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Full Length Research

Electronic Information Resources Literacy and Use by Lecturers in the Universities

[1]Uche V. Enweani, Ph.D (CLN) and [2]Deborah Uzoma Ezekwibe

[1]University Library, Chukwuemeka Odumegwu Ojukwu University, Anambara State
[2]University Library, Chukwuemeka Odumegwu Ojukwu University, Anambara State

*Corresponding author's Email: gn.okafor.coou.edu.ng, ud.ezekwibe@coou.edu.ng

This study investigated the influence of information literacy skills on electronic information resources use by lecturers in private universities in South- East, Nigeria. Survey research design was adopted for the study. The target population for this study comprised 3201 lecturers in fifteen selected private universities in South- East, Nigeria which were established between 1999 and 2007. Out of 3201 study population, the researcher used Taro Yamane (1967) statistical formula to get a sample size of 356. A multistage sampling technique was adopted for the study. Bowley (1926) Proportional Distribution Formula was used to distribute the figure proportionately across the fifteen selected universities to ensure that the universities were proportionally represented. Data were collected with a validated questionnaire. The internal consistency of the instrument was measured using Cronbach's alpha test which ranged from 0.74 – 0.96. A response rate of 76.2% was recorded. Data were analysed using descriptive and inferential statistics. Findings from the study revealed that information literacy skills (βeta=0.441, t (275) = 8.156, p = 0.000) has a positive and significant influence on EIR use by lecturers of universities in South- East, Nigeria.

Keywords: Information Resources, Skills, Lecturers, Private Universities, Engagement, Use of electronic information resources

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INTRODUCTION

Recent scholarly discourse has highlighted the increasing indispensability of electronic information resources (EIR) in academic research, teaching, and learning activities (Enweani & Nwankwo, 2018). These digital resources have become dominant in research processes due to their significant contributions across all academic domains (Enweani, 2023). EIR provide enhanced platforms for faculty members, serving as crucial tools that complement and, in many cases, replace traditional print resources in contemporary academic libraries (Mardhusudhan, 2010, cited in Mwantimwa & Elia, 2017; Enweani & Muokebe, 2019a).

The emergence of e-resources represents a transformative development in library and information services within competitive academic environments (Urhiewhu et al., 2021). As noted by Hadagali et al. (2012, cited in Ternenge & Kashimana, 2019), electronic resources offer numerous advantages over their print counterparts, particularly in terms of space efficiency, time management, and accessibility (Muokebe & Enweani, 2019b). The automation of library operations coupled with internet technology has revolutionized information access, enabling academic institutions worldwide to provide remote access to scholarly materials for students and faculty regardless of geographical barriers (Enweani, 2019).

The effective utilization of EIR is fundamentally dependent on faculty members' information literacy competencies (Olarunfemi et al., 2020). Research by Angello (2010) and Mardhusudhan (2010, cited in Mwantimwa & Elia, 2017) demonstrates a direct correlation between information literacy levels and effective e-resource utilization among academic staff (Enweani & Muokebe, 2019b). In today's information-rich academic landscape, scholars encounter an overwhelming array of electronic resources and databases across various aspects of their professional and personal lives (Anunobi & Udem, 2015; Enweani, 2021).

Information literacy skills empower faculty members to:

1.   Identify information needs (Enweani & Nwankwo, 2018)
2.   Efficiently locate relevant resources (Muokebe&Enweani, 2019a)
3.   Critically evaluate information quality (Enweani, 2023)
4.   Effectively apply knowledge to address research gaps (Urhiewhu et al., 2021)

The American Library Association (2015) emphasizes that these skills are essential for navigating the complex information environment of the 21st century, where users must constantly make judgments about source credibility and relevance (Olarunfemi et al., 2020). Information literate individuals demonstrate the ability to:

•   Understand knowledge organization systems (Enweani & Muokebe, 2019b)
•   Develop effective search strategies (Enweani, 2019)
•   Apply information ethically (Muokebe&Enweani, 2019b)
•   Engage in continuous learning (ALA Presidential Committee on Information Literacy, 1989, cited in Ranaweera, 2008; Enweani, 2021)

Rockman (2004) argues that information literacy constitutes a fundamental competency for professional success in knowledge-based economies, enabling individuals to effectively process, analyze, synthesize, and communicate information (Enweani, 2023). This perspective is particularly relevant in the context of Nigerian academic institutions, where the adoption of electronic resources continues to transform teaching and research methodologies (Enweani & Muokebe, 2019a; Enweani & Nwankwo, 2018).

The proliferation of information resources has introduced significant complexities into the research process, complicating scholars' ability to navigate available materials effectively (Igwe et al., 2019; Enweani & Muokebe, 2019a). The contemporary information landscape, particularly in academic settings, is increasingly dominated by unverified publications, rendering many accessible resources potentially unreliable (Enweani, 2019a; Amaechi et al., 2018). This phenomenon underscores the growing necessity for information literacy (IL) competencies in knowledge-based societies, especially within Nigerian academic institutions (Enweani & Nwankwo, 2018; Muokebe et al., 2018).

In an era characterized by rapid technological advancement and exponential growth of digital information, academic staff face substantial challenges in information management (Enweani & Muokebe, 2019b; Enweani, 2018). The accelerating replacement of print materials with electronic resources necessitates robust IL skills, which have become indispensable for educational advancement (Muokebe & Enweani, 2019b; Igbokwe et al., 2019). Institutional quality is increasingly measured by information accessibility and IL proficiency of faculty and students, factors that directly influence research productivity (Enweani, 2019b; Ezekwe & Enweani, 2019).

Information literacy encompasses the capacity to recognize information needs and to effectively locate, assess, utilize, and communicate information (Kenyatta University Library, 2012; Enweani & Eke, 2019). This skillset represents a continuous learning process that begins prior to tertiary education and develops throughout one's professional life (Enweani et al., 2019; Ogbonna et al., 2014).

As a foundational element of lifelong learning, IL transcends disciplinary boundaries (Bevill State Community College Library, n.d.; Enweani, 2012). It empowers learners to:

1.   Precisely determine information requirements (Enweani&Offor, 2017)
2.   Efficiently access needed materials (Ezeani&Enweani, 2015)
3.   Critically assess information quality (Mole &Enweani, 2011)
4.   Integrate selected knowledge effectively (Ofordile&Enweani, 2009)
5.   Apply information ethically and legally (Enweani&Enem, 2019)

In Nigeria's higher education system, the National Universities Commission mandates IL instruction through compulsory courses (Okojie, 2007; Agwuna & Enweani, 2018). The Association of College and Research Libraries

(ACRL, 2000) establishes five IL standards particularly relevant for educators in developing contexts (Enweani, 2019c; Enweani& I.B., n.d.).

In the 21st century information economy, IL skills have become fundamental for academic success and professional development (Tella, 2015; Enweani, 2019d). As research demonstrates, the ability to solve information-based problems constitutes a critical competency in contemporary education (Eisenberg & Berkowitz, 1990; Enweani, 2019e).

Key findings from Nigerian studies emphasize:

- The correlation between information resource accessibility and learning outcomes (Enweani & Muokebe, 2019a)
- Challenges in special library resource evaluation (Muokebe & Enweani, 2019a)
- User satisfaction with e-resources in academic settings (Muokebe & Enweani, 2019b)
- The importance of professional development for information professionals (Enweani, 2019f)

The importance of acquiring skills in information literacy multiplies the opportunities for students' self-directed learning, as they become engaged in using a wide variety of information sources to expand their knowledge, ask informed questions, and sharpen their critical thinking skills for further self-directed learning (Association of Colleges & Research Libraries (ACRL, 2000).Information literacy skills are helpful to everybody, especially students, in order to succeed academically and in their future job opportunities. Teachers and lecturers are greatly in need of information literacy skills, in order to carry out their occupations efficiently and successfully. Basically, everybody in the society is in need of information literacy skills (Ranaweera, 2008). In recognition of the importance of information literacy skills, ACRL (2003) fashioned out characteristics "intended to help those who are interested in developing, assessing, and improving information literacy programs." The identified characteristics for information literacy programs include the following: mission, goals and objectives, planning, administrative and institutional support, articulation of the curriculum, collaboration, pedagogy, staffing, outreach, and assessment/evaluation. Rockman (2004) averred that just as writing shapes and enhances thought, clarifies thinking, and facilitates learning, so does information literacy. Both are interdisciplinary, employ technology, and contribute to lifelong learning.

An information literate person is capable of effectively access, evaluates, organizes, synthesizes and applies information from a variety of sources and formats in a variety of contexts. This study is adopting the big skills 6 model indicators for the second independent variable 'information literacy skills. The indicators are: task definition, information seeking strategy, location and access, use information, synthesis and evaluation.

Approaches to Acquiring Information Literacy Skills

At the rate volumes of information are constantly increasing, search skills are required in order to gain access to the information that is available. To gain access and use of these vast resources effectively, information users must learn to overcome information anxiety and as well explore the available information to enable them to interpret and as well utilize information for rational decision-making (Ajibola, 2011 cited in Okuonghae & Ogiamien, 2016). The Big6 process model for information problem-solving was developed by Eisenberg and Berkowitz (1990). The model integrates information search and use skills along with technology tools in a systematic process to find, use, apply, and evaluate information for specific needs and tasks. The processes as applied in this study are: Task definition, information seeking strategies, location access, use of information, synthesis and evaluation.

Problem identification is the first step in information literacy skills processes. In this stage, lecturers are required to commence solving their information problems by clearly identifying problems they intend to solve. This step is sub-divided into two indicators: (i) determine the topic and (ii) identify information needs. At this stage, the lecturers are able to limit their information needs to the exact information problem confronting them. Information problem solving is a concept that combines the skills needed to access and use information, and those needed to apply and solve an information problem (American Association of School Librarians 1998; Eisenberg & Berkowitz, 1990). Identification has to do with ability to identify a personal need for information and clearly understands that new information and data is constantly being produced and that there is always more to learn. This understanding will help lecturers to know that being information literate involves developing a learning habit and to continuously seek for knowledge to be updated in this constantly changing information age. They would be conscious of the fact that they need to possess investigating/ information seeking strategies. Information seeking drive would launch the lecturers into the world of published and unpublished information and data (SCONUL).

Information Seeking Strategies is the second step of information literacy skills processes. At this stage, students

determine the source of information. For this reason, students are taught to have broad insights about various sources of information, both those available in books and other media. Choose the best source. Of course, the selection of sources is also adjusted to the length of time it takes to work and the availability of information sources. The knowledge of IL issues is a necessity for individuals in the society. The acquisition IL knowledge and competence makes individuals to become information literate. Such an information literate person should possess certain attributes required for ethical accessibility and utilization of information. The person should be the one that recognizes that accurate information is the basis for rational decision making; recognizes the need for information; formulates questions based on information needs; : identifies potential sources of information; develops successful information search strategies; accesses digital and associated information sources; evaluate information critically and thoroughly; organizes information resources accordingly for practical applications; integrates new information into an existing body of knowledge; as well as synthesizes and uses information in critical thinking and problem-solving (Doyle, 1994 cited in Igwe et al. 2019).

Location and access requires that lecturers have the enabling skill to use the index. Searching for information stored in various sources of information could be accessed more effectively and efficiently if the lecturers possessed the required skills. Without the knowledge of the appropriate place to access needed information, lecturers might not get the right information. Their ability to recognize the location of information sources is needed to make information accessibility stress free. The success or failure of educational programmes depends on the extent of availability and accessibility of learning resources by the learners. The resources for information literacy programmes comprise human, material, and information resources, as well as the infrastructural facilities required for the delivery of IL instructions. These resources, which are to enable the acquisition of IL competence, include IL educators, instructors and assistants, adequate time allocation for IL instructions, IL-based information resources, learning management system with IL content, ICT laboratories with internet connectivity, web-based portals, social media platforms like YouTube and blogs for IL instructional delivery and interactive sessions, university websites with IL content and web-based tutorials on IL. Also, part of the required resources are IL policy documents and frameworks for IL programmes, guides and manuals, functional learning environments, among others. Learners are supposed to access and use the resources for qualitative learning and acquisition of IL competence. Learners are usually committed in the learning process for knowledge acquisition when resources are available and accessible (Igwe et al. 2019).

Use of Information requires that lecturers select the most appropriate, relevant and suitable information for their information needs identification. At this stage, the need arise to filter and select information to be used to solve information problems identified. The process includes using stored information by reading, listening and observing the information. The next is to extract from the existing information. Doing this would enable the lecturers to select and identify the parts that are important and relevant to the problem statement. Having identified potential sources, students then engage and extract the relevant information by connecting to and accessing online or locally stored electronic information sources; viewing, downloading, and decompressing files as needed; using copy-and-paste features and word processing software to take notes and record citations; and, filtering out non-relevant information (Eisenberg, 2003). Ogunjobi (2012) defined information literacy as a term that enables people to recognize the value of information and use it to make informed choices in their personal, professional and academic lives.

Synthesis stage requires that lecturers combine various information they have gathered, organizing the information from various sources into one form or unit. According to (Eisenberg, 2003), students organize and communicate their results using word processing, database management, spreadsheet and graphics software, and distribute their projects via e-mail, Web publishing, or other media. Synthesis is the most visible part of the information problem solving process which can be described as the end result, outcome and conclusion. It is the restructuring, repackaging of information into new or different formats to meet the requirement of the task (Usman, 2015). Evaluation is the culmination of the Big6 information solving process.

Evaluation determines how effectively or efficiently the information problem solving was conducted (Usman, 2015). Lecturers at this stage have to determine if the identified problem has been resolved. It is a stage to critically consider if something meaningful has been learnt or not and to see what the whole exercise has contributed to knowledge. Evaluation is about judging the product and the process of information gathering and use.

Statement of Problem

The recognition of the indispensability of EIR to the promotion of qualitative education by the universities has necessitated university libraries subscribing to and acquiring EIR in their collections. Basically, in the ever growing knowledge society, possession of information literacy skills has become a necessity for university lecturers so that they

could be able to use EIR effectively for research and service delivery. The researcher is concerned about the level information literacy skills of the lecturers in private universities in South- East, Nigeria which could adversely affect their EIR use.

Objectives of the Study

The main objective of this study is to investigatesocial media engagement and electronic information resources use by lecturers in selected private universities in south -west, Nigeria. The specific objectives are to:

i.   investigate the level of information literacy skills of the lecturers in selected private universities in South- East, Nigeria;
ii.   determine the influence of information literacy skillson electronic information resources use by lecturers in selected private universities in South- East, Nigeria.

Scope of Study

The population scope of this study comprised of three thousand, two hundred and one (3201) lecturers in fifteen selected private universities in South- East, Nigeria which were established between 1999 and 2007, having a record of at least fifteen years of existence.

METHODOLOGY

Survey research design was adopted for the study. The target population for this study comprised 3201 lecturers in fifteen selected private universities in South- East, Nigeria which were established between 1999 and 2007. Out of 3201 study population, the researcher used Taro Yamane (1967) statistical formula to get a sample size of 356. A multistage sampling technique was adopted for the study. The first stage involved the use of purposive sampling technique to select the fifteen private universities established between 1999 and 2007 in the study area. At the second stage, Bowley (1926) Proportional Distribution Formula was used to distribute the figure proportionately across the fifteen selected universities to ensure that the universities were proportionally represented. Data were collected with a validated questionnaire.The internal consistency of the instrument was measured using Cronbach's alpha test which ranged from 0.74 – 0.96. A response rate of 76.2% was recorded. Data were analysed using descriptive and inferential statistics.

Table 1: Sample size

S/N	University	Population	Sample Size
1	Babcock University	500	56
2	Bowen University	380	42
3	Covenant University	420	47
4	Pan-Atlantic University	133	15
5	Crawford University	134	15
6	Bells University Technology	224	25
7	Crescent University	132	15
8	Ajayi Crowder University	160	18
9	Lead City University	131	14
10	Redeemers University	250	28
11	Joseph AyodeleBabalola University	211	23
12	Achievers University	131	14
13	Caleb University	145	16
14	Fountain University	124	14
15	Wesley University of Science and Technology	126	14
	Total	**3201**	**356**

Designed by the researcher, 2023

Research: What is the level of information literacy skills of lecturers in selected private universities in South-East, Nigeria?

Data collected on research question three was analyzed using descriptive statistics.

Table 2: Level of information literacy skills of lecturers of universities

Level of information literacy skills	Very High	High	Low	Very Low	Mean	SD
Ability to formulate and identify a need for information					**3.56**	**.36**
My ability to identify a topic using simple language is …	172(61.9)	105(37.8)	1(0.4)		3.62	.49
My ability to formulate questions based on my specific information need is ...	165(59.4)	111(39.9)	2(0.7)		3.59	.50
My ability to identify information need using e-resources is …	163(58.6)	114(41.0)	1(0.4)		3.58	.50
My ability to recognize a need for information to achieve a specific purpose …	155(55.8)	120(43.2)	3(1.1)		3.55	.52
My ability to use several sources to increase familiarity with my topic is …	118(42.4)	123(44.2)	35(12.6)	2(0.7)	3.48	.53
Knowledge of information seeking strategies					**3.33**	**.58**
My knowledge of using encyclopedia to understand background information to a particular topic is …	130(26.8)	122(43.9)	26(9.4)	()	3.37	.65
My knowledge of using abstracting and indexing journal is …	131(47.1)	111(39.9)	34(12.2)	2(0.7)	3.33	.71
My knowledge of using bibliography or reference list on the book to find other documents on the topic is …	130(46.8)	122(43.9)	26(9.4)		3.32	.71
My knowledge to effectively use library catalogues [both card catalogue and online public access catalogue (OPAC)] is …	118(42.4)	123(44.2)	35(12.6)	2(0.7)	3.28	.70
Ability to locate and access information					**3.44**	**.45**
My ability to use Google scholar to find a research article online is …	144(51.8)	115(41.4)	19(6.8)		3.45	.62
My ability to select appropriate information search tools to access the needed information is …	137(49.3)	127(45.7)	13(4.7)	1(0.4)	3.44	.60
My ability to access the accurate EIRs found on the Internet is …	137(49.3)	127(45.7)	13(4.7)	1(0.4)	3.44	.60
My ability to find all the documents about a particular author in the library catalogue through access points search (either by author, title, subject or keywords) is …	135(48.6)	128(46.0)	15(5.4)		3.43	.59
Ability to use information					**3.57**	**.38**
My ability to communicate and present information to others in appropriate and usable format is …	170(61.2)	104(37.4)	4(1.4)		3.60	.52

Table 2: Continuation

					Mean	SD
My ability to use the information gathered for teaching-research purposes is …	164(59.0)	110(41.0)			3.59	.49
My ability to select materials and summarize them in my own words for personal use is …	165(59.4)	110(39.6)	3(1.1)		3.58	.51
My ability to use acquired information as a lead to produce an article or thesis is …	148(53.2)	128(46.0)	2(0.7)		3.53	.51
Ability to synthesize information					**3.36**	**.56**
My ability to formulate right keywords in searching for information Online is …	148(53.2)	102(36.7)	28(10.1)		3.43	.67
My ability to cite bibliographic references in search reports using appropriate style (e.g. APA, Chicago) is …	133(47.8)	122(43.9)	23(8.3)		3.40	.63
My ability to narrow my search on a particular topic using the Boolean operator is …	125(45.0)	117(42.1)	35(12.6)	1(0.4)	3.32	.70
My ability to remove unwanted documents from my search using the Boolean operator is …	126(45.3)	114(41.0)	37(13.3)	1(0.4)	3.31	.71
Ability to evaluate information					**3.49**	**.43**
My ability to competently evaluate information no matter the source is …	143(51.4)	131(47.1)	143(51.4)		3.50	.52
My ability to evaluate print sources based on its criterion is …	145(52.2)	123(44.2)	10(3.6)		3.49	.56
My ability to draw conclusions based upon information I got on the Internet is …	147(52.9)	118(42.4)	13(4.7)		3.48	.58
My ability to evaluate online sources based on its criterion is …	145(52.2)	123(44.2)	9(3.2)	1(0.4)	3.48	.58
Levels of information literacy skills = 3.46						

Source: Researcher's Field Survey, 2023
Decision Rule: If mean is ≤ 1.49 = Very Low; 1.5 to 2.49=Low; 2.5 to 3.49 = High; 3.5 to 4 = Very High

As presented in Table 2 above, the level of information literacy skills of the lecturers was examined using the following items: ability to formulate and identify need for information, possession of knowledge of information seeking strategies, ability to locate and access information, ability to use information,ability to synthesize information and ability to evaluate information. The results from the findings revealed that the level of information literacy skills of lecturers in private universities in South- East, Nigeria was high ($\bar{x}$= 3.46, on a scale of 4). As regards ability to formulateand identify a need for information with a weighted mean of $\bar{x}$=3.56, most of the items responded to attracted very high mean scores. For example, item bordering on 'My ability to identify a topic using simple language' attracted the highest mean of ($\bar{x}$=3.62), while the one on 'My ability to use several sources to increase familiarity with my topic' attracted $\bar{x}$=3.48.

An assessment of knowledge of information seeking strategies of the lecturers has a weighted mean score of $\bar{x}$=3.33, with most of its items falling below the weighted mean. Items like knowledge of using encyclopedia to understand background information ($\bar{x}$=3.37), knowledge of using abstracting and indexing journal ($\bar{x}$=3.33), knowledge of using bibliography or reference list ($\bar{x}$=3.32) and knowledge to effectively use library catalogues ($\bar{x}$=3.28) were high among the lecturers.Additional, the results revealed similar trend for locating and accessing informationsubscale with a weighted mean of $\bar{x}$=3.44. Item on 'My ability to use Google scholar to find a research article online' recorded the highest mean ($\bar{x}$= 3.45), while ability to find all the documents about a particular author in the library catalogue through access points search polled the lowest mean ($\bar{x}$=3.36) which is still higher than the criterion mean ($\bar{x}$=2.5).

Further analysis showed that ability to use information sub-scale had a mean score of $\bar{x}$=3.57. Item on communicating and presenting information to others recorded the highest mean ($\bar{x}$= 3.60) while item on using acquired information as a lead to produce an article or thesis polled the lowest mean ($\bar{x}$=3.5) which is still higher than the criterion mean. This

implies that lecturers in private universities in South- East, Nigeria possess very high level of ability to use information. Moreover, ability to synthesize information sub-scale attracted a weighted mean score of $\overline{x}$=3.36, with all its items being above the weighted mean. Items like 'My ability to formulate right keywords in searching for information Online', polled a high mean score of $\overline{x}$=3.43 while item on 'My ability to remove unwanted documents from my search using the Boolean operator' had the lowest mean score of $\overline{x}$=3.31.This showed that the ability to synthesize information among the lecturers in private universities in South- East, Nigeria is high. Additionally,ability to evaluate information sub-scale attracted a mean score of $\overline{x}$=3.49, with all its items being above the weighted mean. Items like 'My ability to competently evaluate information no matter the source', polled a high mean score of $\overline{x}$=3.50 while items on 'My ability to evaluate print sources based on its criterion', and 'My ability to draw conclusions based upon information I got on the Internet' polled high mean scores of $\overline{x}$=3.48 and $\overline{x}$=3.48 respectively.This signifies that lecturers in private universities in South- East, Nigeria possessed very high ability to evaluate information.

The implication of the results from the analyses on information literacy skills signify that university lecturers in private universities in South- East, Nigeria possess very high level of information literacy skills in terms of using information, and ability to formulate but high level of information literacy in terms of ability to formulate and identify need for information, possession of knowledge of information seeking strategies, ability to locate and access information, ability to use information,ability to synthesize information and ability to evaluate information.It is also clear from the findings that the lecturers in private universities in South- East, Nigeria are versatile in all areas of information literacy skills, most especially in the area ofusing information.

Hypothesis: Information literacy skills have no significant influence on electronic information resources use by lecturers of universities in South- East, Nigeria.

To test this hypothesis, multiple linear regression method was adopted. The results and conclusions are explained below.

Table 3: Simple regression model on influence of information literacy skills on electronic information resources use

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	**Std. Error**	**Beta**		
(Constant)	1.602	.258		6.213	.000
Information literacy skills	.605	.074	.441	8.156	.000
Dependent Variable:electronic information resources use. F (1, 276) = 66.158, p = 0.000. R^2 =.194, *Adj. R^2* =.191					

Source: Researcher's Field Survey, 2023

The result relating to the hypothesis is presented in Table 3. The result revealed thatinformation literacy skills (βeta=0.441, t (275) = 8.156, p = 0.000) has a positive and significant influence on electronic information resources use by lecturers of universities in South- East, Nigeria. The F-test (1, 276) is 66.158 showed that there is sufficient evidence to substantiate the model's usefulness in EIR use. The R^2 (0.194) of the regression model indicates that 19.4% of the variation in EIR use is explained by information literacy skillsof lecturers in private universities in South- East, Nigeria.The finding suggested that information literacy skillsare vital predictor of EIRuse by lecturers in private universities in South- East, Nigeria.The regression model is presented as:

Electronic Information Resources Use = 1.602 + .605 Information Literacy Skills

This implied that EIR use increases by .605 when information literacy skills go up by 1 index unit. Based on the F ratio and Adjusted coefficient of determination with p-value less than conventional probability of 0.05, the null hypothesis (H01) which states that information literacy skills have no significant influence on electronic information resources use by lecturers in private universities in South- East, Nigeria was hereby rejected. The finding suggested that Information literacy skills contribute positively to EIR use by lecturers in private universities in South- East, Nigeria.

Discussion of Findings

This study investigated the influence of information literacy skills on electronic information resources use by lecturers in selected private universities in South- East, Nigeria. To carry out this study, one research question and one

hypothesis were tested. The discussion of findings was based on the results of the research questions and hypothesis of the study, which were derived from the objectives of the study. Consequently, the study reviewed the relationship between information literacy skills and EIR use.

The research question for the study was formulated to establish the level of information literacy skills of lecturers of private universities in South- East, Nigeria. The result as presented on Table 2 showed that the level of information literacy skills of lecturers of in selected private universities in South- East, Nigeria was high($\overline{x}$= 3.46, on a scale of 4). Five dimensions were used to measure information literacy skills of the lecturers and all the dimensions revealed high use. The implication of this analysis is that the private universities in South- East, Nigeria are versatile in all areas of information literacy skills, most especially in the area ofidentifying a need for information. The results of this study contradict that of Odunlade, and Ojo (2012) who found that lecturers in universities and colleges of education in South- West, Nigeria lack information literacy skills.

A research hypothesis was formulated to establish the influences of the independent variables (information literacy skills) on the dependent variable (electronic information resources use by lecturers in private universities in South- East, Nigeria). Hypothesis one was formulated to investigate the influence of information literacy skills on the use of EIR by lecturers in selected private universities in South- East, Nigeria. The hypothesis states that information literacy skills will not significantly influence electronic resources use by lecturers in selected private universities in South- East, Nigeria. The hypothesis was rejected because findings in Table 4.9 revealed a positive influence of the level of information literacy skills of lecturers on EIR use. The finding of this study corroborates that of Odede and Zawedde(2018) which revealed that the use of EIR is determined by competency in the various dimensional constructs of information literacy skills. Moreover, in agreement with the result of this study that there is a link between information literacy skills and the use of EIR, Adebayo and Esse (2019) revealed that low patronage of scholarly electronic journals in the library was largely as a result of lack of information literacy skills among library users. Similarly, Adeniran and Onuoha (2020) found out in the study they carried out on the "Influence of Information Literacy Skills on Postgraduate Students' Use of Electronic Resources in Private University Libraries in South- East, Nigeria"that a direct relationship exists between information literacy skills and e-resources use among postgraduates students in South- East, Nigeria. Also, Echem and Wokoma (2022) found out in the study they carried out on 'Information Literacy Skills and Use of Electronic Resources by Undergraduate Students of University of Port Harcourt' that electronic resources have significant relationship with information literacy skills. Moreover, the study carried out by Bankole, Ajiboye and Otunla (2015) on use of electronic information resources by undergraduates also agreed with the finding of the present study. Their findings revealed that the major barriers hindering effective use of electronic resources were insufficient skills and difficulty in finding relevant information. Moreover, findings by the study carried out by Ndagi and Madu (2018) revealed that there is strong positive correlation between information literacy skills and utilization of EIR is perfectly in agreement with the findings of this study.

CONCLUSION

To meet up with global standard and to be able to make meaningful contributions and impacts in this information and knowledge age, the use of EIR is very crucial for lecturers in private universities in South- East, Nigeria. The lecturers need to use EIR to have access to qualitative, updated, reliable and valid information resourcesbecause they need various kinds of information resources for effective teaching, productive research outcomes, and for the purposes of impacting knowledge to students and for self-development. However, the lecturers neither use EIR effectively without possessing information literacy skills nor without engagement with social media platforms. Findings from the study revealed high level of EIR use and high level of information literacy skills by lecturers in private universities in South- East, Nigeria. Moreover, the findings indicated that there was significant positive influence of both information literacy skills and social media engagement on electronic information resources use by lecturers in selected private universities in South- East, Nigeria. In addition, the results from the study revealed that there was a joint influence of information literacy skills and social media engagementon EIR use by lecturers in selectedprivate universities in South- East, Nigeria

RECOMMENDATIONS

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

1. For sustainability and improvement in the use of EIRs by the lecturers, there is need for the school management as well as the academic libraries of private universities in South- East, Nigeria to ensure that lecturers are sponsored to conferences, seminars and workshops where they could improve on their information literacy skills regularly for more effective and efficient use of EIR.
2. The study recommends that academic libraries in private universities in South- East, Nigeria should create

awareness, educate and encourage the lecturers through library orientation, workshops and seminars on the need to acquire up-to-date information literacy skills so as to be able to accessing and utilizing EIRs effectively.

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