

A Review of Factors Influencing Integration of Information Literacy Education in Nigerian Universities

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Abstract

The importance of the integration of information literacy (IL) education in today's digital society has attracted the attention of scholars and university administrators across the globe. This paper, aimed at determining the numerous factors influencing the integration of IL education in Nigerian universities. This was an attempt to bring together previously disjointed streams of studies to help shed more light on the factors influencing the integration of IL education Nigerian universities. The study adopted extant literature searching and review to ensure exhaustive coverage of related literature. The review concentrated mainly on studies that were pivotal to the subject matter including empirical and conceptual literature. Findings of the reviewed studies identified availability and accessibility; delivery methods; attitudes towards IL programmes; and perceived IL self-efficacy as the major factors influencing the implementation of IL education in Nigerian universities. The paper concluded that majority of the universities in Nigeria are yet to consolidate their IL programme due to the factors identified. This implies that the Nigerian undergraduate students' IL competence will remain very poor compared to undergraduate students in the developed countries. It is recommended that the NUC, which is the regulatory body of universities, be more proactive in ensuring the required standards for IL education are implemented.

Keywords: Information literacy; information literacy competence; information literacy education; undergraduates, Nigerian universities

Introduction

Information literacy (IL) education can be described as an instructional programme that is aimed at inculcating skills and competences in undergraduate students to enable them to identify, search, locate, retrieve, evaluate, synthesise, use and communicate information and knowledge in an ethical manner. It is rooted in the

concepts such as library orientation, user education, bibliographic instruction, library instruction, use of the library and the likes, with emphasis on equipping the information users with the needed skills and competencies to become effective and efficient consumers of information sources and services. These concepts have now metamorphosed to a more holistic and acceptable programme tagged information literacy. IL had overtaken the other concepts due to the influence of globalization resulting into exponential growth in publications of all kinds as well as the emergence of ICT, which cuts across the three defining parameters of Internet technology, computer technology and telecommunication (Ajiboye, 2019).

The concept of IL is very fundamental in the complex information environment of today's digital society. It is very important to all learning environments because it forms the basis of lifelong learning from infancy to adulthood (Afolayan, 2019). However, IL education has not been accorded its position in the Nigerian higher education curriculum. To achieve a successful integration of IL education in Nigerian universities, the National Universities Commission (NUC) makes it mandatory for all Nigerian universities to include in their curriculum IL course/programme. Unfortunately, only a few universities have implemented this directive fully while many universities offer their information literacy programme as a non-credit earning course. Some other universities merged it with other General Studies programmes and in a few other universities, the pattern of implementation would not allow for the desired results (Onuoha & Molokwu, 2016).

This present study, which is situated in the library and information science domain, is designed to review studies on the integration of IL education in Nigerian universities to identify factors influencing the integration and implementation of IL education. This research objective is in line with Issa, Amusan, Olarongbe, Igwe and Oguntayo, (2015) who asserted that to successfully integrate IL education in tertiary institutions, all the stakeholders must have a good understanding of the factors influencing the integration or the implementation of IL education. Therefore, this paper presents a comprehensive overview to stimulate further research towards unraveling factors militating against an effective integration of IL education.

Literature Review

Resources Availability and accessibility for Information Literacy Education

Resources such as human, material, infrastructural and information, are fundamental in the teaching and learning process, such as information literacy (IL) programmes. These resources such as active learning environment, ICT laboratories, interactive Web 2.0 tools for IL queries, Web-based IL tutorials, instructional video, databases, user guides on IL, a conducive library, and policy documents, among others. These will enable IL educators to teach with ease and students to learn without stress. Thus, the implementation of IL programmes in Nigerian universities requires the availability of requisite and functional resources. These resources are expected to be accessed and used by both educators for planning and implementing IL programmes, as well as by the learners for acquiring IL competence. The implementation of IL programmes in universities involve developing IL competence course with performance indicators and learning outcome; incorporating IL in the university curricula; developing IL delivery (teaching) methods; the collaboration of librarians, faculty and administrators; budgeting for resources acquisition; personnel training and development as well as monitoring and evaluating IL programmes regularly (ACRL, 2000; CAUL, 2001).

The extent of resources availability for IL instructional programmes has received attention in different institutions across the globe. There are cases of such IL programmes with various strategies for improving and sustaining IL instructions for the benefits of students that are to graduate into the society for real-world situations. In Nigeria, various studies on resources availability for IL programmes and acquisition of IL competence have been disseminated through scholarly outlets. A comparative study on approaches to IL acquisition in Nigeria was conducted by Idiodi (2005). The comparisons were drawn between standards of practice in developed countries and Nigeria. The findings showed parallel lines in IL theory and practice between Nigeria and other countries with well-established IL traditions. Factors such as inadequate resources and poor ICT literacy inhibit the full development of IL programmes for students. This implies that most Nigerian libraries and librarians are still attached to teaching use of library without IL components, thereby depriving information users the key competences for meaningful participation in the digital era.

Similarly, Rasaki (2008) analysed the IL programmes of three African universities – Federal University of Technology Akure (FUTA), Lagos State University (LASU) and University of Botswana (UB). This was carried out using their course outlines and measured them against the IL competency standards for higher education by ACRL (2000). It was discovered that FUTA and LASU have compulsory IL courses tagged ‘Information Retrieval’ and ‘Use of Library’, having one-credit and two-credit units, respectively. However, the course curriculum of the duo centred on library literacy, whereas that of UB was an exception with contents on IL competences. The study recommended for review of the courses in the two Nigerian universities to reflect IL competences.

Madu (2010) conducted a study on the role of IL in the teaching and learning process in a university of technology in Nigeria. The findings revealed that most of the surveyed staff and students have no clear understanding of what IL is all about. Availability of information resources qualified IL instructors and adequate training were identified as factors that will facilitate IL and, by extension, enhance information use. Oyedum (2012) found that resources availability made the greatest contribution to undergraduate students’ use of university libraries. This finding is an indication that resources are central to all educational programmes; and as such, for any academic programme to thrive, succeed and achieve the desired result, resources availability for use should be given the required attention.

In Southwest Nigeria, Adeeko and Ajegbomogun (2013) examined the roles of libraries and librarians in the IL competence of 810 undergraduate students in Federal University of Agriculture, Abeokuta, Olabisi Onabanjo University, Ago-Iwoye and Tai Solarin University of Education, Ijebu-Ode. The findings revealed that there was poor and inadequate availability of resources for IL instruction as well as low level of using computer-assisted instruction as an instructional method for IL programmes. The findings also identified that librarians are not taking active roles in teaching IL skills, with no collaboration between them and faculty members as well as deficiencies in methods of IL instruction involving research strategies and skills, use of information access tools such as periodical indexes and e-databases, Internet navigation and information resources evaluation. Other key findings were that emphasis is on library literacy and not on IL as a whole; IL not integrated fully in the curriculum, while only one out of the three universities has IL instruction as a credit course. It was thus recommended that IL instruction should be credit-based, compulsory course and that the course content should be reviewed and be fully integrated into the curriculum of the universities.

The extent of availability and utilization of instructional resources for teaching and learning of IL in tertiary institutions in Abia State, Nigeria were investigated by Uzuegbu, Mbadiwe and Anulobi (2013). Findings revealed that the instructional materials available were only print-based materials like textbooks, handbooks and syllabus, and as such not enough to actualize the mission of IL education in the digital era. Specifically, multimedia resources and other digital technologies were not available, and usage was therefore limited in the teaching and learning process. Poor funding, erratic power supply, absence of multimedia and ICT centres, and inadequate instructional materials were the factors hindering availability and utilization of instructional resources for IL education. The study recommended that IL educators should fully embrace digital revolution and ICTs and that government and management of the tertiary institutions should make adequate provision of resources for IL instructions to thrive.

However, availability of required resources for the acquisition of information literacy (IL) competence does not necessarily imply its accessibility, because the resources may be available, but access to it is prevented for one reason or the other. In Nigeria, the availability of resources does not automatically translate to accessibility and use. However, the accessibility of requisite resources for use by learners will assist them to acquire the necessary knowledge and skills. In the area of IL, students are meant to access and use resources that would enable them to acquire IL competence. Some studies had reported the relationship between resources accessibility and IL competence of various individuals in different environments across the universe. Ogunniyi and Nwalo (2015) carried out a study on the effects of resources accessibility and utilization on academic achievement of undergraduate students in technical courses in LIS Schools in Southern Nigerian universities. The study revealed that there was a positive and significant relationship between resources utilization and academic achievement of undergraduate students. In other words, the extent of resources accessible and used by the students contributed to their level of academic achievement.

Delivery Methods Used for Information Literacy Programmes

Delivery methods refer to the teaching and instructional approach adopted during information literacy (IL) instruction for the acquisition of IL competence by students. It is a fact that delivery methods are strategic and important in all educational programmes, and they determine the nature of attitude exhibited by students during instructions. In Nigeria, a series of studies had been conducted on delivery methods and IL competence, involving various stakeholders in society. Baro and Zuokemefa (2011) found that university libraries in Nigeria were engaging in different IL practices ranging from library tour, orientations sessions to introductory information skills, database searching skills, bibliographic training and use of the library. Barriers such as lack of interest by students, teachers, and university management; inadequate human resources to handle IL training; lack of facilities; low acceptance of online IL delivery approach and absence of IL policy were identified as factors militating against librarians' efforts in advocating and providing IL programmes in Nigerian universities. The study recommended, among others, the need for resources provision and adoption of technology-enhanced instructions for functional IL programmes that will facilitate the acquisition of IL competence by students in the universities.

In a comparative study on IL practices in university libraries in Nigeria, UK and USA, with the use of the online questionnaire, Baro, Semode and Godfrey (2013), discovered that there are differences between university libraries in the UK and US, and that of Nigeria in IL delivery methods, noting that UK and USA-based university libraries provide IL training in all areas compared to their counterparts in Nigeria. Barriers such as lack of facilities, lack of understanding of IL, students' nonchalant attitude towards attending IL sessions, and low acceptance of the online approach were identified as factors militating against librarians' efforts when advocating and providing IL training in the university libraries in Nigeria. On the other hand, barriers such as lack of time allotted for teaching IL skills, students' tendency to be apathetic and bored, and a lack of understanding of what IL entails, were mentioned by the libraries studied in the UK and US. The study recommended that for effective IL training programmes, university authorities in developing countries should see the need to provide the necessary facilities such as computers with stable Internet access in university libraries, regular power supplies, and training of librarians on IT. Above all, librarians should collaborate with other stakeholders in their institutions to ensure an IL policy formulation and implementation.

The observation by Uneke, Ezeoha, Uro-Chukwu, Ezeonu, Ogbu, Onwe, & Edeoga (2015) that poor IL knowledge and skills among policymakers are one of the major challenges affecting the control of diseases in Nigeria; and as such carried out a study aimed at improving the IL knowledge and skills of the policymakers. This was executed with pre and post-tests measurement instruments, during a two-day health policy training workshop organized at Ebonyi State University, Abakaliki, Nigeria. 52 policymakers participated in the workshop, and the percentage increase in mean rating of their IL knowledge, skills and capacity at the end of the workshop, i.e. from pre to post-tests, ranged from 22.6% to 55.3%. This showed that such workshop and assessment approach should be used for imparting IL knowledge and skills in policymakers in different areas of human endeavour for national development in Nigeria.

The IL education programme of Laz Otti Memorial Library, Babcock University, Ogun State, Nigeria was reported by John, Eti and Ukangwa (2015). Through the introduction of GEDS 105 – Use of Library, which is taken by 100 level and diploma students, the aim is geared towards inculcating IL skills in students for using information sources, applying search strategies, evaluating information sources, raising awareness about dangers of plagiarism and its consequences, as well as skills of synthesizing information from various sources, and application of information ethics principles while using information resources. The study, however, concluded that IL is a requirement for overall human success in the knowledge society, and therefore, recommended the need for retraining librarians for functional instructional approach, and collaboration with ICT centre staff for sensitizations via seminars and workshops on the strategic importance of IL education, knowledge and skills in the society.

Nwokocha and Ugocha (2015) investigated issues and factors affecting the teaching of IL programmes at Abia State University, Uturu and Federal University of Technology, Owerri. They reported that IL curriculum content of both universities centred heavily on library literacy, writing boards and books/pamphlets were employed for the programme, and face-to-face lectures in classrooms were the dominant method of

instruction. Such nature of IL programme may not yield the desired result of producing information literate graduates for the society. The study recommended for curriculum review and standalone credit-bearing status for IL instruction in these universities. The academic practices that lead to the development of IL skills of undergraduate students were reported by Jinadu and Kiran (2016). It was reported that residential home management practices, staff collaborations through workshops, industry visits, visiting localities, networking with colleagues, teaching

practice, practical sessions in laboratories, and micro-teaching were academic practices that contribute to the development of IL among undergraduate students.

Nwalo, Ogunniyi and Jato (2016) studied teaching methods as determinants of undergraduate students' academic achievement in the organization of knowledge in LIS Schools in Southern Nigerian universities. Survey research design and purposive sampling technique were used to select all the 550 final year students in the surveyed schools. 397 respondents returned their instruments, and it was discovered that the lecture method was the most popular method of teaching whereas power-point presentation was the least due to incessant power outage. The study also reported that the teaching method adopted correlated with the academic achievement of the students, which was on an average of 65.7%. The study concluded that modern teaching methods were not adopted in the schools, and recommended the balance of theory with practical since the courses are practical-oriented, as well as the adoption of technological-based teaching methods such as power-point presentations and online assignments.

Attitudes towards Information Literacy Programmes

Stakeholders in the university system, such as faculty members, librarians, and students have various behavioural attitudes, views, and perceptions about information literacy (IL) from different standpoints; especially in the areas of importance, the essence of integrating it in the curriculum, whether as a stand-alone course or embedded in another course, personnel responsible for delivering it, methods of IL delivery and evaluation, and the like. Meanwhile, the views, perceptions and behavioural attitudes of learners towards educational programmes such as IL are factors that could affect their acquisition of required knowledge and skills. Thus, the acquisition of required skills and competencies that constitute IL are likely to be associated with the attitude of the students towards IL instructional programmes. A study by Nwezeh (2010), involving 780 undergraduate students of Obafemi Awolowo University, Ile-Ife examined their attitudes towards IL instructions. It was discovered that students have a positive attitude towards IL instructions, as 77% of the respondents see it as very relevant and appropriate to their academic pursuits; and they were satisfied with the delivery methods adopted by the librarians.

In another investigation involving three federal universities in Nigeria, which were classified as first, second, and third-generation universities (i.e. the University of Ibadan, University of Jos and University of Uyo), students' unsatisfactory attitude to IL instructions was reported by Oyedun (2010). For the study, six faculties were selected from each university and a department was selected from each of the faculties. It was discovered that only 48.1% of the respondents participated in the IL instructions. On why the majority of the other undergraduate students did not participate in the instructions, they indicated late admission, clash of IL instructions with other courses, and that lecturers (librarians) responsible for the IL instructions did not teach the course well. This is a situation that raises questions not only on the competency level of IL instructors but also the extent of recognition given to IL instructions in universities.

The perception of the teaching faculty and librarians on collaboration as a strategy for imparting IL competence to undergraduate students in Nigerian universities were examined by Imo and Igbo (2011). The findings revealed that the teaching faculty and librarians perceive collaborative teaching as a relevant means of improving students' IL competence and overall learning. It was also noted that while the librarians admit that they can collaborate with the teaching faculty in all the stages of the teaching process from lesson planning to the evaluation of learning outcomes, the faculty showed some level of apathy concerning collaborating fully with librarians in teaching IL. This implies that the faculty does not have a full grasp of what developing students' IL competence entails and the contributions of librarians in this regard. This is unlike the situation of successful IL programmes involving librarians and teaching staff as reported in developed countries and also in other universities in African countries such as the University of Botswana and University of South Africa (Ojedokun & Lumande, 2005). It was recommended, among others, that the Nigerian Library Association and university libraries should embark on advocacy programmes to sensitize the stakeholders in the Nigerian

education system and university administrations to encourage collaborative teaching between the faculty and librarians for the promotion of IL education and acquisition of IL competence.

Ogunlana, Oshinaike, Akinbode and Okunoye (2013) examined students' perception, attitude and experience as factors influencing the learning of IL skills in public universities in Ogun State, Nigeria. The study revealed that students perceive IL as valuable skills, and believe in attaining a certain level of IL competence. It also established that students' perception, attitude and experience are significantly related to their level of IL competence. Interestingly, students' attitude towards information skills had the greatest relative contribution, which means that their negative attitudes to IL may reflect in their poor competence, whereas positive attitude will mean vice versa. The study recommended that there is need for continuous development of IL competence of the students; and that IL education poses a great challenge to all stakeholders in the academics – lecturers, researchers and librarians to put students on the right path so that negative attitudes and perceptions should be reduced. IL knowledge and skills should be part of the curriculum and should be made compulsory for all students.

Madukoma, Onuoha, Omeluzor and Ogbuiyi (2013) examined the relationship between IL instructions and academic performance of undergraduate students at Babcock Business School and the School of Science and Technology, Babcock University, Nigeria. The study found that undergraduate students' attitude to IL instructions was positive; thus, it facilitated the acquisition of IL competence (765 or 96.7%) by the respondents, and also motivated them for efficient use of information resources for academic performance. The findings also revealed that students were satisfied with the IL instructions due to IL educators' mastery of the course, teaching attitude and eloquence in the delivery process. Spearman analysis revealed that IL instructions have a positive correlation with academic performance of the students. It was recommended that IL instructions should be regular for all students because of its usefulness and positive effects on the academic performance of students.

In the Northeast geo-political zone of Nigeria, Abubakar (2014) examined the library stakeholders' perception and involvement in IL initiatives of federal universities in the zone i.e. Abubakar Tafawa Balewa University, Bauchi, Bauchi State; Federal University Kashere, Gombe State, Federal University of Technology, Yola, Adamawa State; Federal University, Wukari, Taraba State; and University of Maiduguri, Borno State. Such initiatives are programmes aimed at imparting knowledge, skills and abilities in students for the acquisition of IL competence. The findings revealed low provision of components of IL initiatives, poor understanding of IL initiatives, and low adoption of teaching and learning strategies required for inculcating IL competence in students. The study also identified non-availability of IL policy documents, absence of curriculum on IL initiatives, and lack of support for IL from university authorities. It concluded that IL programmes are fundamental to the actualization of success in university education. Recommendations were made such as functional IL instructional programmes for the students, and that NUC should collaborate with the management of the universities to organize conferences, workshops, and seminars on the importance of IL education to academic performance, research, and development.

In Southern Nigerian LIS Schools, Ogunniyi (2015) investigated the attitude of undergraduate students towards instructions and their relationship with academic achievement in cataloguing and classification. It was revealed that undergraduate students had negative attitudes towards the teaching and learning of cataloguing and classification courses and that significantly correlated with their level of achievement in the various courses. The study recommended that undergraduate students should have a positive attitude towards their courses, and the lecturers teaching the concerned courses should adopt student-centred instructional methods, as such will improve their academic achievement in the concerned courses.

Anyaoaku (2016) investigated librarians' conception of IL in federal universities in Southeast, Nigeria. A cross-sectional survey was used in the study, with a structured and open-ended questionnaire, involving 63 librarians. Findings revealed that majority of the respondents see IL as a meta-competence, involving multiple information skills, with contents that include information sources and use skills, computer and digital literacy, Internet search skills, use of library skills and research skills; they place a high value on IL and 87.3% stressed the need for formalized curriculum-based IL training in Nigerian universities. Further findings showed that 84.1% of the respondents see IL education as the responsibility of librarians, which should be compulsory with university support, funding and provision of requisite resources. The study made a case for Nigerian Library

Association (NLA) and Librarians' Registration Council of Nigeria (LRCN) to use NUC benchmark as a working tool to develop standards that will support full implementation of IL programmes. Considering the value of IL, the government and universities should provide enabling environment that will make IL programmes to thrive and produce results in Nigeria.

Perceived Information Literacy Self-Efficacy

Self-efficacy is a psychological concept and key component of the social cognitive theory in the late 1970's. The concept was largely attributed to Albert Bandura who noted that self-efficacy beliefs determine how people feel, think, motivate themselves and behave; thus, perceived self-efficacy is all about people's beliefs

about their capabilities to produce effects (Egugjobi, 2017). Self-efficacy also means "I can do it" a belief that reflects one's accurate self-assessment in his or her ability to effectively adapt and perform necessary tasks in the face of challenging environment (Tsojon, Ehiemere & Bonjoru, 2013). Self-efficacy motivates and influences an individual's certainty and confidence in performing a course of action hence it hinges on performance capabilities rather than on personal qualities, such as one's physical or psychological characteristics (Ogunmakin & Akomolafe, 2013). It is a belief that involves people's perceptions that they are capable of successfully performing a behaviour or task. It influences the way people face challenges, and persevere in the face of adversity (Ugwu, Onyishi & Tyoyima, 2013).

In other words, it influences all aspects of behaviour, including the acquisition of new behaviours; thus it is not a skill possessed by anyone, rather it is believe that any task that comes ones way one can do it properly. It has been known to predict individual's productivity and work performance (Iroegbu. 2015; Mensah & Labbaeus, 2013). Self-efficacy is a motivating factor that propels people to believe in their ability to carry out a task. Therefore individuals with low self-efficacy are often less motivated to work and do not seek out opportunities to gain the knowledge or skills necessary to make success more likely, hence they see challenges as escape route to get stuck on a given task (Barrows, Dunn & Lloyd, 2013). High efficacy depicts high sense of self-efficacy, which is often exhibited as an intrinsic interest, culminating into setting challenging goals and maintaining a strong commitment to achieving these goals, especially in careers (Tsojon, Ehiemere & Bonjoru, 2013). It also determines the extent to which challenges are met and overcome. Thus people with high believe in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. There is therefore a relationship between the information literacy skills and self-efficacy belief. This was corroborated by Egugjobi (2017) that the individuals have to develop a positive perception of self-efficacy in terms of information skills in order to apply the information problem solving activities successfully and to be self-leading, self-motivating and lifelong learner.

Perceived information literacy (IL) self-efficacy, therefore, can be described as people's beliefs that they possess IL knowledge and skills, with the capacity to apply them in addressing their information needs, making decisions and solving problems. Meanwhile, controversies are surrounding the application of self-efficacy scales in assessing IL. For instance, Abdullah (2010) noted that data collected from evidence, which is based on the actual performance of individuals who have gone for IL programmes is preferable and reliable in measuring IL skills, rather than by perceptions of students, faculty members or librarians. However, some studies have used perception-based approach in measuring IL.

In Nigeria, Adetoro, Simisaye and Oyefuga (2010) studied the perceived self-efficacy and information literacy of undergraduate students of LIS at Tai Solarin University of Education, Ijebu-Ode, Ogun State. The reliability of the instruments was $\alpha=0.78$ for perceived IL and $\alpha=0.75$ for perceived self-efficacy. It was revealed that respondents had high self-efficacy beliefs, and their perceived IL was also high, with eight out of the fifteen items on the scale. Perceived self-efficacy had a significant relationship with perceived IL ($r=0.329$; $p<0.01$). The study recommended standardized IL competence training for the students. The level of IL awareness, perception and skills of students of National Open University of Nigeria (NOUN) was investigated by Igwe and Ndubuisi-Okoh (2014). The survey research method was adopted in the study, which covered study centres in Southwest, Nigeria. The study revealed that NOUN students had a poor level of awareness and perception about

IL; and majority lack IL skills. The study concluded that all levels and aspects of education thrive with IL education and skills. Therefore, it recommended for the integration of IL programme in the curriculum of NOUN, and provision of adequate resources for the benefits of students and the society.

Adeleke and Emeahara (2016) examined the perception of postgraduate students concerning their IL skills at the University of Ibadan, Nigeria. The study found that postgraduate students perceived their IL skills high. Unfortunately, the use of electronic information resources by the students was found to be low. This implies that their perception of possessing IL skills did not result in effective use of information resources. The perceived IL self-efficacy cannot really be said to be the actual IL competence of individuals in society, as students. Undergraduate students may have the beliefs that they possess IL knowledge and skills, which they can apply in their academic work and other personal engagements. However, it is required to compare such perception with their actual IL skills through the use of competence test. Thus, as seen in the reviewed studies, this appears not yet studied in Southern Nigerian universities.

Conclusion

The review has been able to provide a comprehensive overview of factors influencing an effective integration of IL education in Nigerian universities. Generally, there are several studies targeted on factors affecting the implementation of IL education while there is a dearth of research targeted on factors responsible for poor IL competence of the undergraduate students. However, the findings of many of the reviewed studies identified factors influencing the implementation of IL education in Nigerian universities to include availability and accessibility; delivery methods; attitudes towards IL programmes; and perceived IL self-efficacy. The resultant effect of this is that majority of the universities in Nigeria were yet to consolidate their IL programme, and as such, the delivery of functional IL is yet to find its root in many Nigerian universities. The implication of this is that the Nigerian undergraduate students' IL competence will remain very poor compared to undergraduate students in developed countries. It then calls for the NUC, which is the regulatory body of universities, to be more proactive by ensuring that the required standards for IL education be implemented in all Nigerian universities. It is recommended that collaboration in IL content development, splitting of the existing IL programme for first-year and higher-level undergraduate students, as well as periodic evaluation of the programme by Librarians' Registration Council of Nigeria.

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