

Use of Library Skills and Students' Utilisation of Library Information Resources in Rivers State University Library.

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Abstract

The study examined the use of library skills and students' utilization of library information resources in Rivers State University library. Correlational research design was adopted for the study. Four research questions and four hypotheses guided the study. The sample size comprise of 400 undergraduates. The instrument for data collection was a self-structured questionnaire named "Use of Library Skills and Students Utilization of Library Information Resources (ULSSULIR)", with 0.81 reliability coefficient validity. Mean and standard deviation were used to answer the research questions, while Pearson's Product Moment Correlation was used for the test of null hypotheses at 0.05 level of significant. The findings revealed that: there is significant relationship between research skills, reading skills, digital literacy skills, information literacy skills and utilization of information resources in Rivers State university library. Based on the findings the following recommendation were made amongst others: Students should be encouraged to develop library skills as it enhances academic success.

Keywords – Library Skills, Information Literacy Skills, Research Skills Library Use, and Information Resources

Introduction

A library is an information agency saddled with the responsibility of creating access to existing information resources and services for the user community. The information provided is dependent, to a large extent, on the type of library in question. For academic libraries, the vision of the parent institution is a major determinant of the range of resources and services provided. In academic libraries emphasize on research, teaching, learning and community development which formed a major part of the responsibility of her parent institutions. Thus, library resources should be assembled based on the needs of the research community (Daniski & Burnett, 2005). The various

categories of users and their areas of specialization should be considered in addition to making provisions for all the academic programmes and courses offered by the parent institution in the collection development programme of the library. In Library and Information Science profession, provision of relevant information resources in different formats is the focus, while access, utilisation and users' satisfaction with these resources and services is the major goal (Moruf, 2015).

To achieve this goal, accessibility, research skills, information literacy and library use competences are basic prerequisites. These skills are necessary as the first step towards effective utilization of available library resources and services. No matter how large and well stocked a library is, if the resources cannot be accessed and utilized, such a library is meaningless. It is the utilization of library resources and services that infuses life into a library, determine its worth and the perception of its users. Library use leads to users' perception and users' satisfaction or dissatisfaction as the case may be. If library use leads to positive perception of the library and its services, users will find fulfilment for the time spent in the library and a good reason to return to the library again and again. To guarantee accessibility and utilization of library resources and services, both the library and its users have some obligations to fulfil. The library is expected to create a variety of access points to its resources and services by systematically developing their bibliographic surrogates needed to access the resources in the library. The users on the other hand, needed to be equipped with basic information literacy competences and library use skills needed for information search and retrieval. Such competences will place library users in the right perspective to explore available resources and services in the library independently. It becomes imperative to introduce Library Use Instruction Programme designed to teach library users the basic routine processes involved in the search and retrieval of information.

The use of library skills has become an issue that can no longer be neglected in many universities today, recently programmes are designed to assist students in the development of wide range of skills in order to be relevant in the new information age. Instructional programmes on how to use the library varies from one institution to the other. It is variously referred to as library use Instruction, user education programme, bibliographic Instruction, library skills, or library orientation. It consists of an instructional programme designed to teach library users how to quickly locate the information needed, efficiently, and independently. It involves teaching library users to acquire basic library use and information literacy skills. It usually covers practical knowledge of the access tools to available information, the library's system of organizing knowledge, electronic resources, reference resources and services, as well as library rules and regulations. It prepares individual library users on how to make immediate and lifelong use of information effectively by teaching the concepts and logic of information access and evaluation, as well as fostering information independence and critical thinking.

Statement of the Problem

It may be an understatement to state that the standard of education in Nigeria has fallen, as a result of poor study habits (Owusu-Achea, 2014; Obasoro & Ayodele, 2012). Consequently, several questions have been raised by captains of the educational sector, lecturers, parents, individuals and students themselves on why students perform so poorly academically. Some students do not make use of the library resources, rather they hope on all forms of examination malpractices which includes bribery and corruption. Many of the students also complained of lack of time and conducive environment for study. Some also complained of lack of understanding or poor skills in the use of the library (Benwari & Ebi-Bulami, 2014; Pitan, 2013; Bashir & Mattoo, 2012). There is no doubt that these challenges point to lack of effective use of library which is associated with poor study habits. Today, many Nigerian university libraries are showing greater concern in creating the desired environment for students. Modern and innovative strategies are being deployed to achieve greater use of the library by students. One then wonders how these are directly influencing the students' reading habits.

The library is regarded as the heart of any academic institution, particularly, the university. Hence, to a large extent, the quality of a university is measured by the services provided by the library because of its unique contributions in the over-all goals of the university. For a university to perform its myriad of functions, its library collections must not only have quality and current books/journals, but also modern information sources in electronic formats, such as e-books, e-journals, internet amongst others. Besides, available information sources in a university library, such information sources must be easily accessed and retrieved by potential users. Note that, in providing library/information services to the students, it is imperative for the librarians to know the information needs and seeking behaviour of students, their search skills and satisfaction levels in using library resources. Consequently, the demand for effective use of library resources in university libraries calls for the need to ensure that students have effective and efficient access to these resources. The questions that arise are: how can Nigerian University Libraries ensure that students know how to use its library resources effectively? Do students know how to search, identify, locate and select, and use library resources relevant to their learning? In attempt to answer the questions, this study therefore intends to examine the use of library skills and student's utilization of information resources in Rivers State University library.

Objective of the Study

The purpose of this study was to examine the use of library skills and students' utilization of library information resources in Rivers State University library. Specifically, the study intends to:

1. Determine the relationship between library research skills and the utilization of information resources in Rivers State university library.
2. Examine the relationship between digital literacy skills and the utilization of information resources in Rivers State university library.
3. Determine the relationship between reading skills and the utilization of information resources in Rivers State University library.
4. Examine the relationship between information literacy skills and the utilization of information resources in Rivers State University library.

Research Questions

The following research questions guided the study:

1. What is the relationship between library research skills and utilization of information resources in Rivers State University library?
2. What is the relationship between digital literacy skills and utilization of information resources in Rivers State University library?
3. What is the relationship between reading skills and utilization of information resources in Rivers State University library?
4. Is there any relationship between information literacy skills and utilization of information resources in Rivers State University library?

Research Hypotheses

The following research hypotheses were formulated to guide this study:

- H₀₁: There is no significant relationship between library Research skills and utilization of information resources in Rivers State University library.
- H₀₂: There is no significant relationship between digital literacy skills and utilization of information resources in Rivers State University library.
- H₀₃: There is no significant relationship between reading skills and utilization of information resources in Rivers State University library.
- H₀₄: There is no significant relationship between information literacy skills and utilization of information resources in Rivers State University library.

Literature Review

Every student must develop library research skills in order to compete well in his or her academic work in most subjects throughout their academic careers. More specifically, they will apply these skills along with library support services when researching information for essays, reports and projects. We live in a world where there is an abundance of information, available in various formats (e.g. print,

electronic, spatial, sound.), easily accessible, the quality, accuracy and currency of which often seeming indeterminate. Computer technologies have certainly made retrieval of information easier and faster on the one hand, but on the other, it has made the evaluation process more problematic. Anthony Comper, the President of the Bank of Montreal, in his address to the 1999 graduating class at the University of Toronto, said that in today's knowledge industries we need people who know how to absorb and analyse and integrate, create and effectively convey information – and who know how to use information to bring real value to everything they undertake (Anonymous, Jun 14, 1999). Every student is required to conduct research in their academic careers at one point or another. A good research paper not only requires a great deal of time, but it also requires complex skills. Research skills include the ability to organize, evaluate, locate, and extract relevant information.

Bell and Shank (2018) posit that digital literacy is the ability to use digital technology, communication tools or networks to locate, evaluate, use and create information. Digital literacy skills involve the whole gamut of life skills necessary for full, effective and productive participation in the media saturated and information-rich society. Digital literacy skills entail the capabilities and competencies required by an individual to fit for living, learning and working in a digital society; the ability to locate, organize, understand, evaluate, analyse and present information digitally, while appreciating the essence of new technologies and managing digital identities.

Digital literacy skill is conceived as techno-ability or techno-competence. Bawden (2018) noted that digital literacy skill is defined as the embodiments or of attitudes, understanding and skills to handle or communicate information and knowledge effectively, using some digital media and formats. Digital literacy skill is conceived as techno-ability or techno-competence. This connotes that library clientele in the central library can derive great impacts of digital literacy in their academic endeavours. They can equally compete favourably within the global market and stand out professionally within the librarianship profession. In their academic responsibilities, digital literacy skills can enable students to independently utilize digital technology tools in understanding, locating, organizing, analysing, creating and of course, communicating information that are useful to them and others. It can be further deduced that digital literacy skills are prerequisite for undergraduate students to function effectively in the digitized and globalized learning environment.

Digital literacy skills are very essential in accessing and utilizing electronic information resources. This is because, students with digital literacy skills will be able to use the ever-changing technologies as the information management tools of the digital age (Jun and Pow, 2011), and specifically, in pursuing academic success by effectively searching, accessing and retrieving information for assignments, research report writings and other daily academic routines. Competence in digital literacy would also be useful to students in information management (information generation, storage, retrieval, utilization, dissemination/communication and evaluation), and in doing this lawfully and ethically. However, electronic information resources are those resources that are available online and accessible via the use of technological devices such as computer networks, internet, desktop computers, laptop computers, tablets, smart phones, CD-ROMs readers, memory card readers, projectors, world wide web

(www), and digital libraries (Obaseki, 2014). Similarly, Odunewu and Aluko-Arowolo (2018) posit that electronic information resources are computer-based resources such as e-books, e-journals, e-conference proceedings, e-dictionaries, encyclopaedias, e-newspapers, e-magazines, Online Public Access Catalogues (OPACs), Web public access catalogues (Web PAC), e-manuscripts, e-maps, e-thesis, e-dissertations, e-research reports, e-reference services, among others. In fact, utilization of electronic information resources require some fundamental digital literacy skills such search, access and retrieval skills, downloading skills, documents conversion skills, etc.

As a matter of fact, digital literacy skills, which transcends just the ability to read, write, chat, make and receive calls and electronic mails can promote more proactive and effective use of digitized gadgets in solving academic and other multifaceted real-life problems of the students. Digital literacy skills are competencies needed to learn and use various software applications and digital tools conveniently for meeting academic and life goals, managing and solving basic computer problems, communication skills, managing personal information on networks and the application of digital technologies. From the above perspectives, it becomes apparent that digital literacy skills have a marked effect on undergraduate students of in the learning process vis-à-vis accessibility and utilization of electronic information resources for academic responsibilities. This also enhances their personal development, communication (sending and receiving information, files, images, and documents using several digital media), as well as getting along with global trends and events in the digitized society.

The term information literacy was coined by Paul (1974) to describe the technique/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 (ACRL, 2015). According to American Library Association, to be information literate, a person must be able to recognize when information is needed and can locate, evaluate and use effectively the needed information (Baro and Fyneman, 2009).

Ojedokun and Lumade (2015) described information literacy as the ability to locate, evaluate, manage and use information from a range of sources not only for problem-solving but also for decision making and research. Ogunjobi (2012) also 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. A library user or an information literate person can effectively acquire, access, evaluate, organize and apply information resources from various sources and formats in different contexts. Information literacy skills include the selection of needed information, location of information, being able to retrieve needed information, evaluation of information, and the right use of information resources. Odede (2018) noted that information literate people are those who have learned how to learn. They know how to learn because they know how information is organized, how to find information and how to use information in such a way that others can learn from them. They are prepared for lifelong learning because they always find the information

needed for any task or decision at hand. An information literate person can effectively access, evaluate, organize, synthesize and apply information from a variety of sources and formats in a variety of contexts to be able to achieve its intended use. One of the major reasons for the need for information literacy skills has to do with the rapid increase of media resources and the various methods of access.

Methods

The design for this study was correlational research design. This design was considered appropriate for use in the present study, as it enabled the researcher to examine use of library skills and students' utilization of library information resources.

The population for this study comprised of (75259) undergraduates library user of Rivers State University central library, academic session 2021/2022. The sample size for the study was (400) undergraduates library users of Rivers State University library, using Taro Yamane method to determine the sample size. The sampling technique used in this study was a stratified random sampling technique. The students were stratified based on faculty. Each stratum and group selected was a representative of the entire population hence; generalization was made from this sample.

The instrument for data collection was a self-structured instrument labelled "Use of Library Skills and Students Utilization of Library Information Resources (ULSSULIR)". The instrument was divided into two Sections (A and B). Section 'A' dealt with the demographic data of the respondents, while section 'B' was used to elicit information on variables that were captured in the research questions. The instrument was designed on modified Likert four-point rating scale. The numerical rating of responses in the questionnaire was scored thus: Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 point, Strongly Disagree (SD) =1 point. The instrument was also made up of 5 items from each section of the questionnaire, making a total of 20 items. The instrument was validated by the researcher's supervisor and two other experts in the Department of library and Information Science, Faculty of Education, Rivers State University. The instrument was validated in terms of face and content validity. All corrections, modification inputs were incorporated in the final drafting of the instrument.

The reliability of the instrument was determined through test-retest method. The instrument was trial tested on 40 undergraduate's library users of Ignatius Ajuru University of Education central library. The exercise was repeated after two weeks on the same respondents. The first and the retest scores were correlated using Pearson's Product Moment Correlation (PPMC) statistics, which yielded 0.81 reliability coefficient, thereby making the instrument reliable for the data collection. The questionnaire was administered directly to the target respondents by the researcher in collaboration with two researches assistant. The researcher obtained an introductory letter from the Head of Department of library and information science and presented the letter to the University library users for data collection. Four hundred (400) copies of questionnaire were distributed, while (350) copies were retrieved for data analyses. Mean and standard deviation were used to answer the research questions. In analysing

the data obtained from the questionnaire, the frequencies of response for each questionnaire items were calculated.

Results

Relationship between library research skills and utilization of information resources in Rivers State University central library

Table 1: Mean and Standard Deviation of Use of Library Research Skills and Utilization of Information Resources in Rivers State University Library

S/N	Items	4 SA	3 A	2 D	1 SD	N	Total	Mean	Std	Remark
1.	Research skills are used by students when researching information for essays, reports and projects.	140	120	75	15	350	1085	3.10	1.05	Accepted
2.	Students are required to conduct research in their academic career at one point or another.	150	100	80	20	350	1080	3.09	1.05	Accepted
3	It is highly beneficial for students to practice effective reading.	147	100	75	28	350	1066	3.05	1.01	Accepted
4	Students need to know how to use, absorb, analyse and effectively convey information	150	100	75	25	350	1075	3.07	1.02	Accepted
5	Student must develop a good library research skills for academic success	140	95	75	40	350	1035	2.96	0.93	Accepted
	Grand mean							3.05		Accepted

Table 1 reveals that items (1, 2, 3, 4, 5) were accepted because their criteria mean was above 2.5 the point decision. The table also reveals that item (1) has the highest mean score of (3.10) while, item (5) has the lowest mean score of (2.96). Again, a grand mean of (3.05) was obtained which indicates positive relationship between library research skills and utilization of information resources in Rivers State University library.

Digital literacy skills and utilization of information resources in Rivers State University library

Table 2: Mean and Standard Deviation of Use of Digital Literacy Skills and Utilization of Information Resources in Rivers State University library

S/N	Items	4 SA	3 A	2 D	1 SD	N	Total	Mean	Std	Remark
1.	Search skill enables students to use digital technologies for problem solving.	150	112	68	20	350	1092	3.12	1.06	Accepted
2.	Document conversion skill enhances students' practical capability in using digital tools for information resources.	138	110	82	20	350	1046	2.99	0.95	Accepted
3.	Access and retrieval skill facilitates students' ability to access the vast electronic information resources	147	100	75	28	350	1066	3.05	1.01	Accepted
4.	It is not essential in accessing and utilizing electronic information resources.	80	60	100	110	350	810	2.31	0.21	Rejected
5.	Digital literacy skills are conceived as techno-ability and techno-competence.	140	90	100	20	350	1050	3.00	1.00	Accepted
Grand mean							2.89	Accepted		

Table 2 reveals that items (6, 7, 8, 10) were accepted because their criteria mean was above 2.5, while item (9) was rejected because the mean score was below 2.5 of the criteria mean for decision. The table also reveals that item (6) has the highest mean score of (3.12) while, item (9) has the lowest mean score of (2.31). Again, a grand mean of (2.89) was obtained which indicates positive relationship between digital literacy skills and utilization of information resources in Rivers State University library.

Reading skills and utilization of information resources in Rivers State University library

Table 3: Mean and Standard Deviation of Reading Skills and Utilization of Information Resources in Rivers State University library

S/N	Items	4 SA	3 A	2 D	1 SD	N	Total	Mean	Std	Remark
1.	Ability to read and write to a competent level.	155	105	65	25	350	1090	3.11	1.05	Accepted
2.	The library is the best learning resource centre for effective reading.	140	107	78	25	350	1062	3.03	0.87	Accepted
3.	Students read for self-improvement, pleasure and relaxation.	147	100	75	28	350	1066	3.05	1.01	Accepted
4.	Knowledge and experiences are gotten and shared in library with one another	135	97	80	38	350	1029	2.94	0.87	Accepted
5.	Students do not utilize any information from the library	83	62	102	103	350	825	2.36	0.27	Rejected
Grand mean							2.90	Accepted		

Table 3 reveals that items (11, 12, 13, 14) were accepted because their criteria mean was above 2.5, while item (15) was rejected because the mean score was below 2.5 of the criteria mean for decision. The table also reveals that item (11) has the highest mean score of (3.11) while, item (15) has the lowest mean score of (2.36). Again, a grand mean of (2.90) was obtained which indicates positive relationship between reading skills and utilization of information resources in Rivers State University library.

Information literacy skills and utilization of information resources in Rivers State University library.

Table 4: Mean and Standard Deviation of Information Literacy Skill and Utilization of Information Resources in Rivers State University library (Criterion Mean = 2.5)

S/N	Items	4 SA	3 A	2 D	1 SD	N	Total	Mean	Std	Remark
1.	Ability to locate, identify, evaluate and use the needed information effectively.	160	100	63	27	350	1093	3.12	1.06	Accepted
2.	Students who utilize the library resources are more likely to perform well in studies.	165	90	80	15	350	1105	3.16	1.14	Accepted
3.	Information literacy skills forms the basis for learning	150	110	50	40	350	1070	3.06	1.02	Accepted
4.	Utilization of information skill enhances academic success.	140	104	85	21	350	1063	3.04	1.00	Accepted
5.	It develops students talents, potentials and capabilities academically and socially	158	117	60	15	350	1118	3.19	1.14	Accepted
Grand mean								3.11		Accepted

Table 4 reveals that items (16, 17, 18, 19, 20) were accepted because their criteria mean was above 2.5 the decision point. The table also reveals that item (20) has the highest mean score of (3.19) while, item (19) has the lowest mean score of (3.04). Again, a grand mean of (3.11) was gotten which indicates positive relationship between information literacy skills and utilization of information resources in Rivers State University library.

Hypotheses Testing

Relationship between library research skills and utilization of information resources in Rivers State University library.

Table 5: Pearson’s Product Moment Correlation of Relationship between Library Research Skills and Utilization of Information Resources

Variables	N	α -level	r-cal	r-crit	Decision
Library Research Skill					
	350	0.05	0.640	0.350	Significant
Utilization of Information Resources					

Table 5 of Pearson's Product Moment Correlation results reveals that r-calculated value of (0.640) was gotten, which indicates positive relationship between library research skills and utilization of information resources in Rivers State University central library. Since r_{cal} value of (0.640) is greater than r_{crit} value of (0.350) the null hypothesis is **rejected**. Therefore, this shows that there is significant relationship between library research skills and utilization of information resources in Rivers State University central library.

Relationship between digital literacy skills and utilization of information resources in Rivers State University central library.

Table 6: Pearson’s Product Moment Correlation of Relationship between Digital Literacy Skills and Utilization of Information Resources

Variables	N	α -level	r-cal	r-crit	Decision
Digital Literacy Skill					
	350	0.05	0.780	0.350	Significant
Utilization of Information Resources					

Table 4.6 of Pearson's Product Moment Correlation results reveals that calculated r-value of (0.780) was gotten, which indicates positive relationship between digital literacy skills and utilization of information resources in Rivers State University central library. Since r_{cal} value of (0.780) is greater than r_{crit} value of (0.350) the null hypothesis is rejected. Therefore, this suggests that there is significant relationship between digital literacy skills and utilization of information resources in Rivers State University central library.

Relationship between reading skills and utilization of information resources in Rivers State University Central Library.

Table 7: Pearson's Product Moment Correlation of Relationship between Reading Skills and Utilization of Information Resources

Variables	N	α -level	r-cal	r-crit	Decision
Reading Skill					
	350	0.05	0.800	0.350	Significant
Utilization of Information Resources					

Table 7 of Pearson's Product Moment Correlation results reveals that calculated r-value of (0.800) was gotten, which indicates positive relationship between reading skills and utilization of information resources in Rivers State University central library. Since r_{cal} value of (0.800) is greater than r_{crit} value of (0.350) the null hypothesis is **rejected**. Therefore, this indicates that there is significant relationship between reading skills and utilization of information resources in Rivers State University central library.

Relationship between information literacy skills and utilization of information resources in Rivers State University Central library.

Table 8: Pearson's Product Moment Correlation of Relationship between Information Literacy Skills and Utilization of Information Resources

Variables	N	α -level	r-cal	r-crit	Decision
Information Literacy Skill					
	350	0.05	0.760	0.350	Significant
Utilization of Information Resources					

Table 8 of Pearson's Product Moment Correlation results reveals that calculated r-value of (0.760) was gotten, which indicates positive relationship between information literacy skills and utilization of information resources in Rivers State University

central library. Since r_{cal} value of (0.760) is greater than r_{crit} value of (0.350) the null hypothesis is rejected. Therefore, this indicates that there is significant relationship between information literacy skills and utilization of information resources in Rivers State University central library.

Discussion of findings

This study reveals that research skills assist students when writing assignments, reports, articles and projects. It is highly beneficial for students to practice effective reading, studying and sourcing of information to update knowledge at all time. It helps to absorb, analyse, relate and utilize information resources for academic success. This study also reveals that students need good library research skills for academic performance. The utilization of information resources from the library cannot be over emphasize as it makes students gain understanding and knowledge for academic performance. For the hypothesis, since r_{cal} value of (0.640) is greater than r_{crit} value of (0.350) the null hypothesis is rejected. Therefore, this shows that there is significant relationship between library research skills and utilization of information resources in Rivers State University central library. Hence, librarians teaching library skills should continue to demonstrate high level of effectiveness as search skills enable enables students to search and retrieve needed information as it helps the students in their academic performance.

For digital skills, this study reveals that search skill enables students to use digital technologies for problem solving and also improve academic success. Digital tools help to access information resources by the library users. It helps in accessing, retrieving information and facilitates student's ability to access vast electronic information for academic purpose. It assists students in building up ability, confidence and competence as they achieve their purpose in school. Digital literacy skills are very essential in accessing and utilizing electronic information resources. This is because; students with digital literacy skills will be able to use the ever-changing technologies as the information management tools of the digital age. Digital literacy skills are fundamental skills for high academic performance and professional effectiveness in today's global academic system. For the hypothesis since r_{cal} value of (0.780) is greater than r_{crit} value of (0.350) the null hypothesis is rejected. Therefore, this suggests that there is significant relationship between digital literacy skills and utilization of information resources in Rivers State University central library. Hence, librarians teaching library skills should continue to demonstrate high level of effectiveness as digital literacy skills enables students to retrieve needed electronic information in the library which help their academic performance.

Furthermore, the study reveals that students are expected to acquire the ability to read and write to a competent level. Library is a place for learning, sourcing for information and reading effectively. It further reveals that students read to gain self-improvement, pleasure and relaxation in library. Knowledge and experiences are gotten, and shared in library with one another. Students utilize information from the library for their

academic growth. Reading skill offers a productive approach to human development as it is the foundation upon which other academic skills are built. For the hypothesis, since r_{cal} value of (0.800) is greater than r_{crit} value of (0.350) the null hypothesis is rejected. Therefore, this indicates that there is significant relationship between reading skills and utilization of information resources in Rivers State University central library. Hence, librarians teaching library skills should continue to demonstrate high level of effectiveness as reading skills enables students to consult different information materials in the library which help their academic performance.

Finally, the study reveals that information literacy skills will enable the students to locate, identify, evaluate and use the needed information effectively. Students who utilize the library resources are more likely to perform well in their studies. Information literacy skills form the basis for learning; hence utilization of information skill enhances academic success. Information literacy skills develop student's talent, potential and capabilities both academically and socially. This is probably because an information literate person can effectively access, evaluate, organize, synthesize and apply information from a variety of sources and formats in a variety of contexts to be able to achieve intended goals. Hence, librarians teaching library skills should continue to demonstrate high level of effectiveness as information literacy skills enable students to locate, identify, evaluate and use the needed information effectively in the library which help their academic performance.

Recommendations

The following recommendations were made based on the findings of the study.

1. Use of library skills should be effectively and efficiently taught in all academic institutions in the country as it is a sure way of helping students in their academic performance.
2. Students should be encouraged to study in the library as it enables them to update their knowledge for academic performance.
3. Libraries in all academic institutions should be automated as it enhances the use of research skills, reading skills, digital literacy skills and information literacy skills.
4. Stake holders in education should ensure a conducive library environment with world class facilities in order to enhance academic performance of students.

Conclusion

Based on the findings of the research, the following conclusions were made: There is significant relationship between research skills, digital library skills, reading skills, information literacy skills and utilization of information resources in Rivers State library.

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