INFORMATION LITERACY SKILLS AND USE OF LIBRARY RESOURCES BY POSTGRADUATE STUDENTS IN UNIVERSITY OF ILORIN

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ABSTRACT
The study investigated the influence of information literacy skills on the use of library resources by postgraduate students at the University of Ilorin Library. The research adopted a survey research design. The study adopted total enumeration of one hundred and twenty-two (122) participants of postgraduate students in the University of Ilorin. Data were collected through a questionnaire with a validity and reliability of the instrument as 0.92 and 0.91 for both variables. Data were analyzed using Statistical Package for Social Science (SPSS), 22.0 tool version. The data collected for the research question was analyzed using descriptive and inferential (Simple regression) statistics. Findings revealed that Information literacy skills ($R^2 = 0.653$, $\beta = 0.660$, $t(117) = 14.769$, $P < 0.05$) had a positive and significant influence on use of library resources by postgraduate students in University of Ilorin. The study concluded that information literacy skills influenced the use of library resources by postgraduate students at the University of Ilorin. It was recommended that the University of Ilorin should reinforce the awareness of library resources with relevant information for frequent use of library resources.

Keywords: Information Literacy Skills, Postgraduate Students, Use of Library resources, University Library and Librarians.

Introduction

A library serves as a pillar of any educational institution be its elementary schools, secondary schools, and tertiary institutions. The library provides a variety of resources that are useful to different people irrespective of age in print and non-print formats. The library was derived from the Greek word "liber" which means "book". A library can be defined as a collection of books and/or other materials (such as audiovisual materials) that are organized and maintained for use (reading, studying, consultation, research, etc.) and houses both print and non-print information resources (Tiemo & Ateboh, 2016). The library provides the link between the past and the present and shapes the future of society by preserving the records of human culture and providing resources to everyone. Once students or other individuals need resources that they

cannot afford, the library supports them to access the resources. Libraries provide access to scholarly literature to users depending on their needs. The library houses different materials which help students, lecturers, and all the society to increase knowledge (Umuhoza, 2021). Aladeniyi and Arikawe (2017) recognized that libraries are very essential in any organization, especially in higher institutions of learning. A Library located in the university or any tertiary institution is an academic library. The academic library is at the center of all educational programs in the University. It provides information resources in different formats to support student learning. Thus, Tiemo and Ateboh (2016) defined the library as the nerve center of an educational institution and a place where information is provided to serve all patrons irrespective of their ages, political and ethical background, religion, sex, etc. Allen and Taylor (2017) classified libraries into four distinct categories – public libraries, academic libraries, school libraries, and specialized libraries. They were all established for the systematic collection, organization, preservation, and dissemination of knowledge and information. The study emphasized the academic library more precisely on the university library. The objectives of the library may not be realizable unless its resources reach optimal capacity and are used by faculty and students who depend on its information resources for different purposes (Onye, 2016). Libraries provide access to scholarly literature that, as a rule, is not freely available on the Web (Okon & Lawal, 2012). Moreover, Omotunde, Ehioghae, Aluko-Arowolo & Ayoola (2014), said that universities are to generate new knowledge and also encourage, transfer and adopt this innovation.

Barfi, Afful-Arthur, and Agyapong (2018) defined library information resources as the raw materials that provide vital services in the teaching and learning process. He father said librarians are accountable for gathering, selecting, organizing, disseminating, and preserving recorded knowledge and information in all forms and for providing assistance and instruction in their use so that anyone who needs library resources might access them easily to support in reading, teaching, learning process and doing different researches in any academic community (Shrestha, 2008). Ukih (2012) defined the use of library resources as the total use of information sources in the library by users which could be students, lecturers, or researchers. This involves the frequency of patronizing the library, frequency of borrowing books, kinds, and age of information sources used (Edoka, 2010). Use and gratification theory by Elihu, Jay, and Micahel (1974) was used for more understanding of the use of library resources. The use and gratification theory seek to explain the psychological needs that help to shape the reason behind people using the media and what motivates people to engage in media utilization behaviors to derive gratifications to fulfill those essential needs within the confines of a particular socio-cultural environment. The use of library resources consists of three components which are: Types of library resources used, Frequency of use, and Purpose of use.

The term information literacy was coined by Paul G. Zukowaski in 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 modeling 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 & 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. According to Odede (2018), 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. The Association of College Research Libraries (ACRL) (2012) has spelled out five information literacy standards. Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their learning. An information literate individual can:

1. Determine the nature and extent of information needed
2. Access and gather the needed information effectively and efficiently.
3. Evaluate and critique information and its sources
4. Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally, either as an individual or a member of a group
5. Understand that information literacy is an ongoing process and uses a variety of methods and emerging technologies for keeping abreast of trends in the field.

The association between information literacy skills and the use of library resources is so important for an information literate student or any other library user. The ability for a student to be able to select, retrieve and use library resources requires information literacy skills where a user have to be able to define information task, locate and access information, use information, synthesize information from different sources and evaluate information to be able to use the information and solve a given task; student who utilizes the library resources are more likely to perform well in his/her studies. Information literacy contributes to the effective use of library resources (Umuhoza, 2021). Information literacy skills are the ability to place, manage, critically assess and use the information to solve problems, conduct researches and make decisions. Information literacy skills involve the ability to identify when information is needed and having the ability to efficiently locate, accurately evaluate, effectively use, and communicate information in various formats. An information literate person requires different technical skills such as the skills to select the information needed, to locate information, to retrieve useful information, to evaluate information, and to use information appropriately to complete a specified task (Nwezeh, 2011). . Odede (2018) investigated the Information literacy self-efficacy in the use of electronic information resources by the library and information science postgraduate students in South-South Nigeria. The main objective of this study is to investigate self-efficacy in information literacy with regards to the use of electronic information resources among library and information science postgraduate students in South-South Nigeria. The population for the study consisted of 115 postgraduate students admitted for the 2016/2017 academic year and 3 subject librarians at three universities. A survey questionnaire was used to solicit quantitative data from the postgraduate students, while an interview was used to solicit qualitative data from the subject librarians. The findings revealed that the use of electronic information resources is determined by competency in information literacy. Findings indicated that e-journals, e-books, e-newspapers, and e-reference sources were the most frequently used electronic information resources by the postgraduate students. Results also indicated that electronic information resources were used for different academic purposes. The study concludes that the intricacy of the electronic atmosphere requires that postgraduate students possess information literacy skills to effectively and efficiently use electronic information resources. Therefore, the study recommends among others that universities introduce programs such as information literacy certificate programs, workshops, seminars, and other studies that would increase the information literacy of postgraduate students. However, it is assumed that the use of the library should be dependent on the level of information literacy processed by users of the library, in this case, the postgraduate student of the University of Ilorin library

Statement of the Problem

Libraries are the brains of any academic institution that are set to impact knowledge, research, and aid learning to the vast community through the vast and diverse forms of information resources which it houses and organized by specialized personnel called librarians. Libraries found in tertiary institutions are the center of all academic activities by students and staff. Academic libraries provide various services to their users with the sole aim of enhancing the use of library resources by students which is needed for academic purposes

such as research, teaching, learning, community development, and lifelong learning. The quality of education in an academic institution such as a university is determined by the frequency in use of library resources in both print and non-print which enables students to improve knowledge and learning. Library resources are designed to help users to improve their knowledge through reading, learning, doing assignments, and research on different topics.

However, the University Library faces a critical encounter in reacting to the new challenge of the 21st century with growing demographic progress resulting in a lack of proper usage of library resources (Cox, 2020). Even though the library is so beneficial, postgraduate students at the University of Ilorin do not make use of library resources to enhance their academic performance. As it has been observed by the researcher. Postgraduate students in the University of Ilorin hardly visit the library, they do not make use of library resources as seen from the statistics per week. The low use of library resources may be a result of a low level of information literacy skills such as task definition, information seeking strategies, location, and access, use of information, synthesis, and evaluation. This is particularly important for addressing the issue of how the information literacy skills of postgraduate students are required to improve the use of library resources. To this effect, the research investigated how information literacy skills influence the use of library resources by postgraduate students at the University of Ilorin.

The Objective of the Study
The main objective of the study is to determine the influence of Information literacy skills on the use of library resources by postgraduate students in the University of Ilorin library.
1. identify the types of library resources used by postgraduate students at the University of Ilorin;
2. ascertain the frequency of use of library resources by postgraduate students in University of Ilorin;
3. determine the purpose of use of library resources by postgraduate students at the University of Ilorin;
4. establish the level of information literacy skills of postgraduate students at the University of Ilorin
5. determine influence of information literacy skills on the use of library resources by postgraduate students in the University of Ilorin.

Research Questions
The study attempts to address the following questions:
1. What are the types of library resources used by postgraduate students at the University of Ilorin?
2. What is the frequency of use of library resources by postgraduate students at the University of Ilorin?
3. What is the purpose of the use of library resources by postgraduate students at the University of Ilorin?
4. What is the level of information literacy skills of postgraduate students at the University of Ilorin?

Hypothesis
H01: There is no significant influence of information literacy skills on the use of library resources by postgraduate students in the University of Ilorin.

Methodology
The study adopted the survey research design. Population was 122, the researcher adopt total enumeration. The total population of the postgraduate students of the University of Ilorin who were purposively randomly selected as they visited the library as the sampling technique. A questionnaire was used as the instrument for data collection. Data collected were analyzed using SPSS 22.0 tool version and was analyzed using

descriptive statistics including frequency counts, percentages, mean and standard deviation. The hypothesis was tested using simple regression analysis.

RESULTS AND FINDINGS

Research Question One: What are the types of library resources used by postgraduate students in the University of Ilorin library?

The results of the types of library resources used by postgraduate students in the University of Ilorin library are presented in Table 1.

Table 1

Library resources	Freq.	(%)
Textbooks	103	87.3
Journals	94	79.7
Online databases	87	73.7
e-book	85	72.0
E-journals	63	53.4
Dictionaries	57	48.3
Online Databases	51	43.2
Magazines	45	38.1
Encyclopedia	32	27.1
Bibliographies	31	26.3
Reports	29	24.6
Online Catalogue (OPAC)	24	20.3
Audio books	20	16.9
Atlases	7	5.9
Maps	7	5.9

The study revealed that textbooks with 87.3%, journals with 79.7%, and online databases with 73.7% were the most used and consulted library resources by postgraduate students in the University of Ilorin library. Other library resources are less used revealing less than 50% of usage.

Research Question Two: What is the frequency of use of library resources by postgraduate students in the University of Ilorin library?

The results on the frequency of use of library resources by postgraduate students in the University of Ilorin library are presented in Table 2.

Table 2: Frequency of Use of Library Resources by Postgraduate Students

	Weekly (%)	Monthly (%)	Never (%)
Textbooks	79.6	3.4	16.9
Journals	71.2	21.2	6.8
Online databases	66.1	11.9	21.2
e-journals	61.9	12.7	24.6
e-books	52.5	8.5	37.3
Dictionaries	41.5	11.9	43.2
Newspapers	40.7	9.3	47.5
Magazines	28.8	10.2	60.2
Reports	26.2	12.7	59.3
Bibliographies	22.0	13.6	61.9
Encyclopedia	13.6	16.9	65.3
Audio books	13.5	11.0	72.9
Online catalogue (OPAC)	11.9	13.6	72.0
Atlases	4.2	5.1	87.3
Maps	3.3	4.2	88.1

Decision rule: If percentage ≤ 40 = Low Frequency; 40-59= Medium Frequency; 60-100 = High Frequency

The results of table 2 indicate that textbooks had the highest frequency of used library resources by postgraduate students which was 79.6%; followed by journals which are high frequently used library resources by postgraduate students which are 71.2%; then online databases to are the high frequently library resources used by postgraduate students which are 66.1%. The result also indicated that e-books are minimally used library resources by postgraduate students which are 52.5%; followed by dictionaries which are minimally used library resources by postgraduate students as 41.5%. Nevertheless, online catalogue (OPAC) is the low frequencies used library resources by postgraduate students as 11.9%; and then Atlases are also the low frequencies used library resources by postgraduate students as shown using the weekly percentage which is 4.2%; lastly, Maps are the lower frequencies used library resources by postgraduate students as shown using the weekly percentage which is 3.3%.

Research Question Three: What is the purpose of the use of library resources by postgraduate students at the University of Ilorin?

Table 3: Purpose of Use of Library Resources by Postgraduate Students

	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Total Mean	Std. Dev.
I use the library for internet services not related to library resources	41 (34.7)	64 (54.2)	10 (8.5)	1 (.8)	3.19	.77
my academic performance is improved when I use the library resources	28 (23.7)	85 (72.0)	4 (3.4)	.0	3.18	.56
I use the library resources for reading	32 (27.1)	72 (61.0)	12 (10.2)	2 (1.7)	3.14	.65
I make use of the library resources when i have examinations and test	17 (14.4)	84 (71.2)	16 (13.6)	0	2.98	.60
I seek librarians' assistance in finding information for my assignments/ research	33 (28.0)	55 (46.6)	20 (16.9)	9 (7.6)	2.93	.91
I use the library to explore new library resources	16 (13.6)	79 (66.9)	20 (16.9)	2 (1.7)	2.91	.67
I visit the library to borrow library resources for my studies and research	16 (13.6)	75 (63.6)	24 (20.3)	1 (.8)	2.86	.72
I visit the library to read newspapers	25 (21.2)	58 (49.2)	21 (17.8)	14 (11.9)	2.80	.91
I use the library to participate in reading literacy programs	20 (16.9)	61 (51.7)	30 (25.4)	5 (4.2)	2.78	.84
I go to the library to meet with friends not to use library resources	15 (12.7)	42 (35.6)	37 (31.4)	23 (19.5)	2.40	.97
I consult the librarian for reference services when I visit the library	6 (5.1)	34 (28.8)	61 (51.7)	16 (13.6)	2.24	.78
I visit the library to use the card catalogue	3 (2.5)	32 (27.1)	71 (60.2)	11 (9.3)	2.21	.68
I visit the library to use OPAC	3 (2.5)	34 (28.8)	60 (50.8)	20 (16.9)	2.15	.76
Grand Mean	**2.75**	**.75**				

Decision Rule: If mean ≤ 1.49 = Strongly Disagree; 1.5 to 2. 49 = Disagree; 2.5 to 3.49 = Agree; 3.5 to 4 = Strongly Agree

Findings on the purpose of use of library resources by postgraduate students at the University of Ilorin as presented in Table 3 indicated that the grand mean was $\bar{x} = 2.75$ which reveals that the majority of students agree that they use the library resources for various purposes. The results indicated that the majority of the respondents used the library resources for internet services not related to library resources with the mean score of $\bar{x} = 3.19$. The majority of postgraduate students also used the library resources to improve academic performance with a mean score of $\bar{x} = 3.18$. Most of the respondents also agreed that they used the library resources for reading with the mean score of $\bar{x} = 3.14$. On the other hand, the results indicated that the majority of the respondents least used the library resources to consult the librarian for reference services with the mean score of $\bar{x} = 2.24$. The majority of postgraduate students least used the library resources to use the card catalogue with the mean score of $\bar{x} = 2.21$. Most of the respondents also agreed that they use the library resources for OPAC with the mean score of $\bar{x} = 2.15$.

Research Question Four: What is the level of information literacy skills of postgraduate students at the University of Ilorin?

Table 4: Information Literacy Skills of Postgraduate Students

	Very High (%)	High (%)	Low (%)	Very Low (%)	Total Mean	Std. Dev.
I have the ability to sense when i need information for a task	35 (29.7)	63 (53.4)	17 (14.4)	.0	3.08	.82
I have the ability to define my information need	36 (30.5)	62 (52.5)	17 (14.4)	.0	3.08	.82
I have the ability to define what problem I have that requires information	34 (28.8)	62 (52.5)	20 (16.9)	.0	3.07	.78
Average Mean					**3.07**	**.80**
I process the ability to use information and know current events	33 (28.0)	62 (52.5)	20 (16.9)	1 (.8)	3.04	.80
I have the ability to apply information for any assignment given me	25 (21.2)	72 (61.0)	20 (16.9)	.0	3.02	.68
I have the ability to use information to make specific personal decisions	34 (28.8)	58 (49.2)	23 (19.5)	.0	3.02	.85
I have the ability to use information to make academic decisions	28 (23.7)	65 (55.1)	22 (18.6)	1 (.8)	2.98	.78
Average Mean	**3.01**	**.77**				
I have the ability to combine ideas together to form meaning is	38 (32.2)	58 (49.2)	19 (16.1)	1 (.8)	3.09	.82
I can interpret visual information (i.e. graph, tables, diagram)	39 (33.1)	48 (40.7)	28 (23.7))	1 (.8)	3.03	.87
I have the ability to break different ideas to form simple meaning	27 (22.9)	71 (60.2)	17 (14.4)	1 (.8)	3.02	.75
I have the ability to read different information sources to form specific ideas	17 (14.4)	78 (66.1)	20 (16.9)	1 (.8)	2.91	.70
Average Mean	**3.01**	**.78**				
I have the ability to critically assess information gotten from internet	25 (21.2)	74 (62.7)	18 (15.3)	.0	3.03	.67
I have the ability to critic authenticity of both print and e-sources	31 (26.3)	61 (51.7)	23 (19.5)	1 (.8)	3.00	.81
I have the ability to confidently assess information obtained from textbooks	23 (19.5)	70 (59.3)	23 (19.5)	.0	2.95	.74
I have the ability to judge database sources relevance	31 (26.3)	54 (45.8)	31 (26.3)	.0	2.95	.83
Average Mean	**2.98**	**.76**				
I have the ability to know how to find information I need	42 (35.6)	50 (42.4)	24 (20.3)	1 (.8)	3.11	.81
I have the ability to know where to find information I need	38 (32.2)	55 (46.6)	22(18.6)	1 (.8)	3.07	.83
I have the ability to limit search strategies by subject, language and date	19 (16.1)	63 (53.4)	34 (28.8)	1 (.8)	2.83	.73
I have the ability to search information using Boolean logic (AND, OR, and NOT)	14 (11.9)	56 (47.5)	44 (37.3)	2 (1.7)	2.66	.78
Average Mean	**2.91**	**.78**				
I have the ability to get specific information through the book index	13 (11.0)	67 (56.8)	36 (30.5)	.0	2.75	.72
I have the ability to search information on the shelve	12 (10.2)	59 (50.0)	41 (34.7)	5 (4.2)	2.64	.76
I have the ability to access sources through the library OPAC (Online Public Access Catalogue)	7 (5.9)	38 (32.2)	68 (57.6)	3 (2.5)	2.38	.72
Average Mean	**2.59**	**.73**				
Grand Mean	**2.94**	**.77**				

Decision Rule: if mean ≤ 1.49 = Very Low; 1.5 to 2. 49 = Low; 2.5 to 3.49 = High; 3.5 to 4 = Very High

Table 4 shows the level of information literacy skills of postgraduate students at the University of Central Ilorin. The results on the level of information literacy skills of postgraduate students at the University of Ilorin indicated that the majority of students agree that they have a high level of information literacy skills with the grand mean of $\bar{x}$ = 2.94 on a scale of 4. Results provided in Table 4.2.4 shows that "Task Definition" had the highest mean score of $\bar{x}$ = 3.07 to rank first, which shows that the majority of the respondents have a high level of task definition; followed by "Use of Information" with a mean score of $\bar{x}$ = 3.01, which shows that the respondents have a high level of use of information; then "Synthesis" with a mean score of $\bar{x}$ = 3.01, which shows that the respondents have a high level of synthesis; followed by "Evaluation" with a mean score of $\bar{x}$ = 2.98, which shows that the respondents have a high level of evaluation. The next indicator is "Information seeking strategies" with a mean score of $\bar{x}$ = 2.91, which shows that the respondents have a high level of information seeking strategies; while "Location and Access" had a mean score of $\bar{x}$ = 2.59 to rank last, but it shows that the respondents have a high level of location and access.

Hypothesis
H_01: There is no significant influence of information literacy skills on the use of library resources by postgraduate students at the University of Ilorin

Table 5: Simple Regression between information literacy skills and use of library resources

Model One $y_1 = a_0 + \beta_1x_1 + \mu$	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	0.811	.134		6.041	.000
Information Literacy Skills (ILS)	0.660	.045	0.808	14.769	.000
a. Dependent Variable: Use of Library Resources (PLU)					
b. R= 0.808 R^2= 0.653 T(117) = 14.769 P=0.000<0.05					

Table 5 shows the simple regression analysis results for the influence of information literacy skills on the use of library resources by postgraduate students at the University of Ilorin. The result shows that information literacy skills (β = 0.660, t = 14.769, p<0.05) have a positive and significant influence on the use of library resources by postgraduate students at the University of Ilorin. The R-value of 0.808 indicates that information literacy skills have a very strong positive relationship with the use of library resources. The R^2 = 0.653 indicates that about 65.3% variation that occurs in the use of library resources by postgraduate students at the University of Ilorin can be accounted for by the student's level of information literacy skills. The result is also highly statistically significant with a p-value that is less than 0.05 (P < 0.05) Therefore, the null hypothesis (H_{01}) states that there is no significant influence of information literacy skills on the use of library resources by postgraduate students in Adventist University of Ilorin was rejected.

Findings on research question 2 corroborates with studies by Adeoye and Popoola (2011), Barfi, Afful-Arthur and Agyapong (2018), and Ogunmedede and Emeahara (2010) that postgraduate students used library resources such as Textbooks, Dictionary, Online databases, and Newspapers. The results of this study support the findings by Oluwatobi, Ehiogbae, Aluko-Arowolo, and Onasote (2014) that the most frequently used library materials is an online database and this is followed by Dictionaries, books, an encyclopedia which are used daily while the least use materials are CD-ROM database. Also, the findings agree with that of Aladeniyi and Arikawe (2017) study indicated that respondents used books more than other materials. The findings also agree with the findings in the study by Okonoko, Atanda, and Brume-Ezewu (2018) that the most consulted resources in the library were textbooks (99%), journals (73%), and newspapers (52%). On the other hand, the findings of the present study disagree with the study by Ramsamy, Padma, and Ranjitham (2018) that a couple of resources are not known to students.

These findings of research question 3 are in line with the outcomes of earlier studies by Agyekummr and Filson (2012), Amusa and Iyoro (2013), Adigun and Oyelude (2013) that most of the students use library resources and services to supplement their class notes, assignments, and helped them in examination preparation. The findings of this study agree with Folorunso and Njoku (2016) shows that the most prominent purpose of using the library resources was to study and read for examinations, many of the students also use the library to search for materials for assignments and to do research work, as well to read a newspaper or participate in a group discussion. Kumar (2009) also agrees with the present study that most users visit the library to borrow books, study, and search for information or reading. The purpose of their visits depends on time available and needs; furthermore, Kumar identified that most users depend on publisher's catalogues, bibliographies, indexes, abstracts, or book reviews to keep current in their area of study; internet, e-journals, or CD-ROMS are used less often due to the lack of availability of these resources as well as personal skill to use them. It could be noted that the earlier studies and present study are pointing to the fact that the essence of the use of library resources by postgraduate students is to enhance their academic performance.

The findings on research question 4 on the other hand, do not agree with the study by Ojedokun (2015) said many undergraduates in Nigeria tertiary institutions are not information literate people and do not get the maximum benefits usually enjoyed by an information literate person. Also, Odede (2018) stated that students' information literacy skills are quite low. And also Krubu, Idhalama, and Omigie (2017) found out that student's information literacy level is low.

The findings on the hypothesis agree with the study of Odede (2018) that the combination of formal and informal instruction on information literacy skills is essential for postgraduate students for them to possess the needed skills that will enable them to make effective and efficient use of information especially for research purpose in the library. The study corroborates with Munshi and Nagar (2016) that postgraduate students, regardless of their discipline, must possess information literacy skills that will enable them to master content and give them the confidence to proceed with accessing information resources, be self-reliant, and have a sense of being in control of their learning as well as their research activities

Conclusion
This study concludes that information literacy skills are critical factors that enhance the use of library resources by postgraduate students in the University of Ilorin Library. The library resources are important information sources used by these postgraduate students for the enriching of their learning, research activities, and improving knowledge. The study discovered that information literacy skills influence the use of library resources. Therefore, library resources are important and relevant information sources that are used for learning and research development by postgraduate students. The result revealed that information literacy skills significantly influence the use of library resources by postgraduate students.

Recommendations
The following recommendations are made;
  i.   The study recommends the need for the University of Ilorin's librarian to reinforce the awareness of library resources with relevant information for frequent usage.
  ii.   The outcomes of the study showed that the majority of the respondents used the library resources for internet services not related to library resources, for improving academic performance and reading. On the other hand, the results indicated that the majority of the respondents least used the library to consult the librarian for reference services for using the card catalogue and OPAC. However, Unilorin library's administration should expose and encourage postgraduate students to the usage of the card catalogue and OPAC to improve their knowledge on how to effectively use the resources in the library.
  iii. It is very important for the university of Ilorin library administration together with the library staff and the University as a whole to maintain information literacy programs towards the use of library resources by postgraduate students and other students and faculty.

iv.   There is the need for the administration of the University of Ilorin Library to arrange and provide user education programs for postgraduate students; the library should also improve the personal assistance to support students to use library resources

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