

## INFORMATION LITERACY SKILLS AND ACADEMIC PERFORMANCE OF POSTGRADUATE STUDENTS OF THE NIGERIAN BAPTIST THEOLOGICAL SEMINARY, OGBOMOSO OYO STATE NIGERIA

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### **Abstract**

*This study examines information literacy skills and academic performance of postgraduate students at the Nigerian Baptist Theological Seminary, Ogbomoso, Oyo state. Two hundred and eighty-five (285) questionnaires are administered among doctoral students of three faculties in the institution. The questionnaire was tagged: (ILSAPPG QUESTIONNAIRE)—the study esteem information literacy skills as identifying, finding, evaluating, selecting, applying and communicating. The study used (SPSS) statistical product and services solution. The instrument comprises the statement on which the respondents agree or disagree on a 4-point Likert scale. The hypothesis was tested with a significant level of (0.05). The findings of the study revealed that there is a positive correlation between the two variables (information literacy as the independent variable and academic performance as the dependent variable), considering the correlation coefficient and significant value of ( $r=0.228 < 0.05$ ). The study further indicates a meaningful relationship between academic performances highly influenced by information literacy skills. Finally, the study recommends that postgraduate students should understand how to use online*

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*information sources such as indexes and abstracts and know how to communicate information retrieved online effectively; they learn how to use OPAC, familiar with the Boolean operator for research; they should also understand the concept of fair use, copyright and plagiarism. The study concludes that information literacy skills are a pillar for learning in our contemporary world.*

**Keywords:** Information, literacy skills, academic performance, postgraduate, students.

### **Introduction**

Currently, the global landscape is undergoing rapid and exponential transformations across various domains of human existence. In the course of our daily existence, we engage in the process of decision-making across various domains encompassing politics, social interactions, religious beliefs, and economic matters. To enhance the quality of our choices within these realms, it becomes imperative to acquire relevant knowledge. Hence, the significance of information is such that it is deemed indispensable in every human endeavor, since it plays a crucial role in the process of decision-making. Given its significance, it is widely regarded as the fourth economic resource, following land, labor, and capital. The subsequent item pertains to data or facts. Information can be defined as a sort of knowledge, commonly referred to as "information-as-thing."

The term "literacy" encompasses an individual's aptitude for both reading and writing. There exist multiple forms of literacy, including visual literacy, computer literacy, media literacy, and technical literacy, among others. The significance of information literacy is experiencing a substantial increase in contemporary times. Information literacy encompasses the recognition,

identification, evaluation, and effective utilization of accurate information in order to address a given problem or situation. According to Purnima and Kumar (2019),

Hence, the acquisition of information literacy skills is crucial due to the rapid evolution of technology and the corresponding advancements in electronic information resources. With the increasing prevalence of electronic information resources, particularly in higher education settings, students are anticipated to cultivate the necessary competencies in information literacy. The reason for this is that students who have a need for research information are more inclined to utilize electronic resources if they possess the necessary abilities for efficient utilization. However, the full potential of electronic information resources has not yet been extensively harnessed (Odede & Nsibirwa, 2018).

The importance of information literacy is widely recognized as a fundamental component of knowledge acquisition, ethical ideals, cognitive abilities, and comprehensive comprehension necessary for continuous learning throughout an individual's lifetime. In the contemporary global economy, characterized by a reliance on

knowledge, the acquisition of information literacy has emerged as a crucial ability that everyone should possess. (Durodolu, Adekanye, Adetoun Olorunfemi, Doreen, & Yemisi, 2018).

According to Ranaweera (2012), information literacy refers to the knowledge and skills required to effectively search, retrieve, evaluate, and utilize information. The American Library Association has provided a highly thorough definition of information literacy, which states that an individual who possesses this skill should possess the ability to comprehend, identify, locate, assess, and effectively utilize pertinent information.

While it is true that a significant number of postgraduate students at the Nigerian Baptist Theological Seminary in Ogbomoso possess personal electronic devices such as laptops, iPads, and mobile phones, which provide them with access to modern information technologies, it should be noted that mere ownership of these devices does not ensure their effective utilization. Consequently, the acquisition of information literacy skills becomes imperative for these students in order to effectively navigate web-based resources and electronic databases available in the library. The acquisition of information is essential for students engaging in many activities at the Nigerian Baptist Theological Seminary, located in Ogbomoso, Oyo State. To cater to their informational requirements, the institution's library offers a range of electronic resources that are well-equipped to fulfill their needs.

The acquisition of information literacy skills is crucial for students in higher education as it enables them to

enhance their learning capabilities, foster innovative thinking, and generate scholarly materials of superior quality within the context of their chosen field of study. Postgraduate students who are deficient in these talents encounter obstacles and dissatisfaction when endeavoring to do course-related tasks that necessitate research. Hence, the acquisition of information retrieval skills is vital for ensuring the quality of research and inquiry. It is crucial to explore the efficacy of information literacy skills (ILS) among students and scholars, as this plays a pivotal role in facilitating prudent information use and ultimately contributes to academic achievement (Abba & Harande, 2017).

According to the findings of Ebiefung, Adetimirin, and Oyewole (2020), the development of information literacy skills is predominantly focused on electronic sources. This is due to the fact that information in electronic formats can only be effectively utilized by students if they possess the ability to obtain the necessary information for educational and research purposes. The skill of information literacy is the capacity to locate information through the process of identifying and creating appropriate inquiries, resulting in the retrieval of only relevant information in response to a specific inquiry.

According to Echem and Udo-Anyan (2018), information literacy abilities encompass the capacity to effectively navigate through many sources of information, discern and pick the most relevant and suitable information, critically analyze the

gathered information, and subsequently utilize it for further purposes. Information literacy abilities encompass the comprehensive ability to effectively navigate and utilize various retrieval methods that are readily available. The students may have access to and are encouraged to utilize a range of user orientations and educational programs pertaining to information literacy abilities. According to Purnima and Kumar (2019), the academic performance of graduates is believed to have an impact on their potential to become future leaders and contribute to the socio-economic growth of their country.

According to Ahmed and Salim (2018), the concept of students' academic performance refers to the degree to which students successfully attain their educational objectives. Previous studies have commonly utilized GPA as a metric for assessing academic success within a specific year or semester. According to Fernando (2017), the grade point average (GPA) of a student is influenced by a multitude of factors. In line with previous research, Mushtaq and Khan (2012) emphasize the influence of several elements, including social, economic, psychological, environmental, and personal, on the academic success of postgraduate students. While these elements exert a significant impact on students' academic achievement, it is important to note that their influence can differ across individuals and locations.

Ahmad and Rahman (2019) conducted a study that built upon prior research by examining many aspects that influence academic performance.

These categories encompassed class schedules, class size, classroom environment, technological resources utilized, examination systems, assistance provided, English textbooks, homework assignments, engagement in extracurricular activities, and family income, among others. In order to achieve optimal academic performance, it is necessary for postgraduate students to develop a set of specialized skills, such as information literacy. Odede (2018) substantiates the notion that postgraduate students who lack proficiency in information literacy encounter challenges when attempting to access pertinent information resources for their research endeavors. The ability to discern relevant information is crucial for conducting high-quality research, particularly in the context of postgraduate studies, where the aim is to contribute to the existing body of knowledge. In the process of assimilating knowledge, those pursuing advanced degrees must utilize a diverse set of information literacy skills. In order to effectively prepare for seminar presentations, dissertations, and theses, it is imperative for postgraduate students to possess the skills necessary to locate, evaluate, and utilize information from diverse sources, encompassing a wide range of online sites. It is imperative for individuals to possess an understanding of ethical considerations pertaining to the utilization of information, including but not limited to issues around copyright infringement and plagiarism.

The development of information literacy enhances students' capacity to assess, organize, and utilize information effectively. In the current

era characterized by a rapid proliferation of information, the importance of information literacy is steadily growing. Postgraduate students are presented with a diverse array of choices encompassing both print and electronic formats. The reliability of online content cannot be ensured, in contrast to printed resources that undergo rigorous quality control measures throughout the stages of writing and publishing (Association of College and Research Libraries, 2002). Therefore, it is imperative for postgraduate students, irrespective of their field of study, to possess information literacy skills that enable them to comprehend knowledge and empower them to independently access information resources, thereby exercising autonomy over their learning and research endeavors.

According to Onifade (2019), postgraduate students are individuals who have successfully completed undergraduate degree-level courses at various educational institutions, such as colleges, universities, and tertiary institutions. These students engage in further studies at an advanced level to enhance their knowledge through learning and research. Specifically, the postgraduate students at the Nigerian Baptist Theological Seminary are graduates holding at least a first degree in any discipline. Individuals who have experienced a divine calling to engage in religious service are commonly recognized as individuals undergoing pastoral training.

In this context, the postgraduate students consistently participate in research endeavors aimed at uncovering insights that deepen the understanding of God and disseminating these findings

globally, so making a valuable contribution to the advancement and progress of a rational society. In order to attain optimal results, it is imperative for postgraduate students to engage in a continuous search for resources. This necessitates the cultivation of information literacy skills.

The primary concern pertains to the potential impact of information literacy abilities on the academic performance of postgraduate students at the Nigerian Baptist Theological Seminary in Ogbomoso. There is a considerable body of scholarship that has examined the information literacy competencies within both global and local Nigerian university contexts. However, the extent to which these information literacy skills influence student academic performance has been relatively understudied. Consequently, the present study aims to examine the information literacy skills and academic achievements of postgraduate students enrolled at Nigeria Baptist Theological Seminary in Ogbomoso, located in the state of Oyo, Nigeria.

**Brief History of the Nigerian Baptist Theological Seminary Ogbomoso, Oyo State**

The establishment of the Nigerian Baptist Theological Seminary in Ogbomoso took place in the year 1898. The impetus for the establishment of the Theological Seminary was derived from the esteemed Reverend Charles Edwin Smith. The initial publication of Yoruba Baptist Hymn Books took place in the year 1907. The Baptist Medical Centre, located in Ogbomoso, was founded in the same year, although its official inauguration took place in 1923.

In 1900, the reconciliation between the American Baptist Churches and the Native Baptist Churches was achieved via the collective endeavors of S.G. Pinnock, George Green, Louis Duval, Mojola Agbebi, and Ladejo Stone. The National Workers Conference was organized by C.E. Smith in the years 1898 and 1899, with the purpose of facilitating prayer and promoting intellectual growth. The event was originally intended to occur on a yearly basis, but ultimately came to an end in the year 1900. The revival of the subject occurred in 1907 under the leadership of Louis Duval. The 1913 annual conference of History at the Nigerian Baptist Theological Seminary (NBTS) can be found at the following link: <https://nbts.edu.ng/history/>. The Seminary underwent a transition to a postgraduate institution in August 2002. The Seminary's focus has shifted towards post-baccalaureate and postgraduate programs in light of its updated status. Nevertheless, the Seminary persists in providing undergraduate courses that are not available at other Baptist Theological Institutions due to the absence of appropriate facilities. These courses include church music, missions, and religious education. In a similar vein, it is worth noting that the Baptist Colleges of Theology located in Southern Nigeria, specifically in Benin City, Eku, Obinze-Owerri, Lagos, and Oyo, have established affiliations with the Seminary. These colleges, which are under the ownership of the Nigerian Baptist Convention, initiated this affiliation during the 2002/2003 academic session. The purpose of this affiliation is to ensure effective

coordination and maintain high standards in the theological academic programs offered by these institutions (NBTS CATALOGUE, 2020-2025). Currently, the Seminary confers graduate and postgraduate degrees in the fields of theology, religious education, church music, and missiology.

### **Statement of the Problem**

The acquisition of information literacy skills is considered a vital human right for students across all institutions of higher education, particularly in the present period. Information literacy is a crucial skill that enables individuals to comprehend and contextualize the complexities of the globe and contemporary society. In order to effectively navigate the current era of information technology, it is imperative for individuals to possess a high level of information literacy. It is evident that on an annual basis, the J.C Pool library of The Nigerian Baptist Theological Seminary, located in Ogbomoso, Oyo state, engages in the acquisition of educational library resources in various formats with the aim of enhancing and expanding its collection. These resources encompass periodicals, books, and information materials. Additionally, the institution subscribes to electronic journals, e-books, and databases such as Ebscohost, Online Public Access Catalogue (OPAC), Network for African Congregational Theology (NetACT), Global Digital Theological Library (GLDTL), Academic Journal Storage (JSTOR), and Globethics Library. These subscriptions are intended to supplement and fulfill the academic library's requirements and

standards. Consequently, there is an ongoing issue among postgraduate students who express dissatisfaction with the insufficient availability of research materials. This study examines the challenges experienced by technologically proficient postgraduate students, specifically the potential impact of inadequate information literacy skills on their ability to use library resources at the Nigerian Baptist Theological Seminary, Ogbomoso.

### **The Objective of the Study**

The main objective of the Study is to examine the Information Literacy Skills and Academic Performance of Postgraduate students of the Nigerian Baptist Theological Seminary, Ogbomoso Oyo State, Nigeria, while specific objectives are to:

1. Ascertain the level of information literacy skills among postgraduate students of the Nigerian Baptist Theological Seminary, Ogbomoso Oyo state Nigeria
2. measure the level of academic performance among postgraduate students of the Nigerian Baptist Theological Seminary, Ogbomoso Oyo state Nigeria
3. identify factors affecting academic performance among postgraduate students of the Nigerian Baptist Theological Seminary, Ogbomoso Oyo state Nigeria

### **Research Questions**

The following research question guides the Study

1. What is the level of information literacy skills among postgraduate students of the Nigerian Baptist Theological Seminary, Ogbomoso Oyo state Nigeria?
2. What is the level of academic performance among postgraduate students of the Nigerian Baptist Theological Seminary, Ogbomoso Oyo state Nigeria?
3. What factors affect academic performance among postgraduate students of the Nigerian Baptist Theological Seminary, Ogbomoso Oyo state Nigeria?

### **Research Hypotheses**

The hypothesis that guided the conduct of this study was tested at a 0.05 level of significance.  $H_{01}$ : There is no significant relationship between information literacy skills and academic performance among postgraduate students of NBTS, Ogbomoso.

### **LITERATURE REVIEW**

#### **Information literacy skills**

The profound transformation in the dissemination of information facilitated by Information Communication and Technology (ICT) in contemporary society necessitates a wide array of competencies, expertise, and approaches to effectively harness the potential of information resources. In their study conducted in Bangladesh, Purnima and Kumar (2019) found evidence suggesting a positive relationship between information literacy skills and academic performance among students. The

study identified several significant factors that influence students' academic performance, including study hours, family income, class attendance, past academic results, and information literacy skills.

In their study, Omeluzor, Bamidele, Onuoha, and Akibu (2013) examined the Information Literacy abilities of postgraduate students at Babcock University in Nigeria. The researchers found many Information Literacy programs that were deemed crucial in improving the research abilities of postgraduate students. The results indicate that a majority of participants acquired their information literacy abilities through various means, including attending seminars, receiving user education in the form of library teaching, participating in orientation sessions, engaging in one-on-one discussions, and utilizing tutorials. The findings of the study reveal that a significant proportion (90%) of the participants demonstrated the ability to locate relevant information within their field of study. However, a notable percentage of respondents (55.6%, 50%, and 50% respectively) expressed the view that orientation, tutorial, and seminar sessions did not have a substantial impact on their ability to effectively identify and utilize diverse sources from the library within their specific academic discipline.

In order to optimize the utilization of information in the current era of technological advancements, postgraduate students must possess a set of abilities known as information literacy. In support of this argument, Odede (2018) conducted a study which

highlighted the necessity of promptly enhancing the information literacy abilities of postgraduate students. It is imperative that these skills are not only acquired, but also effectively applied and utilized on platforms such as YouTube, blogs, and webpages.

Based on a study conducted by Udem and Anaehobi (2020), an investigation was undertaken to explore the potential impact of skills and information skills on the research self-efficacy of postgraduate students, with a specific focus on those studying library and information science. The findings of this study revealed that there was no significant association between these variables.

The substantial expansion of information and communication technology (ICT) and its pervasive impact on various domains of human existence have significantly influenced several endeavors, particularly those pertaining to education. In a study conducted by Soleymani (2014), an aggregation of research was undertaken to examine the correlation between information literacy abilities and academic performance. The findings of this study revealed that information literacy is a very influential element in determining academic achievement.

Okpala, Benneh, Sefu, and Kalule (2017) conducted a survey study with the specific aim of enhancing the Information Literacy Skills of Postgraduate Students at the University of Nigeria. The results of this study indicate that a significant proportion of postgraduate students possess a solid understanding of fundamental information literacy skills, such as utilizing search engines effectively



(98.0%). However, their familiarity with emerging research trends, such as the virtual research environment (31.4%), employing social media for research purposes (3.70%), and utilizing online referencing tools like Zotero and Mendeley (9.2%), is comparatively limited. A significant proportion of participants (84.4%) expressed a need for proficiency in Zotero and Mendeley, while 92.9% indicated a requirement for research writing skills. Additionally, 92.5% of respondents expressed a need for instruction on how to effectively utilize the Library OPAC. In contrast, a significant majority of 81.4% necessitate a comprehension of the processes involved in establishing an online community.

According to a study conducted by Adeniran and Onuoha (2018), it was found that the instruction of information literacy skills is crucial in private universities across all academic

levels. This is necessary in order to demonstrate the inherent capability of postgraduate students to effectively navigate academic environments and utilize resources for advanced academic research purposes.

The assessment of individuals' information literacy skills The influence of information literacy skills on the use of library resources by postgraduate students at the University of Ilorin was examined in a study conducted by Oluwafemi, Sinmbalya, and Zainab (2021). The findings indicated a significant and positive relationship between information literacy skills and the use of library resources ( $R^2 = 0.653$ ,  $\beta = 0.660$ ,  $t(117) = 14.769$ ,  $P < 0.05$ ). The findings of the study indicated that the information literacy skills of postgraduate students had an impact on their utilization of library resources at the University of Ilorin.

### CONCEPTUAL MODEL

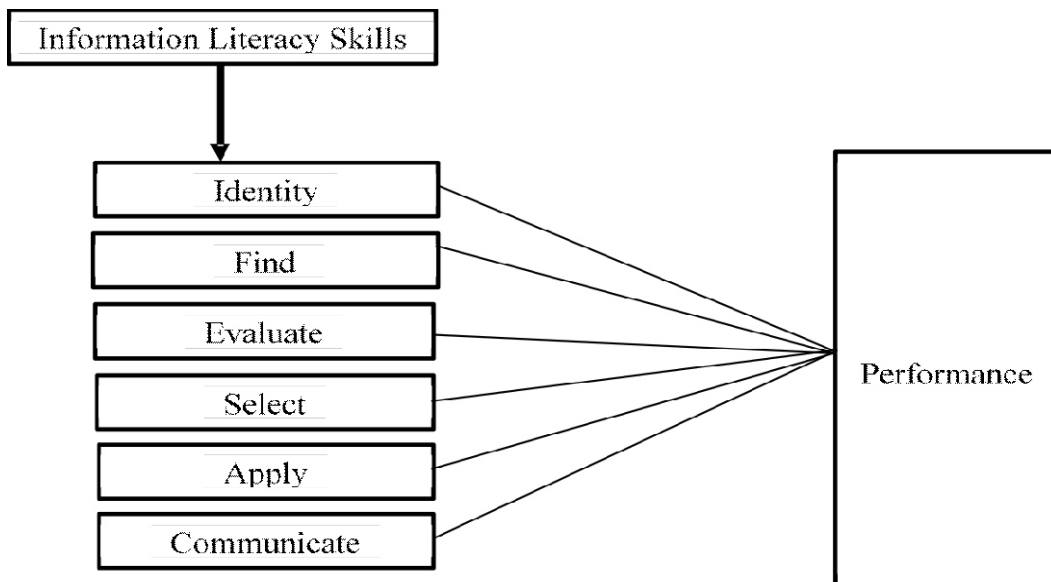


Figure 1

The aforementioned conceptual model delineates the correlation between academic performance, which serves as the dependent variable, and information literacy abilities, which are regarded as the independent variable. Researchers hypothesize that there is a relationship between information literacy skills and academic performance. Therefore, the academic performance of postgraduate students at the Nigerian Baptist Theological Seminary in Ogbomoso is expected to be influenced by their information literacy skills. These skills include the ability to identify, locate, select, evaluate, apply, and communicate information.

### **Research Methodology**

The present study employed the descriptive survey research approach. The survey was employed as the primary tool for data collection. The first component of the questionnaire comprised five subsections. Section A aims to gather demographic information from the participants. Section B focuses on assessing the levels of Information Literacy Skills among Postgraduate students. Section C is dedicated to measuring the Level of Academic Performance among Postgraduate students. Section D is dedicated to exploring the Factors Affecting the Academic Performance of Postgraduate Students. Finally, Section E aims to investigate the potential existence of a significant relationship between information literacy skills and academic performance among postgraduate students. The postgraduate student

population for the academic session of 2021/2022 at the Nigerian Baptist Theological Seminary, Ogbomoso, was comprised of 285 individuals. The study employed a total enumeration sampling method due to the limited population size of postgraduate students across three faculties within the institution: the Faculty of Church Music, the Faculty of Education, and the Faculty of Theological Studies. All postgraduate students from these faculties were selected as the target sample size, as they are anticipated to consistently engage in research activities. The survey was conducted during a compulsory plenary session attended by both undergraduate and postgraduate students. The instrument known as ILSAPPG consists of a series of items that respondents are asked to evaluate on a 4-point Likert scale, ranging from "Strongly Agree" to "Strongly Disagree". The scale for assessing information literacy skills was created by the researcher and consists of 13 items. The face validation of the questionnaire was conducted by two individuals with expertise in relevant fields: the Seminary librarian, who specializes in librarianship, and a postgraduate president who is a professional statistician. The corrections suggested by these experts were incorporated by the researcher prior to distributing the instrument. The data underwent analysis, and the findings were afterwards presented utilizing graphical representations, frequencies, percentages, and tabular formats to

effectively convey the results via the utilization of SPSS (Statistical Product and Services Solutions).

### Result and Discussion

A set of 285 questionnaires were created for the ILSAPPG Study and distributed to postgraduate students at the Nigerian Baptist Theological Seminary in Ogbomoso, Oyo State. A total of 210 questionnaires were received and deemed suitable for

analysis and discussion, resulting in a response rate of 75%. In accordance with the study's objectives, the adequacy of this reaction was assessed. In this study, the data collected from the completed questionnaires were analyzed and presented in a sequential manner, utilizing appropriate statistical inferential techniques such as frequency and percentage. The null hypothesis was assessed utilizing the chi-square test at a significance level of 0.05.

**Table 1: Showing Respondents' Demographic Information**

<b>Gender</b>			
<b>Item</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Rank</b>
Male	188	90.4%	1 <sup>st</sup>
Female	22	9.6%	2 <sup>nd</sup>
<b>Age Range</b>			
20-31yrs		2.9%	
32-41yrs		38.8%	
42-51yrs		44.0%	
52yrs and above		14.4%	
<b>Academic Level</b>			
Masters	120	57.4%	1st
M.Phil.	30	13.9%	3rd
PhD	60	28.7%	2nd

The data shown in Table 1 provides an overview of the respondents' characteristics, including their gender, age range, and academic level. Gender: The male gender constituted the bulk of responses (90.4%), exhibiting the highest frequency among all participants. The female respondents constituted 9.6% of the total participants, placing them in the second position. Age Distribution: The participants were allocated into various age groups. The age group with the highest representation was individuals between the ages of 42 and 51, constituting 44.0% of the total population. The age group of 32-41 years

was the second-largest demographic, accounting for 38.8% of the total responses. The remaining participants were distributed across two age categories: 25-31 years (2.9%) and 52 years and older (14.4%). Academic level: The majority of participants (57.4%) possessed a Master's degree, which was the highest level of education reported. The group with the second-largest representation, at 28.7% of the total, consisted of individuals who had a PhD. Following this, individuals with an M.Phil. degree accounted for 13.9% of the population, placing third in terms of prevalence.

**Table 2: Showing the Respondents' Level of Information Literacy Skills**

Statements	SA (F/ %)	A (F/ %)	D (F/ %)	SD (F/ %)	Mean	SD	Rank
Identifying the lack of knowledge in a subject area.	55 (26.2%)	154 (73.3%)	1 (0.5%)	0 (0.0%)	1.74	0.45	9th
I can decide what information is needed and how much	160 (76.2%)	50 (23.8%)	0 (0.0%)	0 (0.0%)	1.24	0.44	12th
I can easily identify where to find the information needed	2 (1.0%)	200 (95.2%)	0 (0.0%)	8 (3.8%)	2.07	0.48	5th
I find it easy to locate information resources	10 (4.8%)	200 (95.2%)	0 (0.0%)	0 (0.0%)	1.95	0.21	8th
I understand how to apply Boolean operators in research.	1 (0.5%)	1 (0.5%)	204 (98.1%)	4 (1.9%)	3.01	0.21	2nd
I know how to use and retrieve information through (OPAC) index, Abstract e.t.c	5 (2.4%)	42 (20.0%)	163 (77.6%)	0 (0.0%)	2.75	0.48	3rd

I can find relevant information online	157 (76.2%)	49 (23.8%)	0 (0.0%)	4 (1.9%)	1.24	0.43	13th
I can evaluate information sources according to my needs	88 (41.9%)	122 (58.1%)	0 (0.0%)	0 (0.0%)	1.58	0.56	10th
I can apply the displayed results effectively	2 (1.0%)	136 (64.8%)	4 (1.9%)	68 (32.4%)	2.66	0.95	4th
I cannot communicate information retrieve online	132 (62.9%)	69 (32.9%)	0 (0.0%)	9 (4.3%)	3.30	0.93	1st
Using indexes, abstracts, and full -text journals and books online.	1 (0.5%)	209 (99.5%)	0 (0.0%)	0 (0.0%)	2.05	0.07	6th
Using Computers and the Internet effectively	210 (100.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2.00	0.00	7th
Understanding the ideas of fair use, copyright, and plagiarism	8 (3.8%)	9 (4.3%)	69 (32.9%)	124 (59.0%)	1.27	0.46	11th

The thoughts of the respondents on information literacy skills are presented in Table 2 above. When examining the absence of knowledge within a certain field, the participants indicate their degree of concurrence, with 26.2% expressing strong agreement and 73.3% expressing agreement. I possess the knowledge and skills necessary to effectively utilize Boolean operators in the context of doing research. The majority of participants (98.1%) expressed disagreement or strong disagreement with the aforementioned statement,

suggesting a notable deficiency in their confidence or proficiency when it comes to utilizing Boolean operators for research purposes. It is positioned among the lowest in terms of agreement. I possess the ability to readily discern the sources from which to obtain the requisite knowledge. The majority of respondents (95.2%) expressed agreement, while a minority (3.8%) held strong disagreement. There exists a subtle divergence of opinion pertaining to the level of difficulty in ascertaining the location of requisite information.

I perceive the process of locating information resources to be straightforward and manageable. The user's text is already academic. No rewriting is necessary. A significant proportion (95.2%) of participants expressed agreement with the aforementioned statement, indicating a notable level of trust in their ability to locate resources of information. The level of agreement is moderate. I possess the knowledge and skills required to effectively utilize and access information using various tools such as the Online Public Access Catalog (OPAC), indexes, abstracts, and similar resources. A small percentage of respondents (2.4%) expressed strong agreement, whereas a larger percentage (20.0%) expressed agreement. A considerable percentage of participants (77.6%) expressed disagreement with the aforementioned remark, suggesting a requirement for enhanced proficiency or familiarity in utilizing indexes and abstracts, specifically those found in Online Public Access Catalogs (OPACs).

The statement "I can find pertinent information online" received substantial agreement from the majority of respondents (76.2%), with an additional 23.8% expressing agreement. This observation suggests a notable degree of assurance in the ability to locate pertinent information using online sources. The ability to assess information sources based on individual requirements is within my capacity. A notable percentage (58.1%) of participants expressed agreement, whereas 41.9% exhibited strong agreement. This implies a significant degree of assurance in the assessment of sources of information. It has a

moderate level of agreement. A significant proportion of the participants (64.8%) expressed agreement with the notion of efficiently using the presented findings, whilst a smaller percentage (32.4%) held a strong opposing viewpoint. This observation suggests a divergence of opinions regarding the efficacy of applying the presented findings. A notable percentage (62.9%) of participants expressed strong disagreement with the statement "I am unable to effectively convey information obtained from online sources," whereas 32.9% strongly concurred. This observation suggests a requirement for enhanced self-assurance or proficiency in effectively conveying knowledge obtained from online sources. The level of agreement is relatively low.

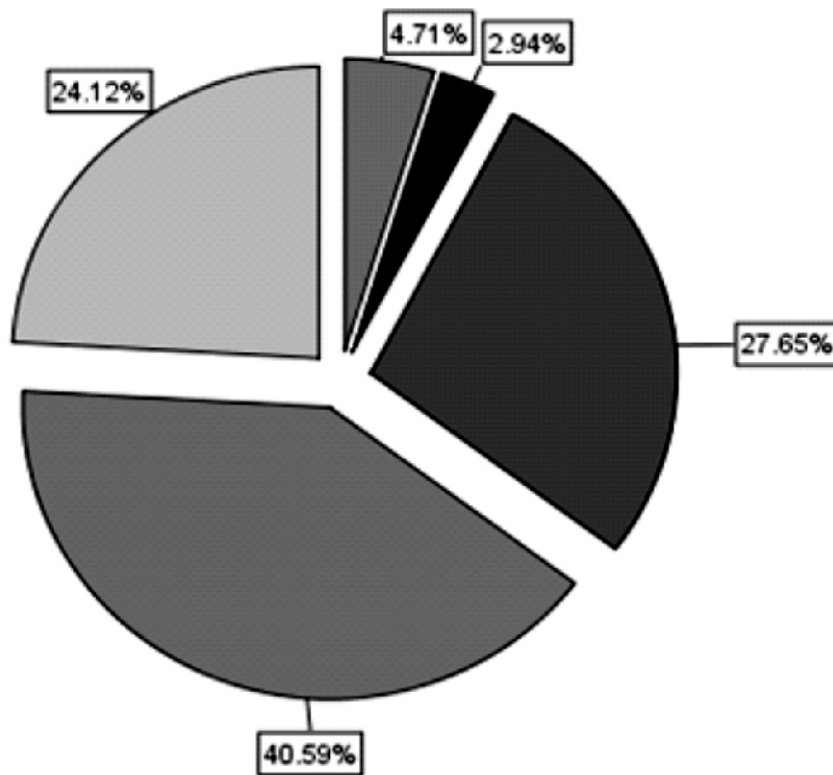
The utilization of online indexes, abstracts, and full-text journals and books was found to be widely accepted among the respondents, as the majority (99.5%) expressed agreement, while a small fraction (0.5%) strongly concurred. This indicates a strong level of confidence in utilizing online indexes, abstracts, and full-text resources. "Efficient Utilization of Computers and Internet": The entirety of the participants (100%) concurred with the aforementioned assertion, thereby signifying a unified accord regarding the proficiency in employing computers and the Internet. It attains the highest rank in terms of agreement. The survey results indicate that a significant proportion of respondents (72.9%) expressed strong agreement, while

27.1% expressed agreement, regarding their understanding of ideas related to fair use, copyright, and plagiarism. This suggests a significant degree of confidence in comprehending these concepts. The level of agreement is moderate.

The investigation uncovered varying degrees of concurrence among participants for distinct assertions. While

there was a consensus on certain aspects, such as computer and internet usage, other areas, such as employing Boolean operators and effectively communicating information online, need further assurance. The consensus about the comprehension of concepts and the retrieval of pertinent information from online sources was found to be of a moderate nature.

**1: Showing the Respondents' Level of Academic Performance among Postgraduate Students of NBTS**



The distribution of grade point averages (GPA) among the respondents is depicted in Figure 1. The majority of participants (40.59%) reported having a Grade Point Average (GPA) between 4.01 and 4.50, although a significant

proportion (27.65%) indicated a GPA between 3.51 and 4.00. A lesser proportion of participants had grade point averages (GPAs) below 3.00 (4.7%) or within the range of 3.01 to 3.50 (2.9%). Furthermore, it was found that

24.1% of the participants possessed a Grade Point Average (GPA) of 4.50 or higher.

Based on the study conducted, it can be inferred that a considerable proportion of the participants exhibited elevated academic performance, as indicated by their GPAs. Specifically, 40.6% of the respondents attained a GPA

ranging from 4.01 to 4.50. This finding suggests a strong academic achievement among this particular cohort. Furthermore, it is worth noting that a minority of individuals with lower grade point averages (GPAs) reflects a diverse spectrum of academic accomplishments within the sample.

**Table 3: Showing respondent's factors affecting academic performance**

Statements	SA (F/%)	A (F/%)	D (F/%)	SD (F/%)	Mean	SD	Rank
Economic factors	160 (94.7%)	4 (2.4%)	42 (20.0%)	4 (2.4%)	1.12	0.56	5th
Social factors	115 (68.0%)	53 (31.4%)	42 (20.0%)	1 (0.6%)	1.96	0.19	2nd
Psychological factors	110 (65.1%)	49 (29.0%)	1 (0.6%)	50 (24.8%)	1.33	0.51	3rd
Environmental factors	115 (68.0%)	54 (32.0%)	9 (5.0%)	32 (8.0%)	1.33	0.47	4th
Personal factors	7 (4.3%)	156 (95.1%)	42 (20.0%)	4 (2.4%)	1.97	0.26	1st

The table presented above illustrates the viewpoints of the participants regarding the various aspects that influence academic achievement. The majority of participants (94.7%) expressed great

agreement with the influence of economic variables on academic performance, signifying a substantial consensus. Conversely, a minority (0.6%) held a contrary viewpoint,



indicating a limited amount of disagreement. In relation to social aspects, a significant majority of respondents (68.0%) expressed strong agreement, while 31.4% indicated agreement, and no respondents expressed disagreement. This finding suggests that nearly all participants concur that social variables have a substantial impact on academic achievement.

The findings of the study indicate that a significant majority (65.1%) of the participants expressed strong agreement on the influence of psychological elements on the academic performance of students. Additionally, a notable proportion (29.0%) of respondents also expressed agreement on this matter. There was a unanimous agreement among all respondents. In contrast, a significant majority of respondents (68.0%) expressed strong agreement with the notion that environmental influences have a

substantial impact on students' academic performance, whereas a smaller proportion (32.0%) agreed with this statement. There was a unanimous agreement among the respondents. On the contrary, a minority of respondents (4.3%) expressed strong agreement with the impact of personal variables on academic success, but a substantial majority (95.1%) concurred with this notion. This suggests that personal variables play a significant role in influencing academic performance.

The aforementioned findings indicate that participants acknowledge the significance of economic, social, psychological, environmental, and personal elements in relation to academic achievement. Nevertheless, it is widely acknowledged among the respondents that personal characteristics have a significant role in influencing academic achievement, thereby establishing them as the predominant element.

**Table 4: H<sub>01</sub> There is no significant relationship between information literacy skills and the academic performance of NBTS, Ogbomoso postgraduate students.**

**Summary of Pearson Product-Moment Correlation Showing the significant relationship between information literacy skills and academic performance.**

Variables	N	Mean	Std. Dev	R	Sig	Remark
Information Literacy Skill	160	23.98	4.63	.228*	.012	Sig
Academic Performance	160	17.75	3.04			

The above table revealed a significant positive relationship between information literacy skills and academic performance ( $r= 0.228$ ;  $P<0.05$ ). Therefore, the null hypothesis formulated is rejected. This implies that the positive relationship between academic performances is influenced by using information literacy skills, considering the correlation coefficient and significant level.

### **The finding of the Study**

Research question one aimed to assess the extent of information literacy skills among postgraduate students. The findings revealed that all 210 (100%) participants demonstrated effective utilization of computers and the Internet. Additionally, 160 (76.2%) individuals exhibited the ability to determine the necessary quantity and quality of information required for their purposes. Moreover, 200 (95%) respondents reported ease in locating information resources, while 157 (76%) acknowledged their proficiency in finding relevant information online. Furthermore, 124 (59%) participants demonstrated comprehension of the concepts of fair use, copyright, and plagiarism. The aforementioned statement suggests that postgraduate students at the Nigerian Baptist Theological Seminary in Ogbomoso demonstrate proficiency in computer usage and possess a commendable level of information literacy skills. This finding aligns with the research conducted by Omeluzor, Bamidele, and Onuoha (2013), which asserts that individuals who are information literate exhibit certain attributes such as the ability to identify information, effectively access information, evaluate information, and integrate selected information into their existing knowledge base. The efficient utilization of information is crucial for achieving specific objectives and gaining a comprehensive understanding of the economic, legal, and social difficulties associated with the ethical and lawful use of information. Adeniran and

Onuoha (2018) conducted a study which revealed that the students demonstrated the ability to effectively organize and utilize information obtained from internet sources. Consequently, the information literacy abilities of postgraduate students were enhanced, leading to an increased utilization of electronic resources. The second research question aimed to determine the academic performance of postgraduate students at the Nigerian Baptist Theological Seminary in Ogbomoso. The findings revealed that 40.59% of the students achieved a GPA between 4.01 and 4.05, while 27.6% obtained a GPA between 3.51 and 4.00. These results suggest that the level of academic performance among postgraduate students was relatively high, indicating a strong academic performance. The aforementioned observations align with the research conducted by Purnima et al. (2019), wherein it was observed that students possessing advanced information literacy skills exhibit a greater degree of knowledge acquisition. This enhanced knowledge acquisition has the potential to positively impact students' grade point averages. Conversely, Soleymani (2014) examined the direct correlation between information literacy skills and academic performance among postgraduate students.

Research question three examines the various elements that influence the academic achievement of postgraduate students at the Nigerian Baptist Theological Seminary in Ogbomoso, Oyo state. According to the findings, a significant proportion

(94.7%) of postgraduate students' academic success is influenced by economic circumstances. Additionally, social elements (68%), psychological factors (65.1%), personal variables, and environmental factors (95.1%) also play a role in shaping their academic outcomes. The percentage is 68.0%. In support of this assertion, a research investigation conducted by Purnima et al. (2019) discovered that various psychological, environmental, social, and personal factors exhibit variations across individuals, locations, and perceptions of distinct groups. These factors exert a substantial impact on the academic performance of postgraduate students at the Nigerian Baptist Theological Seminary in Ogbomosho. In a similar manner, a descriptive study conducted by Nzewi, Chiekezie, and Ikon (2012) revealed that the adjustment of time not only influences the academic performance of postgraduate students in terms of grade points, but factors such as family, workload, and psychological aspects also exert a negative influence on the academic performance of postgraduate students in Nigerian educational institutions.

### **Recommendations**

The following recommendations are made based on the findings:

1. Postgraduate students of Nigerian Baptist Theological Seminary Ogbomosho must attend seminars, workshops or be under information literacy education in order to be able to communicate information retrieved online by themselves.
2. They should also understand how to use online indexes and abstracts effectively.
3. They should also understand the

concept of fair use, copyright and plagiarism.

4. They should also learn how to use Boolean operators for research.
5. Finally, postgraduate students should know as much as they attend information literacy programs and constantly engage in information search, and their information literacy skills will be widened.

### **Conclusion**

The cultivation of information literacy skills is of utmost importance within academic settings, since it directly impacts the academic achievement of students across all educational levels. This study aims to investigate the information literacy skills and academic performance of postgraduate students at The Nigerian Baptist Theological Seminary, Ogbomosho. Based on the findings of the research, it is evident that information literacy plays a crucial role in achieving academic success. Consequently, the academic performance of postgraduate students may experience significant improvement, enabling them to effectively compete with their peers. The research conducted revealed a significant requirement for increased proficiency in utilizing Online Public Access Catalogs (OPAC), indexes, and abstracts, as well as a noticeable deficiency in understanding Boolean search operators. Information literacy skills play a crucial role in the learning process within our modern world. It is important to acknowledge that students who lack these skills may encounter delays and frustrations when conducting research.

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