

*Full Length Research*

## **Information Literacy Skills and Library use by Undergraduates in Adventist University of Central Africa (AUCA), Kigali, Rwanda**

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Libraries serve as storehouse of knowledge. They help students to achieve success in their academic endeavors by providing relevant and current information resources. Libraries in academic environment are to be used by students both undergraduates and postgraduates as they prepare for exams, completing their class notes, and for studies, and all these combined help them to achieve success and improve knowledge. However, different researchers from different study areas found that the undergraduates use libraries at low extent. This could be attributed to their level of information literacy skills, which are considered as a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. Many studies were carried out in different areas but none to the knowledge of the researcher has been carried in the study locale. Thus, this study investigated the influence of information literacy skills on library use of undergraduates in Adventist University of Central Africa. The study applied survey research design. The population of the study comprised 2015 undergraduates of Adventist University of Central Africa, Rwanda. Simple random sampling technique was used to select 334 undergraduates. A validated structured questionnaire was used for data collection. The response rate of 89% was achieved. Data collected were analyzed using descriptive and inferential (simple regression) statistic. Findings indicated that the undergraduates have high level of information literacy skills. The study found out that information literacy skills significantly influence library use of undergraduates in Adventist University of Central Africa in Kigali, Rwanda. The findings also indicated that the undergraduates agreed that they use library; when they need a place to read for exams, when they need documents for their assignments. It also shows that the undergraduates frequently use library for writing assignment, using internet services, borrowing books. The study recommended that Adventist University of Central Africa should make adequate budgetary provision for different types of library resources. The management of the university library should promote literacy programs in which the undergraduates would gain different skills that would assist them to solve information problems at any point in time.

**Keywords:** Adventist University of Central Africa, Information Literacy, Information Literacy Skills, Library Use, Undergraduates

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## INTRODUCTION

Libraries, regardless of type (public, academic, school, special) can be defined as a storehouse of knowledge, in which different people with different information needs can get responses from services provided therein. Libraries provide numerous services to users, addressing their diverse needs and interest. Olowoshoke (2018) asserted that library services are established to provide an avenue where users can access quality materials or a usable collection of information materials to meet the needs of the institution's academic programs. Maduako (2013) pointed out that library use is the act of perusing the library stock, seeking and obtaining assistance from library staff, finding information and borrowing a book from library. It also includes studying one's own material in the library. This study will use academic libraries which are libraries situated in academic environment for the purpose of helping its parent institutions achieve their goals. However, it is important to understand that having library filled with relevant and comprehensive information is not sufficient to guarantee that library users will get satisfaction from accessing and using library in today's world of information. More so, different researchers found that undergraduates hardly use libraries. Onuoha, Chukwueke and David (2019); Osunrinade, Gbotosho and Adesina (2015) found that there is reduction in library use of undergraduate students, where they found that students use the library for the purpose of meeting with friends. Hence, there is need to consider their information literacy skills. Therefore, this study looked at the influence of information literacy skills on library use of undergraduates in Adventist University of Central Africa in Kigali, Rwanda.

## REVIEW OF LITERATURE

A Library in an academic environment is regarded as an important unit due to the role it plays in assisting the parent institution in achieving its academic goals. An academic library, as a matter of policy is saddled with the responsibilities of acquiring, organizing, preserving, making available and accessible library resources and services for use by the clientele of the library (Aina, 2008). In their study Aladeniyi and Owokole (2018) stated that library supports the academic programs of the parent body by providing relevant information resources that are capable of ensuring success when utilized. Those who are in academic environment need to use library for teaching, learning research, update of knowledge and personal development. Okiki (2013) posits that the library is a vital facility for enhancing learning, teaching and research. For library to achieve all this it must acquire relevant and comprehensive resources in which its users will have confidence to depend on while carrying out their research work, assignment, and other related works.

Elaborating on this, Owusu-Acheaw and Agatha (2014) in their study stated that informed library users know that libraries have resources that are more comprehensive and scholarly relative to cybercafés. This shows that students need to use library due to its irreplaceable role in academic environment. Students are the one mostly expected to use libraries in academic environment for the fact that they are in numbers than any other group in the same environment.

According to Adeyemi (2009) in higher learning institutions students demand and expect to access and use library resources. Students need to use library resources and services specifically for reading, completing their class note, preparing for their examination, reading news from newspapers, and even participating in group discussions. Libraries are made for use but if students use the library primarily as a quiet and convenient place to study, they may not be aware of its resources at all, as well as to the student who never put a foot in the library (Owusu-Acheaw & Agatha, 2014). Describing library use, Maduako (2013) pointed out that it is the act of perusing the library stock, seeking and obtaining assistance from library staff, finding information and borrowing a book from library. It also includes studying one's own material in the library. This is to show that all activities carried out in the library by the user, with or without the assistance of library staff to meet his or her information needs may be described as library use.

However, it is important to understand that for effective and efficient use of library information resources, it is desirable to consider information literacy skills of the users. According to Association of College and Research Libraries (ACRL, 2015), the term information literacy was coined by Paul G. Zukowaski in 1974 to describe the technical skills known by the information literate for utilizing the wide range of information tools as well as primary sources in modelling the information solutions and their problems. According to the ACRL (2002), information literacy skills is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. These skills mentioned are necessary for today's students based on how they are subjected to huge amounts of information from various media. According to Adedoja (2011), information literacy skills can assist student, to develop an informal understanding of the nature of media resources in education and take control of the use of media resources.

Information literacy skills are focused on content, communication, analysis, information searching, and evaluation. Information literacy skills have become necessary among students due to how it form the basis for lifelong learning. It is common to all disciplines, all learning environments, and to all level of education. It enables learners to master content and extend their investigations, become more self-directed and assume greater control over their own learning (Anandhalli, 2018).

Williams (2006) observed that information literacy enables students to become more efficient and effective learners. Taylor, (2010) opined that students who possess high-level of information literacy competencies usually derive maximum satisfaction from the library as they are able to effectively utilize the information resources in the library. In his study Maro (2018) posits that it is very important for students to become independent learners, but for this to occur, they need to be given the necessary skills such as how to find information, select what is relevant, use it ethically for their own particular needs, and take responsibility for their own learning and acknowledging cited sources. All these shows that for students to accomplish their goal in their academic endeavors they need to acquire these skills which will encourage them to use library effectively.

## RESEARCH QUESTIONS

The following research questions were addressed in this study:

- What is the purpose of library use by undergraduates in Adventist University of Central Africa in Kigali, Rwanda?
- What is the frequency of library use by undergraduates in Adventist University of Central Africa in Kigali, Rwanda?
- What are the types of library resources available for undergraduates in Adventist University of Central Africa in Kigali, Rwanda?
- What is the level of information literacy skills of undergraduates in Adventist University of Central Africa in Kigali, Rwanda?

## HYPOTHESES

The following null hypothesis was tested at 0.05% level of significance:

1. Information literacy skills will not significantly influence library use of undergraduates in Adventist University of Central Africa in Kigali, Rwanda.

## METHODOLOGY

The study adopted the survey research design. The population of this study consists of two thousands and fifteen (2015) undergraduates of Adventist University of Central Africa in Kigali, Rwanda. Data collected from AUCA registry office (2019/2020) indicates that the following are the faculties and departments in the university: Faculty of Business Administration, Faculty of Information Technology, Faculty of Theology, Faculty of Education, and Faculty of Nursing. The total sample size of this study is three hundred and thirty four (334) undergraduates. Taro Yamane (1970) sample size determination formula was adopted to calculate and determine a representative and admissible sample size of a known population size. Simple random sampling technique was used for the study. Data was analyzed using descriptive and inferential statistics.

## Data Analysis and Discussion of the Findings

The demographic information of the respondents shows that 167 (56.0%) of the respondents were males, while 127 (42.6%) were females and 4 (1.3%) of the respondents did not mention their gender. This suggests that there were more male respondents than the female. It also shows that 26 (8.7%) of the respondents were below 20 years, 208 (69.8%) were within the ages of 20 – 25 years, 52 (17.4%) were within the ages of 26 - 30 years, while 10 (3.4%) were within the ages of 31 and above years and 2 (0.7%) of the respondents did not mention their age range. From the result, therefore, it could be concluded that majority of the respondents in Adventist University of Central Africa, Rwanda were in the age range of 21 - 25 years. Also, demographic information revealed that 82 (27.5%) of the respondents were in their first semester, 4 (1.3%) were in their second semester, 22 (7.4%) were in their third semester, 43 (14.4%) were in their fourth semester, 39 (13.1%) were in their fifth semester, 42 (14.1%) were in their sixth semester, 33 (11.1%) were in their seventh semester, 15 (5.0%) were in their eighth semester, while 18 (6.0%) were in the ninth and above semester. This implies that there were more respondents from semester one.

**Research Question 1:** What is the purpose of library use by undergraduates in Adventist University of Central Africa in Kigali, Rwanda?

**Table 1.** Purpose of Library Use by undergraduates

Purpose of Library Use	Strongly Agree	Agree	Disagree	Strongly Disagree	Missing	Mean	Std. D.
	FREQ (%)	FREQ (%)	FREQ (%)	FREQ (%)	FREQ (%)		
<b>I use Library: When I need...</b>							
documents for my assignments.	134 (45.0)	141 (47.3)	16 (5.4)	3 (1.0)	4 (1.3)	3.34	.74
a place to read for exams	129 (43.3)	144 (48.3)	12 (4.0)	5 (1.7)	8 (2.7)	3.28	.84
to write notes from different resources	114 (38.3)	138 (46.3)	31 (10.4)	8 (2.7)	7 (2.3)	3.15	.89
to use internet services	95 (31.9)	135 (45.3)	49 (16.4)	6 (2.0)	13 (4.4)	2.98	.98
to borrow books in the library	99 (33.2)	124 (41.6)	50 (16.8)	15 (5.0)	10 (3.4)	2.96	1.00
to Participate in literacy programs	81 (27.2)	124 (41.6)	57 (19.1)	22 (7.4)	14 (4.7)	2.79	1.07
to read Fiction books (storybooks, novels, cartoons)	56 (18.8)	138 (46.3)	70 (23.5)	22 (7.4)	12 (4.0)	2.68	.99
to while away time	57 (19.1)	109 (36.6)	88 (29.5)	32 (10.7)	12 (4.0)	2.56	1.04
to meet with friends	64 (21.5)	96 (32.2)	82 (27.5)	46 (15.4)	12 (3.4)	2.53	1.09
<b>Overall Grand Average</b>						<b>2.91</b>	<b>0.96</b>

**Decision Rule:** if mean is  $\leq 1.49$  = Strongly Disagree,  $1.5 - 2.49$  = Disagree,  $2.5 - 3.49$  = Agree,  $3.5-4$  = Strongly Agree

Table 1 presents the results of purpose of library use by undergraduates of Adventist University of Central Africa. With the grand mean of 2.91 on a scale of 4. It implies that the undergraduates of Adventist University of Central Africa agreed that they use library based on different purposes. Where “when I need documents for my assignments” (mean 3.34) was rated very high closely followed by “when I need a place to read for exams” (mean 3.28) and “when I need to write notes from different resources” (mean 3.15). The respondents agreed with the statement that they use library for the purpose of using internet services with the mean of 2.98, when they need to borrow books in the library with mean of 2.96, and when they need to participate in literacy programs with mean of 2.79. They also agreed that they use library for the purpose of reading fiction books (storybooks, novels, cartoons) with the mean of 2.68, when they need to while away time with mean of 2.56, and when they need to meet with friends with mean of 2.53.

**Research Question 2:** What is the frequency of library use by undergraduates in Adventist University of Central Africa in Kigali, Rwanda?

**Table 2.** Frequency of library use by Undergraduates

How frequent do you use the library based on the following activities?	Very Frequently	Frequently	Occasionally	Never	Missing	Mean	Std. D.
	FREQ (%)	FREQ (%)	FREQ (%)	FREQ (%)	FREQ (%)		
Writing my assignment	103 (34.6)	126 (42.3)	46 (15.4)	18 (6.0)	5 (1.7)	3.02	.95
Using internet services	110 (36.9)	113 (37.9)	42 (14.1)	23 (7.7)	10 (3.4)	2.97	1.06
Borrowing books	100 (33.6)	95 (31.9)	45 (15.1)	52(17.4)	6 (2.0)	2.78	1.15
Having group study/reading	79 (26.5)	118 (39.6)	54 (18.1)	39(13.1)	8 (2.7)	2.74	1.07
Consulting librarian for reference services	65 (21.8)	107 (35.9)	68 (22.8)	47(15.8)	11 (3.7)	2.56	1.11
Reading fiction books (storybooks, novels, cartoons)	39 (13.1)	105 (35.2)	82 (27.5)	60 (20.1)	12 (4.0)	2.33	1.06
<b>Overall Grand Mean</b>						<b>2.73</b>	

**Decision Rule:** if mean is  $\leq 1.49$  = Never,  $1.5 - 2.49$  = Occasionally,  $2.5 - 3.49$  = Frequently,  $3.5-4$  = Very Frequently

Table 2 presents the results of frequency of library use by undergraduates of Adventist University of Central Africa. With the overall grand mean of 2.73 on a scale of 4, it implies that the undergraduates of Adventist University of Central Africa agreed that they frequently use library, though based on different activities such as: writing my assignment (mean 3.02) was rated very high, closely followed by using internet services (mean 2.97) and borrowing books (mean 2.78). Respondents agreed with the statement that they frequently use library for having group study and reading with mean of 2.74, consulting librarian for reference services with mean of 2.56 and that they occasionally use library for reading fiction books (storybooks, novels, cartoons) with the mean of 2.33.

**Research Question 3:** What are the types of library resources available for undergraduates in Adventist University of Central Africa in Kigali, Rwanda?

**Table 3.** Information Resources Available

What are the available resources in your university Library	Highly Available	Available	Slightly Available	Not Available	Missing		
	FREQ (%)	FREQ (%)	FREQ (%)	FREQ (%)	FREQ (%)	Mean	Std. D.
Dictionaries	102 (34.2)	114 (38.3)	57 (19.1)	18 (6.0)	7 (2.3)	2.96	.99
Textbooks	92 (30.9)	119 (39.9)	55 (18.5)	23 (7.7)	9 (3.0)	2.88	1.03
Journals	53 (17.8)	126 (42.3)	78 (26.2)	30 (10.1)	11 (3.7)	2.60	1.01
Encyclopedias	55 (18.5)	122 (40.9)	71 (23.8)	39 (13.1)	11 (3.7)	2.57	1.05
Atlases	45 (15.1)	107 (35.9)	93 (31.2)	43 (14.4)	10 (3.4)	2.45	1.02
Bibliographies	55 (18.5)	97 (32.6)	84 (28.2)	51 (17.1)	11 (3.7)	2.45	1.09
Newspapers	50 (16.8)	84 (28.2)	108(36.2)	47 (15.8)	9 (3.0)	2.40	1.04
Maps	47 (15.8)	93 (31.2)	96 (32.2)	54 (18.1)	8 (2.7)	2.39	1.04
Magazines	51 (17.1)	85 (28.5)	96 (32.2)	57 (19.1)	9 (3.0)	2.38	1.07
Online databases	54 (18.1)	81 (27.2)	96 (32.2)	56 (18.8)	11 (3.7)	2.37	1.09
E-books	53 (17.8)	79 (26.5)	89 (29.9)	69 (23.2)	8 (2.7)	2.34	1.10
Reports	42 (14.1)	85 (28.5)	109(36.6)	51 (17.1)	11 (3.7)	2.32	1.03
Abstracts/indexes	38 (12.8)	93 (31.2)	91 (30.5)	60 (20.1)	16 (5.4)	2.26	1.08
Online catalogue (OPAC)	40 (13.4)	81 (27.2)	90 (30.2)	77 (25.8)	10 (3.4)	2.21	1.08
E-journals	38 (12.8)	85 (28.5)	81 (27.2)	82 (27.5)	12 (4.0)	2.18	1.10
Audio books	44 (14.8)	61 (20.5)	93 (31.2)	87 (29.2)	13 (4.4)	2.12	1.12
<b>Overall Grand Mean</b>						<b>2.43</b>	

**Decision Rule:** if mean is  $\leq 1.49$  = Not Available,  $1.5 - 2.49$  = Slightly Available,  $2.5 - 3.49$  = Available,  $3.5-4$  = Highly Available

Table 3 presents the available information resources in Adventist University of Central Africa of Central Africa library. With the overall grand mean of 2.43, it implies that library resources are slightly available in Adventist University of Central Africa library. The result indicates that dictionaries (mean 2.96) were available followed by textbooks (mean 2.88) and journals (2.60). The result also indicates that online catalogue (2.21) is slightly available followed by e-journals (2.18) and audio books (mean 2.12).

**Research Question 4:** What is the level of information literacy skills of undergraduates in Adventist University of Central Africa in Kigali, Rwanda?

**Table 4.** Information Literacy Skills of Undergraduates

Information Literacy Skills	Very High	High	Low	Very Low	Missing	Mean	Std. D.
	FREQ (%)	FREQ (%)	FREQ (%)	FREQ (%)	FREQ (%)		
<b>Task Definition</b>							
My ability to sense when I need information for a task is	106(35.6)	155 (52.0)	30 (10.1)	3 (1.0)	4 (1.3)	3.19	.76
My ability to define what problem I have that requires information is	102 (34.2)	156 (52.3)	34 (11.4)	3 (1.0)	3 (1.0)	3.18	.75
My ability to define my information need is	94 (31.5)	158 (53.0)	41 (13.8)	4 (1.3)	1 (.3)	3.14	.72
<b>Average Mean</b>						<b>3.17</b>	
<b>Location and Access</b>							
My ability to search information on the shelf is	100 (33.6)	158 (53.0)	28 (9.4)	3 (1.0)	9 (3.0)	3.13	.85
My ability to access sources through the library OPAC (Online Public Access Catalogue) is	91 (30.5)	158 (53.0)	38 (12.8)	5 (1.7)	6 (2.0)	3.08	.82
My ability to get specific information through the book index is	85 (28.5)	158 (53.0)	44 (14.8)	6 (2.0)	5 (1.7)	3.05	.82
<b>Average Mean</b>						<b>3.08</b>	
<b>Use of Information</b>							
My ability to apply information for any assignment is	94 (31.5)	144 (48.3)	46 (15.4)	8 (2.7)	6 (2.0)	3.05	.87
My ability to use information to make academic decisions is	90 (30.2)	161 (54.0)	36 (12.1)	6 (2.0)	5 (1.7)	3.09	.81
My ability to use information and know current events is	82 (27.5)	156 (52.3)	49 (16.4)	5 (1.7)	6 (2.0)	3.02	.83
My ability to use information to make specific personal decisions is	83 (27.9)	159 (53.4)	46 (15.4)	6 (2.0)	4 (1.3)	3.04	.80
<b>Average Mean</b>						<b>3.05</b>	
<b>Evaluation</b>							
My ability to critically assess information gotten from internet is	101 (33.9)	154 (51.7)	36 (12.1)	1 (.3)	6 (2.0)	3.15	.80
My ability to confidently assess information obtained from textbooks is	85 (28.5)	159 (53.4)	38 (12.8)	5 (1.7)	11 (3.7)	3.01	.90
My ability to judge database sources relevance is	85 (28.5)	152 (51.0)	40 (13.4)	9 (3.0)	12 (4.0)	2.97	.95
My ability to critic authenticity of both print and e-sources is	100 (33.6)	147 (49.3)	37 (12.4)	6 (2.0)	8 (2.7)	3.09	.88
<b>Average Mean</b>						<b>3.05</b>	
<b>Synthesis</b>							
My ability to read different sources to form specific ideas is	94 (31.5)	150 (50.3)	45 (15.1)	5 (1.7)	4 (1.3)	3.09	.81
My ability to break different ideas to form simple meaning/ Sense is	83 (27.9)	162 (54.4)	41 (13.8)	7 (2.3)	5 (1.7)	3.04	.81
My ability to interpret the visual information (i.e. graph, tables, diagram) is	69 (23.2)	156 (52.3)	60 (20.1)	7 (2.3)	6 (2.0)	2.92	.84

**Continuation of Table 4**

My ability to combine ideas together to form meaning is	64 (21.5)	158 (53.0)	61 (20.5)	9 (3.0)	6 (2.0)	2.89	.84
<b>Average Mean</b>						<b>2.98</b>	
<b>Information Seeking Strategies</b>							
My ability to search information using Boolean logic (AND, OR, and NOT) is	59 (19.8)	163 (54.7)	63 (21.1)	10 (3.4)	3 (1.0)	2.89	.79
My ability to limit search strategies by subject, language and date is	76 (25.5)	159 (53.4)	50 (16.8)	9 (3.0)	4 (1.3)	2.99	.82
My ability to know where to find information I need is	64 (21.5)	137 (46.0)	75 (25.2)	15 (5.0)	7 (2.3)	2.79	.92
My ability to know how to find information I need is	71 (23.8)	158 (53.0)	55 (18.5)	7 (2.3)	7 (2.3)	2.94	.85
<b>Average Mean</b>						<b>2.90</b>	
<b>Overall Grand Mean</b>						<b>3.03</b>	

**Decision Rule: if mean is  $\leq 1.49$  = Very Low, 1.5 – 2.49 = Low, 2.5 – 3.49 = High, 3.5-4 = Very High**

Table 4 shows the level of information literacy skills of undergraduates in Adventist University of Central Africa of Central Africa. With the overall grand mean of 3.03 on scale of 4, it shows that the undergraduates of Adventist University of Central Africa have high level of information literacy skills. However, the result indicates that “task definition” (mean 3.17) was rated very high closely followed by “Location and Access” (mean 3.08) and “evaluation” (mean 3.05). The result also indicates use of information with mean of 3.05, synthesis with average mean of 2.98 and information seeking strategies with average mean of 2.90.

**Restatement of Hypothesis One**

**H<sub>01</sub>:** Information literacy skills will not significantly influence library use of undergraduates in Adventist University of Central Africa in Kigali, Rwanda.

**Table 5.** Simple Regression between information literacy skills and library use of undergraduates in Adventist University of Central Africa in Kigali, Rwanda.

<b>Model One</b> $y_1 = a_0 + \beta_1 x_1 + \mu$		<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>	<b>T</b>	<b>Sig.</b>
		<b>B</b>	<b>Std. Error</b>	<b>Beta</b>		
1	(Constant)	2.121	.201		10.569	.000
	Information Literacy Skills (ILS)	0.264	.065	0.229	4.047	.000
<b>a. Dependent Variable: Library Use (LU)</b>						
<b>b. R = 0.229      R<sup>2</sup> = 0.052      T(2977) = 4.047      P=0.000&lt;0.05</b>						
<b>Source: Researcher's Study, 2021</b>						

Table 5 shows the simple regression analysis results for influence of information literacy skills on library use of undergraduates in Adventist University of Central Africa in Kigali, Rwanda. The result shows that information literacy skills ( $\beta = 0.264$ ,  $t = 4.047$ ,  $p < 0.05$ ) have positive and significant influence on library use of undergraduates in Adventist University of Central Africa in Kigali, Rwanda. The R value 0.229 indicates that information literacy skills has a very weak positive relationship with the library use of students. The  $R^2 = 0.052$  indicates that about 5.2% variation that occurs in the library use of undergraduates in Adventist University of Central Africa in Kigali, Rwanda can be accounted for by the students level of information literacy skills while the remaining 94.8% changes that occurs is accounted for by other

external factors not captured in the model. The simple regression model is thus expressed as:  $LU = 2.121 + 0.264ILS + U_i$ -----Equation i

Where: LU = Library Use, ILS = Information Literacy Skills

The regression model shows that when Information Literacy Skills is held at constant zero, Library use would be 2.121 implying that irrespective of the Information Literacy Skills of the students, they will still make use of the library. The results of the simple regression analysis indicate that when Information Literacy Skills is improved by one unit the students Library use will be positively

enhanced by 0.264 level. The t statistics corroborates the result with a positive value that is statistically significant which shows that Information Literacy Skills is an important determinant of the library use of undergraduates in Adventist University of Central Africa in Kigali, Rwanda. The result is also highly statistically significant with a p-value that is less than 0.05 ( $P < 0.05$ ) Therefore, the null hypothesis ( $H_{01}$ ) which states that information literacy skills will not significantly influence library use of undergraduates in Adventist University of Central Africa in Kigali, Rwanda, was rejected.

## DISCUSSION FINDINGS

Research question one sought to find out the purpose of library use by undergraduates in Adventist University of Central Africa in Kigali, Rwanda. The findings reveal that the Overall Grand Mean of the purpose of library use is 2.91. The result of the study shows that the undergraduates of Adventist University of Central Africa in Kigali, Rwanda agreed that they use library; when they need a place to read for exams, when they need documents for their assignments, when they need to read Fiction books (storybooks, novels, cartoons), when they need to write notes from different resources, when they need to meet with friends, when they need to while away time, when they need to use internet services, when they need to borrow books in the library, and when they need to participate in literacy programs. The finding of the study corroborates with Owusu-Acheaw and Agatha (2014) who reported that students need to use library resources and services specifically for reading, completing their class note, preparing for their examination, reading news from newspapers, and even participating in group discussions.

Research question two sought to find out the frequency of library use of undergraduates in Adventist University of Central Africa in Kigali, Rwanda. The finding reveals that the undergraduates frequently use library. However, the study also reveals that the undergraduates use library occasionally for reading fiction books (storybooks, novels, cartoons). The finding of the study is in agreement with Ejike and Amaoge (2017) who in their study of Strategies for effective utilization of library resources and services by distance education students in National Teachers Institute found that National Teachers Institute students use the library for the purpose of acquisition of knowledge, consulting reference materials in the library, writing assignment, reading for examinations, consulting journals among others.

Research question three sought to find out the types of library resources available for undergraduates in Adventist University of Central Africa in Kigali, Rwanda. The finding reveals that resources are slightly available in AUCA library. The finding of the study also reveals that dictionaries, textbooks, journals, and encyclopedias are

available in the library of Adventist University of Central Africa in Kigali, Rwanda. It also reveals that atlases, bibliographies, newspapers, maps, magazines, reports, abstracts/indexes, online databases, e-books, audio books, e-journals, and online catalogue (OPAC) are slightly available. This is in line with Tofi and Agipu (2019) who established in their study that textbooks were the commonly library resources found in school libraries. But also, on the other hand, this finding disagree with their findings that newspapers, novels, and magazines were available in school libraries.

Research question four sought to find out the level of information literacy skills of undergraduates in Adventist University of Central Africa in Kigali, Rwanda. The finding reveals that the undergraduates of Adventist University of Central Africa in Kigali, Rwanda have high level of information literacy skills. This implies that the undergraduates have high level of task definition, information seeking strategies, location and access, use of information, synthesis, and evaluation of information resources. This is in line with Anandhalli (2018) who established that on an average more than 60% of the undergraduate students have high level of information literacy skills.

The hypothesis which stated that information literacy skills will not significantly influence library use of undergraduates in Adventist University of Central Africa in Kigali, Rwanda was rejected based on the results of analysis. The result shows that information literacy skills significantly influence library use of undergraduates of Adventist University of Central Africa in Kigali, Rwanda. This finding corroborates with Ekong and Ekong (2018) who established in their study on the impact of information literacy skills on the use of E-Library resources among tertiary institution students in Akwa Ibom State, Nigeria, that there is a great difference in the academic performance of students in the tertiary institutions who possess adequate information literacy skills and as a result they make use of library resources more than those who do not possess the literacy skills.

## CONCLUSION

Library use by undergraduates in Adventist University of Central Africa, in Kigali, Rwanda is very important for improvement in their studies. Based on the result of this study one factor was identified which influenced library use by undergraduates in Adventist University of Central Africa, Kigali, Rwanda. And that factor is information literacy skills. The study concludes that information literacy skills significantly influences library use of undergraduates in Adventist University of Central Africa, Kigali, Rwanda. Therefore, based on the result of this study it concludes that the undergraduates of Adventist University of Central Africa agreed that they use library.



## RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made:

The study revealed that library resources are slightly available for undergraduates. Therefore, Adventist University of Central Africa should make adequate budgetary provision for different types of library resources.

The findings of the study also revealed that information literacy skills influence use of library by undergraduates. Therefore, the management of the university library should promote literacy programs in which the undergraduates should gain more skills that would assist them to solve information problems.

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