

Influence of Students' Information Literacy Skills on the Perceived Image of Librarians in Nigerian Private Universities

Dr. Olutoyin Olukemi Oso

oo.oso@acu.edu.ng

Ajayi Crowther University, Oyo, Oyo State

Abstract

This study examined the influence of students' information literacy skills on the perceived image of librarians in private universities in South-west, Nigeria. Descriptive survey research design of the correlational type was adopted for this study. Total population of undergraduates in the six purposively selected private universities in South-west, Nigeria was 31,342. Sample size of 1,152 was selected from the population. The instrument used for data collection was Questionnaire was used as data collection instrument and was validated using face and content validity. Convenience sampling technique was used to administer questionnaire to undergraduates met physically utilising the library resources. Data gathered was analysed using descriptive and inferential statistics. The results revealed that there is a significant positive relationship between undergraduates' level of information literacy skills and their perception about librarians' image ($r = 0.164$, $p = 0.01 < 0.05$). The study recommended that librarians should continuously impart information literacy skills in undergraduate students by regularly organising specialised training programmes in order to bring about positive perception about librarians' image. Also, librarians should be regularly equipped with on-the-job trainings and adequate facilities to enable them deliver quality services to users.

Keywords: Information literacy skills, Undergraduates, Perceived librarians' image, Nigerian private universities.

Introduction

The issue of professional image is of concern to professionals in library profession (Shaw, 2010). The agitation on how librarianship is being perceived by the public is becoming more prevailing in today's society. Library users associate professional services provided by librarians with high levels of quality and dependability. Hence, there is need for librarians to establish and maintain standards with their patrons in order to provide high-quality service, which will enhance their public profile (Phelps & Campbell, 2012). This is why librarians must continue to strengthen their skills and attitudes toward clientele in order to combat the negative perceptions of the profession. Posner (2002) argued that there are many methods that can be used to combat the negative public perception of librarians. This involves being diligent in assisting their customers and pushing for a more accurate and truthful portrayal of themselves. Luthmann (2007) encouraged librarians to strengthen facilities and engage in constructive behaviour to combat negative portrayals of the profession. This can be achieved by rendering services to develop in library users, various skills needed to explore the available resources in the library, which in turn will boost their professional image.

One major component of library information services in this 21st century is imparting information literacy skills which aim at promoting effective use of information resources in library users. The term information literacy was first coined in the United States in the 1970s by Paul Zurkowski. It is defined as the capability to independently and reflectively acquire and retrieve high-quality information so as to expand one's personal depth of knowledge. It is a collection of abilities that enables a person to recognise when information is needed and the ability to locate, assess, and apply knowledge effectively (Association of College and Research Libraries (ACRL), 2008). It is a distinctive set of skills that constitute essential pre-requisite to one's educational pursuit. Information literacy can be referred to as a person's skill to timely recognise the need for information, locate, analyse, and put information to good use. It entails more than being able to conduct a search on the internet or in a book and determines whether the information collected is relevant and dependable, as well as using the information effectively when it is required (Goode, 2018).

Information literacy is a set of abilities needed by any library to do information-related tasks like locating, accessing, analysing, managing, generating, storing, and sharing information. It has to do with the development of skills, abilities and traits necessary to make good use of information and analyse it effectively. It encompasses all forms of information, including text, digital content, data, visuals, and spoken communication. Other literacies linked to information literacy include digital literacy, academic literacy and media literacy. Understanding the ethical and legal concerns regarding information use, which includes intellectual property, privacy, information security, information freedom and open access is facilitated by information literacy (Bruce, 2004).

Learners at all levels are given intellectual techniques and skills, such as a questioning approach not only to find solution to issues, but also to interpret problems and circumstances in creative and innovative ways (Head, 2017). Through librarians, students are equipped with information literacy as part of lifelong learning, which promotes transferable and employable skills. In the current era of information technology, information literacy necessitates an in-depth interpretation that incorporates the knowledge, cognitive processes, and practical skills that are required and necessary (Fasola & Oso, 2021).

Hashim and Mokhtar (2012) and Hicks (2016) indicated that librarians are too particular about their professional image which would naturally improve as the services they offer improve. It is important that librarians establish trust with library users and provide a high level of service in order to improve their public image (Phelps & Campbell, 2012). This is why librarians should continue to enhance their skills and attitudes toward library users in order to combat the profession's unfavourable image. Personal skills developed by librarians will enhance effective teaching and impartation of information literacy skills in library users.

Despite the fact that librarians' influence has been hampered for a long time by their own perceptions of themselves and their abilities, they still continue to be the organisers and custodians of the world knowledge. Inability to provide quality services can erode the little confidence reposed in librarians as information providers and this can affect users' perceptions about their image. In Nigeria, private university libraries seem to thrive more by providing support for

teaching, learning and research. Service provision which is the main responsibility of library and information professionals is important to the academic pursuit of undergraduate. The positive effect of information literacy skills and quality of service rendered by librarians may bring a desired change in the perceptions of the library users about librarians' image. In the light of this, this study was geared towards investigating the influence of information literacy skills on the perceived image of librarians in private universities in South-west, Nigeria.

Objectives of the Study

The main aim of the study was to investigate information literacy skills, service quality and user satisfaction as determinants of perceived librarians' image among undergraduates in selected private universities in South-west, Nigeria.

The specific objectives were to:

1. determine the level of information literacy skills imparted by librarians in undergraduates in private universities in South-west, Nigeria;
2. investigate the perception of undergraduates about librarians' image in private universities in South-west, Nigeria;

Research Questions

The research questions derived from the specific objectives that were answered in this study are:

1. What is the level of information literacy skills imparted by librarians on undergraduates in private universities in South-west, Nigeria?
2. How do undergraduates perceive librarians' image in private universities in South-west, Nigeria?

Research Hypothesis

The following hypotheses guided the study and they were tested at 0.05 level of significance:

- H₀₁ There is no significant relationship between undergraduates' level of information literacy and perceived librarians' image in private universities in South-west, Nigeria.

REVIEW OF LITERATURE

According to Adeniran and Onuoha (2018), information literacy skills possessed by an individual significantly determine the degree of use of library resources. Individual's skills to recognise the need for information as well as search skills predict their level of electronic resources used in their academic pursuit. This is why libraries are concerned with the information literacy instruction of undergraduates. Information literacy revolves around orientation, one-on-one discussion at the reference section, workshop/seminar, and curriculum course integration.

Odede and Zawedde (2018) averred that in the fast growing knowledge society, information literacy skills have become one of the most important skills. This is because students with research information needs will most likely use library resources if they have the skills required for their effective use. These skills can only be taught by librarians. However, there are misconceptions on how librarians are being perceived by the public. This is becoming more prevailing in today's society. Library users associate professional services provided by librarians with high levels of quality and dependability. Hence, the reason why librarians often establish and maintain standards with their patrons in order to provide quality service, which will enhance their public profile (Phelps & Campbell, 2012). This is why librarians need to continually strengthen their skills and attitudes toward undergraduates in order to combat the negative perceptions of the profession, by assisting their clientele and pushing for a more accurate and truthful portrayal of themselves

According to Blake, Balance, Davies, and Gaines (2016), librarians have had a noteworthy influence on undergraduates through acquisition of information literacy skills such as training on how to search literature for systematic reviews, recognising relevant and comprehensive information as the foundation for intellectual decision making, and using Boolean search operators and truncation. When librarians carry out their responsibilities properly, they become more important than expected. This is why librarians should participate in programmes that will increase their visibility in the academic community in which they serve. Literature is rife with reports on the services rendered by librarians in order to boost their image. However, Nyarigoti (2020) reported in a study that students are yet to attain optimal standards required in an information literacy competent person. Likewise, most of the students were familiar with the various information search skills, the use of library catalogue and evaluation of information retrieved.

Varleys and Stec (2014) reported that most respondents in their study on factors influencing students' information literacy believed that they did not get sufficient information literacy training, and that some found it difficult to understand library instructions and trainings. It is a challenging task to apply what they have learned to their search for knowledge. According to Ukachi (2015), students' inability to explore library information tools would degrade the quality of university education, which will impact university graduates' job efficiency. This is why librarians should make an effort to provide undergraduates with the abilities they need to utilise library services. Salleh, Yaacob, Halim & Yusoff, (2011) emphasised that some librarians experienced difficulty training students on effective utilisation of information sources available in the library. Librarians need to equip undergraduates with necessary skills such as search skills, evaluation skills, referencing skills and so on. This will be hard to do if they themselves do not have adequate knowledge of the skills.

Buba, Song & Abdullahi (2021) revealed that the knowledge imparted by librarians on undergraduates make them to be aware of how to utilise e-resources in seeking for information to increase self- awareness. The study found out that ICT facilities enable undergraduates to acquire more information and have adequate knowledge about information literacy programme and search terminologies which initiate the search process. Similarly, Yebowaah and Owusu-Ansah (2020) investigated the information access skills of students of a College of Education in Ghana and reported that majority of the students depended on web search engines as their primary source of getting information. Majority of the respondents in the study indicated that they depended on the

libraries as the main information source. In the light of this, training and fully imparting of information literacy skills in library users, particularly undergraduates is very necessary in promoting the service of librarians as the library users become independent searcher which will in turn boost the image of librarians. Training and full imparting of information literacy skills in library users, particularly undergraduates is very necessary in promoting the service of librarians as the library users become independent searcher which will in turn boost the image of librarians.

METHODOLOGY

This study adopted descriptive survey design of the correlational type. Total population of undergraduates in the six purposively selected private universities in South-west, Nigeria was 31,342. Sample size of 1,152 was selected from the population. The instrument used for data collection was questionnaire which was validated using face and content validity. Convenience sampling technique was used to administer questionnaire to undergraduates met physically utilising the library resources. The reliability coefficient of the instrument was tested using split-half technique to ascertain the internal consistency of the instrument which yielded overall Cronbach's Alpha value of 0.79. Research questions were analysed using mean, standard deviation, and percentages. The Research hypothesis was tested using Pearson's Product Moment Correlation at 0.05 level of significance.

PRESENTATION OF RESULTS

Demographic Profiles of Respondents

The demographic profiles of the respondents were distributed in frequency and percentages, and were illustrated using pie chart, bar chart and line graphs. It is presented as follows in Figures 1-5:

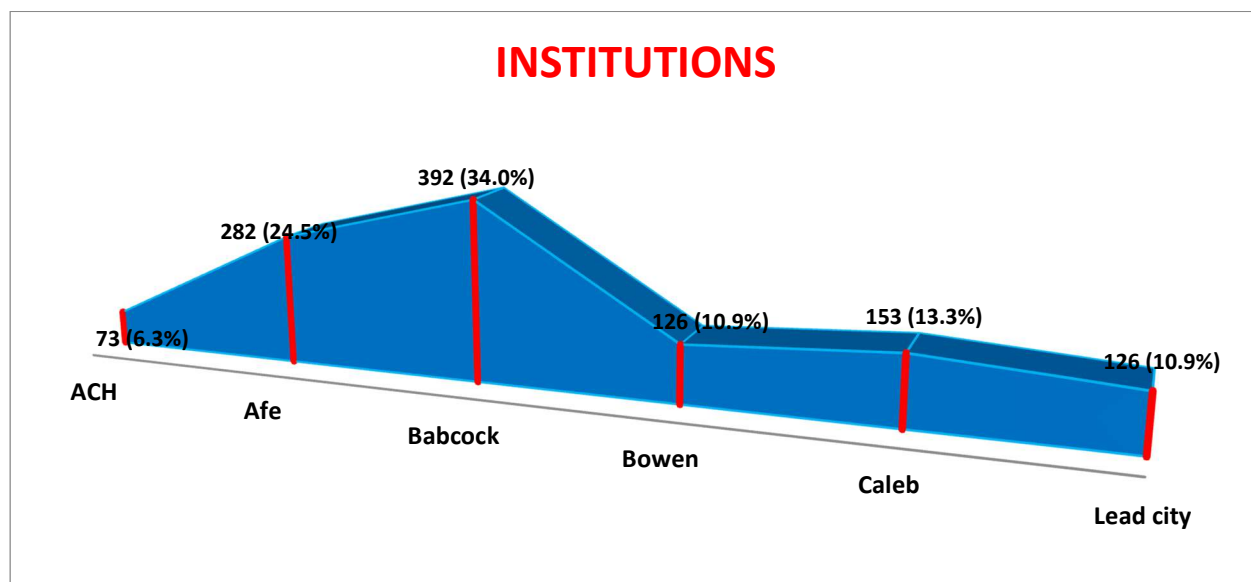


Fig. 1: Distribution of Respondents by Institutions

In general, six private universities participated in this study namely; Achievers University, represented by 73 (6.3%) undergraduates, Afe Babalola University, which consists of 282 (24.5%) undergraduates, Babcock University, with 392 (34.0%) undergraduates, Bowen University, 126 (10.9%) undergraduates, Caleb University, was represented by 153 (13.3%) undergraduates; while Lead City provided 126 (10.9%) of undergraduates. This suggests that students from Babcock University were prominently represented in the study, followed by students from Afe Babalola University.

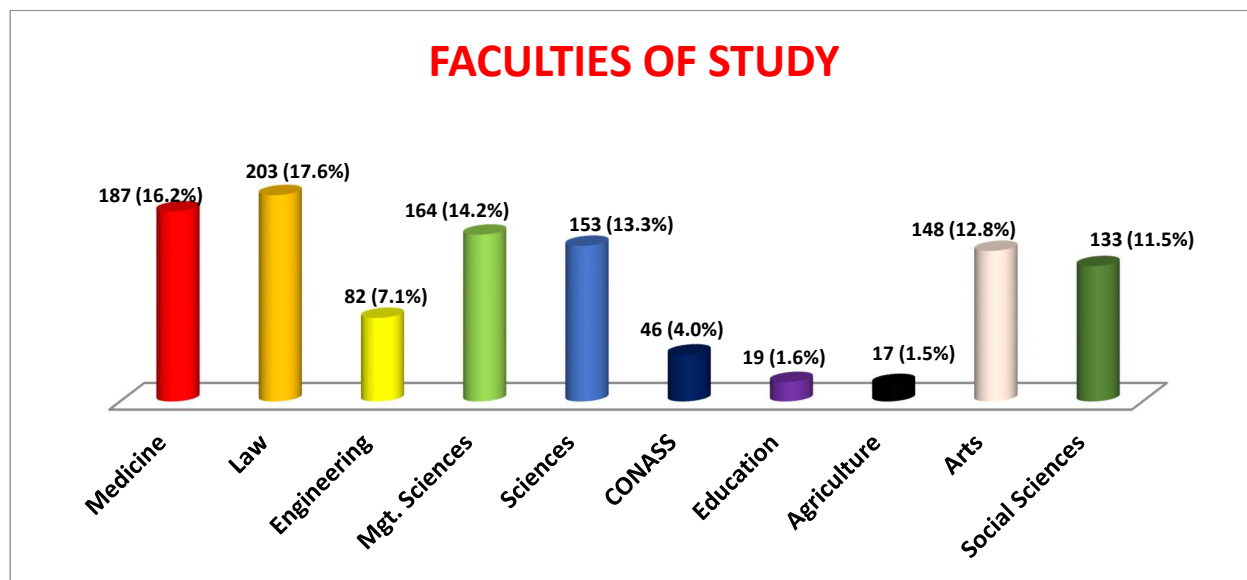


Fig. 2: Distribution of Respondents by Faculties of Study

Out of the 10 faculties that were exemplified in the investigation, the respondents from Faculty of Medicine were 187 (16.2%), 203 (17.6%) were from Faculty of Law, 82 (7.1%) of the respondents were from Engineering, 164 (14.2%) of the students represented Faculty of Management Sciences, 153 (13.3%) were from Faculty of Sciences, 46 (4.0%) comprises students in College of Natural and Applied Sciences (CONASS), 19 (1.6%) of the students were from Faculty of Education, 17 (1.5%) were in Faculty of Agricultural Sciences, 148 (12.8%) were from Faculty of Arts; while 133 (11.5%) constituted respondents from Faculty of Social Sciences. It was reported that majority of the respondents that took part in this investigation were from Faculty of Law, followed by Medicine and Management Sciences.

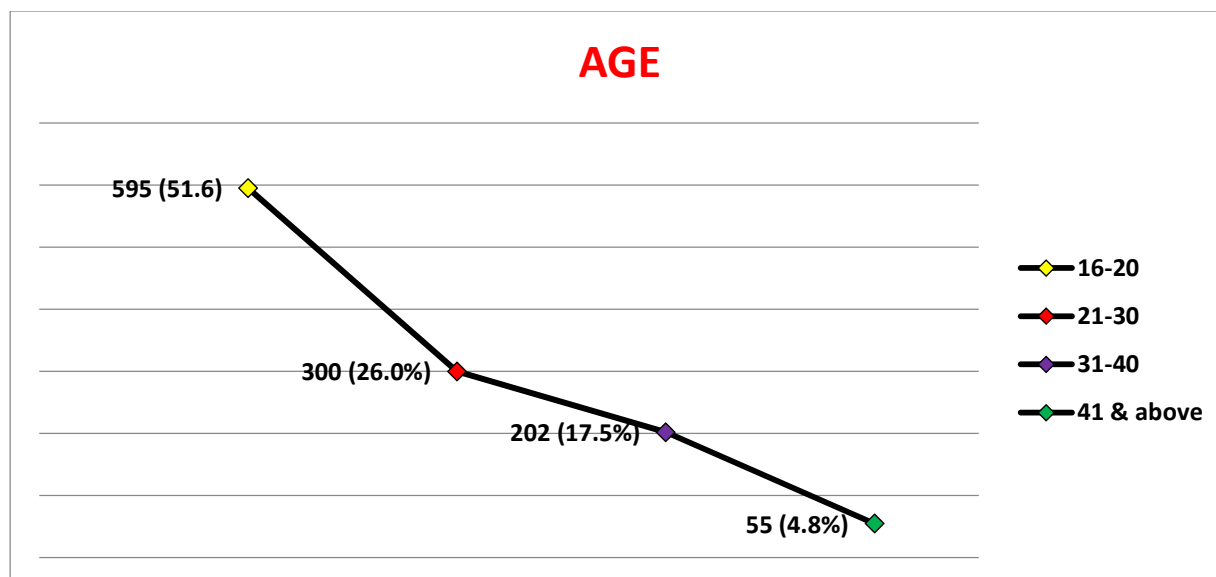


Fig. 3: Distribution of Respondents by Age

The figure 3 reveals that 595 (51.6%) of the respondents were between the age of 16-20 years, 300 (26.0%) of them were between 21-30 years, 202 (17.5%) were between 31-40 years; while 55 (4.8%) were within 41 years and above. This implies that most of the students who partook in the study were within the age of 16-20 years, followed by those between 21-30 years category.

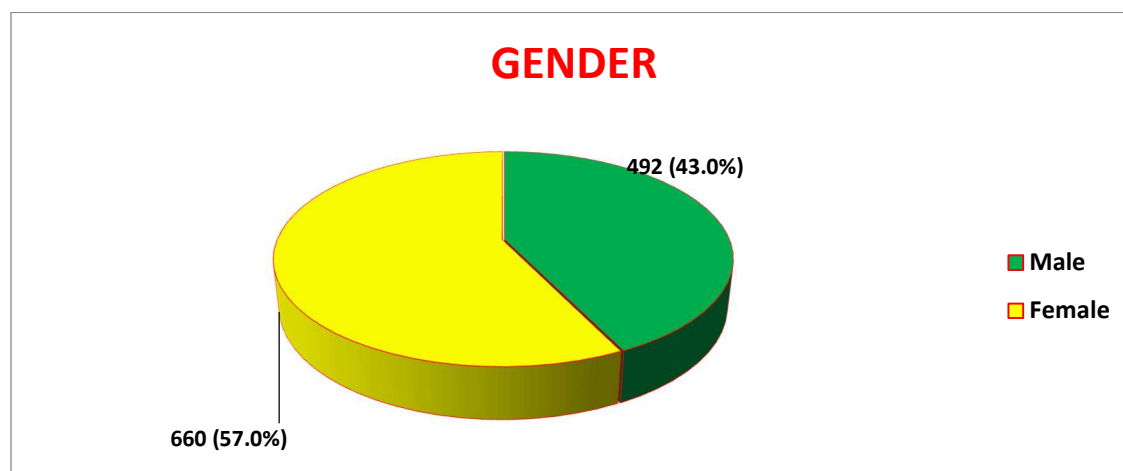


Fig. 4: Distribution of Respondents by Gender

In terms of gender, figure 4 shows that, out of the 1,152 respondents, 492 (43.0%) were males; while 660 (57.0%) were females. Hence, over (50%) of those who responded or took part in the research were females.

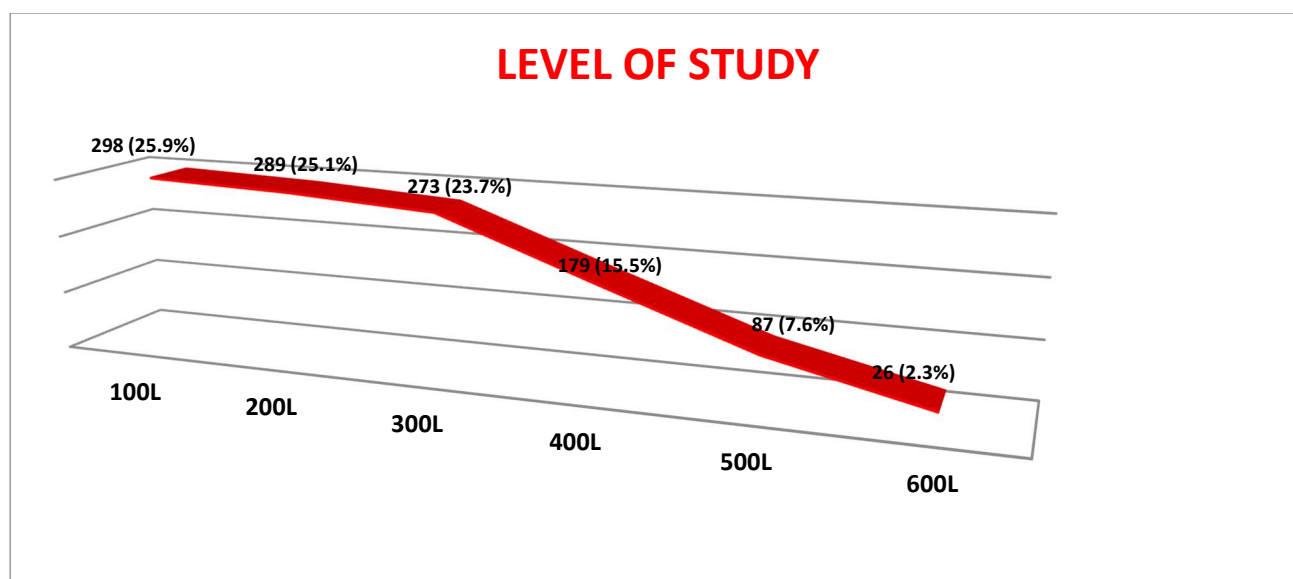


Fig. 5: Distribution of Respondents by Level of Study

With respect to level of study, figure 5 indicates that, those who responded from 100-600 level were represented accordingly. That is, the 100 level students were 298 (25.9%), 289 (25.1%) were in 200 level, 273 (23.7%) were in 300 level, the 400 level students were 179 (15.5%), 87 (7.6%) represents the 500 level students, while 26 (2.3%) constituted the 600 level students. Hence, most of the respondents in this research were the 100 level students, followed by the 200 level students respectively.

4.3 ANALYSIS OF THE RESEARCH QUESTIONS

Research Question 1: What is the level of information literacy skills imparted by librarians on undergraduates in private universities in South-west, Nigeria?

Table 1: Level of Information Literacy Skills imparted by Librarians on Undergraduates in Private Universities in South-West, Nigeria.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Skill to understand need for information resources	1152	6	24	18.57	2.967
Skills to distinguish potential information resources	1152	6	24	18.59	3.420
Skill to construct strategies for locating information	1152	6	24	17.68	3.572
Skills to differentiate and assess	1152	6	24	18.06	3.371

information obtained from separate sources					
Skills to find and retrieve information resources	1152	6	24	18.13	3.157
Skills to organise and apply and communicate information	1152	4	28	12.51	3.728
Ability to synthesise and improve on existing information	1152	5	23	14.36	2.676
Valid N (listwise)	1152				

Source: Author's Computation, 2024

Table 1 illustrates the response rate on the level of information literacy skills imparted by librarians on undergraduates in private universities in South-west, Nigeria. Based on the result in the table above, the highest mean statistics of ($x = 18.59$) shows that the most information literacy skills imparted by librarians on undergraduate students are skills to distinguish potential information resources, followed by skills to understand need for information, corresponding to mean value of ($x = 18.57$); closely followed by skills to find and retrieve information resources with mean value ($x = 18.13$); skills to differentiate and assess information obtained from separate sources ($x = 18.06$); skill to construct strategies for locating information with mean value of ($x = 17.68$); and ability to synthesis and improve on existing information ($x = 14.36$). While the skills to organise, apply and communicate information has the lowest mean statistics value ($x = 12.51$).

This result implies that the level of information literacy skills imparted by librarians on undergraduates in private universities in South-west, Nigeria is high as they make these student develop the skills to distinguish potential information resources, understand the need for information and be able to find and retrieve information resources. Also, skills to differentiate and assess information obtained from separate sources and to construct strategies for locating information were also imparted on these students by the librarians. In addition, the students through librarians' impartation have the ability to synthesis and improve on existing information and as well possess skills to organise, apply and communicate.

Research Question 2: How do undergraduates perceive librarians' image in private universities in South-west, Nigeria?

Table 2: How Undergraduates Perceive Librarians Image in Private Universities in South-West, Nigeria

S/N	Statement	Always	Mostly	Someti mes	Never	Mean	Std. Deviation
1.	I have contacts with librarians	383 (33.2%)	318 (27.6%)	279 (24.2%)	172 (14.9%)	2.67	1.003
2.	Librarians give my enquiries appropriate time and attention	486 (42.2%)	290 (25.2%)	280 (24.3%)	96 (8.3%)	2.82	.893
3.	Librarians assist me in literature search and book reservation	508 (44.1%)	305 (26.5%)	244 (21.2%)	95 (8.2%)	2.89	.891
4.	The end result of my contacts with librarians is useful	400 (34.7%)	479 (41.6%)	197 (17.1%)	76 (6.6%)	3.04	.884
5.	Librarians treat me fairly and without discrimination in their dealings with me	352 (30.6%)	331 (28.7%)	294 (25.5%)	175 (15.2%)	2.66	1.019
6.	Librarians provide accurate answers and quality service	399 (34.6%)	383 (33.2%)	263 (22.8%)	107 (9.3%)	2.92	.963
7.	Librarians respond clearly and accurately to enquiries	490 (42.5%)	368 (31.9%)	222 (19.3%)	72 (6.3%)	3.00	.873
8.	Librarians provide resources that are appropriate for my course	374 (32.5%)	341 (29.6%)	277 (24.0%)	160 (13.9%)	2.67	.991
9.	Librarians enable me to be well-organised in my academic endeavours	314 (27.3%)	503 (43.7%)	234 (20.3%)	101 (8.8%)	2.89	.903
10.	Librarians help me distinguish between trustworthy and untrustworthy information	474 (41.1%)	409 (35.5%)	177 (15.4%)	92 (8.0%)	3.04	.909
11.	Librarians provide me with the information competence I need in my study	509 (44.2%)	308 (26.7%)	218 (18.9%)	117 (10.2%)	2.88	.921

12.	Librarians often listen to recommendations for new or different Resource	400 (34.7%)	334 (29.0%)	277 (24.0%)	141 (12.2%)	2.65	.977
		SA	A	D	SD	Mean	Std. Deviation
13.	Librarians assist me in staying current in my area of interest	336 (29.2%)	491 (42.6%)	211 (18.3%)	114 (9.9%)	2.91	.929
14.	Librarians frequently assist me in my academic pursuits	237 (20.6%)	345 (29.9%)	300 (26.0%)	270 (23.4%)	2.48	1.063
15.	Librarians motivate me to be more productive in my academic endeavours	223 (19.4%)	417 (36.2%)	371 (32.2%)	141 (12.2%)	2.63	.931
16.	Through the help of librarians, I am able to know the difference between trustworthy and untrustworthy information	358 (31.1%)	557 (48.4%)	169 (14.7%)	68 (5.9%)	3.05	.832
17.	Librarians equip me with the information literacy abilities I require for my study	511 (44.4%)	359 (31.2%)	208 (18.1%)	74 (6.4%)	3.00	.866
18.	In general, I am pleased with the treatment I receive from librarians	382 (33.2%)	402 (34.9%)	198 (17.2%)	170 (14.8%)	2.45	.942
19.	In general, I am pleased with the support I have received for my educational, learning and research needs	325 (28.2%)	491 (42.6%)	196 (17.0%)	140 (12.2%)	2.87	.960
20.	Librarians attitude has influenced the way I use the library	490 (42.5%)	300 (26.0%)	253 (22.0%)	109 (9.5%)	2.85	.915
21.	Librarians are difficult to approach	90 (7.8%)	197 (17.1%)	341 (29.6%)	524 (45.5%)	2.97	.883
22.	Librarians are professional and very friendly	310 (26.9%)	435 (37.8%)	300 (26.0%)	107 (9.3%)	2.82	.933
23.	I don't think librarians have any training	104 (9.0%)	221 (19.2%)	304 (26.4%)	523 (45.4%)	2.89	.898

24.	I think librarians generally have positive image	447 (38.8%)	323 (28.0%)	293 (25.4%)	89 (7.7%)	2.87	.910
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Source: Author's Computation, 2024

The result in presented in table 2 above shows that majority of the respondents agreed that through the help of librarians, they are able to know the difference between trustworthy and untrustworthy information as indicated by mean value ($x = 3.05$); closely followed by those that strongly agreed that the end result of their contacts with librarians is useful and that Librarians help them distinguish between trustworthy and untrustworthy information as indicated by mean values ($x = 3.05$) respectively. Likewise, a larger percentage of the respondents also agreed that Librarians equip them with the information literacy abilities required for their studies, this corresponds to mean value ($x = 3.00$). It was also agreed upon by the respondents that Librarians provide accurate answers and quality services ($x = 2.92$); Librarians assist them in staying current in their area of interest ($x = 2.91$); Librarians assist them in literature search and book reservation, Librarians enable them to be well-organised in their academic endeavours, as indicated by mean values ($x = 2.89$) respectively.

Furthermore, the results also reveal that Librarians provide undergraduate students with the information competence they need in their studies ($x = 2.88$); and most of these students think librarians generally have positive image, and are also generally pleased with the support they have received for their educational, learning and research needs with mean values ($x = 2.87$) respectively.

Similarly, Librarians attitude was found to have influenced the way undergraduate students use the library ($x = 2.85$) as these students agreed that Librarians are professional and very friendly and that Librarians give their enquiries appropriate time and attention as indicated with mean values of ($x = 2.82$) respectively. Moreover, a reasonable number of the respondents agreed to have contacts with librarians, and that Librarians provide resources that are appropriate for their course of study ($x=2.67$) respectively. In addition, they agreed that Librarians are fair and without discrimination in their dealings with students ($x = 2.66$); Librarians often listen to recommendations for new or different resource ($x = 2.65$); Librarians motivate them to be more productive in their academic endeavours ($x = 2.63$); Librarians frequently assist me in their academic pursuits ($x = 2.48$); and in general, the students are pleased with the treatment they receive from librarians ($x=2.45$). However, some of the respondents believe that Librarians are difficult to approach as indicated by mean value ($x = 2.97$); and that they do not think librarians have any training ($x = 2.89$).

The results above indicates that undergraduates in private universities in South-west, Nigeria have a positive perception of Librarians' image. This is so as many of these students agreed that through the help of librarians, they are able to know the difference between trustworthy and untrustworthy information; they are equipped with information literacy abilities required for their studies; and that librarians provides accurate answers and quality services, as well as assisting them in literature search and book reservation. Also, they stated that Librarians enable them to be well-organised in their academic endeavours, and have influenced the way they use the library. The students were found to be pleased with the support they have received from librarians for their educational, learning and research needs, and in general, they believe librarians are professionals,

very friendly and have positive images. Lastly, they agreed that the end results of their contacts with librarians were useful.

Test of Hypothesis

H0₁ There is no significant relationship between undergraduates' level of information literacy skills and perceived librarians' image in private universities in South-West, Nigeria.

Table 3: Relationship between Undergraduates' Level of Information Literacy Skills and Perceived Librarians' Image in Private Universities in South-West, Nigeria

Correlations			
		Undergraduates' Level of Information Literacy	Perceived Librarians' Image in Private Universities in Nigeria
Undergraduates' Level of Information Literacy	Pearson Correlation	1	.164**
	Sig. (2-tailed)		.000
	N	1152	1152
Perceived Librarians' Image in Private Universities in Nigeria	Pearson Correlation	.164**	1
	Sig. (2-tailed)	.000	
	N	1152	1152
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Author's Computation, 2024

The Pearson Correlation Coefficient value ($r = 0.164$) indicates a positive correlation between the two variables tested. The result also shows that there is a significant relationship between undergraduates' level of information literacy skills and perceived librarians' image in private universities in South-West, Nigeria as indicated by p-value ($0.01 < 0.05$). Therefore, the null hypothesis is rejected, while the alternative hypothesis is accepted.

Discussion of Findings

The findings of this study revealed that the level at which the undergraduates in private universities in South-west, Nigeria have been imparted with information literacy skills by librarians is on a high side. Majority of the students were found to possess the skills to distinguish potential information resources, understand the need for information and be able to find and retrieve information resources. Also, skills to differentiate and assess information obtained from separate sources and to construct strategies for locating information were also imparted on these students by the librarians. In addition, the students through librarians' impartation have the ability to synthesis and improve on existing information and as well possess skills to organise, apply and communicate. This findings is in line with the study of Aghauche et al. (2019) which revealed that majority of students possessed the skills for identifying and articulating the nature of information required, while some possessed effective and efficient skills for accessing their required information. The results of this study also corroborates the findings of Adekunle, Olajide, Osuji,

& Adedoyin (2019) who in their quest to examine the attitude of undergraduates to information literacy at Bowen University found that majority of undergraduates could efficiently use computers and other technology, some could use and borrow library books, and could distinguish between information and data. This skills, according to them, were taught by librarians so as to ensure that library users become independent searchers. However, the findings of this study negates that of New Jersey, Varleys and Stec (2014) where it was discovered that the majority of students did not receive sufficient information literacy instruction from librarians.

Furthermore, the study revealed that undergraduates in private universities in South-west, Nigeria have a positive perception of Librarians' image. This is so as many of these students agreed that through the help of librarians, they are able to know the difference between trustworthy and untrustworthy information; they are equipped with information literacy abilities required for their studies; and that librarians provides accurate answers and quality services, as well as assisting them in literature search and book reservation. This is agrees with the findings of Tetteh and Nyantakyi-Baah (2019) who also in their study reported that majority of those who responded showed that they were satisfied with the manner in which library personnel provided information services to them. According to them, the reasons for their positive perception of the librarians could be linked to helpful and effective information services offered to these students.

Also, it was found in the study that undergraduates agreed that Librarians enable them to be well-organised in their academic endeavours, and have influenced the way they use the library. The students were found to be pleased with the support they have received from librarians for their educational, learning and research needs, and in general, they believe librarians are professionals, very friendly and have positive images. Lastly, they agreed that the end results of their contacts with librarians were useful. This finding affirms the result of Khan et al. (2019) who discovered that most of the students showed that they were highly satisfied with the library staff services. This study also validates the result of Adekunle et al. (2019) who revealed that most of the undergraduate students pointed out that they constantly seek out support from librarians on how to locate information. The implication of their submission on their reliance on the correctness of information services offered to them by the librarians is because they perceived that librarians are knowledgeable and competent at providing them with adequate information services capable of meeting their information needs.

The hypothesis tested in this study showed a positive significant relationship between undergraduates' level of information literacy skills and perceived librarians' image in private universities in South-west, Nigeria. The findings arising from the hypothesis is in support with the outcome of Adekunle et al. (2019) who revealed that majority of the students indicated that librarians can educate them very much about the information literacy skill course. This implies that the undergraduates' level of information literacy skills could be determined by the librarians. It then means that there is a supposed relationship between undergraduates' level of information literacy skills and perceived librarians' image.

Conclusion and Recommendations

It is concluded based on the results of this study that the level of information literacy skills imparted by librarians on undergraduates, to a great extent determines undergraduates' perception of librarians' image. It is noteworthy to state that private university libraries in Nigeria, most especially in the South-West are putting their best in ensuring that the students are acquire the necessary information literacy skills. However, there are still some gaps left as some libraries in Nigeria are still lagging behind in this area, thus making the acquisition of relevant information literacy skills among students difficult. Therefore, this study hereby recommend that:

- i. Universities in Nigeria should wake up to the need to enhance students' information literacy skills. This can be achieved by regular organisation of specialized training programmes on literacy skills or by including it in the course curriculum, perhaps, as part of General Study (GNS) so that library users are able to explore library resources to meet their educational needs.
- ii. Librarians should be equipped with necessary on-the-job-trainings as well as facilities needed in providing quality services to users.

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