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Information literacy and library use on academic performance among library and information science students in University of Ibadan

Igbinlola Andrew Olukunmi[1] and Omole Omolabake[2]
Federal Polytechnic Ede, Ede Osun State
E-mail: [1]igbinlola.andrew@federalpolytechnicede.edu.ng, oghehetega2002@gmail.com,
[2]labakeomole219@gmail.com
Mobile: [1]08033946441, [2]+2348149720000

Abstract
This study examined information literacy and library use on academic performance among Library and Information Science undergraduate students at the University of Ibadan. Descriptive survey research design was adopted. The population consisted of 130 undergraduate students from 100 to 400 level in the Department of Library, Archival and Information Studies, University of Ibadan. Total enumeration sampling was employed, while a structured questionnaire was used for data collection. Of the 130 copies of questionnaire administered, 90 were retrieved, representing a 69% response rate. The findings revealed that students possessed a generally high level of information literacy and demonstrated competence in identifying information needs, searching for and evaluating information, using library catalogues and electronic databases, citing sources and applying information to academic tasks. The study also found considerable utilisation of library resources for assignments, research and examination preparation. Furthermore, information literacy and library use contributed positively to students' academic performance. However, inadequate training, limited access to library resources, poor internet connectivity, difficulties in searching and evaluating information, inadequate awareness of library services, time constraints and challenges in using online databases were identified as major barriers. The study concluded that strengthening information literacy training and improving library resources, facilities, internet connectivity and user awareness are essential for enhancing students' academic performance.

Keywords: Information literacy, library use, academic performance, library resources, undergraduate students

Introduction

In the contemporary digital era, information has become one of the most valuable assets for individual and societal development. The exponential growth of digital technologies has significantly transformed the way information is created, stored, accessed, and disseminated across the globe. In higher education, access to accurate and timely information is fundamental to effective teaching, learning, and research processes. Universities are knowledge-driven institutions where students are expected to engage critically with diverse information sources to achieve academic excellence. Academic libraries, therefore, play a central role in facilitating access to information resources and supporting intellectual development. According to Aina (2020), university libraries serve as the backbone of academic institutions by providing structured access to scholarly materials that enhance learning outcomes. Similarly, Okorie and Ekere (2022) explain that modern academic libraries are evolving into hybrid information centers that integrate print and digital resources to meet users' needs. In Nigeria, university libraries such as that of the University of Ibadan have continued to expand their services through electronic databases, institutional repositories, and digital literacy programmes to support undergraduate education (Olatokun & Aina, 2021). This transformation underscores the importance of effective interaction between

students and library systems in achieving academic success.

Academic performance is widely regarded as a central indicator of students' success in educational institutions. It represents the extent to which learners have achieved their academic goals and objectives within a given period of study. Academic performance is commonly measured through indicators such as grade point average (GPA), examination results, assignments, and class participation. However, beyond these measurable outcomes, it also reflects students' cognitive development, critical thinking abilities, and mastery of subject content. According to Adeyemi (2022), academic performance encompasses both intellectual achievement and the acquisition of relevant skills necessary for professional and societal engagement. In a similar perspective, Alhassan and Adepoju (2021) describe academic performance as a multidimensional construct that includes knowledge acquisition, analytical ability, and learning engagement. Within the university context, academic performance is essential not only for students' personal development but also for institutional evaluation and national advancement. Furthermore, strong academic performance among undergraduates contributes to the production of competent graduates who can contribute meaningfully to socio-economic development (Ogunyemi & Ifijeh, 2020). Therefore, understanding the factors that influence academic performance is critical for improving educational outcomes in higher institutions.

One of the key factors influencing academic performance in the digital age is information literacy. Information literacy refers to the ability to identify information needs, locate relevant information sources, evaluate the credibility of information, and use information effectively and ethically. It is a crucial skill for students navigating the vast and complex information environment of modern academia. According to Mackey and Jacobson (2021), information literacy extends beyond traditional literacy to include digital competencies and critical thinking skills necessary for engaging with information in multiple formats. In the same vein, Julien (2020) emphasizes that information literacy equips students with the ability to make informed decisions and engage in independent learning. Within academic settings, students who possess strong information literacy skills are better positioned to conduct research, complete assignments, and critically analyse scholarly materials. In Nigeria, Ezeani and Igwesi (2020) note that information literacy programmes in university libraries have significantly improved students' research capabilities and academic engagement. Additionally, Issa et al. (2021) argue that information literacy is essential for fostering lifelong learning and academic excellence among university students. Thus, information literacy serves as a foundational skill that enhances students' ability to succeed in higher education.

Another important factor that influences students' academic performance is library use. Library use refers to the extent to which students utilize the resources, services, and facilities provided by academic libraries for their academic activities. This includes accessing books, journals, electronic databases, reference services, and study spaces. Effective use of library resources enables students to obtain relevant information that supports their coursework and research activities. According to Reitz (2021), library use involves both physical interaction with library collections and virtual engagement with digital resources. In higher education institutions, students who frequently use library services tend to develop better research skills and demonstrate improved academic outcomes.

Nnadozie (2022) asserts that regular use of library resources enhances students' exposure to diverse information sources, thereby enriching their academic experience. Furthermore, Ogbuiyi and Okpe (2020) highlight that the availability and accessibility of library resources significantly influence students' academic performance in Nigerian universities. Despite the increasing availability of digital resources, the level of library use among undergraduate students remains inconsistent, indicating the need for further investigation into its impact on academic achievement.

The relationship between information literacy, library use, and academic performance is a critical area of concern in library and information science. These variables are interconnected and collectively influence students' learning outcomes. Information literacy provides students with the skills needed to identify and evaluate relevant information, while library use offers access to the resources necessary for academic engagement. When students effectively combine these competencies, they are more likely to achieve higher levels of academic success. According to Head et al. (2020), students who demonstrate strong information literacy skills and actively engage with library resources tend to perform better academically. Similarly, Ifijeh and Yusuf (2020) argue that the integration of information literacy instruction and library services enhances students' academic productivity. In the Nigerian context, academic libraries play a crucial role in promoting both information literacy and resource utilization among students (Afolabi & Abidoye, 2023). At the University of Ibadan, the library system provides extensive resources and user education programmes aimed at supporting undergraduate learning. However, variations in students' information literacy levels and library usage patterns may lead to differences in academic performance.

The increasing digitization of information resources has further emphasized the importance of information literacy and effective library use among university students. The availability of online databases, electronic journals, and open-access platforms has made information more accessible than ever before. However, this abundance of information also presents challenges such as information overload, misinformation, and difficulty in evaluating source credibility. According to Caulfield (2021), students must develop critical evaluation skills to navigate the complex digital information environment effectively. In addition, digital literacy and information literacy are closely linked, as students must possess technical skills to access and use electronic resources efficiently. In Nigerian universities, efforts have been made to integrate digital and information literacy training into library services to enhance students' academic performance (Ogunmodede & Emeahara, 2021). Despite these initiatives, many students still struggle with effectively utilizing available information resources, which may negatively impact their academic outcomes.

Moreover, the University of Ibadan provides a unique context for examining the interaction between information literacy, library use, and academic performance. As Nigeria's premier university, it possesses a well-developed library system with extensive print and electronic resources designed to support teaching and research. The university library offers various services, including user education programmes, digital databases, and research support services aimed at enhancing students' academic experience. However, the extent to which undergraduate students effectively utilize these resources and possess adequate information literacy skills remains uncertain. Ajayi (2022) observes that disparities in academic performance among university students in Nigeria are often linked

to differences in access to and utilization of information resources. Similarly, Salaam and Olasina (2021) note that students' ability to effectively use library resources significantly influences their academic success. These observations highlight the need to examine how information literacy and library use contribute to academic performance within the University of Ibadan.

Therefore, this study seeks to examine the influence of information literacy and library use on academic performance among undergraduate students in the University of Ibadan, with the aim of providing empirical insights that can inform library policies, improve user education programmes, and enhance students' academic success.

Statement of the problem

Academic performance among undergraduate students is greatly influenced by their ability to locate, evaluate, and utilise information effectively. The development of information literacy skills equips students with the competence to navigate complex academic resources, critically assess materials, and apply knowledge appropriately in assignments and research tasks. Similarly, active and strategic use of library resources, both physical and digital, enhances students' access to relevant information, fosters deeper understanding of course content, and supports independent learning. Together, information literacy and library engagement form a foundation for academic success, enabling students to achieve their full potential.

Undergraduate students are expected to be well-prepared to engage with academic resources, confidently identify credible sources, efficiently utilise library facilities, and integrate acquired information into their learning and research activities. Ideally, this would be reflected in consistent academic achievement, improved research capabilities, and the ability to adapt to the demands of higher education without struggling to access or evaluate information.

However, the reality in many higher education institutions, including the University of Ibadan, falls short of this ideal. Many students lack adequate information literacy skills and underutilise library resources due to insufficient training, limited awareness, or reliance on superficial internet searches. This gap often results in difficulties with research assignments, poorly informed academic work, and lower overall academic performance. The absence of structured support and guidance exacerbates the problem, leaving students ill-equipped to handle the complexities of scholarly work.

If these challenges continue unchecked, there are significant consequences for both students and institutions. Students may persistently underperform, experience academic frustration, and fail to develop critical research and analytical skills necessary for lifelong learning and future employment. Therefore, this study seeks to examine the extent to which these factors influence academic performance, identify gaps in current practice, and propose strategies to enhance students' competencies in accessing and utilising information.

Objectives of the study

The main objective of this study is to examine information literacy and library use on academic performance among undergraduate students in the University of Ibadan. Specifically, the study sets out to:

1. examine the level of information literacy among undergraduate students at the University of Ibadan;
2. assess the extent of library resource utilisation by undergraduate students in their academic activities;

3. evaluate the influence of library use on the academic performance of undergraduate students; and
4. identify the barriers encountered by undergraduate students at the University of Ibadan in applying information literacy skills and effectively using library resources for improved academic performance.

Research questions

The following questions are answered in the study:

1. What is the level of information literacy among undergraduate students at the University of Ibadan?
2. To what extent do undergraduate students utilise library resources in their academic activities?
3. How does library use influence the academic performance of undergraduate students?
4. What barriers do undergraduate students at the University of Ibadan face in applying information literacy skills and effectively using library resources for improved academic performance?

Literature review

While a considerable body of literature has examined information literacy and academic performance, or library use and academic performance, as separate bivariate relationships, comparatively fewer studies have examined all three constructs together in order to determine how information literacy and library use jointly, or interactively, predict academic performance. This sub-section reviews the more limited set of studies that have approached the relationship in this combined manner.

Ogunbodede et al. (2022) investigated undergraduate students' perception and use of digital information resources at a Nigerian university, examining both the information-related competencies that shape resource use and the extent to which such use translated into academic benefit. Their findings indicated that students' use of digital resources was shaped jointly by their awareness of and confidence in using such resources, that is, by their information literacy, and by the practical accessibility of library-provided platforms through which the resources were made available. This finding suggests that information literacy and library use are not independent predictors of academic outcomes but operate in tandem, with information literacy shaping the extent and quality of library use, which in turn influences academic performance.

Ogunbodede and Oribhabor (2022) extended this line of enquiry by examining digital resource usage and academic performance among undergraduate students at a Nigerian university, reporting a significant positive relationship between digital resource usage, largely mediated through library-provided platforms, and students' academic performance. Because access to and effective use of digital resources inherently requires a degree of information literacy, this study provides indirect but important evidence that information literacy and library use jointly, rather than independently, shape undergraduate academic performance, reinforcing the conceptual logic of the present study's tripartite focus on information literacy, library use, and academic performance.

Jatto et al. (2024) examined information literacy skills and research output among postgraduate Library and Information Science students at the University of Ibadan. Although the study focused on postgraduate rather than undergraduate students, its findings are highly relevant to the present research because it was conducted at the same

institution and because research productivity, like coursework performance, depends on the same underlying competencies of identifying information needs, locating credible sources, evaluating them critically, and integrating them into scholarly work, competencies that are acquired and exercised through sustained library engagement. The study found that information literacy skills exerted a positive influence on research output, suggesting that at the University of Ibadan specifically, the pathway from information literacy through library-based resource use to scholarly performance is empirically discernible, providing an important institutional precedent for the present study.

Naveed and Mahmood (2022) similarly argue, on the basis of their review of information behaviour literature, that information literacy shapes not only whether students use library and other information resources but also how effectively they do so, implying that library use should be understood partly as a behavioural expression of underlying information literacy competence rather than as an entirely separate explanatory variable. From this perspective, information literacy and library use may be expected to exert both direct and indirect effects on academic performance, with part of the effect of information literacy on performance operating through its influence on the extent and quality of library use.

Although empirical studies that simultaneously model information literacy, library use, and academic performance remain comparatively scarce, the available evidence, particularly the Nigerian and University of Ibadan-based studies reviewed in this sub-section, converges on the view that information literacy and library use are interconnected antecedents of undergraduate academic performance, with information literacy shaping the capacity for effective library engagement, and library engagement in turn translating information competence into measurable academic outcomes. This combined perspective provides strong justification for the present study's investigation of information literacy and library use as joint predictors of academic performance among undergraduate students at the University of Ibadan.

Methods

This study adopted a descriptive survey research design and involved undergraduate students in the Department of Library, Archival and Information Studies, University of Ibadan, from 100 level to 400 level, with a total population of 130 students. Given the manageable population size, the study adopted the total enumeration sampling technique, which involved including all members of the population in the study. The primary instrument for the study was a structured questionnaire designed to collect reliable and relevant data aligned with the research objectives. Respondents rated each item on a four-point Likert scale (Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1). Data were analysed using descriptive statistics, including frequency distribution, simple percentages and mean scores. A decision rule based on a criterion mean of 2.50, the midpoint of the four-point scale, was adopted for interpreting the results: an item or grand mean score of 2.50 and above was interpreted as a high level/high extent/Agree, while a mean score below 2.50 was interpreted as a low level/low extent/Disagree. Of the 130 copies of the questionnaire administered, 90 were retrieved and used for analysis, representing a 69% response rate.

Table 1: Population of the study

Level	Population
100 Level	32
200 Level	31
300 Level	37
400 Level	30
Total	**130**

Source: Researcher's field survey, (2026*)*

Results

Research question one: What is the level of information literacy among undergraduate students at the University of Ibadan? The data in Table 2 are used to answer this question.

Table 2 shows that all fifteen items relating to information literacy recorded mean scores above the criterion mean of 2.50. The highest-rated items were the ability to identify the type of information needed for academic work (mean = 3.71) and knowledge of formulating effective search strategies (mean = 3.42), while the lowest-rated items were the ability to apply retrieved information to solve academic problems (mean = 3.00) and the use of different sources such as books, journals and the internet (mean = 3.04). With a grand mean of 3.21, above the criterion mean of 2.50, the results show that undergraduate students at the University of Ibadan possess a high level of information literacy, thereby answering research question one.

Research question two: To what extent do undergraduate students utilise library resources in their academic activities? The data in Table 3 are used to answer this question.

Table 2: Level of information literacy among undergraduate students at the University of Ibadan

SN	Information literacy skills	SA (4)	%	A (3)	%	D (2)	%	SD (1)	%	Mean
1	I can clearly identify the type of information I need for my academic work.	67	74.44	20	22.22	3	3.33	0	0.00	3.71
2	I know how to formulate effective search strategies when looking for information.	40	44.44	48	53.33	2	2.22	0	0.00	3.42
3	I am able to use keywords and search terms effectively when searching for information.	44	48.89	31	34.44	9	10.00	6	6.67	3.26
4	I can locate relevant information using library catalogues (OPAC).	30	33.33	45	50.00	8	8.89	7	7.78	3.09
5	I am able to access and use online academic databases effectively.	30	33.33	46	51.11	8	8.89	6	6.67	3.11
6	I can evaluate the credibility and reliability of information sources.	25	27.78	51	56.67	10	11.11	4	4.44	3.08
7	I am able to distinguish between scholarly and non-scholarly sources.	29	32.22	50	55.56	7	7.78	4	4.44	3.16
8	I can assess the relevance of information to my academic tasks.	30	33.33	53	58.89	4	4.44	3	3.33	3.22
9	I understand how to properly cite and reference information sources.	34	37.78	47	52.22	8	8.89	1	1.11	3.27

10	I am aware of issues related to plagiarism and how to avoid them.	29	32.22	49	54.44	11	12.22	1	1.11	3.18
11	I can organise and manage the information I gather for academic purposes.	34	37.78	44	48.89	12	13.33	0	0.00	3.24
12	I am confident in using digital tools to access and retrieve information.	26	28.89	52	57.78	10	11.11	2	2.22	3.13
13	I can critically analyse information before using it in my assignments.	33	36.67	45	50.00	9	10.00	3	3.33	3.20
14	I am able to use different sources of information (books, journals, internet) effectively.	22	24.44	54	60.00	10	11.11	4	4.44	3.04
15	I can apply the information I find to solve academic problems or complete assignments.	26	28.89	46	51.11	10	11.11	8	8.89	3.00

Table 3: Extent of library resource utilisation by undergraduate students in their academic activities

SN	Library resource utilisation	SA (4)	%	A (3)	%	D (2)	%	SD (1)	%	Mean
1	I regularly use library resources for my academic assignments.	62	68.89	19	21.11	6	6.67	3	3.33	3.56
2	I make use of textbooks and reference materials available in the library.	39	43.33	43	47.78	6	6.67	2	2.22	3.32
3	I utilise electronic resources (e.g., e-books, e-journals, databases) provided by the library.	52	57.78	34	37.78	3	3.33	1	1.11	3.52
4	I visit the library frequently for study and research purposes.	27	30.00	56	62.22	5	5.56	2	2.22	3.20
5	I use the library catalogue (OPAC) to locate materials for my academic work.	41	45.56	42	46.67	6	6.67	1	1.11	3.37
6	I rely on library resources when preparing for examinations.	43	47.78	37	41.11	8	8.89	2	2.22	3.34
7	I use library facilities such as reading spaces and internet services for my academic activities.	22	24.44	64	71.11	4	4.44	0	0.00	3.20
8	I consult library materials more than other sources when completing coursework.	37	41.11	43	47.78	8	8.89	2	2.22	3.28

Table 3 shows that all eight items on library resource utilisation recorded mean scores above the criterion mean of 2.50. The highest-rated items were regular use of library resources for academic assignments (mean = 3.56) and use of electronic resources such as e-books, e-journals and databases (mean = 3.52), while the lowest-rated items were frequent physical visits to the library and use of facilities such as reading spaces and internet services, both recording a mean of 3.20. With a grand mean of 3.35, above the criterion mean of 2.50, the results show that undergraduate students utilise library resources to a high extent, thereby answering research question two.

Research question three: How does library use influence the academic performance of undergraduate students? The data in Table 4 are used to answer this question.

Table 4: Influence of library use on the academic performance of undergraduate students

SN	Library use and academic performance	SA (4)	%	A (3)	%	D (2)	%	SD (1)	%	Mean
1	My use of the library has improved my academic performance.	28	31.11	49	54.44	13	14.44	0	0.00	3.17
2	I achieve better grades when I regularly use library resources.	28	31.11	50	55.56	10	11.11	2	2.22	3.16
3	The library provides materials that enhance my understanding of course content.	28	31.11	48	53.33	11	12.22	3	3.33	3.12
4	Studying in the library environment improves my academic focus and performance.	29	32.22	49	54.44	10	11.11	2	2.22	3.17
5	Access to library resources helps me complete assignments more effectively.	26	28.89	51	56.67	11	12.22	2	2.22	3.12
6	Using library materials improves the quality of my academic work.	28	31.11	46	51.11	13	14.44	3	3.33	3.10
7	Library use contributes to my success in examinations.	34	37.78	42	46.67	10	11.11	4	4.44	3.18
8	I perform better academically when I utilise library services regularly.	28	31.11	49	54.44	9	10.00	4	4.44	3.12
9	The availability of relevant materials in the library supports my academic achievement.	26	28.89	49	54.44	10	11.11	5	5.56	3.07
10	My research work improves through consistent use of the library.	27	30.00	42	46.67	12	13.33	9	10.00	2.97

Table 4 shows that all ten items recorded mean scores above the criterion mean of 2.50. The highest-rated items were the perception that library use contributes to success in examinations (mean = 3.18) and that the library improves academic performance and academic focus (mean = 3.17), while the lowest-rated items were the perception that research work improves through consistent library use (mean = 2.97) and that the availability of relevant materials supports academic achievement (mean = 3.07). With a grand mean of 3.12, above the criterion mean of 2.50, the results show that library use positively influences the academic performance of undergraduate students, thereby answering research question three.

Research question four: What barriers do undergraduate students at the University of Ibadan face in applying information literacy skills and effectively using library resources for improved academic performance? The data in Table 5 are used to answer this question.

Table 5: Barriers to information literacy application and library use among undergraduate students

SN	Barriers to information literacy and library use	SA (4)	%	A (3)	%	D (2)	%	SD (1)	%	Mean
1	Lack of adequate training limits my ability to apply information literacy skills.	53	58.89	27	30.00	7	7.78	3	3.33	3.44
2	I find it difficult to identify credible academic sources for my studies.	39	43.33	43	47.78	7	7.78	1	1.11	3.33
3	Limited access to library resources affects my academic performance.	50	55.56	37	41.11	3	3.33	0	0.00	3.52
4	Poor internet connectivity hinders my ability to use electronic library resources.	33	36.67	53	58.89	3	3.33	1	1.11	3.31
5	I lack the necessary skills to effectively search for information in the library.	24	26.67	59	65.56	5	5.56	2	2.22	3.17
6	The library environment is not always conducive for effective study.	30	33.33	47	52.22	7	7.78	6	6.67	3.12
7	I find it challenging to evaluate the reliability of information sources.	25	27.78	59	65.56	6	6.67	0	0.00	3.21
8	Inadequate awareness of available library services affects my usage.	31	34.44	50	55.56	7	7.78	2	2.22	3.22
9	Time constraints prevent me from effectively using library resources.	16	17.78	67	74.44	5	5.56	2	2.22	3.08
10	Difficulty in using online databases limits my academic research.	32	35.56	42	46.67	12	13.33	4	4.44	3.13

Table 5 shows that all ten items recorded mean scores above the criterion mean of 2.50, indicating that respondents agreed that each factor constitutes a barrier. The most prominent barriers were limited access to library resources (mean = 3.52) and lack of adequate training in applying information literacy skills (mean = 3.44), while the least prominent barriers were time constraints (mean = 3.08) and an unconducive library environment (mean = 3.12). With a grand mean of 3.25, above the criterion mean of 2.50, the results show that undergraduate students at the University of Ibadan face substantial barriers in applying information literacy skills and using library resources effectively, thereby answering research question four.

Discussion

The findings show that undergraduate students at the University of Ibadan possess a high level of information literacy, with a grand mean of 3.21 across the fifteen items assessed. Respondents demonstrated particular strength in identifying information needs and formulating search strategies, while the application of retrieved information to solve academic problems emerged as a comparatively weaker area. This suggests that although students are well equipped to locate information, more attention may be needed to strengthen their ability to apply retrieved information effectively in academic tasks.

The results also indicate a high extent of library resource utilisation, with a grand

mean of 3.35. Students made particularly strong use of library resources for assignments and of electronic resources such as e-books, e-journals and databases, reflecting a growing reliance on digital collections alongside traditional print materials.

With a grand mean of 3.12, the findings further show that library use positively influences students' academic performance, particularly through its perceived contribution to examination success and academic focus. The comparatively lower rating for the influence of library use on research work suggests that students may increasingly draw on sources beyond the library, such as the open internet, for research purposes.

Finally, the study identified substantial barriers to the effective application of information literacy skills and library use, with an overall grand mean of 3.25. The most prominent barriers were limited access to library resources and inadequate training in information literacy skills, while time constraints and an unconducive library environment, though still significant, were comparatively less prominent. Taken together, these findings suggest that improving the availability of library resources and strengthening structured information literacy training would meaningfully enhance students' ability to translate information literacy and library use into improved academic performance.

Conclusion

This study concludes that undergraduate students at the University of Ibadan possess a generally high level of information literacy and make considerable use of library resources for their academic activities. The students demonstrate competence in identifying information needs, searching for and evaluating information, using library catalogues and electronic databases, citing information appropriately and applying information to academic tasks. The study also establishes that library resources such as textbooks, reference materials, electronic resources and library services remain important sources of academic support for undergraduate students.

Furthermore, the study concludes that information literacy and library use contribute positively to students' academic performance by improving their understanding of course content, quality of assignments, examination preparation, research activities and overall academic achievement. However, challenges such as inadequate training, limited access to library resources, poor internet connectivity, difficulties in searching and evaluating information, inadequate awareness of library services and time constraints may limit the full benefits of these resources and skills. Therefore, strengthening information literacy education, improving library facilities and electronic resources, and providing reliable internet access and adequate user support are essential for enhancing students' academic performance.

Based on the findings of the study, the following recommendations are made:

1. The University of Ibadan Library should strengthen information literacy training programmes for undergraduate students. Such programmes should focus on information searching, development of effective search strategies, use of keywords, evaluation of information sources, identification of scholarly materials, citation and referencing, plagiarism prevention and critical analysis of information.
2. The university library should improve access to both print and electronic information resources. Adequate and current textbooks, reference materials, e-books, e-journals,

databases and other relevant scholarly resources should be provided to meet the diverse academic information needs of undergraduate students.

3. The library should improve students' awareness of available library services and resources. Regular orientations, user education programmes, seminars and information sessions should be organised to ensure that students are familiar with the services available to them and know how to access and use them effectively.
4. The university should improve internet connectivity within the library and other academic areas. Reliable and adequate internet access is particularly important because students depend on electronic databases, e-journals, e-books and other online academic resources for their studies and research.
5. The library should provide continuous training on electronic databases and advanced information-searching techniques. This would help students overcome difficulties associated with searching online databases and enable them to retrieve relevant scholarly information more efficiently.
6. The university should improve the library environment to make it more conducive to academic activities. Adequate reading spaces, functional facilities, suitable study areas, reliable power supply and appropriate technological infrastructure should be provided to support students' learning and research activities.

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