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## **AN ASSESSMENT OF INFORMATION LITERACY SKILLS OF POST GRADUATE STUDENTS OF AJAYI CROWTHER UNIVERSITY, OYO**

**FASOLA, OMOBOLANLE SERI**

Principal Librarian,

T. Y. Danjuma Library, Ajayi Crowther University, Oyo.

[os.fasola@acu.edu.ng](mailto:os.fasola@acu.edu.ng)

&

**OSO, OLUTOYIN OLUKEMI (MRS)**

Senior Librarian,

T. Y. Danjuma Library, Ajayi Crowther University, Oyo.

[oo.oso@acu.edu.ng](mailto:oo.oso@acu.edu.ng)

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### **ABSTRACT**

*This paper examines the information literacy skills of postgraduate students of Ajayi Crowther University, Oyo. The research is pertinent considering the fact that the university operates a fully residential campus for her undergraduates and thus they have full and unlimited access to all the facilities available in the library. For the postgraduate students however, there is the choice of campus and off campus accommodation. The fact that a large percentage of the postgraduate students are workers also means that they have less time to spend on campus and in the library. There is therefore a need to know the proficiency of their information literacy skills so that the library can fill in any vacant space to enable them make effective use of the available information resources. The survey design was adopted with respondents comprising all the postgraduate students of the University, since they are a manageable number. Descriptive statistics were used to analyse the data collected. Findings showed that the respondents have a very high perception of information literacy skills; indicating that they had attended some information literacy programmes in the past. However, the study revealed that they still had certain challenges in making effective use of the library's information resources. The study therefore recommends that the T.Y. Danjuma Library, should organise and carry out information literacy programmes for postgraduate students, same way it is done for undergraduates. However, this programme should be tailored to suit their level of study and enhance their ability to carry out research.*

**Keywords:** Information literacy skills, Postgraduate students, Information resources, Electronic information resources

### **Introduction**

In carrying out its function of making information resources available for teaching and learning in an institution of higher learning, a library needs to be sure that the information resources provided enjoys adequate use and is beneficial to the users. The end product of all the activities of selection, acquisition, organisation and dissemination of information resources done by the library is the usage



of such. Therefore, it is not only of utmost importance that the library should perform these functions alone but also to see that they are being used. In ensuring the usage, the ability of the user to locate and use these information resources is very important and that is where information literacy (IL) comes to play. It is especially pertinent when the fact that postgraduate students mainly do research is concerned. A postgraduate student is expected to be able to know how to source for information needed to complete his postgraduate work unlike their undergraduate counterpart, who can be directed or fed information. An information literate individual is one who recognises what information he needs and also have the ability to not just locate and evaluate but also how to use the information to get maximum benefit from it.

Moreover, IL is very important these days with the proliferation of Information Communication Technology (ICT) tools to retrieve information. ICT has changed the face of information storage and retrieval. With ICT, information literacy goes beyond being able to read or being able to retrieve a book from the shelf in the library but also the ability to effectively and efficiently use the computer to retrieve information since not all information resources are mainly print based anymore. The ability to navigate through millions of databases both on and offline to get at information suitable for one's need is essential. Odede (2018) summarises the information literate person to be the person who has learned how to learn. Learning is not just restricted to what has been taught in the classroom but what the person has picked up on his own in order to make his learning process easier and smoother. The information literate person knows how to manipulate ICT and other resources to get at the information resource that he needs.

The situation of postgraduate students in Ajayi Crowther University is similar to those obtained in most universities in Nigeria. Majority of the post graduate students in the university are advanced in age, are already working full time in a company or the other and are often resident off campus. These factors sometimes serve as limitations to their ability to effectively use the library the way the undergraduates who are fully resident on campus and younger would. The fact also is that the library constantly organizes IL programmes for undergraduates is also a factor to consider. Undergraduates in Ajayi Crowther University, majorly belong to the generation Y who were born and grew up using technology. The ICT tools deployed by the library for information resources and access are often familiar tools to this generation of users. Same may however not be said of postgraduate students who, even if proficient in the use of these ICT tools, may not have as much access and time to use them. It therefore becomes important to be able to take maximum advantage of the time they have to make optimum use of the available information resources.

T.Y. Danjuma Library in Ajayi Crowther University since its inception in 2005, include IL programmes in its activities. The library carries out information literacy programmes through library education, seminars, workshops, orientations and library tour to both staff and students of the university. Over the years, the library has carried out information literacy programmes to teach its users how to access both its print materials and electronic resources. The programme has also entailed how to navigate the general web to find other resources and how to make use of the information tools on the internet such as blogs and wikis to create information. However, the postgraduate school is a relatively new addition to the university and postgraduate students have not enjoyed as much exposure as their undergraduate counterpart to the information literacy programmes carried out by the library. This is not to say that they have not partaken of information literacy programmes but the peculiarity of their study mode and expectations from their lecturers means that the library may need to go beyond the usual to satisfy their information needs and requirements.

The functions of the 21<sup>st</sup> century library are not just restricted to selection, acquisition, organisation, storage and dissemination of information materials to users. It is also saddled with the responsibility of ensuring that users are properly trained in taking full advantage of the myriad



information resources available for their use. Literacy skills are essential skills for human existence and being information literate in a world of information explosion ensures that users know what they want, where to get what they want, how to access the numerous channels to the information and how to make optimum use of the information. Observation has however shown that post graduate students of Ajayi Crowther University have not been taking maximal advantage of the resources available in the university library and they have proven inadequate in being information literate. The shortness of contact time between the university library and the postgraduate students because of their limited time on campus could be a factor in this.

There is also a need for evidence-based research instead of just working on mere perceptions or opinions since they may not reflect the true situation issues (Abdullah, 2010). This study is therefore intended to ascertain the literacy skills level of Ajayi Crowther University postgraduate students, to find out if they had previous knowledge and attendance of information literacy programmes, to find out these previous information literacy programmes influence on their access and to find out the challenges faced as a result of lack of information literacy skills.

### **Information Literacy Programmes in Ajayi Crowther University**

The T.Y. Danjuma Library, which is the name of the university library of Ajayi Crowther University knows the importance of an information literate student body. To this effect, the library has developed several formalised information literacy programmes. These programmes are not just developed for the students alone but also for members of faculty and non-academic staff members. The programmes organised for the students both postgraduate and undergraduate include the following;

1. *Library Orientation*: All newly admitted students of the university are expected to attend the library orientation programme during the course of registration during this library orientation, the students are taken round the library and given a cursory rundown of all the units and activities of the library. This programme is usually not in-depth as it is just to introduce the students to the library.
2. *Library Instruction - GES 1105 (Use of Library and ICT)*: this is a one semester course usually taught during the first semester of the first year for all undergraduate students. The librarians are in charge of teaching the students in-depth all workings of the library that may lead to easy retrieval and use of the information resources in the library. The course is taught in collaboration with the department of Computer Science who teach the students the ICT aspect. The course materials consist of both a cd of the entire lecture that the student can listen to at their leisure, a book of readings coupled with physical lectures for 13 weeks. Students write exams on the course and are expected to pass else they would not graduate. This is one of the reason for carrying out this research as postgraduate students do not take any course pertaining to use of library since the assumption is that they would have passed through such in their undergraduate days. The inefficiency they have shown while searching for information in the library points to the need to evaluate their information literacy skills.
3. *Seminars and Workshops*: the library organises seminars and workshops for both staff and students on a regular basis. During these seminars and workshops, participants are taught how to get maximum benefit from the library holdings. They are taught how to access and use the various e-resources subscribed to by the library. They are also taught how to use the OPAC and card catalogue to get the print information resources they require.
4. *One-on-one Discussion*: students and researchers are encouraged to visit any librarian for clarification on any challenges they may have in using the library facilities and information resources. The Circulation and Reference Librarians are particularly saddled with the responsibility of attending to user queries.



### **Objectives**

The broad objective of this research is to find out the information literacy skills of postgraduate students in Ajayi Crowther University, Oyo while the specific objectives are to:

1. examine the perception of the postgraduate students on their information literacy level;
2. identify the information literacy programmes previously attended by the students of the University;
3. assess the level of effectiveness of the previous information literacy programmes previous attended by the students; and
4. identify the challenges faced by the students due to lack of or inadequate information literacy education.

### **Research Questions**

1. What is the perception of postgraduate students of Ajayi Crowther University of their information literacy level?
2. What are the types of information literacy programmes previously attended by postgraduate students of ACU?
3. What is the level of effectiveness of the previous information literacy programmes attended by ACU students?
4. What are the challenges faced by the postgraduate students of ACU as a result of lack of information literacy skills?

### **Methodology**

The descriptive survey research design was used for this study. The instrument for data collection was the questionnaire, which was adapted from Omeluzor, Bamidele, Onuoha and Alarape (2013) and Durodolu and Adekanye (2017). The questionnaire consists of four sections. The first section consists of demographic information of the respondents, the second section on literacy skills programme, the third section was on the effects of IL programmes previously attended by the postgraduate students, while the fourth section was on the challenges faced by the postgraduate students as a result of lack of IL skills. The population of the study was comprised of all the postgraduate students of Ajayi Crowther University who were 364 in number. Total enumeration was adopted since the respondents were few in number. Out of the 364 questionnaire distributed, 338 was returned, found usable and analysed. Data analysis was done using simple statistics.

### **Review of Related Literature**

Information literacy is very essential considering the myriad of information the information user is bombarded with at every second. The advent of technology and information communication technology has even made it so that one is faced with information wherever one turns to. The challenge therefore to the information user is not the availability of information but the ability to discern and use out of the billions of available information. The US National Commission on Library and Information Science (2003). Information Literacy is defined as “that encompassing knowledge of one’s information concerns and needs, and the ability to identify, locate, evaluate, organize and effectively create, use and communicate information to address issues or problems at hand, it is a prerequisite for participating effectively in the information society, and is part of the basic human right of lifelong learning.” (Webb & Powis, 2004). From the definition above, it is clear that information literacy is a complex process that requires cognitive attention and not something to be passively done. An information user can therefore only be said to be information literate only when she is able to identify, locate, evaluate, organise information and then from this information create, use and communicate information to address issues and or problems.

Information literacy programmes could take many formats. It could be done through online



instruction, face-to-face, library instruction, orientation, seminars and workshops. The onus however, is to ensure that the aims and the objectives of the programmes are achieved. Weightman, Farnell, Strange and Hallam (2017) in a study reviewing research articles on information literacy skills instruction format from 1995 to 2016 found out that there was no preferred format for information literacy instruction as all formats had both advantages and disadvantages. In essence, the audience of the programme may determine which format to use that has more advantage based on its peculiarity. However, not all information literacy programmes are suitable for everyone. There is therefore need to formulate programmes to suit the user. Pagell and Munoo (2010) affirm that an information literacy programme must be formulated in such a way as to meet the users' need, cater to the users' peculiar circumstance and equip the user with the needed skills. Similarly, Munshi and Nagar (2016) affirm that information literacy programmes must be tailored to meet the peculiarity of the user.

Adopting a pre and post-test format to investigating IL of graduate students in Kuwait, AL-Qallaf (2020) found that postgraduate students did not always come in with IL skills to equip them for research. In a study on the IL skills of graduate students of Information studies in Kuwait spanning a year, she first used a pre-test to test the students' knowledge on admission into the course of study and before undergoing any IL programme. The pre-test was designed to judge the students' entry level and also to enable the library have an idea of the kind of IL to design for the students. The post-test revealed a marked improvement in the students' knowledge of databases, search strategies, accessing information sources and on identifying legal and ethical issues surrounding information. However, the post-test revealed that despite the specially designed IL programme, majority of the respondents still showed poor ability in defining their information need. The study showed that for the library to be able to effectively and efficiently carry out IL programmes, there is a need to be first aware of the skills the students are coming on board with. This will enable the librarian to know what to emphasise and strengthen.

Omeluzor, et al. (2013) in a study on information literacy skills of postgraduate students of Babcock University, found that although majority of postgraduate students confirmed to have attended orientation, seminars and one-on-one discussion information literacy programmes, these did not adequately equip them to be able to effectively navigate and make use of the library's information resources. This finding shows that generalised information literacy programmes that caters for the entire class is not often suitable for higher degree students as it usually does not equip them to be information literate. The findings of Catalano (2010) similarly show that generalised information literacy skills such as orientation and seminars did not equip the doctoral students of science education to properly search for information.

The findings of Durodolu and Adekanye (2017) on perception of information literacy skills by librarians in University of Lagos showed that level of education was a big factor in information literacy skill acquisition. Librarians and library officers surveyed who had higher educational qualification had higher perception about the information literacy skills than their colleagues with lesser educational qualification. Applying their findings to this study, one would be safe to assume that postgraduate students should have a higher perception about the importance of information literacy than their undergraduate counterpart since they predominantly do research and are expected to apply their information literacy skills on their research.

Information literacy skill acquisition has been linked to improved performance of students. The study of Zalaiya and Yunus (2018) found that when students are introduced to information literacy programmes at an early stage of their career, this helps them to be able to independently source for and use information throughout their academic careers and even outside the school environment. They posit that information literacy not only allows the students to search for needed information but





it also enables them to effectively analyse and evaluate the available information resources to determine their suitability for their information needs.

Similarly, the study of Fajonyomi, Bukar and Ambali (2021) while investigating the influence of IL skills on use of library information resources of postgraduate students of university of Ilorin revealed that IL skills has a positive and significant influence on the use of library resources. Their findings showed that the postgraduate students of university of Ilorin had a level of IL skills. It can therefore be deduced from this that possession of high level of IL skills will translate to high level of use. Knowing one's information needs, how to articulate the needs, where and how to search for information to solve the need and ability to analyse the information sourced are all components of IL. Possession of these skills is therefore likely to lead to increased usage of information resources available in the library.

However, the findings of Udem and Anaehobi (2020) in a study of the relationship between the IL skills acquisition and research self-efficacy of postgraduate LIS students in Southeast Nigerian universities showed the opposite of the above findings. The study revealed that there was a significant negative relationship between the IL skills acquisition of the postgraduate students studied and their research self-efficacy. The interpretation of this finding is the postgraduate students studied are confident in carrying out research tasks and that acquisition of IL skills does not have any effect on their ability to effectively carry out research.

Information literacy skill is a skill that is acquired over time. This could be as a result of over the years' library instruction through seminars, workshops and library orientation coupled with frequent library usage. Kousar and Mahmood (2015) in a study about the perception of faculty about information literacy skills of postgraduate students in Pakistan found that information literacy skills in the respondents increased based on the higher the level of study. In essence, fresh undergraduates had less information literacy skills than those in their final year while masters and doctoral students exhibited higher information literacy skills. Chang Zhang, Mokhtar, Foo, Shaheen and Theng (2012) found in a study assessing the information literacy skills of students in Singapore schools, that the respondents exhibited low information literacy skills. This they attributed to the students' infrequent visit to the library. They therefore advocated that information literacy skills to aid in the evaluating of information resources and project skills be taught. Not being familiar with the library will mean that one is not aware of all the information resources in the library, how to locate and use them.

Okpala, Benneh, Sefu and Kalule (2017) in their research on how to advance the information literacy skills of postgraduate students of University of Nigeria, Nsukka, found that although most of the postgraduate students have information literacy skills that enabled them to use search engines, they had little or no literacy skills to use in accessing emerging technologies such as social media for research and online reference tools like *Zotero* and *Mendeley* that will aid their research. Their findings showed that the students needed information literacy skills to enable them make use of the library's Online Public Access Catalogue (OPAC), to enable them improve their writing skills and also to make use of referencing tools for their research work.

In a study about the information literacy skills of postgraduate students of library and information science in Nnamdi Azikiwe University, Odede (2018) found that the respondents were information literate as they showed a considerable ability in identifying, searching, evaluating and using information resources to meet their information needs. The author posited that the findings are an indication of the information literacy programmes the postgraduate students must have gone through. His findings however revealed that majority of the respondents showed a lack of ability to create content on the web such as in the creation of blogs. The essence of information literacy programmes is to inculcate in the learner, the ability to know that information is needed, know where and how to source for the information, be able to do a critical analysis of the myriad information easily available, evaluate and then know what to use. Their findings reveal that the respondents could do all



of the above. It is therefore safe to conclude that the respondents are information literate. The study of Mungwab (2019) corroborates that of Odede (2018) as his study on the effectiveness of information literacy instructions of students in universities in Dar es Salaam showed that the library's information literacy instructions had moderate impact on most of the respondents' capacity to express and find what information resources they need, how to use the information ethically and how to evaluate online information credibly.

As attractive as the word 'information literacy' sounds, it does not often get as much interest as it should from users of the library. A lot of reasons could be attributed to this. Zalaiya and Yunus (2018) posited that faculty do not allocate any point to the aspect of information literacy they taught and as such students did not take it seriously. This was also observed by the researcher in the teaching of 'use of library' with students and lecturers referring to the course as 'zero unit'. This led to their handling the course with levity by not attending. This attitude will invariably affect their information literacy skills. This is corroborated by Igbo and Imo (2010) who posited that lack of requisite skills on the use of library was an impediment in accessing the library's information resources. To users, ability to identify their information needs, identify the information materials needed to solve the information needs and properly use the identified information resources is not a skill they think should be applied. With the advent of Google and other search engines, searching for and locating information has become much easier. However, the ability to properly articulate their needs and wants may not necessarily translate to their needs.

There have always been challenges in information literacy and user education facing librarians and information workers in making sure that user derive optimum benefits from the library. Investigating the challenges facing information literacy efforts in universities in Kenya, Kuvulya (2003) found that insufficient library staff to cope with large number of students during the mandatory library orientation was a major challenge. Similarly, the lack of awareness by students on the importance of information literacy skills also means that few students attended workshops and seminars organised by the library to take care of the students' information literacy skills acquisition needs. Lastly, lack of funds to print manuals and posters about resources available in the library and how to go about assessing them was also a challenge.

Mahwasane and Mudzielwana (2016) observed many challenges facing students in making use of the library to retrieve information resources. Their observation showed that lack of knowledge on the use of information retrieval tools, insufficient user education, lack of computer knowledge and lack of information communication technology infrastructure. These challenges are a great hindrance in making effective use of the information resources available in the library. Lack of knowledge of the use of information retrieval tools will make ability to locate information restricted. The general lack of funding faces many universities in Nigeria may also mean inability of the institution to provide ICT infrastructure like those obtained in the Western clime. Effectively carrying out research may be hindered by these challenges.



**Results and Findings**

**Table 1: Demographic characteristics of the respondents**

Academic level	Frequency	Percentage
PGDE	46	13.7
MPHIL	15	4.5
Masters	212	63.1
PhD	63	18.7
<b>Total</b>	<b>336</b>	<b>100</b>
<b>Gender</b>		
Female	200	59.5
Male	136	40.5
<b>Total</b>	<b>336</b>	<b>100</b>

Table 1 shows the demographic information of the respondents. Of the 336 postgraduate students, majority are females 200 (59.5%) while 136 (40.5%) were male. Information on course of study showed those undergoing master's programme to be in the majority, 212 (63.1%) followed by those on a Ph.D. programme, 63 (18.7%). Those on PGDE programme formed the least number of respondents with 15 (4.5%)

**Table 2: Type of information literacy programme previously attended by the respondents**

Information literacy programme	Responses out of 336	Percentage
Orientation	146	43.4
Workshop	96	28.6
Seminar	68	20.2
One-on-one interaction	25	7.4
User education (GES use of library)	336	100
Computer aided instruction	34	10.1
Online course	17	5.1
Briefing by Librarian	266	79.2

Table 2 reveals the type of information literacy programme previously attended by the respondents. Respondents were asked to choose as many as were applicable to them. From the analysis, all of the 336 (100%) respondents indicated that they attended GES class, user education n



use of library. This was followed by briefing by Librarian 266 (79.2%) and then orientation 146 (43.4%). Other information literacy programmes showed very little attendants, some recording as low as 17 (5.1%). One can deduce from the table that the students only attended the information literacy programme that was compulsory during their undergraduate days. GES use of Library is a compulsory course for all students and must be passed while it is also compulsory to attend the library orientation programme before their course form could be signed. Some Universities usually organised orientation programme for new students (undergraduates) where all principal officers and other core duty officers such as the Chief Security officer (CSO) and Medical Director, addresses the students. It can therefore be deduced that the large number of respondents 266 (79.2%) was as a result of this. Other information literacy programmes did not get as much attendees since they were not compulsory.

**Table 3: Perception of information literacy skills among the respondents**

Item	SA	A	SD	D	U	Mean	Std. Deviation	Rank
I need information literacy skill to effectively use search engines	84 (25.0%)	160 (47.6%)	10 (3.0%)	62 (18.5%)	20 (6.0%)	3.67	1.204	3
I need training on how to use academic electronic databases	34 (10.1%)	140 (41.7%)	18 (5.4%)	68 (20.2%)	76 (22.6%)	2.96	1.390	6
I need information literacy skill to effectively use a library	109 (32.4%)	135 (40.2%)	-	51 (15.2%)	41 (12.2%)	3.65	1.384	4
I need information literacy skill to be an effective researcher	96 (28.6%)	212 (63.1%)	-	18 (5.4%)	10 (3.0%)	4.09	.873	1
I need information literacy skill to effectively retrieve information in any source	50 (14.9%)	162 (48.2%)	8 (2.4%)	76 (22.6%)	40 (11.9%)	3.32	1.298	5
I need information literacy skills to avoid plagiarism	79 (23.5%)	196 (58.3%)	-	47 (14.0%)	14 (4.2%)	3.83	1.070	2
I need special training on how to effectively use internet	10 (3.0%)	70 (20.8%)	28 (8.3%)	68 (20.2%)	84 (47.6%)	2.11	1.286	9
I need to be trained on the proper use of the library	32 (9.5%)	116 (34.5%)	14 (4.2%)	106 (31.5%)	68 (20.2%)	2.82	1.350	8



There is no relationship between my level of information literacy skills and my academic performance	46 (13.7%)	72 (21.4%)	48 (14.3%)	121 (36.0%)	49 (14.6%)	2.84	1.298	7
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Table 3 shows the respondents' perception about information literacy skills. Their responses showed that they have high perception about the value of information literacy skills for research, to avoid plagiarism, to effectively use search engines and to effectively use the library. This is seen in their responses with the highest mean of the respondents (4.09) affirming that they need information literacy skill to be an effective researcher. This was followed by mean of (3.83) agreeing that they need information literacy skills to avoid plagiarism, followed by a mean of (3.67) saying they need information literacy skill to effectively use search engines while (3.65) affirmed that they need information literacy skill to effectively use a library. The least ranked was the responses of the respondents to the statement 'I need special training on how to effectively use internet' with a mean of (2.11).

**Table 4: Effectiveness of previous IL programmes on the respondents' information search ability**

Statement	SA	A	U	D	SD	Mean	Std. Deviation	Rank
I have the ability to identify information in my study area	50 (14.9%)	175 (52.1%)	10 (3.0%)	72 (21.4%)	29 (8.6%)	3.43	1.222	2
I cannot select and use a wide range of sources suitable for my discipline from the library	22 (6.5%)	89 (26.5%)	6 (1.8%)	127 (37.8%)	92 (27.4%)	2.47	1.313	8
It is not easy for me to plan and search for information at the library using retrieval tools (i.e. OPAC, index, abstract etc.)	62 (18.5%)	135 (40.2%)	—	51 (15.2%)	41 (12.2%)	3.51	1.263	1
I know how to search online databases using search parameters (i.e. Boolean operation)	54 (16.1%)	97 (28.9%)	22 (6.5%)	104 (31.0%)	59 (17.6%)	2.95	1.385	6
I find it difficult to know reliable information sources	82 (24.4%)	124 (36.9%)	—	87 (25.9%)	43 (12.80%)	3.34	1.416	3



It is easy for me to identify reliable information in the library	21 (6.2%)	116 (34.5%)	32 (9.5)	134 (39.9%)	33 (9.8%)	2.88	1.173	7
It is simple to manage and display my search result effectively	51 (15.2%)	104 (31.0%)	15 (4.5%)	118 (35.1%)	48 (14.3%)	2.98	1.358	5
I cannot effectively communicate my research result	58 (17.3%)	112 (33.3%)	8 (2.4%)	132 (39.3%)	26 (7.7%)	3.13	1.309	4

In answering the research question on the effectiveness of the previous information literacy programmes attended on the respondents' ability to search for and use information, table 4 shows that majority of the respondents 58.7% with calculated mean of 3.51 felt that it was not easy for them to plan and search for information at the library using retrieval tools such as OPAC, index, abstract etc. This may be unconnected to issues of awareness; the library may not have given needed attention to creating awareness on the availability of Online Public Access Catalogue and other retrieval tools. However, a sizeable number of the postgraduate students affirmed to having the ability to search for information in their area of study; search online databases using the advanced retrieval tools with less significant or moderate calculated mean score. What this suggests is that the library needs more contact hours with the postgraduate students on information literacy skills with emphasis on online advanced information retrieval tools and library retrieval tools like OPAC, index and abstract.

**Table 5: Challenges experienced in locating information resources by the respondents**

Challenges	SA	A	SD	D	U	Mean	Std. deviation	Rank
I spend long hours searching for information	28 (8.3%)	64 (19.0%)	32 (9.5%)	130 (38.7%)	82 (2+4.4%)	2.48	1.274	6
I lack knowledge and skills to use computer	72 (21.4%)	83 (24.7%)	25 (7.4%)	94 (28.0%)	62 (18.5%)	3.03	1.459	5
I need to learn to navigate the OPAC features	52 (15.5%)	168 (50.0%)	—	78 (23.2%)	38 (11.3%)	3.35	1.298	3
I cannot identify database/e-resources in my study area	49 (14.6%)	190 (56.5%)	—	77 (22.9%)	20 (6.0%)	3.51	1.167	1
It is difficult for me to access and retrieve information from external databases	62 (18.5%)	177 (52.7%)	—	53 (15.8%)	44 (13.1%)	3.48	1.313	2




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Lack of personal computer	85 (25.3%)	99 (29.5%)	4 (1.2%)	96 (28.6%)	52 (15.5%)	3.21	1.475	4
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Table 5 revealed the challenges faced by respondents in searching and using information resources. Inability to identify database/e-resources in respondents' study area; difficulty in accessing and retrieve information from external databases; inability to navigate the OPAC and lack of knowledge and skills to use computer with calculated mean score = 3.51; 3.48; 3.35 and 3.21 respectively were the major challenges faced by the respondents. Comparing the past experience of the respondents on information literacy program and the current challenges indicated in table 5 suggests that the previous exposure of the respondents to information literacy program was not effective as it could not equip them with the necessary and sustainable skills to search and use information resources as expected. The implication of this situation is that there may still be some information resources available that are can cater for the learning and research needs of the postgraduate students that are not accessible to the respondents due to lack of information literacy – this could be a disservice to both the library and the student body. To therefore get the required value for money use in acquiring these resources as well as the human and materials resources used in getting these materials to their various sources, it behaves on the library to integrated the postgraduate students into it information literacy program and as a matter of urgency engage in aggressive marketing of the information products through information literacy with special consideration for the postgraduate students

**Discussion of the Findings**

The first objective of this study was to find out the perception of postgraduate students of Ajayi Crowther University Oyo, about information literacy skills and the findings show that the students have a high perception of information literacy skills. This finding corroborates that of Durodolu and Adekanye (2017) which showed that the perception of information literacy skills increased based on increased level of education. Similarly, the postgraduate students of Ajayi Crowther University have first degrees so it could be deduced that their higher education influenced their perception. Secondly, the study revealed that the postgraduate students of Ajayi Crowther University had attended IL programmes in the past with user education (GES), briefing by Librarian and library orientation topping the list of IL programmes previously attended. These findings corroborate that of Omeluzor et al (2013) who found in a study of Babcock postgraduate students that majority of the students had responded in the affirmative to having previously attended library orientation and one-on-one discussion information literacy programmes.

The findings further revealed that the previous IL programmes attended by the students have not been very effective as a large number of them are still unable to make use of library retrieval tools such as OPAC, index and abstract, cannot effectively communicate their search results, cannot identify reliable information sources in the library and are not able to display their search results effectively. This finding supports that of Okpala et al (2017) who found in their research on how to advance the IL skills of postgraduate students of University of Nigeria, Nsukka, that the respondents needed skills in the use of the OPAC and other search tools. The findings however, contradicts that of Odede (2018) who found in a study about the IL skills of postgraduate students of library and information science in Nnamdi Azikiwe University, that the postgraduate students he studied showed a considerable ability in identifying, searching, evaluating and using information resources to meet their information needs.

Lastly, the findings showed that inability to access the Online Public Access Catalogue (OPAC), inability to identify databases and e-resources in their study area and inability to access and retrieve information from external databases were some of the major challenges facing postgraduate



students of Ajayi Crowther University in locating information resources in the library. This finding support that of Mahwasane and Mudzielwana (2016), which observed that lack of knowledge on the use of information retrieval tools, insufficient user education, lack of computer knowledge and lack of Information Communication Technology (ICT) infrastructure were great challenges faced by users in making effective use of information resources in the library.

### **Conclusion**

The study concludes that although perception of postgraduate students of Ajayi Crowther University, Oyo about IL was high and that they had previously attended IL programmes, there was need for the T.Y. Danjuma Library to tailor an information literacy programme to suit their peculiarities. This becomes necessary when the fact that postgraduate students study is mostly research based. A proper knowledge and use of relevant search and retrieval tools such as the OPAC, index, abstract and online databases is very sacrosanct to their study.

### **Recommendations**

Based on the findings of the study, the following recommendations are made:

1. Management of the T.Y Danjuma library should develop information literacy programmes tailored to meet the peculiarity of the postgraduate students such as a mandatory library orientation immediately after being admitted into the university. This could be tied to registration in order to ensure attendance.
2. Management of the library should also in conjunction with deans of faculties make attendance of library seminars and workshops on use of information resources compulsory for postgraduate students.
3. Management of the library should make use of its social media handles such as Twitter and Facebook to do mini information literacy programmes.
4. Creation of a listserv or WhatsApp group comprising solely of postgraduate students where the library would disseminate information literacy programmes to them would also help the postgraduate students to develop their IL skills



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**Omobolanle Seri Fasola** is a Principal librarian in T. Y. Danjuma Library, Ajayi Crowther University, Oyo. Her research areas are Organisational Behavior, Knowledge Management, Information Literacy and Social Media and Library Services. She is a doctorate student in the Department of Library, Archival and Information Studies, University of Ibadan.

**Olutoyin Olukemi Oso** is a Senior Librarian in T. Y. Danjuma Library, Ajayi Crowther University Oyo. Her research interests are in the areas of Information Literacy, Library Service Quality and Social Media for Library Services. She is about concluding her doctorate programme at the University of Ilorin.