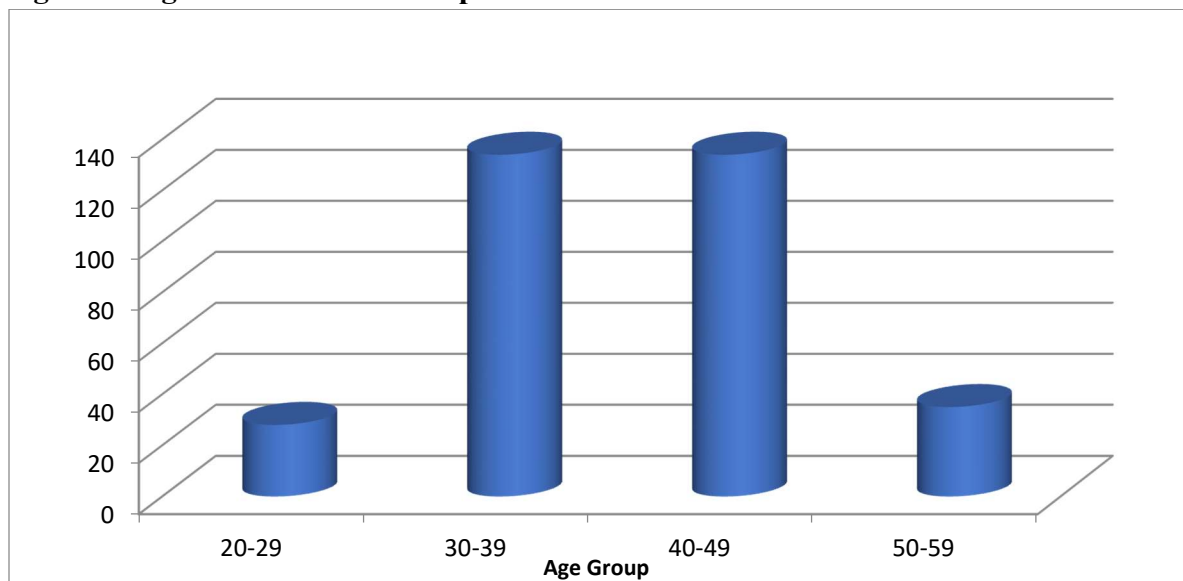
### **Demographic Information of Respondents**

Figure 1 presents a bar chart showing the distribution of respondents by gender. Finding revealed that 182 (55.0%) of the respondents were male and 149 (45.0%) were female. This indicated that majority of the respondents were male. Figure 2 presented the age distribution of respondents. Findings revealed that 28(8.5%) of the respondents were between 20-29 years of age, 134(40.5%) were between 30-39 years of age, 134(40.5%) were between the age of 40-49 years and 35(10.5%) were between 50-59 years of age. Data indicated that majority of the students were between the age group of 30-49 years. Figure 3 presented a component bar chart showing distribution of respondents by programme of study. Finding revealed that 18(5.4%) of the respondents were Postgraduate Diploma students, 214(64.7%) were Master students, 76(23.0%) were M.Phil/Ph.D and only 23(6.9%) were Ph.D students. The data indicated that majority of the respondents were Master students.

**Figure 1: Gender distribution of Respondents**

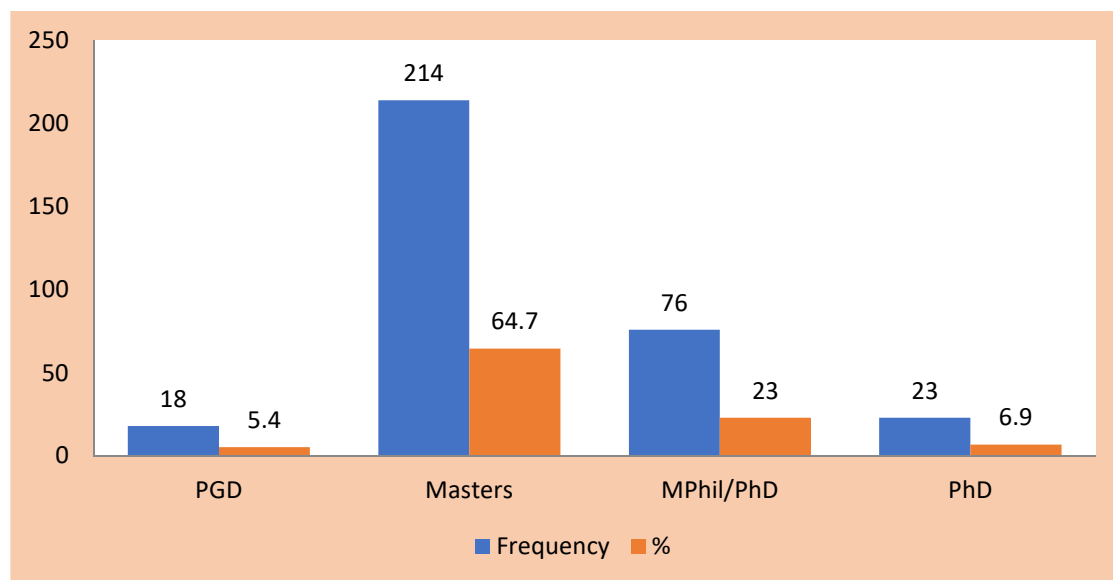


**Figure 2: Age Distribution of Respondents**



**Figure 3: Distribution of Respondents by Programme of Study**





**Objective 1:** Examine the level of information literacy skills possessed by postgraduates of the selected public universities in Ogun State.

**Table 2: Level of Possession of Information Literacy Skills of Respondents**

Information Literacy Skills	N	Mean	Std. Error	Std. Deviation
Define the need for information	331	3.73	0.0547	0.9948
Initiate information search strategy	331	3.80	0.0455	0.8272
Locate and access information resources	331	3.63	0.0442	0.8048
Retrieve information	331	3.81	0.0447	0.8131
Evaluate information product and process	331	3.87	0.0460	0.8372
Interpret, synthesise and use information	331	3.67	0.0495	0.9006
Communicate information	331	3.83	0.0456	0.8288
Valid N (listwise)	331			
<b>Weighted Mean</b>		<b>3.76</b>		

Using the seven constructs of Kurbanoglu et al (2004), respondents were asked to indicate the level of information literacy skills possessed on a 4-point Likert. Data indicated that the ability to evaluate information products and processes ranked highest ( $\bar{x}=3.87$ ) followed by ability to communicate information ( $\bar{x}=3.83$ ) and ability to retrieve information ( $\bar{x}=3.81$ ). The least ranked by the respondents are ability to interpret, synthesize and use information ( $\bar{x}=3.67$ ) and ability to locate and access information resources ( $\bar{x}=3.63$ ). Using the criterion mean of ( $\bar{x}=2.50$ ) as the benchmark, it could be inferred that the postgraduates of the selected institutions perceived themselves as having a high level of information literacy skills needed to complete a postgraduate study and research. This finding is supported by the mean value obtained for each

of the constructs used to measure information literacy skills of the postgraduates. However, among the seven constructs of information literacy skills, the postgraduates perceived themselves to possess high abilities to evaluate information products and processes, communicate information and to retrieve information.

This finding conforms with the findings of Sumpter (2006) that reported high proficiency in information literacy skills among graduates of the School of Public Health, University of North Carolina, although a significant number of the graduate students demonstrated weakness in information literacy skills. The result was also in consonance with the findings of Irawti (2009) which established information literacy skills of postgraduates in Department of Library and Information Science, Faculty of Humanities, University of Indonesia to be very good, even though, only five students were used in the study. The findings also agreed with the findings of Adeniran and Onuoha (2018) which reported high level of information literacy skills among postgraduates in private universities in South-West, Nigeria. In addition, Anuobi and Udem (2015) reported that Library and Information Science postgraduate students demonstrated moderate levels of information literacy skills. The findings however did not agree with the finding of Islam and Tsuji (2010) which revealed limited information literacy skills among LIS postgraduates in University of Dhaka, Bangladesh.

**Objective 2:** Find out factors that constituted challenges to acquisition of information literacy skills among postgraduates of the selected public universities in Ogun State.

**Table 3: Challenges to Acquisition of Information Literacy Skills among Postgraduates of the Selected Public Universities in Ogun State.**

Items	SD	D	A	SA	Remarks
Inadequate research skill and knowledge	179 (54.1%)	96 (29.0%)	44 (13.3%)	12 (3.6%)	Perceived as not a challenge
Poor Study Habit	115 (34.7%)	137 (41.4%)	39 (11.8%)	40 (12.1%)	Perceived as not a challenge
Poor supervisor/ research students relationship	36 (10.9%)	37 (11.2%)	145 (43.8%)	113 (34.1%)	Perceived as a challenge
Financial constraints	24 (7.3%)	68 (20.5%)	121 (36.5%)	118 (35.7%)	Perceived as a challenge
Lack of library use skill	89 (26.9%)	129 (39.0%)	89 (26.9%)	24 (7.3%)	Perceived as not a challenge
Poor level of awareness of information resources available in the library	125 (37.8%)	84 (25.4%)	62 (18.7%)	60 (18.1%)	Perceived as not a challenge

Items	SD	D	A	SA	Remarks
Unconducive library facilities and environment	103 (31.1%)	122 (36.9%)	89 (26.9%)	17 (5.1%)	Perceived as not a challenge
Poor attitude of library staff toward users	123 (37.2%)	115 (34.7%)	56 (16.9%)	37 (11.2%)	Perceived as not a challenge
Inadequate power supply	47 (14.2%)	55 (16.6%)	121 (36.6%)	108 (32.6%)	Perceived as a challenge
Internet access fluctuation	35 (10.6%)	73 (22.0%)	131 (39.6%)	92 (27.8%)	Perceived as a challenge

Table 3 presents the descriptive statistics showing factors that sampled postgraduates perceived as challenges to possession of information literacy skills. The result indicated that postgraduates perceived poor supervisor/research student' relationships, financial constraints, inadequate power supply and internet access fluctuations as major constraints to attaining high level of information literacy skills. On the other hand, poor level of awareness of information resources available in the library, lack of library use skills, unconducive library facilities and environments, poor attitude of library staff, poor study habits and inadequate research knowledge and skills were not perceived by undergraduates as challenges to acquisition of information literacy skills.

### Research Hypotheses

**H<sub>01</sub>: There is no significant gender difference in perceived information literacy skills of the postgraduates in the two selected public universities in Ogun State, Nigeria.**

**Table 4: Independent sample t-test showing significant gender differences in perceived information literacy skills among the sampled postgraduates**

Gender	N	Mean	SD	Std Error	t-cal	Sig of t
Male	182	192.90	22.21	1.65	0.682	0.4950
Female	149	194.74	26.80	2.19		

The result in Table 4 revealed a non-significant outcome ( $t = 0.682$ ,  $p > 0.05$ ) which implied that there was no significant gender difference in perceived information literacy skills of the postgraduates in the two public universities in Ogun State. Hence, it can be concluded that there was no significant gender difference in perceived information literacy skills of the postgraduates selected for the study. This suggests that the information literacy skills of the postgraduates in the two universities selected for the study is insensitive to gender.

Mohammed (2014) reported no significant gender difference in information literacy skills

of the postgraduates in Isfahan University of Medical Sciences. On the contrary, Anunobi and Udem (2015) reported significant gender differences in information literacy skills among postgraduates of Nnamdi Azikiwe University and University of Nigeria, Nsukka, Nigeria.

Information literacy skills is an umbrella term incorporating media skill, ICT skill, library skill, critical thinking skill and many other skills that an informed citizen is expected to possess in order to participate intelligently and constructively in the society. High level of information literacy skills is thus needed for excellent achievement and lifelong learning of students especially in the rapid changing information and technology era. Gender is regarded as social attributes and opportunities associated with being male and female and the relationship between men and women and boys and girls (Ode, 2017). These attributes, opportunities and relationship are socially constructed and are learned through the process of socialization (Brown, 2006). It is self-evident that men are different from women but since they have been exposed to various form of learning process and various information literacy instructions, it is believed that there should be no difference in the level of possession of information literacy skills needed to attain academic and research excellence. This was put to test and the finding of this study revealed no significant gender difference in information literacy skills of the sampled postgraduates. Earlier studies have also reported similar findings. For instance, Mohammed (2014) reported no significant gender differences in information literacy skills of the postgraduates in Isfahan University of Medical Sciences. Ode (2017) also reported that gender does not influence information literacy skills of library and information science undergraduates in University of Maiduguri.

**H<sub>0</sub>2: There is no significant age group difference in perceived information literacy skills of postgraduates in the two selected public universities in Ogun State, Nigeria.**

**Table 5: Analysis of Variance (ANOVA) Showing Age Group Differences in Perceived Information Literacy Skills among the Sampled Postgraduates**

Age	N	Mean	Std. Deviation	Std. Error	Df	F-cal	Sig of F
20-29 years	28	187.8929	24.20490	4.57430	327	16.506	0.000
30-39 years	134	203.1642	21.74984	1.87890			
40-49 years	134	190.2015	23.06473	1.99249			
50-59 years	35	175.8286	24.64511	4.16578			
<b>Total</b>	<b>331</b>	<b>193.7341</b>	<b>24.36494</b>	<b>1.33922</b>			

Table 5 presents an ANOVA indicating significant differences in perceived information literacy skills of the postgraduates according to age group. The result indicated a significant outcome ( $F = 16.506$ ;  $P < 0.05$ ). Data revealed that the mean perceived information literacy skills of 187.893, 203.164, 190.202 and 175.829 for the age groups 20-29 years, 30-39 years, 40-49 years and 50-59 years respectively are significantly different from one another. Perceived information literacy skill was higher between the age group 30-39 years. Therefore, it can be concluded that there existed a significant difference in information literacy skills among the postgraduates in the selected institutions according to their age groups. In essence, the perceived information literacy skills of postgraduates in the two public universities are sensitive to their age groups.

The findings corroborate the result of Conway (2011) reviewed by Miller (2014) which assessed information literacy skills of postgraduates and undergraduates beginning an information studies programme. The study found that postgraduates scored an average of 77.0% while undergraduates scored an average of 69.0% in an online test questionnaire. A correlation between age and information literacy skills revealed that undergraduates in the age group 20-30 years scored average of 81.0% while those in the age group 30-40 years scored average of 65.0%. The study thus concluded that postgraduates' information literacy skills may be marginally better than the skills of undergraduates. Age was however found to be associated with higher performance among the undergraduates.

**H<sub>03</sub>: There is no significant difference in perceived information literacy skills of the postgraduates in the two selected public universities according to programmes of study.**

Table 6 (a): Analysis of Covariance (ANCOVA) Showing Significant Difference in Perceived Information Literacy Skills of the Postgraduates of the Two Public Universities in Ogun State, Nigeria.

**Tests of Between-Subjects Effects**

Dependent Variable: Information Literacy

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	5501.521 <sup>a</sup>	3	1833.840	3.149	.025
Intercept	5298771.808	1	5298771.808	9100.159	.000
Programme	5501.521	3	1833.840	3.149	.025
Error	190403.083	327	582.272		
Total	12619300.000	331			
Corrected Total	195904.604	330			

a. R Squared = .028 (Adjusted R Squared = .019)

In Table 6(a), the calculated F-value for the group effect of programme of study on information literacy skills is 3.149 which is significant at  $P < 0.05$  level of significance and with 330 degree of freedom. The calculated F-value is greater than the critical F-value which indicates that there was a significant mean effect of programme of study on information literacy skills of the surveyed postgraduates. This also indicates that information literacy skills differ among different categories of the postgraduate students. Also, the sum of square corrected total of 195904.604 indicated variability in the level of information literacy skills possessed by postgraduates. The R-Square (0.028) equals the  $SS(\text{group})/SS(\text{Corrected Total}) = 5501.521/195904.604$ . By implication, it can be deduced that there was a significant difference in perceived information literacy skills of the postgraduates in the two public universities in Ogun State, Nigeria. The implication is that the perceived information literacy skills of the postgraduates differ according to the programme of study. The findings further indicate that the Postgraduate Diploma students displayed high level of information literacy skills when compared to other categories of the postgraduate students. This may be as a result of the fact that majority of the Postgraduate Diploma students could be categorised as digital natives, conversant with using technology and information resources to get the information that they may need. It

may also be due to the fact that they are fresh graduates coming in fresh and more motivated to prepare for postgraduate programmes. Information literacy skills are lower among Ph.D students, probably due to the fact that majority of Ph.D students are older people. Old people in most cases usually are technophobic and usually are at the peak of their educational/job careers. The mean difference is presented below in Table 6(b).

**Table 6 (b): Analysis of Variance (ANOVA) Showing Significant Differences in Perceived Information Literacy Skills of the Postgraduates Students in the Two Selected Public Universities in Ogun State based on their programmes**

	N	Mean	Std. Deviation	Std. Error	DF	F-Cal	Sig of F
PGD	18	206.6667	17.48949	4.12231	330	3.149	0.025
Masters	214	191.5047	23.42739	1.60146			
MPhil/PhD	76	197.7895	27.90666	3.20111			
PhD	23	190.9565	21.20351	4.42124			
Total	331	193.7341	24.36494	1.33922			

Table 6b presented an ANOVA showing significant difference in the perceived information literacy skills of the sampled postgraduates according to programme of study. The result indicated a significant outcome ( i.e,  $F = 3.149$ ;  $P < 0.05$ ) . The mean perceived information literacy skills of 206.7, 191.5, 197.8 and 190.9 for Postgraduate Diploma, Masters, M.Phil/Ph.D and Ph.D students respectively are significantly different from one another. Thus, information literacy skills score was higher for Postgraduate Diploma students followed by the M.Phil/Ph.D students. Therefore, it can be deduced that there was a significant difference in the perceived information literacy skills among the sampled postgraduate students according to programme of study, in favour of Postgraduate Diploma students.

## Conclusion

The study indicated that the surveyed postgraduate students possessed high level of abilities to define the need for information; initiate information search strategy; locate and access information resources and retrieve information. Further, the postgraduate students perceived themselves as possessing high abilities to evaluate information product and process; interpret, synthesize, use information and to communicate information effectively. These implied that the postgraduate students possessed high level of information literacy skills needed for excellence in postgraduate study and research. The high result obtained could probably be as a result of

university policy makers and management authorities' recognition of the importance of information literacy as a significant outcome of university education. Consequent upon this, universities were mandated to integrate information literacy instruction into academic curricula which undergraduates are expected to compulsorily offer and pass before graduation. To follow suit, professional librarians have been involved in the teaching of information literacy instruction and have innovatively manipulated libraries resources to maximum use of library patrons (Adeniran and Onuoha, 2018). It is, thus, important that librarians should not relent in their efforts to train library users on innovative use and application of both print and ICT resources to access, locate, retrieve, evaluate, use and communicate information. University and library managements still needed to concentrate efforts on stocking university libraries with relevant, up-to-date and high quality print and electronic information resources.

### **Recommendations**

In view of the results of this study, it is hereby recommended that university management should ensure that information literacy courses are handled by competent and experienced librarians. Librarians are regarded as information managers having skills to acquire, manage, disseminate and train/teach the university community members the wise and effective use of the various kinds and formats of information; thus when such courses are handled by librarians, students benefit maximally and tend to become information literate individuals. It is equally important that information literacy instructions are not gender-, age- and programme or faculty of study-biased. Librarians should equally work in collaboration with lecturers to incorporate information literacy instructions into the academic curricula of every discipline irrespective of level and programme of study. Finally, university library managements should provide conducive and enabling environment such as adequate operating hours, good ventilation, proper lighting and stable electricity; and resources like print, electronic and web-based resources that will encourage good study habits and effective use of library resources and services by postgraduate students.



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