

ACQUISITION OF INFORMATION LITERACY SKILLS FOR INFORMATION RETRIEVAL AND UTILISATION AMONG UNDERGRADUATE STUDENTS OF MOSES ORSHIO ADASU UNIVERSITY, MAKURDI

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Abstract

This study examined the acquisition of information literacy skills for information retrieval and utilisation among undergraduate students of Moses Orshio Adasu University, Makurdi (MOAUM). Anchored on the ACRL Information Literacy Competency Standards, the research adopted a descriptive survey design and involved a stratified random sample of 600 students drawn from various faculties. Data were collected using a structured questionnaire and analysed through mean and standard deviation. The findings indicated that students possessed a moderate level of information literacy skills (cluster mean = 2.72), but lacked formal training opportunities to enhance these competencies. Information retrieval abilities were fairly high (mean = 2.67), as students were familiar with tools such as the Online Public Access Catalogue (OPAC) and institutional digital repositories. Resource utilisation was frequent (mean = 2.80), with a notable preference for internet-based sources. Despite this, several challenges persisted, including inadequate training programmes, poor internet connectivity, limited access to academic databases, and low awareness of library resources (mean = 2.83). The study bridged an existing gap by offering a comprehensive overview of students' interaction with both print and electronic resources, institutional support mechanisms, and practical application of information skills across disciplines. Based on these insights, the study recommended the introduction of compulsory information literacy training, enhancement of digital infrastructure, and integration of retrieval and utilisation skills into the undergraduate curriculum. These recommendations aim to improve students' academic performance and foster lifelong learning through better access, evaluation, and use of information resources. The findings also contribute to ongoing conversations around academic libraries' effectiveness in Nigerian higher education.

Introduction

In today's rapidly evolving information landscape, the role of university libraries has extended beyond the provision of physical books to facilitating access to a vast array of digital

and academic resources. Central to this transformation is the growing importance of information literacy—the ability to locate, evaluate, and effectively use information. For undergraduate students, mastering these skills is essential for academic development, research competency, and lifelong learning. Information literacy empowers students to engage with scholarly resources confidently, think critically, and make informed academic decisions (Chukwusa, 2021). In line with this, the acquisition of information literacy skills for information retrieval and utilisation among undergraduate students of Moses Orshio Adasu University, Makurdi, is increasingly becoming a crucial academic concern. Undergraduate students at the university frequently rely on library and digital resources for assignments, term papers, research projects, and examinations. Their academic success, however, depends not only on the availability of these resources but also on their competence in retrieving and utilizing relevant information effectively. With access to tools such as Online Public Access Catalogues (OPAC), electronic journals, digital databases, and institutional repositories, students are expected to demonstrate the ability to identify credible sources, synthesize information from multiple platforms, and apply it meaningfully in academic contexts.

The existing evidence suggests that many undergraduates may face challenges in navigating information systems due to limited information literacy training, poor digital search skills, and insufficient awareness of available library services (Aduba & Mayowa-Adebara, 2022). These challenges can lead to underutilization of library resources, overreliance on general internet searches, and low-quality academic outputs. Thus, a thorough assessment of students' information literacy competencies is vital for understanding how well they can retrieve and apply information within the university environment. This study, titled Acquisition of Information Literacy Skills for Information Retrieval and Utilisation among Undergraduate Students of

Moses Orshio Adasu University, Makurdi, aims to evaluate the information literacy skills of undergraduate students at the institution and determine how these skills influence their ability to retrieve and use academic information. The results will offer actionable insights for enhancing library instruction, improving resource accessibility, and strengthening the academic performance of students through targeted support and policy reforms.

Statement of the Problem

Many students in today's academic environment face increasing demands to navigate diverse sources of information—both digital and print—to meet the requirements of research, assignments, and scholarly projects. At Moses Orshio Adasu University, Makurdi, concerns have emerged over the acquisition of information literacy skills for information retrieval and utilisation among undergraduate students, particularly regarding their ability to effectively access and apply academic resources despite the availability of advanced library tools like OPAC, electronic databases, and institutional repositories. Several factors contribute to these challenges, including limited ICT competencies, inadequate user orientation, insufficient integration of information literacy into academic programs, and low awareness of library offerings. As a result, students may resort to unreliable sources, leading to poor academic output and underutilization of the university's library resources.

This study seeks to examine the acquisition of information literacy skills for information retrieval and utilisation among undergraduate students of Moses Orshio Adasu University, Makurdi, and how these competencies influence their ability to retrieve and use relevant information. The insights gained will inform strategies to improve library instruction, academic support services, and curriculum development aimed at fostering better research practices and academic success.

Research Questions

The following research questions were formulated to guide the study on the acquisition of information literacy skills for information retrieval and utilisation among undergraduate students of Moses Orshio Adasu University, Makurdi:

1. What is the level of information literacy skills acquired by undergraduate students of Moses Orshio Adasu University, Makurdi?
2. To what extent do undergraduate students of Moses Orshio Adasu University, Makurdi effectively retrieve academic information from available library resources?
3. How frequently do undergraduate students of Moses Orshio Adasu University, Makurdi utilize information resources for academic purposes?
4. What are the major challenges affecting the acquisition of information literacy skills, retrieval, and utilisation among undergraduate students of Moses Orshio Adasu University, Makurdi?

Literature Review

Conceptual Framework

The following concepts were discussed in line with the study:

Information Literacy Skills

Information literacy skills are essential competencies that enable students to identify, locate, evaluate, and effectively use information for academic, professional, and personal purposes. According to Alex-Nmecha and Ejitagha (2023), these skills go beyond basic library orientation to encompass a broad understanding of how information is organized, how to critically assess its credibility, and how to ethically integrate it into one's academic work. In

today's information-rich environment, where students are constantly exposed to both credible and misleading sources, mastering information literacy is crucial for informed decision-making and scholarly integrity. At the university level, particularly among undergraduate students, information literacy skills directly influence their academic success. Bawack and Kamdjoug (2020) assert that students with well-developed information literacy are better equipped to conduct independent research, write scholarly reports, and engage in meaningful discourse. These skills are typically acquired through formal instruction—such as library user education, embedded information literacy modules in coursework, and workshops—or informally through experience and peer learning.

In a similar development, Anunobi and Ukwoma (2016) argued that information literacy is a dynamic skill set, constantly evolving with technological advancements and the digitization of academic resources. As such, academic libraries must adopt proactive strategies to integrate information literacy into institutional learning frameworks. This includes collaborating with faculty to incorporate literacy objectives into curriculum, designing discipline-specific tutorials, and offering continuous support through online and in-person platforms. In the context of Moses Orshio Adasu University, Makurdi (MOAUM), where undergraduate students frequently engage in research assignments, group projects, and term papers, information literacy skills are indispensable. Without these competencies, students may struggle to distinguish between scholarly and non-scholarly sources, misinterpret academic material, or engage in unintentional plagiarism. As noted by Flint, Ojameruaye, Mishra, and Mohapatra (2024), effective information literacy not only improves academic performance but also cultivates lifelong learning and adaptability in a knowledge-driven economy. Therefore, strengthening information literacy among students should be a priority for university libraries and academic departments. This

entails providing structured learning opportunities, ensuring access to diverse resources, and embedding critical thinking and evaluation skills into all stages of the academic process. When students are empowered to retrieve and utilize information confidently and ethically, their academic experience and outcomes are significantly enhanced.

Information Retrieval

Information retrieval is a core academic competency that involves the ability to efficiently search for, access, and obtain relevant information from a variety of sources. According to Tyopev, Tor-Akwer, and Tofi (2021), information retrieval goes beyond the mechanical use of library systems; it encompasses an understanding of where and how to search for scholarly materials using appropriate tools and strategies. This process often involves the use of Online Public Access Catalogues (OPAC), search engines, subject databases, e-journals, institutional repositories, and digital libraries—all of which are designed to support academic inquiry and research productivity.

Among undergraduate students, effective information retrieval is particularly important for academic success, as it enables them to locate the resources needed for writing term papers, preparing class presentations, and completing research projects. Daramola (2016) argues that a student's ability to retrieve information accurately is influenced by their familiarity with search techniques such as keyword searching, Boolean logic, truncation, and the use of filters. In the absence of these skills, students may experience difficulties identifying high-quality academic materials, often resulting in reliance on irrelevant or unreliable sources.

In many Nigerian universities, including Moses Orshio Adasu University, Makurdi (MOAUM), the challenges affecting information retrieval include limited awareness of existing library tools, inadequate training on system navigation, and infrastructural issues such as poor

internet connectivity. These factors can hinder students' engagement with library services, even when rich academic resources are available. As observed by Echem and Udo-Anyanwu (2018), without adequate support and training, students may fail to maximize the benefits of electronic databases and other retrieval systems offered by university libraries. Therefore, enhancing information retrieval among undergraduate students demands an integrated approach that combines user education, system usability, and infrastructure improvement. Academic libraries must take proactive steps in conducting orientation sessions, hands-on training, and ongoing workshops to equip students with retrieval competencies. Librarians should also collaborate with academic staff to embed information retrieval skills into coursework, ensuring that students practice these skills in meaningful academic contexts. As noted by Mahmood (2016), empowering students with retrieval capabilities not only supports immediate academic tasks but also prepares them for future research engagement and lifelong learning.

Information Utilisation

In the academic context, the value of information is not solely in its retrieval but in its meaningful application to solve problems, complete assignments, and enhance learning outcomes. As universities expand their digital and print collections, emphasis must shift from mere access to how students use the information available to them. Information utilisation plays a pivotal role in this process, serving as the bridge between knowledge acquisition and academic productivity. When students are equipped with the ability to apply information purposefully, they can transform academic tasks into opportunities for deeper understanding and intellectual growth. Information utilisation refers to the process by which students apply the information they have accessed or retrieved to fulfill academic, personal, or professional tasks. According to Ekong and Ekong (2018), this concept moves beyond simply finding information; it involves

interpreting, synthesizing, integrating, and ethically using the acquired data in meaningful ways such as writing essays, conducting research, and supporting academic arguments. Effective utilisation demonstrates a student's ability to transform raw data into knowledge through critical thinking and contextual relevance.

In the academic setting, especially among undergraduate students, information utilisation is directly tied to learning outcomes and academic performance. As asserted by Adeniran (2018), students who effectively use information are more likely to produce quality assignments, demonstrate originality in their research, and engage critically with academic materials. This capacity is often enhanced through training in referencing styles, plagiarism avoidance, and the use of citation management tools, which collectively ensure that students integrate information responsibly and transparently. However, several barriers may hinder effective information utilisation in Nigerian universities such as Moses Orshio Adasu University, Makurdi (MOAUM). These include limited access to current and subject-relevant materials, poor digital literacy, lack of awareness of information ethics, and inadequate support in academic writing techniques. As noted by Steinrück, Veldkamp, and Jong (2020), many students retrieve information but lack the analytical or organizational skills to appropriately apply it within scholarly frameworks, leading to underachievement and academic misconduct such as plagiarism.

To address the above challenges, university libraries and academic departments must work collaboratively to provide user-centered instructional programs focused on the practical use of information. This includes organizing academic writing workshops, embedding information utilisation skills into general studies and departmental courses, and offering individualized guidance through reference and consultation services. Umesh and Sujatha (2021) emphasize the importance of continuous engagement, noting that students benefit most when they receive

consistent, context-specific support that links information access with effective application. Ultimately, strengthening information utilisation not only enhances students' academic outputs but also contributes to the development of independent thinkers and lifelong learners. When students can confidently apply information to solve problems, defend positions, and generate new knowledge, the educational process becomes transformative. Therefore, fostering a culture of effective information use is essential for achieving institutional goals in teaching, learning, and research excellence.

Theoretical Framework

This study is anchored on the Information Literacy Competency Standards for Higher Education, developed by the Association of College and Research Libraries (ACRL, 2000). These standards provide a comprehensive theoretical foundation for exploring the acquisition of information literacy skills and their application in information retrieval and utilisation, particularly among undergraduate students. ACRL defines information literacy as a set of integrated abilities involving the reflective discovery of information, understanding how information is produced and valued, and using information ethically to create new knowledge. The standards delineate core competencies, including the ability to identify information needs, locate and access information effectively, evaluate sources critically, integrate information into one's knowledge base, and apply it responsibly in academic contexts.

Within the context of Moses Orshio Adasu University, Makurdi (MOAUM), the ACRL standards offer a valuable lens for examining how undergraduate students acquire and apply information literacy skills to retrieve and utilise academic resources such as OPAC, electronic databases, institutional repositories, and online content. These competencies are directly linked to students' ability to complete assignments, term papers, and research projects successfully. The

framework also enables the identification of barriers such as insufficient digital literacy, lack of training, and challenges in discerning credible sources. By applying this theory, the study assesses students' information-seeking behaviour and the effectiveness of existing library systems in supporting academic success. Overall, the ACRL standards serve not only as a theoretical underpinning but also as a practical tool for evaluating and enhancing students' capacity for effective information retrieval and utilisation within the academic environment of MOAUM.

Empirical Literature Review

Chukwusa (2021) examined the information literacy skills of Library and Information Science students at Delta State University, Abraka, and Ambrose Alli University, Ekpoma, using a survey method and a 3-point Likert scale with a sample of 148 students. The study found that students were generally information literate but noted challenges such as the non-inclusion of information literacy as a compulsory course and the lack of complex academic tasks to assess these skills. In contrast, the present study on acquisition of information literacy skills for information retrieval and utilisation among undergraduate students of Moses Orshio Adasu University, Makurdi assessed a larger and more diverse sample of 600 undergraduate students across various faculties, employing a 4-point Likert scale. Unlike the earlier study which focused solely on LIS students, the present investigation extended across disciplines to examine not only the acquisition of literacy skills but also information retrieval practices, resource utilization frequency, and institutional barriers. This broader scope contributes significantly to addressing gaps in previous studies by offering a more comprehensive understanding of undergraduates' engagement with both digital and print information resources in Nigerian universities.

Umesh and Sujatha (2021) assessed the information literacy skills and competencies of undergraduate students at Kuvempu University, India, using a structured questionnaire based on ACRL standards and a sample derived through Taro Yamane's formula. The study received 847 responses and revealed high library usage, with most students frequently borrowing textbooks—rated the most commonly used source ($\bar{x} = 4.09$). A large proportion of respondents expressed confidence in their ability to access both print and electronic information. Although their study is comparable in its use of survey methods, the present study on acquisition of information literacy skills for information retrieval and utilisation among undergraduate students of Moses Orshio Adasu University, Makurdi introduces additional variables such as retrieval methods, frequency of use, and constraints affecting access to resources. It thus provides a more institution-specific and policy-relevant understanding of information behaviour across multiple faculties, expanding the discussion beyond general patterns of library usage.

Tyopev, Tor-Akwer, and Tofi (2021) investigated how information retrieval skills influence the effective use of electronic resources among 200-level undergraduate students in university libraries across Benue State. Using a questionnaire and multi-stage sampling technique to select 376 respondents, the study found that while students predominantly used e-journals and online sources, they struggled with essential retrieval techniques, including source evaluation, formulating search strategies, and using OPAC tools. Furthermore, most students acquired these skills informally, and challenges such as poor internet, erratic power supply, limited awareness, and insufficient training were major hindrances. The current study on acquisition of information literacy skills for information retrieval and utilisation among undergraduate students of Moses Orshio Adasu University, Makurdi addresses this gap by extending the analysis beyond 200-level students and incorporating both electronic and print

resource usage. It also adopts a more holistic approach by examining the acquisition of information literacy skills in a structured educational setting and evaluating how institutional factors influence resource utilisation across all academic levels.

Alex-Nmecha and Ejitagha (2023) evaluated digital information literacy skills among final-year Library and Information Science students in six federal universities in Nigeria using structured questionnaires. The study found that while students showed high levels of confidence in navigating online information, many lacked awareness of specialised academic resources such as electronic theses and e-reference books. Furthermore, a noticeable level of distrust was observed towards online sources for academic research. The present study on acquisition of information literacy skills for information retrieval and utilisation among undergraduate students of Moses Orshio Adasu University, Makurdi diverges from this approach by exploring both traditional and digital information environments and encompassing students from all faculties. This inclusion provides deeper insights into how students across disciplines develop and apply information literacy skills, thus making a broader contribution to the discourse on higher education pedagogy and resource utilisation in Nigeria.

Flint, Ojameruaye, Mishra, and Mohapatra (2024) investigated the relationship between information literacy skills and the use of library resources among undergraduate students at Niger Delta University, using a correlational survey design. Drawing a sample of 357 students from a population of 16,000 through multi-stage sampling, the study applied Pearson Product Moment Correlation and found a significant positive relationship between students' ability to assess information and their effective use of library resources. While insightful, the study primarily focused on the statistical correlation between skill and usage. In contrast, the present study on acquisition of information literacy skills for information retrieval and utilisation among

undergraduate students of Moses Orshio Adasu University, Makurdi employs a descriptive survey design and offers a more integrated assessment of retrieval behaviour, frequency of access, utilisation patterns, and institutional challenges. This provides a richer, context-specific framework for understanding how information literacy translates into academic practice across faculties, while also informing institutional policies for curriculum enhancement and library development.

Research Methodology

The study employed a descriptive survey design to assess the acquisition of information literacy skills for information retrieval and utilisation among undergraduate students of Moses Orshio Adasu University, Makurdi. A total of 600 students were selected using stratified random sampling, ensuring representation across faculties and academic levels. Data were gathered using a structured questionnaire divided into four sections, each corresponding to the research questions. A four-point Likert-type scale was used to capture students' responses regarding their level of information literacy, retrieval practices, utilisation frequency, and perceived challenges. The instrument was validated through expert review, and a pilot test was conducted to establish reliability, yielding a Cronbach's Alpha coefficient of 0.84, indicating a strong level of internal consistency.

Data collection was conducted by the researcher and trained assistants, achieving a response rate of 100%. The data were analysed using descriptive statistics, particularly mean and standard deviation, and findings were interpreted using predetermined benchmarks in line with the Likert scale categories. This methodology was appropriate for exploring the extent to which students at Moses Orshio Adasu University, Makurdi have acquired the necessary skills to navigate and utilise academic information resources effectively.

Presentation of Results

Research Question 1: What is the level of information literacy skills possessed by undergraduate students of Moses Orshio Adasu University, Makurdi?

Table 1: Mean and Standard Deviation of Respondents on Information Literacy Skills Possessed by Undergraduate Students

S/N	Statement	SA	A	D	SD	$\bar{x}$	SD	DEC
1	Can identify my academic information needs.	200	250	90	60	2.92	0.89	VHL
2	Can access relevant academic information from various sources.	180	240	100	80	2.84	0.91	HL
3	Can evaluate the reliability and credibility of academic sources	160	210	130	100	2.66	0.94	HL
4	Can cite sources properly in my academic work.	170	200	120	110	2.66	0.96	HL
5	Confident in using library resources to complete academic assignments	175	230	110	85	2.76	0.91	LL
6	Can received formal training on information literacy in the university	140	180	150	130	2.48	0.98	LL
Cluster Mean							2.72	LL

Key: Very High Level (VHL = 4), High Level (HL = 3), Low Level (LL = 2), No Level (NL = 1), Decision (DEC)

The result from question 1 shows that undergraduate students of Moses Orshio Adasu University, Makurdi (MOAUM) possess a generally high level of information literacy skills (cluster mean = 2.72). The highest-rated competency was identifying academic information needs ($\bar{x}$ = 2.92), while the lowest was formal training on information literacy ($\bar{x}$ = 2.48), indicating a gap in institutional support. This aligns with Chukwusa (2021) who found that LIS students were information literate but lacked exposure to structured information literacy instruction. Similarly, Tyopev *et al.* (2021) observed that most students developed skills informally, often lacking support in areas like evaluating sources and using OPAC. These findings suggest the need for integrating formal IL programs at MOAUM to bridge skill gaps and ensure consistent competence across faculties.

Research Question 2. To what extent do Undergraduate Students of Moses Orshio Adasu University, Makurdi effectively retrieve academic information from available library resources?

Table 2: Mean and Standard Deviation of Respondents on Effective Retrieval of Academic Information

S/N	Statement	VHE	HE	LE	VLE	$\bar{x}$	SD	DEC
1	Can use the library catalogue (OPAC) to locate books and materials.	160	240	100	100	2.70	0.92	HE
2	Can retrieve academic journals from the library's online databases.	150	230	120	100	2.66	0.93	HE
3	Can retrieve course-related information from library repositories.	170	220	110	100	2.74	0.91	HE
4	Understand the classification system used in the university library.	140	210	130	120	2.58	0.95	HE
5	Easy retrieval of information relevant to academic needs from the library	155	225	120	100	2.67	0.92	HE
Cluster Mean							2.67	

Key: Very High Extent (VHE = 4), High Extent (HE = 3), Low Extent (LE = 2), Very Low Extent (VLE = 1), Decision (DEC)

Table 2 highlights the extent to which undergraduate students are able to retrieve academic information from library resources, with a cluster mean of 2.67 indicating a high extent overall. The respondents reported being able to locate books using the library catalogue (mean = 2.70), retrieve journals from databases (mean = 2.66), and access information from repositories (mean = 2.74). However, their understanding of the library classification system recorded the lowest mean of 2.58, implying some challenges in navigating physical collections. Although the general ability to retrieve academic information is adequate, these results point to the need for improved user education, particularly in library navigation and deeper engagement with retrieval tools.

These findings indicate relatively good technical proficiency in navigating library resources. This is consistent with Umesh and Sujatha (2021) who reported high levels of confidence among students in using both print and electronic resources. However, the slightly lower mean for understanding classification systems suggests the need for better user education on library organization schemes.

Research Question 3. How frequently do undergraduate students of Moses Orshio Adasu University, Makurdi utilize information resources for academic purposes?

Table 3: Mean and Standard Deviation of Respondents on Frequency of Utilisation of Information Resources

S/N	Information Resources	A	O	R	N	$\bar{x}$	SD	DEC
1	Textbooks	240	200	90	70	2.91	0.87	O
2	Reference materials (e.g., encyclopedias, dictionaries)	210	190	100	100	2.76	0.92	O
3	Academic journals	200	180	110	110	2.71	0.93	O
4	Electronic resources (e.g., e-journals, e-books)	180	190	120	110	2.66	0.94	O
5	Internet-based information for academic purposes	260	210	80	50	3.03	0.82	A
6	Library study rooms and reading spaces	220	180	100	100	2.76	0.91	O
Cluster Mean							2.80	

Key: Always (A = 4), Often (O = 3), Rarely (R = 2), Never (N = 1), Decision (DEC)

The findings from question 3 indicate that students frequently utilize information resources (cluster mean = 2.80), with the internet being the most used source ($\bar{x}$ = 3.03). This suggests a growing reliance on digital platforms for academic work, although traditional materials like textbooks and study rooms are still widely used. These results expand on Alex-Nmecha and Ejitagha (2023) who found that while students were confident using online information, they often overlooked academic-specific digital tools. The present findings point to a need for guiding students in balancing informal internet searches with academic-quality digital resources.

Research Question 4. What are the major challenges affecting the acquisition of information literacy skills, retrieval, and utilisation among undergraduate students of Moses Orshio Adasu University, Makurdi?

Table 4: Mean and Standard Deviation of Respondents on Challenges Affecting Information Access and Utilisation

S/N	Statement	SA	A	D	SD	$\bar{x}$	SD	DEC
1	Inadequate information literacy training	230	220	100	60	2.94	0.85	Agree
2	Poor internet connectivity in the library	250	210	90	60	2.98	0.84	Agree
3	Lack of awareness about available library	200	210	120	80	2.78	0.90	Agree

	resources							
4	Difficulty navigating the library's classification system	180	200	130	100	2.65	0.93	Agree
5	Limited access to electronic databases	240	190	100	80	2.88	0.89	Agree
6	Insufficient number of relevant academic materials	210	200	110	90	2.78	0.90	Agree
	Cluster Mean						2.83	

Key: Strongly Agree (SA = 4), Agree (A = 3), Disagree (D = 2), Strongly Disagree (SD = 1), Decision (DEC)

Table 4 presents the challenges affecting the acquisition and use of information literacy skills and resources. With a high cluster mean of 2.83, the results indicate general agreement among respondents on the presence of several barriers. The most significant issues include poor internet connectivity (mean = 2.98) and inadequate training in information literacy (mean = 2.94), which undermine effective access and use of resources. Other notable challenges include limited awareness of available resources, difficulty with the library classification system, restricted access to electronic databases, and insufficient academic materials. These constraints highlight systemic issues in infrastructure and library instruction that hinder students' optimal engagement with academic information. These structural and institutional constraints impede their ability to fully benefit from library resources.

These findings confirm the concerns raised in Flint *et al.* (2024), who observed that the lack of training and infrastructure often limits the relationship between students' IL skills and library resource usage. Addressing these challenges requires institutional investment in digital infrastructure and the integration of information literacy into the academic curriculum, as supported by the ACRL (2000) framework that anchors this study.

Recommendations

1. The university library should implement mandatory information literacy training programs, especially during students' orientation and through regular workshops.
2. The library should simplify and reinforce access to retrieval tools such as OPAC and subject repositories through continuous user education and guided search sessions.
3. The library management should improve availability and accessibility of digital and print resources by regularly updating collections in line with academic curriculum requirements.
4. The university should invest in strengthening digital infrastructure, especially internet connectivity and database subscriptions, to remove barriers to effective resource use.

Conclusion

The study concludes that Undergraduate Students of Moses Orshio Adasu University, Makurdi possess essential information literacy skills and make frequent use of available library resources for academic purposes. The retrieval systems in place are functional and widely used, but several institutional challenges—especially in training, infrastructure, and resource access—affect optimal utilization. Targeted improvements, including strategic training, system support, and enhanced infrastructure, are necessary to empower students with better access to academic information and improve learning outcomes.

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