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Internet Literacy Skills And Utilization Of Electronic Information Resources (EIRS)InFederal University Libraries By Postgraduate Students in South-South, Nigeria.

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Abstracts

The study was conducted to determine the extent of Internet literacy skills and utilization of electronic information resources in federal university libraries by postgraduate students in South-South, Nigeria. To achieve this purpose, two objectives, two research questions were raised and two hypotheses were tested at 0.05 level of significance. The sampled population of the study was 594 postgraduate students of the study area. The study adopted an ex-post facto research design with stratified and purposive sampling techniques. Data were collected using self-administered questionnaire that were distributed according to stratums and analyzed, using population t-test and simple regression analysis. The findings showed that the level of utilization of electronic information resources by postgraduate students in federal university libraries in South-South, Nigeria was significantly low and there was a significant influence of Internet literacy skills on the utilization of electronic resources by the postgraduate students. The study recommended amongst others that to encourage the use of electronic information resources, university library management should take proactive steps in training and orienting users on Internet skills as this has the potential of increasing the patronage of electronic information resources in the libraries. Internet skills such as how to surf the net should be taught in the university libraries to postgraduate students to help them search for online information from different databases to enhance their theses and dissertations writing.

Keywords: Internet literacy skills, Electronic Information Resources (EIRS), Utilization,

1.1 Introduction

University libraries are academic libraries that serve the information needs of the university communities through the provision of information resources that supports learning, teaching, and research. According to Omotundes et al (2014) universities are to generate new knowledge and also encourage the transfer and adoption of this innovation. Since this requires an atmosphere of research, libraries are left with no options or choice but to provide access to relevant information resources by applying this to enable quick access, integrate and repackage information for the end-user that will capacitate and enrich higher educational

institutions' means of conducting research. University libraries aim to satisfy the information needs of the users, this made them store various information resources for students' needs and utilization. The information resources could be print or non – print which include books on different subjects, periodicals (magazines, journals, newspapers),manuscripts, reference materials (encyclopedias, dictionaries, maps, gazetteers, indices, and abstracts), audio books, microform, CD-ROMs, videotapes, eBooks and various online databases.

Till recently, libraries used to furnish the information needs of users by means of their vast print sources. However, due to the impact of Information Communication Technology (ICT), this arena is fast changing. The new electronic era, having the Internet at the forefront, is pushing libraries toward the digital environment (Adeleke & Nwalo 2017). Federal university libraries in South-South, Nigeria are not left out of the advancement, most of their resources are now digitalized and they made available in electronic information formats. Olasore and Adekunmisi (2015) posited that electronic information resources (EIR) are materials that are provided online that can be accessed and used electronically. These electronic information resources are readable with the aid of the Internet and the Internet has made the entire world a global information village, it has great potential for educational research, users can access information anywhere, anytime and users have access to a wide range of information.

The Internet is one of the most important and complex innovations of mankind. It is a powerful means of communication, dissemination and retrieval of information. It is a network of the network connecting thousands of smaller computer networks so that other networks may share the information present in one network. It is one of the powerful/effective tools or technologies ever produced for getting information on

fingertips from any part of the world even sitting at one's own location. The Internet has been described as a system for allowing computers to communicate with each other. It is used by millions of people throughout the world for communication, business, research, recreation, and browsing information for higher studies (Sinha, 2012). Nwachukwu and Asom, (2015)in their opinion, maintained that the Internet is one of the major innovations of the computer that has found its way deeply into the academic sector. They also emphasized that the Internet is the largest computer network in the world. The Internet and various forms of web-enabled technologies are growing exponentially, and more and more pieces of information are becoming digitized in computers and becoming powerful educational tools for nations' development. The Internet has found its way into the library and library users at different levels now use the Internet to access information.

Literacy implies confidence, competence and acceptance. Bankole et al, (2015)submitted that literacy is fundamental to national development, and thus nations subscribe to global literacy development agendas to eliminate illiteracy which often affects social development. Internet literacy skills are the ability to use and disseminate information through Internet technology for educational and national development. Internet literacy is not just about website analysis. It includes the skills it takes to read, disseminate and evaluate online sources to socialize, network and collaborate with people (Obasuyi & Otagbor, 2012). The Internet has made the whole world a global village and has great potential for postgraduate students' educational research. Kim and Yang, (2016) stated that Internet literacy skills as the ability to access digital resources in all its ramification. McNulty, (2021) also argued that Internet literacy skills is the ability to use devices, such as smart phones or laptops, to access the internet. It covers accessing websites and apps,

navigating through them to access content and understanding, to some extent, how and why someone published that content online.

Electronic information resources provide current information for research, learning, assignment, e-mails, information, news and these aid intellectual developments. Postgraduate students require a wide range of information for research purposes. The goal of postgraduate study in any university is to further the development of graduate students with the spirit of acquiring knowledge through training and research in an atmosphere of intellectual independence and individual creativity with a strong sense of group cooperation (Lateef et al., 2013). For effective utilization of the Internet information resources by postgraduate students, there is a need for a certain level of internet literacy skills. The literacy skills include the ability to be able to use the World Wide Web, (WWW) to download, upload and save the information electronically, the ability to send and receive an email, the ability to read e-books; ability to use Social media: Facebook, WhatsApp's Instagram, YouTube, and others to disseminate information. It involves the ability to use digital resources in all its ramification. Internet literacy skills according to this study are the ability of postgraduate students to be able to use the Internet to access all forms of electronic information resources (EIR). Therefore, this study investigated the influence of Internet literacy skills on the utilization of electronic information resources by postgraduate students in federal university libraries in South-South, Nigeria.

1.2 Statement of the problem

The Internet poses African Universities to gain equal footing with their sister institutions in the more developed countries. African Universities must be connected if they are not to be rendered irrelevant in the modern academic world. In Nigeria, to meet up with the National Universities Commission (NUC)

accreditation requirements in this digital age, the Federal University Libraries in South–South, Nigeria now subscribed to various Electronic Information resources (EIR) databases in this modern knowledge-based society. The electronic -resources unit of the federal university libraries in South-South, Nigeria made computers, CDs, Diskettes and all forms of Internet services available through which the subscribed electronic information resources can be accessed by the postgraduate students for their intellectual development, academic learning and research work. However, preliminary observation on the extent of utilization of the electronic information resources by postgraduate students revealed a low level of utilization. Moreover, after going through some submitted theses and dissertations of some postgraduate students in federal university libraries in South-South, Nigeria it was discovered that some of the cited references were too old and not properly cited, probably they do not have the skills of accessing and utilizing the latest electronic information resources due to lack of Internet literacy skills. It becomes imperative to carry out this study to ascertain the reasons for this low utilization of electronic information resources despite the significant improvement in the range, quantity and quality of resources provided by the federal university libraries in South-South, Nigeria.

1.3 Purpose of the study

1. To determine the level of utilization of electronic information resources by postgraduate students in federal university libraries in South-South, Nigeria
2. To examine the influence of Internet literacy skills on the utilization of electronic information resources by postgraduate students in federal university libraries in South-South, Nigeria.

1.4 Research questions

The following research questions were answered in the study:

1. To what extent do postgraduate students utilize electronic information resources in federal university libraries in South-South, Nigeria?
2. To what extent does Internet literacy skill influences utilization of electronic information resources by postgraduate students in federal university libraries in South-South, Nigeria?

1.5 Statement of hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. The level of utilization of electronic information resources by postgraduate students in federal university libraries South-South, Nigeria is not significantly low.
2. There is no significant influence of Internet literacy skills on utilization of electronic information resources by postgraduate students in federal university libraries South-South, Nigeria.

2.1 Literature Review

Many empirical and non-empirical studies have been conducted on Internet literacy skills and utilization of electronic information resources. The researcher consulted various literature in the course of this study. Dangani and Mohammed (2009) researched on ICT literacy among academic at Ahmadu Bello University, Zaria concluded that ICT literacy is necessary in the schemes of things in the 21st century. According to Bassey et al. (2015) ICT literacy describes the ability of a student to use ICT to access information in the library; it includes computer literacy and Internet literacy. An adequate knowledge of computers and retrieval techniques is desirable to search electronic resources effectively. It is necessary to establish what computer skills students require to access electronic information resources in libraries. Madondo et al. (2017) carried out a study on the use of electronic information resources by undergraduate students in the faculty of management and administration at African University Mutare, Zimbabwe. It was discovered that the use of electronic information resources by undergraduate students is growing steadily as e-resources provide a vast amount of information at a high speed and in real-time. Findings indicated that students used e-resources for various reasons; Eighty percent (80%) of the respondents indicated that they used e-resources for individual assignments, 20% for group projects, 25% for class discussions and 40% for research papers.

The outcome of a research conducted by Malekani (2007), at Sokoine National Agricultural Library (SNAL) to find out student experiences and perceptions towards the Internet in meeting their learning needs revealed that most students have a positive attitude towards the Internet and use it for academic purposes. Research also revealed that most students perceive information from the Internet as current and easier to retrieve compared to print resources. However, the results showed that while students prefer the Internet its effective use is hampered by several factors including low bandwidth, few Internet access points, and lack of skills. The study recommends that users should undergo basic training in Internet searching skills. Sife (2013) conducted a study on Web search behaviour of postgraduate students at Sokoine University of Agriculture, Tanzania. The results revealed some constraints to the effective use of electronic information resources as follows: slow Internet connectivity was a major constraint (85.1%) followed by restriction in downloading of e-resources (69%), poor quality of retrieved

information (35.1%), inadequate search skills (31.2%), and limited access to computers (29.5%). Slow Internet connectivity is a result of the low bandwidth. Anunobi (2006), investigated the proficiency and impediments to the use of the internet through the students of the Federal University of Technology, Owerri, Nigeria. The objectives of the study were to find out how proficient students were, in the use of the internet, and identify factors constituting impediments to its adequate use. The descriptive survey design was adopted for the study and a questionnaire was used as an instrument for data collection.

The study found that the use of the internet was hampered by a low level of skill in its use. A similar study was conducted by Ojokoh and Asaolu (2005) at the Federal University of Technology, Akure, Nigeria. The study explored internet access and usage by undergraduate students. The descriptive survey design was adopted to investigate the adequacy of access to the internet for students and general usage, and problems encountered by students in their use of the internet. The findings revealed inadequate access points within the university campus. The study also established that students acknowledged the benefits of the internet for academic studies, but lacked adequate searching skills to enable them to maximize their use of e-resources.

Adeniji et al.(2015) investigated the level of awareness of e-resources and utilization by librarians of the Olabisi Onabanjo University, Nigeria. A Questionnaire was administered to the sixteen (16) professional librarians of the university. Findings revealed that the majority of the respondents attested to the availability of Internet and e-mail facilities as the most e-resources used by librarians. The study revealed that there were challenges to the usage of e-resources as recurrent power outages with (38%), limited bandwidth (25%), insufficient funds (19%), inability to download information (12%), and network

problems (06%). Oyewusi and Oyeboade, (2009) studied the accessibility and use of library resources by undergraduate students of Ladoke Akintola University (LAUTECH) Ogbomosho, Nigeria. The researchers drew a random sample of 600 students and 479 copies of the questionnaire were completed and returned while 393 were found useful for analysis. The findings showed that 297(75.6%) reported got their information from books and journals while 79(20.1%) searched for information on the Internet. On the frequency of visits to the library and Internet, 148(37%), 102(26%), 124(31.6%), and 43(10.94%) went to the Internet monthly, twice monthly, weekly and daily respectively while those that went to the library daily was 204(51.7%). This showed that the library was heavily patronized by undergraduate students. On the availability of information resources on the Internet and library, 349(88.8%) reported that the Internet had more information resources while 44(11.2%) disagreed or indicated the library had more resources. On the question of accessibility, 313(79.7%) agreed that information was more accessible on Internet while 80(20.4%) disagreed. To utilize the growing range of electronic resources, students must have and practice the skills necessary to exploit them.

Mulla (2011)conducted a study on the use of e-resources by faculty members at the Hazrat Kwaja Khuthubuddin Bakhtiar Kaki (HKBK) College of Engineering, Nigeria. The study revealed that 30% of the respondents felt that they lack Information Technology (IT) knowledge to effectively utilize the services, 31.7% reported a lack of training, while 20% stated that limited access to computers was a problem and acted as impediments to the use electronic resources. The growth of research in all fields of human endeavour is becoming increasingly detailed and sophisticated. Postgraduate students are researchers, they need current and quick information to write theses and dissertations.

For easy utilization of electronic information resources, they need to acquire the skills of using the digital resources. Adeleke and Emeahara (2016) submitted that the level of digital literacy skills possessed by students will enhance their quest to retrieve information from the Internet or the World Wide Web, online databases, e-books, e-journals, films, e- conversations, e-government reports, digital images or any number of other possible digital sources. Information resources are being exploded daily and there is the challenge of using these resources effectively.

Imsong and Kharbudon, (2016)r eiterated that in using the e-resources, students lack skill in locating and evaluating information, which impedes their effective use. The authors suggested that libraries should organize orientation programmes in the beginning of each session where the users can be taught how better they can accesse-resources and be familiarized with the electronic environment. Postgraduate students must acquire the skills of utilizing electronic resources. Emiri (2015) in result of the study on how librarians acquired their digital literacy skills. The finding shows that the librarians in sampled universities acquired digital literacy skills through trial and error was 42 (57%), colleague's support 60(81%), self-study using user guide 35(47%), training offered by management 23(31%), formal education 51(69%), attending seminars and workshop 44(59%) and IT programmes 64 (87%). Hence, it could be inferred that librarians acquire digital literacy skill mostly through colleague's support, IT programmes and formal education.

Salman et.al (2020) investigated the factors that affect acquisition of digital literacy skills by 278 undergraduates in Fountain University library, Osogbo and the extent digital skills affect their use of EIRs. The study which adopted social survey research design, used questionnaire as the main instrument of data collection. Results showed that 90 (32.4%) admitted that lack of digital skills hinders their use of EIRs. Majority 161 (57.9%) and 121 (43.5%) of the respondents identified low internet bandwidth and volatility of online information respectively as a major challenge to their acquisition of digital proficiencies. Hence, to encourage the use of EIRs, it was recommended that libraries and librarians should take proactive steps in training and orienting users on digital skills as this has the potential of increasing the patronage of EIRs in the libraries.

Ebiefung and Onah, (2021) in a study investigated the relationship between digital literacy skills and the use of electronic information resources by undergraduate students in South-South universities, Nigeria. The finding revealed that digital literacy skills (r = .143; p<0.05) has a significant positive relationship with the use of electronic information resources by an undergraduate in South-South universities, Nigeria. This implies that there is a positive linear association between digital literacy skills and the use of electronic information resources by undergraduate students in South-South universities, in Nigeria. Thus, the null hypothesis stating that there is no significant relationship between digital literacy skills and the use of electronic information resources by undergraduate students in South-south universities, Nigeria was rejected because the digital literacy skills possessed by undergraduates will determine their effectiveness in the use of EIRs. It was recommended in the study that any effort to improve the use of EIRs by undergraduates should begin by teaching and training undergraduates' digital search skills as the potential to catalyze the use of EIRs.

Ukachi (2015)conducted a study to determine the relationship existing between undergraduate students' information literacy

skills and their use of e-resources at the university libraries in Nigeria. The study adopted a descriptive design. Questionnaire and face-to-face interview schedules were used for data collection. The findings revealed that e-resources are not adequately utilized by undergraduate students, because they did not possess adequate information literacy skills for optimal use of e-resources. To utilize the vast world electronic resources students, need to acquire the skills of utilization. The ability to find and retrieve information effectively is a transferable skill useful for future life as well as enabling the positive and successful use of electronic resources while in the university. Finally, Agboke et al. (2020) posited that Computer literacy skills can be a tremendous asset that will assist in retrieving relevant information needed by post-graduates in university libraries. The literature reviewed various studies on the Internet, Internet literacy skills, Electronic information resources and the relationship between digital literacy skills and utilization of electronic resources. Many empirical studies have not been done on the influence of internet literacy skills on postgraduate students' utilization of electronic resources in university libraries in South-South, Nigeria and this study has decided to fill the gap.

3.1 Methodology

The population of the study was the post-graduate students in federal universities in South-South, Nigeria 2017/2018 academic session. The universities are as follows: The University of Uyo, University of Calabar, University of Port Harcourt and the University of Benin. Federal University Otuoke and Federal University of Petroleum Resources Effurun, Delta State. Federal University Otuoke and Federal University of Petroleum Resources were not included in the sample of the study because post-graduate students of all the universities have the same

characteristics. Also, these two universities belong to the new generation of universities and they do not have many faculties. The number of post-graduate students from the four universities studied was five thousand nine hundred and forty-four (5944) students in the 2017/2018 academic session. The distribution of the population is presented in Table 1.

The study adopted an expost - facto research design, a stratified and purposive sampling technique was used to select a total of (594) post-graduate students in the study area. This is a sampling technique where samples are drawn randomly from the wider population. Thus, each of the institutions was a stratum. The University of Benin was stratum 1, the University of Uyo was stratum 2, the University of Calabar was stratum 3, and the University of Port-Harcourt was stratum 4. The stratified random sampling helps us in ensuring representativeness. From each of the stratum, 10% was applied to determine the total number of respondents that were used for the study.Thus, a total of five hundred and ninety-four (594) students were selected. Purposive sampling technique was further used to select the subject from each stratum. The rationale is that the researcher cannot randomly select the subject due to the busy nature of their studies. The researcher uses her judgment based on defined characteristics to select a total of 594 post-graduate students. The sample distribution is presented in Table 2.

The instrument used for data collection was a self-developed questionnaire titled "Internet Literacy Skills and Postgraduate Students Utilization of Electronic Information Resources Questionnaire" (ILSPSUEIRQ). The questionnaire was developed by the researcher and was validated by the researcher's supervisors and two other experts in the Measurement and Evaluation. The reliability of the instrument was established

using Cronbach alpha reliability technique. The coefficient of the sub-scales ranged from 0 .77 - 0.89 which showed that the instrument was reliable for data collection. The researcher personally administered the instrument to the students in each of the stated federal universities of the study with two research assistants who were trained for instrument handling and administration. The respondents were informed about the purpose of the investigation and implored them to feel free and respond to the items independently. They were allowed to ask questions in the course of completing the questionnaire. All questionnaires administered were retrieved on the sport to ensure 100% returns rate.

4.1 Result and Data Analysis
Data collected by the researcher were analyzed, using population t-test and simple regression analysis.

Table 1: Population Distribution by Institution

S/N	University	PGD	Master's	Ph.D.	TOTAL
1.	University of Benin	464	254	167	885
2.	University of Uyo	273	874	297	1444
3.	University of Calabar	709	594	470	1773
4.	University of Port Harcourt	403	930	509	1842
	Total	**1849**	**2652**	**1443**	**5944**

Source: (UNIUYO &UNIPORT) www.myschoolgist.com
 (UNICAL & UNIBEN) Secretary's office, Graduate School 2017/2018 academic session

Table 2: Sample Distribution by Universities (10%)

S/N	University	PGD	Masters	Ph.D.	Total
1.	University of Benin	46	25	17	89
2.	University of Uyo	27	87	27	144
3.	University of Calabar	71	59	47	177
4.	University of Port Harcourt	40	93	51	184
	Total	**185**	**264**	**145**	**594**

Presentation of Hypotheses and results
Hypothesis1: The extent of utilization of electronic information resources by post-graduate students is not significantly low. The variable in this hypothesis is utilization of electronic information resources measured continuously. To test this hypothesis, population t- test was used and the result as presented in Table 3 showed that (t=85.847, p<.05). Since p(.000) is less than p(.05), this implies that the extent of utilization of electronic information resources among postgraduate students is significantly low. Thus, the null hypothesis is rejected.

Table3: Population t -test analysis of the extent of utilization of electronic information resources by postgraduate students

Variable	N	Mean	Std. Deviation	t-cal	df	p-val
Utilization of electronic information resources	594	25.6566	7.28392	85.847	593	.000

Hypothesis 2

There is no significant influence of Internet literacy skills on utilization of electronic information resources. The independent variable is Internet literacy skills while the dependent variable is utilization of electronic information resources measured continuously. To test this hypothesis, simple regression analysis was used and the result as presented in Table 4 showed an R value of .327 which showed that there is an influence of Internet literacy skills and utilization of electronic information resources. Moreover, the result showed an Adj R^2 =.106 which implies that the variations in the dependent variable (utilization of electronic information resources) can only be explained by 10.6 % contribution of the independent variable (Internet literacy skills). However, though the percentage contribution was small, a cursory look at the analysis of variance (ANOVA) result further showed an (F=70.95, p<.05). This implies that there is a significant influence between internet literacy skills and utilization of electronic information resources. Hence the null hypothesis is rejected.

Table 4: Simple regression analysis of the influence of Internet literacy skills and utilization of information resources

Source of variation	SS	Df	MS	F-ratio	Sig.
Regression	3367.324	1	3367.324	70.955	.000[b]
Residual	28094.615	592	47.457		
Total	31461.939	593			

R=.327, R^2=.107, Adj R^2= .106, Std Error=6.88

5.1 Discussion of findings

Hypothesis one which states that the extent of utilization of electronic information resources by post-graduate students is not significantly low was rejected. This implies that the extent of utilization of electronic information resources by postgraduate students was significantly low, because we are in the era of Internet and electronic information resources and post-graduate students need to have the skills of utilizing the available electronic information resources in the university libraries. This finding concurred with the study of Ukachi (2015)on the relationship existing between undergraduate students' information literacy skills and their use of e-resources at the university libraries in Nigeria. The findings revealed that e-resources are not adequately utilized by undergraduate students, because they did not possess adequate information literacy skills for optimal use of e-resources.

Similarly, Anunobi (2006) study found that the use of the internet was hampered by a low level of skill in its use.

To utilize the vast world electronic resources, postgraduate students, need to acquire the skills of utilizing them. Also, the low utilization of electronic information resources could be due to some constraints of internet connectivity. This corroborates with the study of Sife, (2013) on possible constraints postgraduates students encountered in using Web services at SUA. The result shows that slow Internet connectivity was a major constraint (85.1%) followed by restriction in downloading of e-resources (69%), poor quality of retrieved information (35.1%), inadequate search skills (31.2%), and limited access to computers (29.5%). For effective utilization of the internet by the postgraduate students Internet connectivity should be improved on.

5.2 Internet literacy skills and utilization of Electronic Information Resources (EIRS)

Hypothesis two which states that there is no significant influence of Internet literacy skills on utilization of electronic information resources was rejected. This implies that there is a significant influence of Internet literacy skills on utilization of EIRS. This could be because the world has gone technological and information from the Internet is current and easier to retrieve than the traditional library shelves. Postgraduates students and other information users rely heavily on the use of the Internet to acquire and utilize electronic information for their academic, social and entrainment activities. Postgraduate students who are literate in the use of Internet components use it to read, write as well as for publishing articles.

Moreover, becoming Internet literate has made the whole world research a little bit easier for postgraduate students and enables the researcher to have discussion groups with other researchers all over the world in their chosen areas of studies without traveling physically. Hence the Internet has become an invaluable tool for learning, teaching and research. To derive benefit from the increasingly electronic library use environment, the users of Nigerian university libraries need to be Internet literate. This finding is in line with Salman et.al (2020) which investigated the factors that affect acquisition of digital literacy skills by 278 undergraduates in Fountain University library, Osogbo and the extent digital skills affect their use of EIRs. The results showed that 90 (32.4%) admitted that lack of digital skills hinders their use of EIRs. Majority 161 (57.9%) and 121 (43.5%) of the respondents identified low internet bandwidth and volatility of online information respectively as a major challenge to their acquisition of digital proficiencies. Hence, to encourage the use of electronic information resources, it was recommended that libraries and librarians should take proactive steps in training and orienting users on digital skills as this has the potential of increasing the patronage of EIRs in the libraries.

Conclusion

This study concludes that Internet literacy skills have a significant influence on postgraduate students' utilization of Electronic information resources in university libraries in South-South, Nigeria because the world has gone technological and information is no longer sorted only from the traditional library shelves. Postgraduates students and other information users need Internet skills to access and utilize the information for their academic, social and entrainment activities. Postgraduate students who are literate with the use of Internet components use it to read and write as well as published materials. The Internet provides them with the opportunity to have access to fast and current information for their research activities and intellectual development. Furthermore, becoming Internet literate has made the whole world research easier, it enables the postgraduate students in Nigeria to have discussion groups with other researchers in their chosen area of studies without traveling physically. Hence the Internet has become an invaluable tool for utilizing electronic information resources, for learning, teaching, and research. Therefore, to derive benefits from the increasingly electronic information resources, the users of university libraries need to be Internet literate. Based on these findings the following recommendations were made.

Recommendations

1. To encourage the use of electronic information resources, university libraries should take proactive steps in training and orienting users on Internet skills as this has the potential of increasing the patronage of EIRs in

the libraries.

2. Internet skills such as how to surf the net should be taught in the university libraries to postgraduate students to help them search for online information from different databases to enhance their theses and dissertations writing.

3. University libraries should subscribe to relevant databases and make them readily available to students.

4. Internet connectivity should be enhanced and access points are provided at strategic locations in university libraries.

5. Free Wireless Fidelity WI-FI should be provided to students in the university libraries.

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