Information Literacy Skills and Use of Electronic Resources by Undergraduates in Selected Public University Libraries in Lagos State, Nigeria

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ABSTRACT

E-resources utilization can greatly influence the academic performance of undergraduates in this digital dispensation. Information literacy skills enables individuals to navigate the complex information landscape effectively, contributing to personal, academic, and professional success. This study examined the influence of information literacy skills on electronic resources utilization by undergraduates in selected university libraries in Lagos State. The study adopted a survey research design with a study population of 49,165 undergraduates and a sample size of 394. A self-constructed questionnaire was used to gather data for the research and a response rate of 89.1% (351) was achieved. The study revealed that undergraduates highly utilized e-resources with $\bar{x}$=3.36, with a high level of information skills $\bar{x}$=3.26. Information literacy skills had significant influence (β=0.304, t = 7.629, p>0.05) on electronic resources utilization by undergraduates in the selected public university libraries in Lagos State. The study concludes that information literacy skills can affect the use of electronic resources in the selected libraries. The study recommends that library management should always endeavor to provide internet to the users as this will serve as a gateway to the utilization of the e-resources

KEYWORDS

- Information
- Literacy skills
- Undergraduates
- Electronic resources
- University libraries

Introduction

Information literacy is a foundational skill in the information-rich 21st century. It enables individuals to navigate the complex information landscape effectively, making informed decisions and contributing to personal, academic, and professional success. Investing in information literacy education and promoting these skills can lead to a more informed and engaged society. Information literacy skills have increasingly been recognized as crucial for the effective use of electronic resources by undergraduates (Mohammed & Ngamafai , 2020). The ability to locate, evaluate, and use information effectively is essential in the digital age, particularly in academic settings. It is a crucial skill set in the digital age, where vast amounts of information are available at our fingertips

Information literacy skill is an indispensable skill as technology is rapidly evolving and advancements in the use of electronic information resources. The skill increase in the utilization of electronic information resources in academic learning environments indicates that undergraduates are expected to acquire the required information literacy skills that will enhance the accessibility and utilization of e-resources. In this fast-growing technological era, information literacy skills have become the most important skills needed for survival in the academic environment. This is because undergraduates with researchers' information needs will most likely utilize e-resources if they have the required skill for easy access and retrieval, (Adeleke & Olorunsola, 2010). Information literacy requires more than being computer literate, though having basic computer skills is an aspect of information literacy however; being information literate requires some basic skills.

Information literacy skill is the capability to critically think reflectively to decide what information is authorized, for problem-solving, (Fajonyomi, Bukar, & Ambali, 2021). An information literacy skilled person is an Individual who is knowledgeable in finding, evaluating, analyzing, integrating, managing, and conveying information to others efficiently and effectively (Chantal, 2021). Information Literacy skills constitute the ability to recognize information needs, and the ability to locate, evaluate, effectively utilize and communicate information in various formats. Odede (2018) opined that literacy skills are the ability to identify, understand, interpret, create, communicate and compute, and use printed and written materials associated with varying contexts. Information literacy is often seen as an entry-level skill for participation in the economy in this era of the information age. Literacy skills can also include listening, speaking, reading, writing, numeracy, and critical thinking. Information literacy skill means being able to make effective use of information for the decision-making process.

Agbanu and Nwankwo (2018) also affirmed that information literacy skills encompass library literacy, computer literacy, publishing literacy, and tool literacy. They further stated that information literacy skills are the capability to identify needed information, understand the organization of information, identify appropriate information sources, locate these sources, critically evaluate the sources and disseminate such information. Other authors also think that information literacy goes beyond locating information but include holistic knowledge of information and information evaluation, (Dernt 2014, Habiba, Yesmin, & Akhter, 2022). Information literacy skills serve as a vital tool in the use of e-resources in the library. The concept of information literacy skills presupposes that an information user knows when information is

needed, and accesses, evaluates, uses, and disseminates information, especially in an electronic environment to solve particular problems or for research purposes. Acquiring information literacy skills enhances the utilization of e-resources as it enables the users' skills to define information needs, determine seeking strategies, locate and access information needs and evaluate it for effective judgment. Leonard, Hamutumwa, and Mnubi-Mchombu, (2020) stated that literacy skill enables undergraduates to evaluate information sources and resources for effective decision-making. Undergraduates that possess digital and information literacy skills have the opportunity to explore various e-resources in this technological era (information society). Learning is incapacitated without acquiring digital skills and information literacy skills in this digital dispensation, hence, for undergraduates to function effectively and meet up in this technological age it is mandatory to possess these skills as it will influence the learning activities of library users.

There are several indicators used to measure the information literacy skill of individuals from literature. This study used indicators such as definition; strategic information seeking; location and access; use of information; synthesis; and evaluation to define information literacy skills (adopted from the six big Skills Model and Information Literacy Skills by Eisenberg and Berkowitz, 1995). Definition- This involves a learner's ability to define the problem and identify the information needed. Strategic information seeking - this entails the learner's ability to identify all resources and select the best resources for information needs. Location and access have to do with learners' ability to trace materials and find information in resources.

The integration of electronic resources into academic environments has significantly transformed how undergraduates access, utilize, and engage with information. Electronic resources (e-resources) include online databases, e-journals, e-books, and other digital materials that provide a wealth of information at the fingertips of students. The use of electronic resources by undergraduates has become an integral part of modern education, offering numerous benefits in terms of accessibility, coverage, and engagement. The provision of electronic resources in academic libraries plays a prominent role in facilitating access to required information by users. The importance of e-resources in this technological age cannot be over-emphasized in that they have made a tremendous impact on the learning activities of students and general academic development in society. Electronic resources can be accessed using personal computer or mobile devices by the users at any point in time with or without visiting the library. Electronic resources include materials that require the use of a peripheral for example CD ROM player that is attached to a computer, it can be used interactively or be kept both offline and online. Mane and Subaveerapandiyan (2022) viewed e-resources as systems in which information is stored electronically and made accessible through electronic systems and computersnetworks. They are in the form of e-books, e-journals, e-articles, e-newspapers, e-theses, e-dissertations, e-databases, patents, photographs, pictures, motion pictures or music, and CD-ROMs, which are alternativesto print media.

Alabi (2021) affirmed that e-resources are utilized by students to find relevant information for their studies to do assignments, updating their knowledge, and writing. Hence, e-resources are utilized for supporting learning activities in academic institutions. Alabi further stated that the purpose of utilizing e-resources is to support research work and promote learning abilities to enhance research

output. The use of e-resources is a major tool that supports research and improves the academic performances of users. The level of utilization of e-resources by undergraduates has a positive impact on learning outcomes, especially in this technological era. Undergraduates utilize available e-resources in the library for writing assignments, research, and getting updated information. Utilization of e-resources by undergraduates depends on user skills and the ability to locate distinct knowledge elements in the search. However, undergraduates have different purposes for utilizing e-resources in the library.

Felix, Dangani, and Fari (2019) study revealed that the main purpose of utilizing e-resources for undergraduates is to carry out class assignments, obtain course-related information, and update knowledge on the latest development. The purpose of undergraduates utilizing e-electronic resources is mainly for class assignments and to get updates about their specialty. Students utilize e-resources for academic purposes and to search for needed information in the subject area. Other purposes for utilizing the library e-resources are for research, seminar presentation, examination, and reading online information.

The level of e-resources utilization can greatly influence the academic performance of undergraduates in this digital dispensation. Undergraduates with high-level utilization skills can easily access needed information and interpret it to form good decisions and this can positively influence academic performance. Edwin and Maitato (2020) who investigated the frequency and purpose of the use of e-resources regarding the level of awareness of students in Sardar Vallabhbhai Patel University of Agriculture and Technology, India, affirmed that most undergraduates have high-level utilization of e-resources such as the internet, online database, e-book, and e-journal. The study by Burhansab, Batcha, Sadik, and Ahmad (2020) affirmed that the most highly utilized e-resources were e-mails, and web technologies; such as internet surfing, use of search engines, and photo sharing. The level at which undergraduates utilized e-resources can expose them to the high skills needed to function in this technological era. However, literature has also revealed a low level of utilization of e-resources by undergraduates. Akuffo and Budu (2019) examined the awareness and use of electronic databases for development, the finding revealed that students have a low level of e-resources utilization of electronic databases. The literature revealed low-level usage of electronic resources in Nigerian universities and identified the following causes: lack of information literacy skills, poor computer literacy, and slow internet connectivity (Ankrah & Atuase, 2018; Saleh, & Kakaki, 2019).

The use of information requires the learner's ability to read, view information, and decide the useful parts that will be relevant to the information he needs. Synthesis entails the learner's ability to organize resources and present the information for effective communication. Evaluation involves learners' ability to judge the product and to review the process. In addition, some researchers are of the view that information literacy skills can influence the use of electronic information resources by students. It is in light of the above that the study intends to investigate the influence of information literacy skills on electronic information resources utilization in public university libraries in Lagos State, Nigeria.

In the digital age, the effective use of electronic resources is vital for academic success, especially in higher education institutions. Public university libraries in Lagos State, Nigeria, have made significant investments in acquiring and maintaining electronic resources such as e-books, online

journals, and databases to support the academic and research needs of undergraduates. However, despite these investments, there is a growing concern that many students are not utilizing these resources to their full potential. Preliminary observations and anecdotal evidence suggest that a lack of information literacy skills may be a critical factor impeding the effective use of these resources.

Information literacy skills encompass the ability to identify, locate, evaluate, and use information effectively. These skills are essential for students to navigate the vast array of electronic resources available to them. Without adequate information literacy skills, students may struggle to find relevant information, evaluate the credibility of sources, and integrate electronic resources into their academic work. This deficiency can lead to suboptimal academic performance and a reduced return on the investments made in electronic resources by the universities.

Previous studies have indicated a positive correlation between information literacy skills and the use of electronic resources. However, there is a paucity of empirical research specifically focusing on public university libraries in Lagos State, Nigeria. The unique socio-economic and educational context of this region necessitates a tailored investigation into how information literacy skills influence the use of electronic resources by undergraduates

The objective of the study

The main objective of the study was to investigate the influence of information literacy skills on the use of electronic resources by undergraduates in public university libraries in Lagos State, Nigeria

The specific objectives of the study were to:

1.   Examine the level of e-resources utilization by undergraduates in public university libraries in Lagos State, Nigeria.

2.   Ascertain the level of information literacy skills possessed by undergraduate users in public university libraries in Lagos State, Nigeria.

3.   Examine the influence of information literacy skills on electronic information resource utilization by undergraduate users in public university libraries in Lagos State, Nigeria.

Research Question

The following research questions guided this study:

1.   What is the level of e-resources utilization by an undergraduate in public university libraries in Lagos State, Nigeria?

2.   What is the level of information literacy skills possessed by undergraduate users' in public university libraries in Lagos State, Nigeria?

Hypothesis

Based on the specific objectives of the study the following hypotheses were tested at a 0.05% level of significance in null form

Ho 1. Information literacy skills have no significant influence on electronic information resources utilization by undergraduate users in public university libraries in Lagos State, Nigeria

Literature review

According to research conducted by Chukwuma and Ifeanyi (2020) on the impact of information literacy skills on the use of electronic resources among undergraduates in Nigerian universities. They found that students with higher levels of information literacy skills were more adept at navigating and utilizing electronic databases, e-journals, and e-books. The study used a quantitative approach, surveying 500 students across five universities. The results indicated a positive correlation between information literacy skills and the frequency and efficiency of electronic resource use. Alagarsamy and Amudhavalli (2019) examined the role of information literacy in enhancing the academic performance of undergraduates through the effective use of electronic resources. Their research, conducted in Indian universities, revealed that students who received formal training in information literacy were better equipped to access and critically evaluate electronic information. This training was linked to improved academic outcomes, as students could more effectively integrate high-quality electronic resources into their studies

Mubarak and Saeed (2021) investigated the effect of information literacy training programs on the use of digital libraries by undergraduates in Pakistani universities. The study employed a quasi-experimental design with a pre-test and post-test to measure the impact of the training. Results showed a significant increase in the students' ability to use digital libraries effectively after undergoing information literacy training, highlighting the importance of such educational interventions. Ajayi and Olowolagba (2022) explored the predictors of electronic resource utilization among undergraduates in Ghanaian universities, with a focus on information literacy skills. Using structural equation modeling, the study identified information literacy as a significant predictor of electronic resource use. The findings suggested that enhancing students' information literacy skills could lead to more effective use of electronic academic resources. Kim and Sin (2023) conducted a comparative study on the use of electronic resources by undergraduates in South Korea and the United States, examining the role of information literacy and technological proficiency. Their research found that while technological proficiency was essential, information literacy skills were a more critical factor in predicting the effective use of electronic resources. Students who were proficient in information literacy could better discern credible sources and use them appropriately in their academic work

The use of electronic resources by undergraduates has seen significant growth in recent years, driven by the increasing digitization of academic content and the proliferation of digital learning tools. Research highlights that electronic resources, such as e-books, online journals, and databases, have become integral to academic work, providing students with easy access to up-to-date information and enhancing their research capabilities (Adebayo & Adegbilero-Iwari, 2019). These resources have not only expanded the scope of materials available to students but have also facilitated more efficient and effective learning processes. Ojo and Akerele (2021) established that undergraduates who frequently utilize electronic resources tend to demonstrate higher academic performance due to the breadth and depth of information they can access.

However, the effective use of electronic resources by undergraduates is often contingent upon their information literacy skills, which include the ability to locate, evaluate, and utilize information appropriately. Research indicates that despite the availability of vast electronic resources, many undergraduates struggle to effectively navigate these tools due to inadequate training in information literacy (Baro, Endouware, & Ubogu, 2011).

Methodology

The research design for this study was a survey research design that ~~involves the~~ used~~of~~ quantitative methods. The major benefit of survey research design is that it describes phenomena, ~~and~~ explores and explains the correlation between variables. The study's total population consisted of forty-nine thousand, one hundred and sixty-five (49,165) undergraduates in University of Lagos (UNILAG) and Lagos State University (LASU). The sample size for this study was three hundred and ninety-four (394) respondents. Israel Model (1992) of tabulated arrangement of determining sample size in research activities in the Social Sciences was used to determine the sample size. To calculate the target population size, the precision ratio of ±5% and confidence level of 95% was used. This study used a multistage sampling technique. The researchers purposively selected two universities; UNILAG and LASU for the study because they are the oldest universities in Lagos State. Stratified random sampling was used to select similar faculties in the universities. The reason for using the 200-500 level was because they had been orientation on Library use and are expected to utilize the library for academic purposes. Proportional allocation was then used to distribute the sample in each stratum (faculty) for effective allotment

Results, and Discussion of Findings

Three hundred and ninety-four (394) copies of the questionnaire were distributed: three hundred and fifty-one (351) copies were retrieved and validated for analysis. The data were analyzed using Statistical Package for Social Sciences (SPSS) version 26 software. The results associated with the testing of the hypothesis are reported according to each hypothesis tested.

Table 1:   Demographic Characteristics of Respondents

		Frequency	(%)
Gender	Male	179	51.0%
	Female	172	49.0%

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	Total	351	100%
Age	16-20 years	100	28.50%
	21-25 years	143	40.74%
	26-30 years	78	22.22%
	31 -35 years	24	6.83%
	36 and above	6	1.71%
	Total	351	100%
Faculty	Art	42	12.0%
	Education	82	23.4%
	Engineering	47	13.4%
	Law	30	8.5%
	Science	57	16.2%
	Medical Science	21	6.0%
	Social Science	72	20.5%
	Total	351	100%
Institution	UNILAG	203	57.8%
	LASU	148	42.2%
	Total	351	100%

Source: **Researcher's Field Survey (2024)**

Table 1 Two hundred and thirty-five (235) copies of the questionnaire for the University of Lagos and one hundred and fifty-nine (159) for Lagos State University were administered respectively. At the University of Lagos (UNILAG), two hundred and three (203) which represented 86.38% were duly filled and returned and found useful for the study. While for Lagos State University (LASU), one hundred and forty-five (145) which represented 91.19% were duly filled and returned and found useful for the study. This is in line with the views of Punch (2003) who observes that 80 to 85% of response is good for face-to-face survey. This good response was attributed to the fact that most of the respondents had time to read through the questionnaire and respond even though some were not available to respond. Table 4.1.1 shows the outcomes of the response rate realized in the study.

The study revealed that the majority of the respondents were male (51.00%), followed by the female (49.00%). Also, the results showed that the majority of the respondents were aged 21-25 years (40.74%), followed by 16-20 years (28.49%), 31-35 years (22.22%), and 36 years and above (8.55%). The results further revealed that the majority of the participants were from the faculty of education (27.35), followed by law faculty (13.96%), science and social science (13.39%), engineering (12.54%), medical science (10.26%) and art (9.12). Overall, the result showed that the majority of the respondents were from UNILAG (57.83%) followed by LASU (42.17%).

Research Question One: What is the level of e-resources utilization by an undergraduate in public university libraries in Lagos State, Nigeria?

Table 2: Level of E-resources' Utilization by Undergraduate in Public University Libraries in Lagos State, Nigeria

	VH (%)	H (%)	L (%)	VL (%)	Mean ($\overline{x}$)	Standard Deviation (SD)
Internet (Mean = 3.45, SD = 0.56)						
I used the Internet to search for my assignment	176 50.1	168 47.9	5 1.4	2 0.6	3.48	.56
I used the internet to access e-resources to boost my academics learning	172 49.0%	169 48.1%	8 2.3%	2 0.6%	3.46	.57
I used the internet to search for information that I will read for the exam	164 46.9%	175 50.0%	11 3.1%	0 0.0%	3.44	.56
I used the internet for research purposes	160 45.6%	184 52.4%	6 1.7%	1 0.3%	3.43	.55
Electronic Database (Mean = 3.41, SD 0.63)						
I used the electronic database to retrieve current information that will boast my academic activities	173 49.29%	163 46.44%	13 3.70%	2 0.57%	3.44	.60
I used the electronic database to acquire information for knowledge sharing	170 48.43%	163 46.44%	16 4.56%	2 0.57%	3.43	.61
I used the electronic database to search for academic information	156 44.44%	179 51.00%	10 2.85%	6 1.71%	3.38	.63
I used the electronic database to access library services	157 44.73%	163 46.44%	24 6.84%	7 1.99%	3.34	.69
Electronic Books (Mean = 3.39, SD = 0.89)						
I use electronic books to prepare for my examination	175 49.86%	154 43.87%	19 5.41%	3 0.85%	3.43	.64

I used electronic books to prepare myself for relevant information that will aid my class discussion	178 50.71%	146 41.60%	23 6.55%	4 1.14%	3.42	.67
I used electronic books to prepare academic papers for conferences	175 49.86%	143 40.74%	25 7.12%	8 2.28%	3.38	.72
I used electronic books to write my thesis/dissertation	162 46.15%	157 44.73%	23 6.55%	9 2.56%	3.34	.72
Electronic Journal (Mean = 3.30, SD = 0.64)						
I used electronic journals to access entertainment information	146 41.60%	179 51.00%	21 5.98%	5 1.42%	3.33	.65
I used electronic journals to access currents information resources in my field of study	140 39.89%	185 52.71%	23 6.55%	3 0.85%	3.32	.63
I used the electronic journals to access information that will aid me in class discussion	136 38.75%	188 53.56%	23 6.55%	4 1.14%	3.30	.64
I used electronic journals to access library resources that enhance my academic activities	129 36.75%	190 54.13%	28 7.98%	4 1.14%	3.26	.65
Electronic Magazine (Mean = 3.27, SD = 0.71)						
I used electronic magazines to get myself updated on reading news	145 41.3%	173 49.3%	24 6.8%	9 2.6%	3.29	.71
I used electronic Magazines to search for entertainment news	134 38.2%	185 52.7%	25 7.1%	7 2.0%	3.27	.68
I used electronic magazines to search for sport news	140 39.9%	175 49.9%	25 7.1%	11 3.1%	3.26	.73
I used the electronic magazine to update my knowledge on happening around the world	135 38.5%	183 52.1%	22 6.3%	11 3.1%	3.26	.71
Average Overall Mean					3.36	0.61

Source: Researcher's Field Survey (2024)
Key: VH= Very High, H= High, L= Low and VL= Very Low ***Decision Rule if mean is less or equal to 1.49=Very Low; 1.5 to 2.49 = Low; 2.5 to 3.49 =High; 3.5 to 4= Very High.

Table 2 shows the descriptive statistic result for research question one. The result indicated a high level of e-resources utilization by an undergraduate in public university libraries in Lagos State, Nigeria with a grand mean score of ($\overline{x}$=3.36) on a 4 Likert scale. The level of e-resources utilization by undergraduates was measured by five indicators (the internet, electronic database, electronic, electronic books, and electronic magazine) and each indicator was measured by 4 indices. Among the five indicators used for the measured level of e-resources utilization, the

internet with an average mean score of x̄=3.45 was rated highest (that I used the internet to search for my assignment x̄=3.48), and I used the internet to search for information to read for the exam (x̄=3.46). This was followed by the electronic database with an average mean of x̄=3.41 (I used the electronic database to retrieve current information that will boast academic activities x̄=3.44 and I used the electronic database to acquire information for knowledge sharing x̄=3.43). This result indicates that undergraduates have a high level of e-resources utilization in public university libraries in Lagos State, Nigeria as this can promote learning activities in the institutions

Research Question Two: What is the level of information literacy skills possessed by undergraduate users' in public university libraries in Lagos State, Nigeria?

Table 3: Level of information literacy skills possessed by undergraduate users' in public university libraries in Lagos State

	Very High	High	Low	Very Low	Mean	SD
Task Definition (Mean = 3.34, SD = 0.56)						
My ability to identify and define a problem in information is …	140 39.89%	201 57.26%	10 2.85%	0 0.00%	3.37	.54
My ability to formulate questions based on my information needs is …	141 40.17%	200 56.98%	10 2.85%	0 0.00%	3.37	.54
My ability to recognize a need for information resources is …	140 39.89%	199 56.70%	12 3.42%	0 0.00%	3.36	.55
My ability to identify types of information needed to solve a problem is	133 37.89%	204 58.12%	12 3.42%	2 0.57%	3.33	.57
My ability to construct a question to elicit a relevant response to a particular issue is...	126 35.90%	201 57.26%	21 5.98%	3 0.85%	3.28	.61
Evaluation (Mean = 3.32, SD = 0.67)						
My ability to use evaluated information for problem-solving is …	161 45.9%	168 47.9%	18 5.1%	4 1.1%	3.38	.64
My ability to obtain relevant information through evaluation is...	150 42.7%	175 49.9%	21 6.0%	5 1.4%	3.34	.66
My ability to communicate evaluated information effectively and efficiently for knowledge acquisition is	155 44.2%	164 46.7%	24 6.8%	8 2.3%	3.33	.70

My ability to evaluate the information for decision-making is …	144 41.0%	182 51.9%	16 4.6%	9 2.6%	3.31	.69
My ability to evaluate information obtained from different sources is …	129 36.8%	189 53.8%	26 7.4%	7 2.0%	3.25	.68
Synthesis (Mean =3.26, SD = 0.69)						
My ability to reconstruct or repackage information into a new different format is	145 41.31%	175 49.86%	28 7.98%	3 0.85%	3.32	.65
My ability to synthesize knowledge from various sources and present it to form new knowledge is...	131 37.32%	181 51.57%	34 9.69%	5 1.42%	3.25	.68
My ability to construct strategies for locating information is …	132 37.61%	176 50.14%	41 11.68%	2 0.57%	3.25	.67
My ability to integrate new information into an existing body of knowledge is …	126 35.90%	191 54.42%	25 7.12%	9 2.56%	3.24	.69
My ability to synthesize and build on existing information is ...	118 33.62%	202 57.55%	25 7.12%	6 1.71%	3.23	.65
Information Seeking Strategies (Mean = 3.25, SD = 0.64)						
My ability to distinguish potential information	133 37.9%	199 56.7%	19 5.4%	0 0.0%	3.32	.57
My ability to recognize different resources is …methods of accessing information sources is …	134 38.2%	188 53.6%	24 6.8%	5 1.4%	3.28	.65
My skill in using various search techniques is …	128 36.6%	191 54.6%	27 7.7%	4 1.1%	3.27	.65
My ability to identify relevant information resources that will aid good decisions is.....	117 33.3%	195 55.6%	31 8.8%	8 2.3%	3.20	.69
My skill of information-seeking strategy is.	109 31.1%	209 59.5%	25 7.1%	8 2.3%	3.19	.66
Use of Information (Mean = 3.21, SD = 0.69)						
My ability to organize relevant information for my use is ...	137 39.03%	180 51.28%	24 6.84%	10 2.85%	3.26	.71
My skill in retrieving related information resources is …	125 35.61%	194 55.27%	26 7.41%	6 1.71%	3.25	.66

My ability to apply and communicate information to others is	118 33.62%	201 57.26%	21 5.98%	11 3.13%	3.21	.69
My ability to use information in critical thinking and problem-solving is …	114 32.48%	197 56.13%	31 8.83%	8 2.28%	3.18	.71
My ability to use relevant information for good decision-making is.....	110 31.34%	201 57.26%	32 9.12%	8 2.27%	3.17	.69
Location and Access (Mean = 3.14, SD = 0.69)						
My ability to revise and refine the search query to explore for the right information is …	104 29.63%	211 60.11%	28 7.98%	8 2.27%	3.17	.67
My skill to access and locate electronic reference resources that are relevant to my study is	106 30.20%	200 56.98%	39 11.11%	6 1.71%	3.16	.68
My ability to locate and access information needed is…	105 29.91%	201 57.26%	33 9.40%	12 3.42%	3.14	.72
My ability to access and locate electronic journals for my study is...	97 27.64%	211 60.11%	36 10.26%	7 1.99%	3.13	.66
My ability to identify the main themes in information search is …	100 28.49%	201 57.26%	39 11.11%	11 3.13%	3.11	.71
Average Overall Mean					**3.26**	**0.65**

Source: Researcher's Field Survey (2024)

Key: VH= Very High, H= High, L= Low and VL= Very Low ***Decision Rule if mean is less or equal to 1.49=Very Low; 1.5 to 2.49 = Low; 2.5 to 3.49 =High; 3.5 to 4= Very High.
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Table 3 shows the descriptive statistic result for research question two. The result indicated a high level of information literacy skills possessed by undergraduate users' in public university libraries in Lagos State, Nigeria with a grand mean of $\overline{x}$=3.26 on a five (4) scale. The level of information literacy skills was measured on six indicators (task definition, evaluation, synthesis, information-seeking strategies, use of information, and location and access) and each indicator was measured with five indices. Among the six indicators task definition with the average mean score of $\overline{x}$=3.34, was rated the highest (my ability to identify and define a problem in information is … $\overline{x}$=3.37 and my ability to formulate questions based on my information needs is $\overline{x}$=3.37). This was followed by evaluation with the average mean score of $\overline{x}$=3.32 (my ability to evaluate information obtained from different sources is … $\overline{x}$=3.38 and my ability to obtain relevant information through evaluation are...$\overline{x}$=3.34). This result suggests that undergraduates possessed a high level of information literacy skills in public university libraries in Lagos State, Nigeria. This enables them to have high skills in utilizing the various e-resources available and it enhanced their digital skills which can improve their academic performance

H₀1: Information literacy skills have no significant influence on electronic information resources utilization by undergraduate users in public university libraries in Lagos State, Nigeria

Table 4: Influence of Information Literacy Skills on Electronic Information Resources Utilization by Undergraduate Users in Public University Libraries in Lagos State, Nigeria

Coefficients"						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta (β)	T	Sig.
1	(Constant)	37.608	3.906		9.627	.000
	Information Literacy Skills	.304	.040	.379	7.629	.000
a. Dependent Variable: Electronic Information Resource Utilization						
R = .379ᵃ R² = .144 Adjusted R² =.141 *F* = 58.201						

Source: Field Survey (2024), ***Note: significant at 0.05***

Table 4 shows the simple regression analysis result for the influence of information literacy skills on electronic information resource utilization by undergraduate users in public university libraries in Lagos State, Nigeria. The independent variable (information literacy skills) was regressed against the dependent variable (electronic information resource utilization) using simple linear regression analysis. The result revealed that information literacy skills (β=0.304, $t = 7.629$, $p>0.05$) have a positive and significant influence on electronic information resource utilization by undergraduate users in public university libraries in Lagos State, Nigeria. The F-test is 58.201. This shows that there is sufficient evidence to substantiate the model's usefulness in predicting electronic information resource utilization. The R^2 is the coefficient of determination that explains the variation in the dependent variable due to changes in the independent variable. The R^2 value also indicates the size of the influence. The R^2 (0.144) of the regression model indicates that 14.4% of the variation in electronic information resource utilization is explained by the information literacy skills of undergraduates in public university libraries in Lagos State, Nigeria. Therefore, null hypothesis two which states that information literacy skills have no significant influence on electronic information resource utilization by undergraduate users in public university libraries in Lagos State, Nigeria was rejected

Discussion of the Findings

This study investigated information literacy skills as determinants of electronic resource utilization by undergraduates in public university libraries in Lagos State, Nigeria. Two research questions and one hypotheses was drawn to guide the study. The result of this finding established that the age bracket of undergraduates was within the range of 16-25 years (91.34%), this study supports the finding of Lasode, Yusuf, and Koiki, (2015) in a survey on challenges facing undergraduates on the use of library services: a case study on Federal University of Agriculture, Abeokuta, they also confirmed that majority (96.11%) of undergraduates were within the age range of 16-25 years.

Research question one sought to find the level of e-resources utilization by an undergraduate in public university libraries in Lagos State, Nigeria. This study established that the types of e-resources that are highly utilized by undergraduates were internet services, e-books, and e-journals. This finding buttresses Wiche and Ogunbodede (2021) in a similar study in River State, Nigeria which stated that the electronic resources that are highly utilized are e-journals and e-books among others. Gyesi (2020) also stated that the internet enables students to download e-resources, and ability to retrieve desired information resources for academic purposes. Similarly, the study of Edwin and Maitato (2020) who investigated the frequency and purpose of the use of e-resources regarding the level of awareness of students in Sardar Vallabhbhai Patel University of Agriculture and Technology, India, affirmed that most undergraduates have high-level utilization of e-resources such as the internet, online database, e-book, and e-journal were types of e-resources mostly utilized. However, this study contradicts a study by Moustapha (2021) on student utilization of e-resources at Kwara State University, Nigeria as the finding revealed a low rate of utilization of e-resources in the institution

This study further established that undergraduate utilizes e-resources majorly for learning purposes and to carry out various academic activities in the institutions. This study also established that undergraduates utilized the e-resources such as the internet for academic purposes (to search for my assignment, to search for information to read for the exam and to update their knowledge in the area of my learning). This study corroborated the finding of Alabi (2021) affirmed that e-resources are utilized by students for finding relevant information in areas of their studies, doing assignments, updating their knowledge, and writing. E-resources are utilized by undergraduates to support learning activities in academic institutions. In the same vein, Santhi (2020) indicated that the purpose of undergraduates utilizing e-electronic resources for class assignments is to get updates about their specialty and to search for needed information in the subject area in a survey on the use of electronic resources in Indian Academic Institutions, Indian...Furthermore, Felix, Dangani, and Fari (2019) study also revealed that the main purpose undergraduates utilized e-resources was to carry out class assignments, obtain course-related information, and update knowledge of the latest development in a survey on the utilization of electronic information resources by undergraduate students in university libraries in Gombe State, Nigeria.

Research question two find out the level of information literacy skills possessed by undergraduate users' in public university libraries in Lagos State, Nigeria. This study established a high level of information literacy skills possessed by undergraduate users' in public university libraries in Lagos State, Nigeria. The finding of this study confirmed a high level of information literacy skills possessed by an undergraduate on task definition, evaluation, and synthesis. Task definition was investigated with the ability to identify and define a problem in information, the ability to formulate questions based on my information needs, and the ability to recognize a need for information resources. The result of this finding corroborated Buba, Song, and Abdullahi (2021) in a similar study on information literacy skills and the use of e-resources by an undergraduate in Nigeria. The result established that the majority of the study has a high level of information literacy skills which assisted them in accessing e-resources in the institution's library. In the same vein, Odede and Zawedde (2018) established that information literacy skills help undergraduates in evaluating the information collected and the ability to continually define the information needed for decision-making to enhance emerging innovation in information technology.

Hypothesis one ($H_0 1$) stated that **i**nformation literacy skills have no significant influence on electronic information resources utilization by undergraduate users in public university libraries in Lagos State, Nigeria. This study confirmed through hypothesis two that information literacy skills have a significant influence on the electronic resource utilization of undergraduates in public university libraries in Lagos State. The independent variable (information literacy skills) was regressed against the dependent variable (electronic information resource utilization) using simple linear regression analysis. The result revealed that information literacy skills have a positive and significant influence on electronic information resource utilization by undergraduate users in public university libraries in Lagos State, Nigeria. The result of this finding indicated that there is sufficient evidence to substantiate the model's usefulness in predicting electronic information resource utilization. This study corroborated Buba, Song, and Abdullahi (2021) who investigated the information literacy skills and use of e-resources by undergraduate students in Nigeria, the study revealed that information literacy skill enhances the utilization of e-resources. Similarly, this study also affirmed Odunewu and Aluko-Arowolo (2018) finding on information literacy skills influence the utilization of e-resources, the study revealed that respondents indicated that they used e-resources because they can critically evaluate information in a survey on information literacy, computer competence, and use of electronic resources at Olabisi Onabanjo University, Ogun State, Nigeria.

Conclusion

This study established that the respondents have high level of e-resources utilization in public university libraries in Lagos state. It also revealed that the most highly utilized e-resources by undergraduates was the internet. The study confirmed that the e-resources were mostly utilized for academic purpose such as carrying out an assignment and preparing for exams and undergraduate possessed a high level of information literacy skills such as task definition, and evolution which enhances the use of electronic resources This study further established that information literacy skills have a significant influence on electronic information resources utilization of undergraduate users in public university libraries Lagos State

Recommendations

Based on the result of the finding of this study, the following recommendations are hereby made:

1) The library management should ensure that the level of e-resources utilization of undergraduates is maintained
2) The use of internet was above other e-resources this indicated that undergraduates prefers to utilize the internet than other e-resources hence the library management should note this fact..
3) The library management should propose information literacy program to be included in the library curriculum as this will enable users to acquire various skills needed to utilize e-resources in the digital world.
4) The library management should always endeavor to provide internet to the users as this will serve as a gateway to the utilization of the e-resources.

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