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Library Research Journal Authors Guideline

Library Research Journal is an annual publication of Festus Aghagbo Nwako Library, Nnamdi Azikiwe University, Awka.

Format for Submission

Manuscript submitted for publication must not have been submitted or published elsewhere. Articles should not be more than 14 pages. Manuscripts should be typed on A4 sheet using MS word (Times New Roman, 12 points, double-spaced). The title, author's full name, institutional affiliation, position, phone number and e-mail address should appear on the first page.

Submissions should include an informative abstract of not more than 200 words. Four to six keywords should be included. Tables and graphs should be included in the body of the work (where necessary). The APA 6th Edition (Publication Manual of the American Psychological Association) referencing format should be used throughout the manuscript. All submissions will be peer reviewed.

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TABLE OF CONTENTS

Self-Efficacy and Motivation as Correlate of Job Performance Among Librarians in University Libraries in South South Nigeria Basil Ebiwolate Posigha & Victor O. Idiedo - - - - -	1
Librarians' Emerging Skills For the 21 st Century Information Service Delivery in Academic Libraries in Nigeria Echezona Prisca Nwankwo - - - - -	8
Academic Women Librarians Entrepreneurial Skills Acquisition For Life After Retirement in Two Selected Academic Libraries in Anambra State, Nigeria. Adaora Chigozie Obuezie & Julia Chinwe Ogedoihu - - - - -	15
Comparative Study of User Education Programmes in Two Selected Universities in Anambra and Imo State Adaeze Nwona Nzewi - - - - -	25
Perceived Impact of Information Literacy Skills on College of Education Students Use of Library Resources. Jacinta Chika Paul & Prof. Mercy Ifeyinwa Anyaegbu - - - - -	31
Inspiring Innovative Library Services For Covid-19 Information Dissemination Enuma Maureen Azolo & Amaka Ijeoma Alumona - - - - -	38
Prospects and Challenges of Digitization of Information Resources in University Libraries in Anambra State Nkechi Roseline Obiozor - - - - -	44

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Library Research Journal is an institution based journal from Festus Aghagbo Nwako Library of Nnamdi Azikiwe University, Awka. It is an online peer reviewed Google Scholar journal, published in the month of September. This edition is a compilation of research reports from various institutions of higher learning in Nigeria. The research reports cover a wide array of issues in Library and Information Science. This volume addresses topical issues in librarianship such as NgRen, Competency Appraisal of law cataloguers as well as law students' profile as a correlate of library use. Emerging concepts in librarianship such as MOOC's, parenting styles and readership were part of the compilation. Research reports from Festus Aghagbo Nwako Library focused on library practices in the Circulation Department, Information Literacy, Zik Research Centre and reprographic services in the library.

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PERCEIVED IMPACT OF INFORMATION LITERACY SKILLS ON COLLEGE OF EDUCATION STUDENTS USE OF LIBRARY RESOURCES.

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Abstract

The main purpose of this study was to assess the perceived impact of information literacy skills on College of Education students' effective use of library resources in Anambra State. Three research questions guided the study. Descriptive survey research design was adopted for the study. Population of the study comprised one thousand, three hundred and four year two and three students in the two Colleges of Education studied. The sample size was three hundred and six students, selected through proportionate stratified random sampling technique. Research instrument titled Information Literacy Skill Test was the instrument used for data collection. Data collected were analysed using frequencies and simple percentage. The findings of the study indicate that only one skill out of the ten skills listed in the instrument was possessed by the students. None of the ten required skills in information synthesis was possessed by the students. Furthermore, none of the ten skills in information evaluation was possessed by students in the Colleges of Education in Anambra State. This suggests that the College of Education students in Anambra State cannot effectively utilize their library resources. Based on the findings, it was recommended that the Management of College of Education should develop a course outline on information literacy to be included in the academic curriculum of the institution.

Introduction

Information literacy skills is a fusion of library literacy, computer literacy, media literacy, technological literacy, critical thinking, ethics and communication, which when acquired would enable users of information to become independent and academically sound (Parang, Raine & Stevenson, 2001). It is the ability to know when one needs information and how to access and use it. Ugboma and Edewor (2018) describe information literacy skills as an individual's aptitude to recognize the need for information, identify, locate, evaluate and effectively use the information to solve an identified information need. Mitchell (2009) explained that information literacy skills are displayed by ideas such as the ability to find, retrieve, and use information, the capability to handle information, and the ability to make decisive choices about information resources.

To understand the concept of information literacy skills, many model/standard have been developed. Eisenberg and Berkowitz (1990) grouped the basic skills into *Big Six Information Literacy Skill*. This model states that successful information problem solving encompasses six stages. The first step is task definition, this involves, defining the information problem and identifying the information needed in order to complete the task. The second step is information seeking strategies, which involves determining the range of possible sources and evaluation of different possible sources needed to select the best source. The third step involves, locating sources intellectually and physically as well as finding information within sources. The fourth step involves effective use of information and ability to extract relevant information from the sources found. The fifth step, information synthesis, involves the ability to organize information from multiple sources as well as logical presentation of the information. Finally, information evaluation which is the sixth stage,

involves judging the effectiveness of the information and how it was able to solve the identified need.

Information literacy skill is essential for academic and professional success. Kuh, Kinzie, Buckley, Bridges, and Kayek (2016) opine that information literacy skill is an important factor to effective utilization of digital library resources since low/non-use of these resources will result in waste of fund spent on them. Simply put, Information Literacy Skills are sets of knowledge that enable an information user effectively identify an information need and appropriately locate, evaluate and logically use the information in problem solving.

Utilization of Information Resources

Academic library aims to support the teaching, learning and research activities of its parent institution. These libraries exist to enhance the acquisition of knowledge by their users through the provision of reading materials, in both books and non- book media for the purposes of learning and research. According to Anhuer, Afful-Arthur and Agyapang (2018), utilization of library resources is the practical and maximum use of library resources. Similarly, Gustin in Thanuskodi (2019) stated that effective use of library resources is important to students in an academic setting as this promotes active learning, thus contributing to student's ability to think critically and to work well independently. Okiki and Mabawonku (2013) posits that the library is the hub of all academic activities established to prove intellectual excellence. This happens only when library resources are well utilized.

Skills for Effective Information Use

For effective use of information Salleh, Yacob, Halim and Yusuff (2011) posits that retrieving information from any source requires knowledge of how information is organized, accompanied by skills to retrieve it. Baro (2017) define it as the ability to comprehend and use information effectively. Application of legal and ethical issues surrounding the use of information is an integral part of becoming an information literate person. Mitchell (2013) suggested that, if information literate can seek, use, create, store and disseminate information, they should do so in an appropriate and ethical manner.

In addition, legal and ethical consideration for information use is paramount to the information user. Ethical use of information means ethically using information by correctly citing resources in text and reference (The College of St Scholastica, 2018). Akpovire (2017) define it as the ability to demonstrate awareness of issues relating to ethics, copyright, and plagiarism. Lloyd (2006) listed them as: ability to know ethical use of information, respect the legal use of information, communicates with acknowledgement of intellectual property and using relevant acknowledgement standards. Blake *et al* (2017) classified legal and ethical use of information by information literate into two thus information literate needs to understand the use of information correctly according to law and understand how to acknowledge information sources.

Skills Needed for Information Synthesis.

Information synthesis is the ability of organizing information from multiple sources as well as logical presentation of the acquired information (Lundstrom, 2017). A synthesis is a written discussion that is drawn from multiple sources. It then follows that the ability to write and synthesise information depend on one's ability to infer relationships among sources. Synthesis otherwise known as critical thinking skill is the ability to combine parts of a whole in new and different ways. It requires students to think flexibility, determine alternative and find new ways to accomplish a given test (Lundstrom, 2017). A more advance level of abstract thinking is needed for synthesis.

Perhaps the most essential and certainly one of the most complex information literacy skills is the ability for students to assimilate information they find into coherent meaningful form. Lundstorm (2017) define information synthesis as the process of analyzing and evaluating information from various sources, making connection between the information found and combining the recently acquired information with prior knowledge to create something new. Effective information synthesis is also vital in developing writing and communication skills to share new knowledge. Coherent information synthesis is therefore required to productively participate in and contribute to our information rich society, yet

College student have difficulty analyzing different pieces of information (Hargittai, 2018).

Skills Needed for Evaluating Information.

Obviously, evaluation of information is an indispensable aspect of information literacy skill. The abundance of information characterized by information explosion has made it essential that College of Education students should retrieve information based on authenticity, accuracy, currency, unbiased and relevance to information needed (Ilogbo and Nkiko 2019). Latham and Armstrong (2014) added that people need to validate and access information to verify its reliability because of the current information overload.

In the opinion of Fisher & Wilson (2008), skill needed in the evaluation of information entail: critical assessment of information for currency and objectivity; analysis of information to determine its validity and relevance to the information needs. Latham and Armstrong (2014) grouped evaluation of information into two namely: assessment of information which involves analyzing and extracting information, interpreting information, synthesis information, accessing the accuracy and relevance of the retrieved information. organization of information deals with categorizing information, organizing retrieved information and determining the most useful information.

Statement of the Problem

The 21st century is remarkable for rapid technological advancement and information explosion. The information user is not only faced with the quantum of information at his disposal but also the requisite skills needed to fully utilize these information sources. No matter how rich the resources provided by the library, without the right competence to use them, these resources will end up not meeting the goals for which they were acquired. From the researchers' observation, students more especially College of Education encounter some difficulties using library resources. Expectedly, this could have affected their use of library resources. Information literacy though a relatively, new concept in Library and Information

Science seems to provide the panacea on how an information user can understand his need for information and how to effectively and efficiently meet this need. It is against this background that this study sought to carry out an assessment of the impact of information literacy skills on College of Education students' effective use of library resources in Anambra state.

Purpose of the Study

The main purpose of the study was to carry out an assessment of the impact of information literacy skills on Colleges in Education students' use of library resources in Anambra State. Specifically, the study sought to:

1. Find out information usage skills possessed by College of Education students in Anambra State.
2. Find out information synthesis skills possessed by College of Education students in Anambra State.
3. Find out information evaluation skills possessed by College of Education students in Anambra State

Research Questions

The following research questions guided the study.

1. What are the information use skills possessed by students in College of Education?
2. What are the information synthesis skills possessed by students in College of Education?
3. What are the information evaluation skills possessed by students in College of Education?

Methodology

Descriptive survey research design was adopted for the study. Population of the study comprised one thousand, three hundred and four year two and three students in the two Colleges of Education studied. The sample size was three hundred and six students, selected through proportionate stratified random sampling technique. Research instrument titled *Information Literacy Skill Test* was the instrument used for data collection. Data collected were analysed using frequencies and simple percentage. The benchmark for positive rating was 50% Score.

Result and Discussion

Research Question 1

What are information usage skills possessed by students in Colleges of Education?

Table 1: Frequencies and percentages on the information usage skills possessed by students in Colleges of Education

s/no	Skills	Frequency	Percentage	Remark
1	Cite appropriately	107	35.0	Not possessed
2	Use information for presentation	42	1.7	„
3	Avoid plagiarism	98	32.0	„
4	Check to copyright page	73	23.9	„
5	How to paraphrase	109	35.6	„
6	Effectively use information	100	32.7	„
7	Effectively retrieve information	93	30.4	„
8	Use APA style for citation	72	23.5	„
9	Apply ethical way of using information	156	51.0	Possessed
10	Listing an article in reference	99	32.4	Not possessed

In Table 1, it could be seen that with the 50% benchmark, only one out of the ten information usage skills was possessed by students in Colleges of Education which borders on using information in an ethical way (51%).

However, Items on their use of information for presentation (1.7%), avoiding plagiarism (32%), checking copyright page (23.9%), use of APA style for citation (23.5%) were not possessed by the students.

The result of analysis on research question one reveal that with the 50% benchmark, only one out

of the ten information usage skills was possessed by students in the Colleges of Education studied. A total of 31% of the College of Education students indicated that they possessed the skill on ethical use of information in a research paper. Whereas 23.5% indicate that they can adequately use APA style in their citation, 23.9% agreed that they can paraphrase a piece of information from an original source. Furthermore, 13.7% indicate that they possess the skill on how to use information during presentation while 32.0% of the students possessed the skill on how to avoid plagiarism.

Research Question 2

What are information synthesis skills possessed by students in Colleges of Education in Anambra State?

Table 2: Frequencies and percentages on the information synthesis skills possessed by students in the two Colleges of Education

S/N	Skills	Frequency	Percentage	Remark
1	Synthesized information from journal	90	29.4	Not possessed
2	Extract relevant information from multiple source	91	29.7	„
3	Synthesized information from multiple source	72	23.5	„
4	Synthesis information from reference source	69	22.5	„
5	Logically present information	84	27.5	„
6	Ethically present information	65	21.2	„
7	Integrate retrieved information into your work	69	22.5	„
8	Understand information from the source	64	20.9	„
9	Apply the information to solve the information problem	79	25.8	„
10	Restructure the acquired information	94	30.7	„

Analysis in Table 2 shows that with the 50% benchmark, none of the ten information synthesis skills was possessed by students in the Colleges of Education studied. From the analysis, 29.4% of the students indicated that they possess the skill needed to effectively synthesize information from journal publications. The analyses also reveal that 23.5% indicated that they can synthesis

information from reference sources while 27% indicated that they can synthesize information from different sources. Some of the respondents (30.7%) agreed that they possess the skills to restructure the acquired information after synthesis to solve an information need.

Research Question 3

What are the information evaluation skills possessed by students in Colleges of Education?

Table 3: Frequencies and percentages on the information evaluation skills possessed by students in Colleges of Education

<i>S/no</i>	<i>Skills</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Remark</i>
1	Determine credibility of the source	121	39.5	Not possessed
2	Evaluate the quality of the internet site	122	39.9	„
3	Evaluate the quality of a book	103	33.3	„
4	Evaluate the authenticity of the source	144	47.1	„
5	Evaluate if the source is useful	150	49.0	Poorly possessed
6	Determine whether to use a particular source	75	24.5	Not possessed
7	Evaluate online sources	94	30.7	„
8	Determine if retrieved is relevant	103	33.7	„
9	Evaluate the website	77	25.2	„
10	Evaluate if the information solve your information need	99	32.4	„

Analysis in Table 3 reveals that with the 50% benchmark, none of the ten information evaluation skills was possessed by students of the Colleges of Education.

The result of analysis on research question three reveal that with the 50% benchmark, none of the ten information evaluation skills was possessed by students in Colleges of Education

Conclusion

Based on the analysis and discussion of results of the study, it could be deduced that College of Education students in Anambra State do not possess the needed information literacy skill that will enable them to effectively retrieve information resources in the library to improve their academic performance.

Recommendations

The following recommendations have been made based on the findings and conclusions made in this study:

1. Management of College of Education should develop a course of study on Information Literacy to be included in the academic curriculum of their institution.
2. The College Library should be resourced, in terms of personnel and equipment, to enable it to organise periodic information retrieval sessions for students.
3. The librarians should re-examine their course outline use for teaching use of library (GSE 111) in order to include the information literacy skills needed by students.
4. College of Education students should ensure that they actively learn the information literacy skills which will help them benefit from the diverse information resources in their library. This will enhance their academic performance and lifelong learning.

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