

Study Behaviour and Information Literacy Skills as Predictors of Library Information Resources Usage among Undergraduates in Two Public Universities in South-West, Nigeria

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Abstract

The research investigated study behaviour and information literacy skills as predictors of library information resources usage among the undergraduates. The survey method was adopted for the study. Structured questionnaire was employed for data collection, while three research questions were answered and one hypothesis was treated. The population of the study was the undergraduate students in two selected public universities in South-west, Nigeria. Multi-stage sampling technique was adopted to select a sample of 435 undergraduate students. The data collection instrument was the questionnaire. The data collected were analysed using frequency counts and percentages, while Pearson product moment correlation was used to test the hypothesis. Findings showed that majority of the respondents held positive study behaviour and their level of information literacy skills was high. The study recommended the need for emphasis on positive study behaviour among undergraduate students, and provision of enough funds by the university management for libraries to acquire recent and up-to-date information resources.

Keywords: *Library information resources, Study behaviour, Information literacy skills, Undergraduates*

Introduction

The use of information resources in university libraries is crucial to the overall academic performance of students. Library information resources are raw information resources that are very vital to teaching and learning. These raw materials support essential services in teaching and learning process. It is important to note that the quality of library resources determines the quality of graduates produced and research development. These information-bearing materials help the library to realise its objectives of addressing the information needs of its patrons. There are different factors that predict students' use of library information resources. These factors include students' study behaviour and information literacy skills possessed by the students. In this research, study behaviour is described as the conscious use of the learning process to achieve academic goals. Study behaviour is related to the norms displayed by students in the library that appear to be relevant and enhance their effective learning. These behaviours have a number of skills, routines and techniques that are learned over time and in a manner similar to a range of behaviours that enhance students' academic engagement.

The importance of study behaviour in student use of library information resources cannot be overemphasised, this is due to the fact that studies have shown that students have different attitudes towards learning, which can be expressed in hours spent on study, skills possessed, study goals, and preference for information resources in the library. In addition to this, study behaviours are very paramount to the academic success of students. This is because a student can only remember what is in their memory. However, a student who does not devote enough time to study can have difficulty passing exams, especially when there are many topics to be covered and little time to prepare for the exam.

A number of studies (Odiri, 2015; Oladunjoye, Omiunu and Yomi-Owojori, 2018; and Olatoye and Yakubu, 2019) have shown that poor performance by students in schools can be attributed to poor study behaviour. It is logical that if study behaviour is not improved, students' performance in exams will continue to deteriorate, making them unable to meet their potentials. Therefore, students need to develop good behavioural study skills such as taking notes, visiting the library, effective time management, adequate preparation for exams, writing homework, and devoting separate time for learning/studying by eliminating distractions such as television or cell phones.

Information Literacy Skills is another important factor that may have effect on the utilisation of library information resources because it is an essential component for successful academic career. The American Library Association (1989) defined information literacy skills as the formation of skills that enable individuals to identify when information is needed and how to obtain, evaluate and use information effectively. It is important to note that there is growth in the number of information resources available globally owing to the advancement in Information and Communication Technology (ICT). In the light of this, many university libraries now have access to global digital information resources through the Internet. Issa, Blessing and Daura (2009) observed that potential users of these new information resources do not use the beneficial resources due to lack of awareness or skills required to navigate the modern technology. Furthermore, the adoption and acquisition of electronic information resources into library require the information users to possess

information literacy skills for easy access and retrieval of these information resources. In support of this statement, previous studies revealed that some cogent factors, such as information literacy skills or computer self-efficacy may influence users' attitude to use electronic information resources effectively (Tella, Ayeni and Popoola, 2007; Prangya and Rabindra, 2017). Preliminary investigation however revealed underutilisation of electronic resources in university libraries.

Underutilisation of electronic resources in the university library could be due to lack of requisite information literacy skills which restrict the capability to effectively access and make the ethical use of the information needed. Also, low level of computer self-efficacy could hinder the eagerness of the information users to make use of e-resources in the university libraries. Tella, et al. (2007) observed that students' ability to locate and retrieve information is a transferable skill that will be useful in their future lives, as well as enabling effective and successful use of online learning resources. The authors submitted further that the ability to explore the digital environment is a prerequisite for academic success today. In the light of this, students are expected to make efficient use of the electronic resources of the library and in order to make use of the wide range of digital tools, students must acquire and constantly practice the information skills necessary for their effective use. For students to access these sources of information, they need to apply the acquired information literacy skills.

Globally, university libraries play significant roles by helping the university to achieve her goals through the services they render and acquisition of relevant information resources to meet the needed information resources of the library users. University libraries also play important roles by contributing positively to the academic achievement of the students by making information resources accessible to them. However, despite the huge amount of funds that library spent to ensure that information resources are available to students, studies had shown that these resources are underutilised due to inability of students to cultivate good study behaviour or inability of the students to possess adequate information literacy skills. In support of this statement, previous studies such as Ifedili (2009); Ogwu (2010); Onifade (2012); Ihuoma (2012) as well as Onuoha, Unegbu and Umahi (2013), among others, reported that information usage behaviour in most of the African universities and other research institutions is low due to the poor study behaviour and low level of information literacy skills of the undergraduates.

Library Information Resources Usage by Undergraduates

Ojedokun (2007) defines library information resources as materials which users consult which assist them in making decisions and solving problems. The relevance of a library is determined by how its resources are used by its users. In buttressing this, Onye (2016) stated that the library's goals might not be realised until its resources reach optimal capacity and are used by faculty members and students who rely on its information resources for various reasons. Adeoye and Popoola (2011) submitted that textbooks, abstracts, video tapes/cassettes, journals, newspapers, indexes, directories, magazines, computers, CD-ROM databases, the internet, email, floppy disks, microforms and microfiche are examples

of library information resources available in both printed and digital formats.

Orji (2012) discovered that students use the library for a variety of reasons, which include preparation for exam, for leisure, and to carry out serious academic work, among others. In this regard, Amusa and Iyoro (2013) discovered that majority of students (60%) used library resources for reading, study and research purpose. Oluwadare (2006), when examining the accessibility and use of library resources by part-time students in the Federal Polytechnic Ado-Ekiti, discovered that more than half (52.6%) of the sampled respondents used the library when they wanted to read. This was in contrast to the findings of Ifedili (2009) who discovered that nearly half of the respondents (49%) claimed that the library was not always used. In the same vein, Oyewusi and Oyeboade (2009) carried out research on the accessibility and use of library resources by undergraduates at Ladoke Akintola University, Ogbomoso, Nigeria. Questionnaire was administered to 600 university students, 393 of who were deemed suitable for analysis. The participants were asked to explain why they used the library. According to the findings, Nigerian students perceive the library as a place where serious academic work can be done.

Onifade, Ogbuiyi and Omeluzor (2013) investigated postgraduate students' use of library resources and services at Babcock University Library. The research instrument was a questionnaire. Findings showed that majority of the postgraduate students did not make use of the library on a regular basis. Their primary reason for going to the library was to consult resources on research. They relied mostly on the internet, and their main challenge was insufficient time to use the library. In a similar vein, Awotola and Olowolagba (2018) examined undergraduates' use of academic library resources and services in Ibadan North Local Government Area of Oyo State. The study revealed that researchers discovered that undergraduates used the library as a learning resource. This was proven by the large number of people who used the library's services and resources on a weekly basis.

Study Behaviour and Library Information Resources Usage by Undergraduates

Several studies had been carried out by different researchers on the influence of study behaviour on the use of library by students. Among these studies is the work of Bamigboye, Agboola, Emmanuel and Adegbaye (2018) on the study behaviours of students in the library of Federal University of Agriculture, Abeokuta, Ogun State, Nigeria. The findings of the study revealed that respondents exhibited different study behaviours in the library, and that these study behaviours led to meaningful study and usage of library resources by the students.

In a similar vein, Awujoola and Fadeyi (2018) investigated the use of library information resources on improved study skills of undergraduates. The focus was mainly on Social Science undergraduates in University of Ibadan. The population consisted of 1479 undergraduates in the five departments in Social Sciences. The sample for the study was determined using a proportional sampling method with an equal number of sixty participants, making a total of 300 undergraduates employed in the study. Findings revealed that majority of information resources used by undergraduate students were electronic books, textbooks, internet facilities, and online databases. Undergraduates dedicated sufficient time for all their courses and they spent extra time studying than on social media. It

could be deduced from the findings that there was a favourable correlation between the utilisation of library information resources and effective undergraduate students' study skills.

In a similar vein, Olatoye and Yakubu (2019) examined study habit, use of library resources and students' achievement in English language in Katsina State, Nigeria. The study found that students who have good study habit are also likely to use library more than those who do not. They stated further that study habit has positive significant relationship with use of library resources. In the same vein, Poscia (2015) revealed that students' study habits affect their ability of accessing library resources either physically or virtually. With the enormous growth in technology, students are able to access books, videos, and audios online. Published researches and other information materials are also easily accessible at any time with the use of computers and mobiles or tablets.

Furthermore, Arilesere and Nwalo (2020) investigated the correlation between study habits and utilisation of library resources among the students in selected secondary schools in Akinyele Local Government Area, Ibadan. The investigation was conducted using a descriptive survey method. Data was gathered via the use of questionnaire and interview. Two secondary schools were used to validate the questionnaire. A total of 40 secondary schools were in this region, with a population of 65,000 and 40 students and teacher librarians respectively. Three hundred students and ten teacher librarians were selected at random from the whole population using simple random sampling, so as to have equal chance of being picked. The research questions were analysed using the percentage, standard deviation, mean, and chi-test. According to the findings, government intervention in the improvement of state's school library is very low, and students do not use the library to study as a result of the following reported challenges such as poor condition of the library, no awareness on how to use the library, a lack of current library materials and unqualified librarians. The researchers came to the conclusion that library use would increase and students would develop healthy study habits if the previously-mentioned challenges were addressed.

Information Literacy Skills and Library Information Resources Usage by Undergraduates

Numerous studies had been conducted to establish the correlation between information literacy skills and library information resources usage among undergraduates, academics and other researchers in Nigeria and other parts of the world. Olubiyo, Ogunniyi, Ademilua and Akanmidu-Fagbemi (2019) conducted a study on information literacy skills among undergraduates of Adeyemi College of Education, Ondo in Ondo State, Nigeria. The findings of the study revealed that the undergraduate students of Adeyemi College of Education were well-versed about the concept of Information Literacy Skills. It revealed further that overcrowded classrooms, inadequate learning equipment, and poor/inadequate information literacy evaluation and assessment were problems facing Adeyemi College of Education students in learning information literacy skills.

In another study carried out by Afebende (2019) on the impact of knowledge of information search techniques on undergraduate students' use of library resources in federal

universities in Nigeria's South-South zone, findings showed that undergraduates at the universities studied had a limited understanding of information search techniques.

The purpose of this study was to investigate study behaviours and information literacy skills as predictors of library information resources usage among undergraduates in two public universities in South-west, Nigeria. The study investigated the following research questions:

1. What is the pattern of study behaviour of undergraduates in the two public universities in South-west, Nigeria?
2. What is the level of information literacy skills of undergraduates in the two public universities in South-west, Nigeria?
3. What are the types of library information resources used by undergraduates in the two public universities in South-west, Nigeria?
4. What is the relative influence of study behaviour and information literacy skills on library information resources usage by undergraduates in the two public universities in South-west, Nigeria?

Methodology

This study adopted descriptive survey research design. The population of this study was the undergraduate students in two public universities in south west, Nigeria, namely: University of Ibadan with 15,158 undergraduates and University of Lagos with 35,426. Stratified sampling technique was used to select a total of 435 sample with 255 from University of Ibadan and 180 from University of Lagos. Questionnaire was the instrument used for data collection. Four objectives were formulated for the study from which three research questions and one hypothesis were derived. Data collected for the study were coded by using IBM-SPSS Version 21.0 and the data gathered were analysed using frequency counts and percentages.

Table 1: Sample size of the study

S/N	Selected Universities	No of Undergraduates	Sample Size
1	University of Ibadan	15,158	255
2	University of Lagos	35,426	180
Total		50,584	435

Results and Discussion

In this section, the demographic characteristics of respondents, results and discussion of findings are presented.

Demographic information of the respondents**Table 2:** Demographic information of the respondents

Institution	Frequency	Percent
University of Ibadan	238	59.2
University of Lagos	164	40.8
Total	402	100
Gender		
Male	225	56.0
Female	177	44.0
Total	402	100.0
Age		
15-20	198	49.3
21-25	147	36.6
26-30	48	11.9
31-35	9	2.2
Total	402	100.0
Academic Level of Study		
100	98	24.4
200	111	27.6
300	93	23.1
400	80	19.9
500	20	5.0
Total	402	100.0

The results in Table 2 reveal the demographic information of the respondents. The results show that out of 402 respondents, 238 (59.2%) respondents were from University of Ibadan while 164 (40.2%) were from University of Lagos. This means that majority of the respondents were from University of Ibadan. The results also show that 225 (56.0%) were male while 177 (44.0%) were female. On the age distribution of the respondents, the results reveal that majority of the respondents falls between the age range of 15-20 represented by 198 (49.0%). This is closely followed by the respondents that fall between the age range of 21-25 represented by 147 (36.6%) while 9 (2.2%) which is the least fall between the age range of 31-35. On the academic level of the respondents, the results show that majority of the respondents were in 200 level represented by 111 (27.6%) while 500 level with 20(5.0%) was the least.

Research question 1: What is the pattern of study behaviour of undergraduates in the two public universities in South-west, Nigeria?

Table 3: Pattern of study behaviour of undergraduates in two public universities in South-west, Nigeria

S/N	Statement	SA	A	D	SD
1	I devote enough time for all my courses	247 (61.5%)	138 (34.3%)	15 (3.7%)	2 (0.5%)
2	I do not spend much time on social activities at the expense of my study hour	104 (25.9%)	210 (52.2%)	63 (15.7%)	25 (6.2%)
3	I am able to study up to three hours or more in a day	119 (29.6%)	184 (45.8%)	53 (13.2%)	46 (11.4%)
4	I do not study until few hours before exams	49 (12.2%)	79 (19.7%)	146 (36.3%)	128 (31.8%)
5	I only study when I know I can study well	224 (55.7%)	127 (31.6%)	33 (8.2%)	18 (4.5%)
6	I prefer to study when I have access to the internet	82 (20.4%)	101 (25.1%)	125 (30.1%)	94 (23.4%)
7	I prefer to study on my bed than in the library	115 (28.6%)	61 (15.2%)	91 (22.6%)	135 (33.6%)
8	I use library materials other than the prescribed texts to study	188 (46.8%)	107 (26.6%)	89 (22.1%)	18 (4.5%)
9	I prefer to highlight important words or phrases when studying	222 (55.2%)	82 (20.4%)	58 (14.4%)	40 (10.0%)
10	I take notes while studying	175 (43.5%)	71 (17.7%)	82 (20.4%)	74 (18.4%)
11	I read, listen to or watch course materials repeatedly	103 (25.6%)	131 (32.6%)	69 (17.2%)	99 (24.6%)
12	I engage in group study	47 (11.7%)	58 (14.4%)	182 (45.3%)	115 (28.6%)
13	I leave difficult materials and study them later	136 (33.8%)	127 (31.6%)	51 (12.7%)	88 (21.9%)

Keys: SA - Strongly Agree, A - Agree, D - Disagree, SD - Strongly Disagree

Note: SA+A=Agree while D+SD=Disagree

The results in Table 3 reveal the pattern of study behaviour of undergraduates in University of Ibadan and University of Lagos. The results show that out of 402 respondents, 385 (95.8%) agreed that they devoted enough time for all their courses while 17 (4.2%) disagreed with this statement. The results also reveal that 314 (78.1%) agreed that they did not spend much time on social activities at the expense of their study hour while 88 (21.9%) disagreed with this statement. Furthermore, the results show that 303 (75.4%) agreed that they are able to study up to three hours or more in a day while 99 (24.6%) disagreed with this statement. Also, the results reveal that 128 (31.9%) agreed that they do not study until few hours before exams while 274 (68.1%) disagreed with this statement. In the same vein, the results show that 351 (87.3%) agreed that they only study when they know they can study well while 51 (12.7%) disagreed with this statement. Similarly, the study confirm that 183 (45.5%) agreed that they prefer to study when they have access to the internet while 219 (53.5%) disagreed with this statement.

The results also show that 263 (65.4%) agreed that they leave difficult materials and study them later while 139 (34.6%) disagreed with this statement. In summary, it can be deduced that majority of the respondents hold positive study behaviour. This is because majority of the respondents agreed that they devote enough time for all their courses; they study when they know they can study well; and prefer to highlight important words or phrases when studying.

Research question 2: What is the level of information literacy skills of undergraduates in the two public universities in South-west, Nigeria?

Table 4: Level of information literacy skills of undergraduates in two public universities

S/N	Item	VH	H	L	VL
1	Ability to recognise the needed information	197 (49.0%)	146 (36.3%)	59 (14.7%)	-
2	Ability to identify a variety of potential sources of information	162 (40.3%)	138 (34.3%)	64 (15.9%)	38 (9.5%)
3	Ability to construct strategies for locating information resources	96 (23.9%)	142 (35.3%)	91 (22.6%)	73 (18.2%)
4	Ability to compare and evaluate information obtained from different sources	119 (29.6%)	187 (46.5%)	81 (20.2%)	15 (3.7%)
5	Ability to locate and access the needed information	214 (53.3%)	117 (29.1%)	54 (13.4%)	17 (4.2%)
6	Ability to organise, apply and communicate information obtained from the library	151 (37.6%)	193 (48.0%)	37 (9.2%)	21 (5.2%)
7	Ability to synthesis, build on existing knowledge and use them effectively	132 (32.8%)	129 (32.1%)	72 (17.9%)	69 (17.2%)

Keys: VH - Very High, H - High, L - Low, VL - Very Low

Note: VH+H=High while L+VL=Low

The results in Table 4 reveal the level of information literacy skills of undergraduates in University of Ibadan and University of Lagos. The results show that out of 402 respondents, 346 (85.3%) claimed that their ability to recognise the needed information was high while 59 (14.7%) claimed otherwise. The results also revealed that 300 (74.6%) stated that their ability to identify a variety of potential sources of information was high while 102 (25.4%) stated that theirs was low. Furthermore, the results show that 238 (59.2%) affirmed that their ability to construct strategies for locating information resources was high while 164 (40.8%) affirmed that theirs was low. In the same vein, the result show that 344 (85.6%) claimed that their ability to organise, apply and communicate information obtained from the library is high while 58 (14.4%) claimed otherwise. The results reveal that 261 (64.9%) stated that their ability to synthesis, build on existing knowledge and use them effectively is high while 141 (35.1%) stated theirs is low. In summary, it can be deduced that the level of information literacy skills of undergraduates in University of Ibadan and University of Lagos is high.

Research question 3: What are the types of library information resources used by undergraduates in the two public universities in South-west, Nigeria?

Table 5: Types of library information resources used by undergraduates in two public universities

S/N	Library Resources	SA	A	D	SD
1	Textbooks	267 (66.4%)	132 (32.8%)	3 (0.8%)	-
2	Dictionary	188 (46.8%)	190 (47.3%)	15 (3.7%)	9 (2.2%)
3	Encyclopedia	117 (29.1%)	126 (31.3%)	84 (20.9%)	75 (18.7%)
4	Newspaper	61 (15.2%)	57 (14.2%)	197 (49.0%)	87 (21.6%)
5	Journals and Articles	108 (26.9%)	121 (30.1%)	82 (20.4%)	91 (22.6%)
6	Projects and Dissertations	82 (20.4%)	79 (19.7%)	138 (34.3%)	103 (25.6%)
7	Maps and Atlases	15 (3.7%)	22 (5.5%)	219 (54.5%)	146 (36.3%)
8	Gazette and Gazetteer	36 (9.0%)	41 (10.2%)	166 (41.3%)	159 (39.5%)
9	Audio-visual resources	2 (0.5%)	13 (3.2%)	184 (45.8%)	203 (50.5%)
10	Electronic Information Resources	198 (49.2%)	164 (40.8%)	28 (7.0%)	12 (3.0%)
11	Online Public Access Catalogue	156 (38.8%)	171 (42.5%)	49 (12.2%)	26 (6.5%)
12	CD-ROM	-	3 (0.8%)	296 (73.6%)	103 (25.6%)
13	Internet facilities	288 (71.6%)	105 (26.1%)	6 (1.5%)	3 (0.8%)
14	Projector	20 (5.0%)	62 (15.4%)	172 (42.8%)	148 (36.8%)

Note: SA+A=Agree while Disagree + Strongly Disagree=Disagree

The results in Table 5 identified the types of library information resources used by the undergraduate students in University of Ibadan and University of Lagos. The results show that out of 402 respondents, majority of the respondents agreed that they used textbooks (99.2%), internet facilities (97.7%), dictionary (94.1%), electronic information resources (90.0%), online public access catalogue (81.3%), encyclopedia (60.4%), and journals and articles (57.0%).

Hypothesis 1: What is the relative influence of study behaviour and information literacy skills on library information resources usage by undergraduates in the two public universities in South-west, Nigeria?

Table 6: Relative influence of study behaviour and information literacy skills on Library Information Resources usage of undergraduates in two public universities

Model	B	Std. Error	Beta	T-value	P
(Constant)	18.651	3.832		7.162	0.001
Study Behaviour	3.742	2.209	1.263	1.037	0.001
Information Literacy Skills	2.193	1.032	3.208	2.119	0.001

Dependent Variable: Library Resources Usage

Predictors: Study Behaviour and Information Literacy Skills

The results in Table 6 reveal the extent to which each of the independent variable had a significant influence on library resources usage of undergraduates in University of Ibadan and University of Lagos. The results show that information literacy skills had the most significant influence with Beta= 3.208; t= 2.119 while study behaviour had little significant influence on library resources usage with Beta = 1.263; t= 1.037. Also, in determining the correlation of each predictor at 0.05, it was shown that study behaviour and information literacy skills had influence on library information resources usage which give P= 0.001.

Discussion of Findings

The finding on research question one which examined the study behaviour of the undergraduates in University of Ibadan and University of Lagos revealed that majority of the respondents had positive study behaviour as they agreed that they devote enough time to all their courses; they study when they know they can study well; and prefer to highlight important words or phrases when studying. This finding supports the work of Bamigboye, Agboola, Emmanuel and Adegbaye (2018) which reported that respondents from the Federal University of Agriculture, Abeokuta exhibited different study behaviours in the library, and that these study behaviours lead to meaningful study and usage of library resources by the students. This finding is also in agreement with the work of Pumaat and Hamed (2016) who posited that a good study behaviour enhances individual personalities, assists them in developing right thinking skills, and generates new ideas, resulting in improved academic accomplishment for students.

On research question two on the level of information literacy skills of the undergraduates, the study found that the level of information literacy skills of the respondents is high. This finding is in agreement with the work of Ndagi and Madu (2018) who reported that the undergraduates in North-central had a high level of information literacy skill and that electronic sources of information were easily available and widely used in these institutions. However, this finding contradicts the work of Igbo and Imo (2008) who reported that Nigerian university undergraduates lack a significant level of abilities for effective information usage. The reason for this may be connected to the lack of early

exposure to library use, reliance on lecture notes and prescribed literature and lack of students' confidence in their use of information. Consequently, in this 21st century, it is agreeable that the importance of information literacy skills in using information resources, both print and non-print, cannot be underestimated. This is because a student who is information-literate and possesses information skills is expected to recognise that the foundation for intelligent decision-making is accurate and complete information (textual, numerical, or graphical) which implies that, they have values that promote the use of information and the ability to implement information processes (Hepworth, 2009).

Research question three examined the types of library information resources used by the undergraduates in University of Ibadan and University of Lagos. The results show that majority of the respondents agreed that they mostly used textbooks and internet facilities. This finding is in agreement with the work of Aladeniyi and Arikawe (2017) who reported that the undergraduate students at the University of Medical Science, Ondo, Ondo State, Nigeria mostly used textbooks.

On what is the relative influence of study behaviour and information literacy skills on library information resources usage by undergraduates in the two public universities in South-west, Nigeria in hypothesis one, the study found that information literacy skills had the most significant influence on library resources usage while study behaviour had little influence on the use of library information resources.

Conclusion

The study investigated study behaviour and information literacy skills as predictors of library information resources usage among the undergraduates in two public universities in South-west, Nigeria. Based on the findings of the research, it is apparent that the importance of study behaviour and information literacy skills in the use of library information resources usage among the undergraduate students cannot be overemphasised. Based on the finding on research question one which examined the study behaviour of the undergraduates in University of Ibadan and University of Lagos, it could be concluded that the undergraduates in the two public universities had positive study behaviour as majority of the respondents agreed that they devoted enough time for all their courses; they studied when they knew they would concentrate and assimilate well; and preferred to highlight important words or phrases when studying. Apart from this, the level of information literacy skills of the undergraduates in the two universities was high; and textbooks and internet were the dominant types of library information resources used by the undergraduates. Also, it could also be concluded that information literacy skills had the most significant influence on library resources usage while study behaviour had little influence on the use of library information resources.

Recommendations

Arising from the findings of the study, the following recommendations are made:

1. Parents, teachers and counselling unit in secondary schools should organise study

behaviour training for their students either weekly or monthly. This will help the students to acquire the rightful and meaningful study skills they need as they move further in the academics which will in turn enable them perform better in their academic career.

2. University management, in collaboration with library management, should organise information literacy skills training or workshop for the students. This will help them to obtain necessary information literacy skills they need to locate, retrieve and use the library information resources effectively.
3. University management should provide enough funds for the library to acquire recent and up-to-date information resources into library.

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