

**INFLUENCE OF INFORMATION LITERACY SKILLS AND KNOWLEDGE
ACQUISITION ON LIFELONG LEARNING OF POST-SECONDARY
SCHOOL USERS IN PUBLIC LIBRARIES IN SOUTH-WEST NIGERIA**

BY

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ABSTRACT

This study investigated the influence of Information Literacy Skills and Knowledge Acquisition on Lifelong Learning of Post-secondary School Users in Public Libraries in South-west Nigeria. The objectives were to find out the level of lifelong learning possessed by the post-secondary school users, ascertain the resources and infrastructure available for information literacy activities on lifelong learning, determine the level of information literacy skills possessed by public library staff to promote lifelong learning, determine the influence of information literacy skills possessed by post-secondary school users and to find out the influence of knowledge acquisition possessed by postsecondary school users for lifelong learning. Descriptive survey was adopted. The population comprised of six librarians and 4294 registered post-secondary school users. The entire population of the librarians were adopted, simple random sampling technique, Krejcie and Morgan population table was used to draw the sample size of 352 patrons. Questionnaire and observation checklist were used for data collection. Mean and standard deviation were used in analyzing the research question while PPMC and Chi test was used to test the hypotheses. The study discovered that post-secondary school users has a mean score of 2.95 on their level of awareness on the importance of lifelong learning which has helped has helped them to be active contributors to the society, the public library staff are also aware that information literacy skills has an efficient impact on lifelong learning of users with a mean score of 3.17, which are above the benchmark of 2.50 mean score. The study also revealed there is a significant relationship between information literacy skills, knowledge acquisition and lifelong learning of post-secondary school users in this study with a p-value of 0.356. However, limited and outdated resources, erratic power supply and funds were major constrains to information literacy skills training, knowledge acquisition and lifelong learning in public library in South-west Nigeria. The study

recommended among others that government should make provision to ensure adequate training for library staff, resources and facilities to properly implement information literacy skills and information dissemination.

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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study

Education is an indispensable instrument for total development of man mentally, physically, socially and psychologically in all aspect. It is an unstoppable process in life of every person who wants to increase life opportunities, to make progress, to find a good job or simply to keep up with contemporary technologies and ideas. Learning has become more critical as a factor which influences the employability of individuals, such is the scenario whereby even those who are currently employed would have to further enhance or upgrade their knowledge and skills to remain relevant in today's workforce. This development and change brought about the concept lifelong learning, which enables

individuals to learn the knowledge and skills they need at any stage of their lives. Lifelong Learning is a continuous supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lifetimes. From the above definition, it is glaring that every individual, regardless of gender, age, race and socio-economic background has an equal opportunity to adjust to the demands of social and economic changes and to participate actively in shaping the country's future.

In today's competitive global market lifelong learning demands lifelong learning, employers place a premium on those who continually acquire skills and knowledge and have the ability to adjust to the evolving needs of the global labour market. Thus the ability to engage in lifelong self-directed learning is the most important competence that people must possess. Lifelong learning can enhance post-secondary school users understanding of the world, provide more and better opportunity and improve the quality of life.

Lifelong learning is attitudinal, one should be open to new ideas, decisions, skills or behaviours. Skills required for lifelong learning include the need to acquire information, process the information, evaluate the acquired information and transfer the knowledge. Lifelong learners need to know what they want to learn, how to come up with their learning plans and exercise critical and creative thinking, problem solving and decision making accompanied by regular self-reflection (Latif *et al.*, 2012).

Yang and Cotera (2011) pointed out lifelong learning as planned or unplanned learning activities, according to personal interests and needs, in the phases of individual life. It is an activity which is undertaken throughout life resulting in enhancement of knowledge,

skills and competences within a personal, civic, social and/or employment-related perspective. Guay *et al.* (2014) explained that an individual constantly learn knowledge, conceptual attitudes, and technological abilities in order to adapt to the environment for survival. The content of lifelong learning literacy for post-secondary users contained the abilities to cultivate enthusiastic learning attitudes, present fundamental cognition, learn how to learn, use learning resources, and teamwork (Murphy *et al.*, 2011). A lifelong learner creates and maintains a positive attitude to learning both for personal and professional development.

Lifelong learning is the life wide, voluntary and self-motivated pursuit of knowledge not only for personal use but professional reasons as well. It does not only enhance social inclusion, active citizenship and individual development, but also increases competitiveness and employability. The importance of Lifelong Learning has been increasing for some important reasons. These are increase in life expectancy, ease in life quality, career growth etc. It provides second chances to update basic skills and also offer learning opportunities at advanced levels. Oinam and Thoidingjam (2019) pointed out ten benefits of Lifelong learning as follows:

1. improve life for self-fulfillment.
2. adopt new friends and establish valuable relationships.
3. gets us involved as active contributors to society.
4. aids in finding meaning in lives.
5. helps adapt to change.
6. transform the world to a better place.
7. enhance wisdom.
8. support a curious, hungry mind.
9. opens the mind.

10. aids in full development of natural abilities.

Considering the role lifelong learning plays on national development, post-secondary school users who are apparently the managers and leaders of tomorrow should be equipped with skills that will promote their lifelong learning activity.

For a good development of lifelong learning, variables such as information literacy skills and knowledge acquisition are essential. Information literacy refers to the ability of learners to access, use and evaluate information from different sources, to enhance learning, solve problems and generate new knowledge. Today the issue is no longer lack of information rather information is unexpectedly flowing in human life regardless of one willing to or getting prepared for it (Yang & Cotera, 2011) people now have to face and handle large amount of information that information literacy becomes a new skill for people and reveals major effects on human life. Information literacy skills have extended to the search for information on the internet or in a book through the use of searching skills, as it involves one's ability to determine whether or not the information obtained is accurate and reliable. Analysis of an information need, knowledge of resource, access tools evaluation, and the interpretation of results are critical to successful lifelong learning. Grizzle and Calvo (2013) averred that information literacy skill is a set of abilities to discover, retrieve, analyze, and use information. Such abilities allowed students searching, filtering, utilizing, smoothly completing research and most importantly aiming to become lifelong learners. Information literacy skill is an important gain for post-secondary school users, to know where to acquire the best and the most utilizable information, be able to evaluate information, judge the accuracy, appropriateness, and effectiveness.

Chang (2012) pointed out information literacy skills as the key ability to solve problems, reasonably and effectively communicate and interact with the others. It not only allowed people becoming lifelong learners, but could have individuals experience the fun in acquiring knowledge to further create the constant and active learning motivation in the life. Information literacy skills provide framework for identifying, understanding, evaluating and using information which include determining the nature and extent of needed information, access information efficiently, critically evaluate information and its sources, incorporate the selected information into learners knowledge base and value system. Koppa *et al.* (2012) regarded information literacy skill as the key ability to solve problems, an individual perceiving the need for information and being able to effectively apply proper information tools to search, acquire, evaluate, and use various types of information.

Allen and Seaman (2011) opined that information literacy skills are necessary skills and fundamental human rights for lifelong learning in the information era, including the abilities to recognize information needs, find, evaluate, effectively and ethically use information, apply information to create and exchange knowledge, involving in interdisciplinary learning, critical thinking, and interpretation skills. Acquisition of Information literacy skill is imperative for a lifelong learning, it is a means to express personal ideas, develop arguments, refute the opinions of others, learn new things, and simply identify the truth or factual evidence about a topic.

Accordingly, cultivating citizens with information literacy, well utilizing information technology, actively promoting information education, and creating lifelong learning abilities mandate immediate attention so as to adapt to future development trend as well as cope with approaching challenges. Information literacy skill help lifelong learners to

understand the skills of self-learning, career planning, communication abilities, critical thinking, information collection, resource application, problem solving, and obstacle removal. In addition to basic living skills, being able to promote specialty, create responses, using information effectively to accomplish a specific purpose, understanding the economic and legal issues surrounding the use of information, transform data into knowledge and intelligence as well as being able to proceed learning activities, sharing and exchange of information are all benefit of information literacy skills (Feng & Ha 2016).

Information literacy skills serves as a bedrock for lifelong learning and it is important for users to acquire the literacy skills to aid their information retrieval. Information literacy skills help lifelong learners to cultivate motivation, induce drive, be glad to learn and enjoying learning, presenting independent willingness and strong interests, present active attitudes towards knowledge acquisition, accepting and being brave to face learning frustration, participating in study activities, constantly applying learning outcomes to improve and deliver the importance of lifelong learning to others. Postsecondary users must show a tendency for lifelong learning by acquiring information literacy skills to contend with the rapid information growth in the information society. (Ekenna & Iyabo, 2013)

Information literacy skills reduce time wastage and instill lifelong research skills in the learner. Al-Issa (2013) emphasized that information literacy skills are needed for work, learning and life. It is a skill that provide necessary base for learning all other skills which enable individuals including librarians to evolve with their jobs and adapt to their workplace changes. Since learning is part of human existence, an individual success in

searching and retrieving information will be determined by their level of information literacy skills which cannot be overemphasized.

Another important variable related to lifelong learning is knowledge acquisition. Knowledge has been recognized as a valuable resource for a coping and competing in an uncertain environment. When post-secondary school users have limited knowledge about the world, they have smaller capacity to learn about it. Abdulsalami *et al.* (2013) described knowledge as the body of information and understanding which individuals acquire through life experiences and education. The researchers were of the view that knowledge is a fluid mix of structured experience, contextual information, values and expert insight that provides a framework for evaluating and incorporating new experience and information. Knowledge acquisition is an act of accepting knowledge from the external environment and transforming it so that it can be used to change the mental model. Gallois *et al.* (2015) opined that acquisition of knowledge occurs through complex interactions between the individual and her circumstantial characteristics. Among these circumstantial characteristics, daily life experiences are essential determinants in the acquisition of knowledge as they shape not only the kind of knowledge being learned, but also the way such knowledge would be learned along the lifespan. Knowledge acquisition expands the opportunity for post-secondary school user to create new connection and make them better independent lifelong learner. With the increase use of the internet, it is possible to access vast amount of knowledge online. The acquisition, availability and management of knowledge via the internet are critical success issue for lifelong learning, particularly it allow acquisition and dissemination of large quantities of knowledge in short time.

For knowledge to be acquired, willingness and ability of a recipient to acquire and use knowledge are crucial elements. Knowledge acquisition involves the acquisition from

human experiences, books, documents and computer files. The knowledge may be specific to the problem at hand or maybe for general knowledge. Therefore, acquisition, creation, deployment of knowledge and adequate knowledge on information literacy skills are vital for the post-secondary school users in order to become lifelong learners.

The post-secondary school users are made up of the students in the technical schools, tertiary institutions, artisan, retiree, aged, professionals etc. They need unrestricted access to valuable, relevant and up-to-date information which can only be guaranteed in the library. Post-secondary school users constitute a larger population of people that has powerful effect to implement changes in the society. They are part of the populace that will take on batons from the present elites. Therefore, it is pertinent to equip them with necessary skills to perform their daily task, leisure as well as to inculcate sound morals in them for their own benefit and that of the society. Basic information literacy skills and knowledge acquisition are important assets to post-secondary school user to exploit desired information in their lifelong learning processes.

One of the major institutions that can promote information literacy, knowledge acquisition and lifelong learning is the public library. The public libraries as described by International Federation of Library Association and Institutions/United Nations Education Scientific and Cultural Organization (IFLA/UNESCO, 2022) standards is the gateway to knowledge, provides a basic condition for lifelong learning, independent decision making and social grouping. They are established to provide information needs of the general public as it is regarded as the dynamic and premiere community access point designed to proactively respond to a multitude of ever changing information needs (Koontz & Gubbin, 2010). A public library is referred to as the University of the Poor because it is open to all and sundry, irrespective of one's status in society, occupation,

age, sex and religion (IFLA, 2012). They are state agencies with the prospective to promote the quality of human life, community development and sustainable progress, it is essential to link the promotion of information literacy skills and lifelong learning to the capacity of public libraries. The public library is a community centre where the citizens will come to access their information, education and information needs in order to be lifelong learners. All over the world public libraries are dedicated to providing free and equitable access to information in written, electronic or audiovisual form for all. They play a key role in creating literate environments and promoting literacy by offering relevant and attractive reading material for all ages, offering adult and family literacy classes.

A strong information literacy program is crucial for its users, not only in strengthening their understanding of the available library resources but also for relaying confidence in their specific academic or social disciplines. Having strong information literacy skills will give post-secondary school users a competitive advantage when entering the workforce or in pursuing further study and attaining a higher academic degree. They need to be equipped with the necessary information literacy skills to know their exact information needs where to find it to become lifelong learners.

1.2 Statement of the Research Problem

For human survival and sustainable progress learning is inevitable. It enables individuals and society to adapt to collective change, prevailing technological, economic circumstances and experiences of the times. These changes require a simultaneous and corresponding change in human behaviour as well as modification in their attitudes and mindsets to be able to meet the changing needs of life. Thus, a society which is not acquiring knowledge to survive, progress and sustain its achievement is reclining.

Lifelong learning is the preoccupation of every responsible society and allows individuals with lower educational levels to aspire to attain high qualifications. It gives them hope, self- efficiency, address emerging trend in life and a sense of purpose in life. The conventional view of education and vocational training as providing most or all of the skills required for an entire lifetime has become outdated. In its place is a need for individuals to upgrade their skills on a continuous basis. Literature has established the importance of information literacy skills and knowledge acquisition as a means of empowering people in all walks of life to access, evaluate and use information effectively and efficiently to achieve their personal, social, occupational and educational goals (Feng & Ha, 2016, Koppa *et al.*, 2012, Allen & Seaman, 2011). Recently, it has also been regarded as the most important resource in promoting Lifelong Learning and has become a prerequisite for performing meaningfully in society. Hence it becomes pertinent for library users to develop efficient information literacy skills. Despite several conceptual researches on the relationship between Lifelong learning and information literacy skills there still seems a gap between theories and ideas in research and actual implementation of Lifelong Learning, Information Literacy skills and Knowledge Acquisition in Public libraries. Therefore, the fundamental question that triggers this research investigation is, “does public library take the center stage in educating their users which can be linked to their lifelong learning skills?” The factors proposed to explain this gap are either the library staff lacks the skills to train its users. Or the resources and infrastructure (including the Internet resources) at the disposal of staff is limited, hence limiting the degree of public librarians’ involvement in enhancing information literacy skills of users.

This research sought to establish in literature how information literacy skills and knowledge acquisition can affect the lifelong learning of post-secondary school users in public libraries in south-west Nigeria.

1.3 Aim and Objectives of the Study

The aim of the study is to determine the influence of information literacy skills and knowledge acquisition on lifelong learning of post-secondary school users of public libraries in South-west Nigeria. The objectives are to:

1. Find out the level of lifelong learning knowledge possessed by the postsecondary school users in public libraries in south-west Nigeria.
2. Ascertain the resources and infrastructure available for information literacy activities on lifelong learning in public libraries in south-west Nigeria.
3. Determine the level of information literacy skills possessed by public library staff to promote lifelong learning of post-secondary school users in public libraries in south-west Nigeria.
4. Determine the influence of information literacy skills possessed by postsecondary school users for lifelong learning in public libraries in south-west Nigeria.
5. Determine the influence of knowledge acquisition possessed by post-secondary school users for lifelong learning in public libraries in south-west Nigeria.
6. Determine the challenges faced in promoting lifelong learning through information literacy to post-secondary school users of public libraries in Southwest Nigeria.

1.4 Research Questions

The following questions guided the study:

1. What is the level of lifelong learning knowledge possessed by post-secondary school users in public libraries in south-west Nigeria?
2. What are the resources and infrastructure available for information literacy activities on lifelong learning in public libraries in south-west Nigeria?
3. Find out the level of information literacy skills possessed by public library staff to promote lifelong learning of post-secondary school users in public libraries in south-west Nigeria?
4. To what extent does the information literacy skills possessed by post-secondary school users influence their lifelong learning in public libraries in south-west Nigeria?
5. How does knowledge acquisition possessed by post-secondary school users influence their lifelong learning in public libraries in south-west Nigeria?
6. What are the challenges faced in promoting lifelong learning through information literacy to post-secondary school users of public libraries in Southwest Nigeria?

1.5 Research Hypotheses

The following set of null hypotheses was tested at 0.05 level of significance:

1. There is no significant relationship between information literacy skills possessed and lifelong learning of post-secondary school users in public libraries in Southwest Nigeria.
2. There is no significant relationship between knowledge acquisition possessed and lifelong learning of post-secondary school users in public libraries in Southwest Nigeria

3. There is no significant influence of availability of information literacy skills and knowledge acquisition on lifelong learning of post-secondary school user in public library in southwest Nigeria

1.6 Significance of the Study

The outcome of this study will benefit individuals due to rapid changing and complex socioeconomic and political world; people will become lifelong learners to meet life challenges. It will form the basis of self-directed learning process focused on goal directed, in-depth learning which is oriented to problem solving and decision making. The study will establish the effectiveness of information literacy skills and knowledge acquisition in promoting lifelong learning,

To the management of the Public libraries, this study will encourage staff training and development to conform to the trend of modern era to promote lifelong learning and information literacy. It will provide plan for public library authority to measure and correct weakness and strengthen their service delivery relieving librarian the burden of repetitive task of assisting individual user in information seeking tasks.

This study will help the public library staff in providing relevant information materials to assist users in knowledge acquisition that will meet their life challenges and contribute meaningfully to the society.

It will also serve as a reference point for further research.

1.7 Scope of the Study

This study is focused on the influence of information literacy skills and knowledge acquisition on lifelong learning of post-secondary school users in public libraries in

South-west Nigeria. The study covered information literacy skills and knowledge acquisition as factor influencing lifelong learning by post-secondary school users in public libraries in South-west Nigeria. The study covers Ekiti, Lagos, Ogun, Ondo, Osun and Oyo States public libraries.

1.8 Operational Definition of Terms

The following terms are defined as used in the study

Influence refers to the capacity the information literacy skills and knowledge acquisition has to impact the lifelong learning of post-secondary school users in public libraries in south-west Nigeria.

Information literacy skill is post-secondary school user's ability to identify, access, evaluates, utilize and communicate information effectively in any format.

Knowledge acquisition is post-secondary school user's process of absorbing and storing new information in his/her memory, the success of which is often gauged by how well the information can later be retrieve and use for lifelong learning.

Lifelong learning is the process of learning in which the post-secondary school user's retain the development of knowledge, interest and skill throughout life.

Post-secondary school users are library users that have passed the secondary school stage undergoing both formal and/or informal education. These include students of higher learning, workers, job seekers, retires, artisan, rural dwellers etc that make use of library for their lifelong learning activities.

Public library is otherwise termed people's university where post-secondary school user's of the community can have free access and equal rights to information regardless of race, nationality, age, gender, religion, language, disability, educational achievements as well as economic and employment status for lifelong learning activities.

South-west is one of the major division in modern Nigeria created during the regime of president General Sani Abacha and it consist of six states namely Lagos, Ogun, Oyo, Osun, Ondo and Ekiti.

CHAPTER TWO

2.0 LITERATURE REVIEW

This chapter presents the conceptual framework, the theoretical framework and review of related literature

2.1 Conceptual Framework Showing Relationship between Information Literacy skills, Knowledge Acquisition and Lifelong Learning

The term Information literacy is synonymous to user education and orientation in the use of libraries. It has been extended to deal with the concepts such as information explosion brought about by the speedy growth in digital technologies, the desire of the information society for competent information users, as well as to meet with the prerequisites of the knowledge economy for a sensitive and knowledgeable labour force. Okoye (2019) affirmed that information literacy skill is more than the capacity to read and write any type of information to the desired audience, it is also the capability to locate, access, evaluate, organize and use information to learn, solve problems and make right decisions, in any contexts, either at work, at home and even in learning situations.

Information literacy skills competence as described Kamila (2011) is an individual's aptitude to recognize the need for information, and be capable of identifying, locating, evaluating, and effectively use the information for the problem. Akpovire *et al.* (2019) specified that information literacy skills are displayed by ideas such as the abilities to find, retrieve, and use information, the capability to handle information, and the ability to make decisive choices about information resources. As human beings, our need for knowledge is boundless and unbounded. Ennis (2015) argued that knowledge empowers the learner to know what to do and understand when and how to perform, Learning is a meaning-making process in which learners construct and reconstruct knowledge through

actively engaging in structured learning activities (Gallois *et al* 2015). In this sense the meaningful interactions between the learner and the content play a critical role for learning to occur. These tasks required students to understand in depth the connection and relationship between various concepts and principles and how to apply the knowledge in daily life. Identification, selection, acquisition, and creation of knowledge are ongoing activities for human beings. We acquire knowledge from different sources and places for undertaking a variety of works and tasks for day-to-day life. This is because acquiring knowledge enlightens us and helps us in making wise decisions, discovering a new phenomenon, developing new approaches as well as techniques and technologies, and modifying existing knowledge and theories. Moreover, knowledge acquisition plays a vital role in shaping human thinking and character building. The tremendous growth of technological advancements and the rapid changes in the modern world have increased awareness about the importance of appropriate knowledge acquisition and production (Kaba & Ramaiah, 2018).

Lifelong learning is about acquiring and updating all kinds of abilities, interests, knowledge and qualifications from the pre-school years to post retirement which promotes the development of knowledge and competences that will enable adaptation to the knowledge-based society and also valuing all forms of learning. Learning can no longer be classified into a place and time to acquire or to apply. Lifelong learning is an essential challenge for inventing the future of our societies; it is a necessity rather than a possibility or a luxury to be considered. Lifelong learning is more than adult education and/or training; it is a mindset and a habit for people to acquire. (Bagci 2011).

However, developing lifelong learning skills and acquiring knowledge can be very challenging if not impossible in the absence of appropriate tools and relevant sources. The

excellence of good decision relies on the availability of the value of information available, accessible and used by individuals. The significance of having competency in information literacy increases the privilege for individuals to be independent learners, as they continue to use a wide range of assorted information sources to increase their knowledge, ask conversant questions, and polish their critical thinking competencies for further self-directed learning (ACRL, 2012).

Information literacy skills and knowledge acquisition are indispensable to success of lifelong learning, employment, and daily interpersonal communication of any citizen. It provides one with a way of knowing and making sense of the world around us and thus enables us to meet the increasing demands of modern life. Thus, information literacy, knowledge acquisition and lifelong learning have a strategic and mutually reinforcing relationship with each other that is critical to the success of every individual, organisation, institution and nation-state in the global information society. These terms should ideally be harnessed to work symbiotically and synergistically if people and institutions need to survive and compete in the 21st Century and beyond.

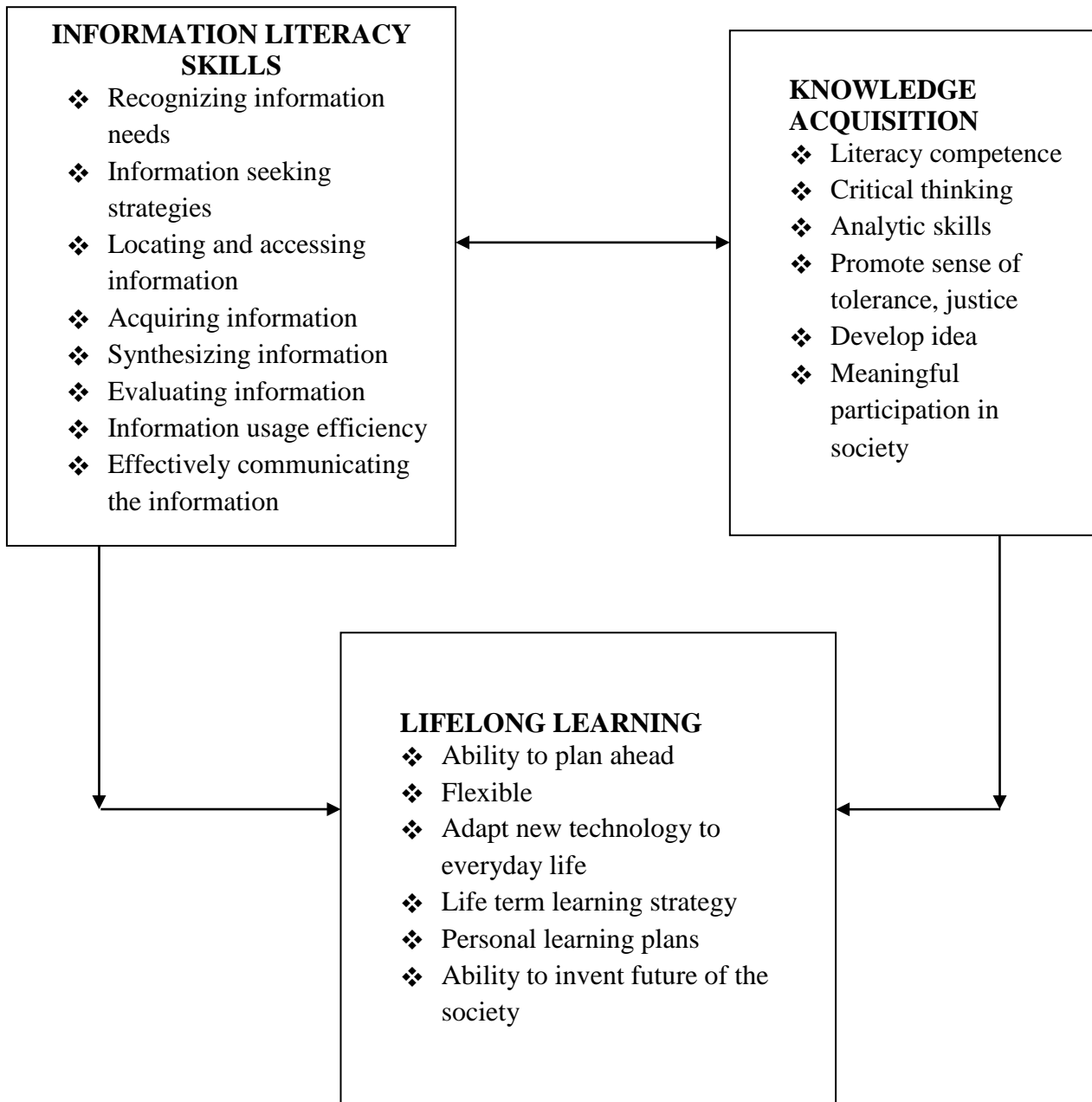


Figure 2.1: Information Literacy Skills and Knowledge Acquisition in Relating to Lifelong Learning

2.1.1 Concept of information literacy skills

The concept information literacy originates from scholastic training, which means to instruct, to teach and to train. It was first used by Paul Zurkowski¹, the President of Information Industry Association in 1974. According to him information literate peoples are those trained in the application of information resource in their work. They have

learned techniques and skills for utilizing the wide range of information tools as well as primary sources in molding information solutions to their problems. Now-a-days the term Information Literacy has become a strapline and has been used by several authors in different ways such as infoliteracy, informacy, information empowerment, information competence, information literacy and skills, information handling skills, information problem solving skills etc. (Swapna & Biradar 2017).

Similarly, the concept of information literacy incorporates not only the traditional skills of reading and writing, but also concepts of media literacy, computer literacy and other forms of literacy (Nielsen & Borlund, 2011). Hall (2010) stated that Information literacy is more than a set of skills; it must include the abilities needed to engage with information and to transform the information to make it useful within a variety of contexts (Seifi *et al*, 2020).

Rapchak *et al*. (2015) affirmed Information literacy skills does not constitute a single idea and understanding, it involves being able to follow a logical path from start to finish. According to the researcher information literacy skill begins by understanding the need to acquire information and then delves into using the vast amount of resources that are available to find, access, evaluate and properly use the information

Hasanlu and Jafari (2015) revealed that Information literacy skills enables the learners to master the content of the information and expand their searches; strengthen their self-direction and gain more control over their learning.

Okiki and Mabawonku, (2013) described information literacy skills as the ability to define one's information needs and then to access, evaluate, process and use retrieved information strategically.

In the same vein, CILIP (2018) concluded that Information literacy skill is the ability to think critically and make balanced judgments about any information we find and use. It empowers us as citizens to reach and express informed views and to engage fully with society. This later definition links to sentiments first mentioned by Zurkowski (1974), which sees a wider context for information literacy beyond the education arena and a competencies base. The internet provides information on virtually every topic and area of interest which is retrieved easily by conducting a few simple keyword searches in Google. Nevertheless, as a requirement, users need to have an awareness of the information being presented as online information is not always reliable

Continuous assessment of user's outcomes in information literacy skill is the key to its successful development and implementation. Through various assessment mechanisms, information literacy professionals can ensure that their instructional programs are effective in achieving their mission. The overwhelming demand for information literacy has prompted librarians to prepare faculty in all disciplines to incorporate information literacy standards into their curricula for students to benefit fully from their educational experience (Al-Issa, 2013). Information literacy skills form the basis for all of the other literacy's. Developing the good question, selecting sources, searching for information, critically evaluating the information found, citing the resources, and creating a new product for a specified audience are all components of information literacy (Seifi *et al.*, 2020).

2.1.2 Concept of lifelong learning

Lifelong learning can be defined as all purposeful learning activity undertaken on an ongoing basis with the aim of improving knowledge, skills and competence. It contains various forms of education and training, formal, non-formal and informal, e.g. the

traditional school system from primary to tertiary level, free adult education, informal search and training, individually, in a group setting or within the framework of social movements (Aikaterini, 2015). Wall (2012) broadly defined lifelong learning as learning that is pursued throughout life; learning that is flexible, diverse and available at different times and in different places. Lifelong learning crosses sectors, promoting learning beyond traditional schooling and throughout adult life.

In a broader sense, Kumar and Surendran (2015) posited that lifelong learning applies to all kinds of experiences that help people to become wiser, more enlightened and full members of society. The researcher further stated that lifelong learning is an educational philosophy that is changing rapidly and modernizes the entire society. It is an educational movement that says it is never too early nor too late to learn. It involves changing attitudes and beliefs, keeping in mind that anyone can and should be open to new ideas, decisions, skills and behaviors.

Similarly, Soni (2012) stated the characteristic of lifelong learning encompasses both formal and informal types of education and training. Formal learning includes the hierarchically structured school system that runs from primary school through the university and organized school-like programs created in business for technical and professional training. Whereas informal learning describes a lifelong process through which individual acquire attitudes, values, skills and knowledge from daily experience and the educational influences using resources in his or her environment, from family, neighbors, work, play, market place, the library and the mass media.

Amarteifo (2015) stated that lifelong learning can instill creativity, initiative and responsiveness in people thereby enabling them to show adaptability in post –industrial society through enhancing skills to:

- Manage uncertainty,
- Communicate across and within cultures, subcultures, families and communities,
 - Negotiate conflicts.

Nowadays, there is a draw more than ever to lifelong learning to stay young and stay mentally sharp. It is important to note that lifelong learning can take on many different forms and does not have to be what we think of when we think of the traditional learning classroom environment. One thing cannot be disputed though; lifelong learning is something we should all engage in, having an obligation to ourselves to continue learning throughout the whole of our lives (Eggelmeyer 2010).

Currently, there is growing interest worldwide by governments, professional bodies, employers, and workers in lifelong learning. This interest relates to the ongoing learning beyond compulsory education and initial occupational preparation across working life. Much of this interest is driven by key social and economic imperatives associated with sustaining individuals' employability in the context of changing requirements of work and working life, (Halttunen *et al.*, (2014).

2.1.3 Role of information literacy skills in lifelong learning

Lifelong learning is an education resulting from integration of formal and informal education so as to create ability for continuous lifelong development and quality of life. Lifelong learning covers the whole range of learning, it also includes the skills, knowledge, attitudes and behaviours that people acquire in their day to day experience. Information literacy forms the basis for lifelong learning. It is common to all disciplines, environments and to all levels of education while recognizing the differences in learning

styles and in the nature and growth of literacy in diverse countries. It enables learners to master content and extent their investigations to become self-directed. Information literacy aims to develop both critical understanding and active participation. It enables students to interpret, make informed decisions as information users and it also enables them to become producers of information in their own right, and thereby to become more powerful participants in society.

Developing lifelong learners is central to the mission of higher and other educational institution and is increasingly reflected in descriptions of graduate qualities. Information literacy extends learning beyond formal classroom settings and supports individual in self-learning in all area of life. Recent reforms in higher education have placed greater emphasis on the need for students to acquire the competencies that have been identified in teaching, learning and learning plans.

Information literacy and lifelong learning substantially improve the:

- Set of personal choices and options offered to an individual in the context of personal, family and societal matters.
- Quality and utility of education and training in both formal school settings, entry into the workforce, and later in non-formal vocational or on-the-job training settings.
- Prospects of finding and keeping a satisfying job, rapidly moving up the career ladder with appropriate rewards, making profitable and intelligent business and economic decisions.

- Individual Participating effectively in social, cultural and political settings locally and at higher levels, and in recognizing and satisfying professional goals and objectives. (Kamila, 2011)

In its place, there is a need for individuals to upgrade their skills on a continuous or lifelong basis. The issue of acquiring knowledge through lifelong learning for all has become increasingly important in all over the world, as globalization and economic integration is making learning and training policies even more important (Hosseini & Toorasadi 2011). Seale (2013) takes a long, critical look at the ALA's 1989 Presidential Committee on Information Literacy report, the report claims that the information age creates a kind of national crisis. Seale quotes the report at length to capture its rhetorical focus on information literacy as essential to both the economy and jobs: "What is true today is often outdated tomorrow. A good job may be obsolete next year. To promote economic independence and quality of existence, there is a lifelong need for being informed and up-to-date"

Okpala *et al.*, (2017) affirmed that information literacy skill develops lifelong learning a skill which not only supports students' tertiary studies but also empower them in their future careers in industry.

2.2.4 Information literacy and knowledge acquisition

Earlier work in information literacy was focused on finding and gathering information for easily identifiable purposes, with little attention paid to more complex and dynamic contextual issues. This could be seen in Information Literacy Competency Standards for Higher Education from the Association of College and Research Libraries (ACRL).

These standards defined information literacy as a set of abilities to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (American Library Association). The UK laid out a similar approach in 1999, when the Society of College, National, and University Libraries (SCONUL) outlined seven pillars for information literacy. They included recognizing one’s information need; identifying different ways of addressing information gaps; constructing search strategies; using tools to locate and access information; evaluating information; and organizing, using, and communicating information.

Yet, focus of information literacy becomes ever-changing as researchers understand more about its potential to make an impact in the lives of people. This includes a shift to a socio-cultural approach, suggesting that “the way in which information literacy manifests itself as practice and process will be influenced by the narrative of the landscape and its interpretation within context” (Lloyd, 2010).

Lloyd (2012) conceptualized a combined view of information literacy through a people-in-practice perspective that considers complex social realities and situated learning. Gullbekk (2016) argued that this social focus requires moving away from viewing these contexts as stable norms, conventions and socially collected understandings or assumptions. In addition to this focus on context, Salisbury and Karasmanis (2011) called for increased awareness of a student’s existing knowledge.

In the place of standards is a view of information literacy as a process of learning, as individuals reflect on their learning about and with information, and they transfer their learning to new contexts (McBride, 2012). The increasingly complex and changing nature of organizations has renewed focus on the ability of individuals to continually learn. Employers consider information literacy to be important to the workforce because they

need a workforce that has the preparedness and the capability to constantly learn new skills (Weiner, 2011).

This also includes a shift to the creative activities of those who are information literate highlighted in Kutner and Armstrong's (2012), recognition that students are increasingly becoming producers of information in addition to information consumers. Similarly, Forster (2015) advocated altering the definition of information literacy to make explicit that information literacy is always involved in the development of specific, contextual knowledge.

2.2.5 Information literacy training in public libraries

Public libraries are well situated to address information literacy among their patrons and this field is seen as a logical extension to what was formerly called bibliographic instruction or user education

Lai (2011) undertook a research that explored the current state of Information Literacy training to identify the strategies and methods used by Canadian Public Libraries in improving Information Literacy skills for their staff and users. The study sought to find out the problems associated with the development of information literacy training. The research findings shows that Canada's public libraries valued their role as information literacy training providers and paid careful attention to staff development. The study also revealed that Canadian Public Libraries also collaborates with other institution to extend their Information Literacy training responsibilities. It also revealed that apart from financial constraints, there is the challenge of public libraries to let their staff undertake the learning theories associated with Information Literacy education and adult learning in order to enhance the quality of the training.

The emerging need for information literacy demands the ability to identify, locate, evaluate and apply information on the part of the user. Several studies have shown that a lack of information literacy is partly the cause of the under-utilisation of ICTs and information resources in Africa. Lwehabura and Stilwell cited in Adeleke *et al.* (2015), noted that documented evidence in the literature on libraries reveal that user instruction in public libraries is minimal. Amartefio (2015) point out that, other than a few initiatives reported by the South Africa public libraries, Information Literacy in Africa is still largely invisible. Ejedarifu (2015) surveyed the state of Information Literacy in public libraries in the Delta State in Nigeria found out that there was still a lack of relevant studies investigating Information Literacy training in public libraries in Nigeria. The researcher also noted that this was because of poor funding, lack of adequate staff, poor physical facilities, lack of adequate space and inability to cope with technology trends. This author further pointed out that access to information in rural communities in the Delta state was affected by a number of barriers such as basic infrastructure, low levels of literacy, lack of adequate information services, technical competencies on the part of public library staff and absence of Information Literacy programmes in the state. Another observation by the study is that many African countries only have a few public libraries.

Baro *et al.* (2013) compared information literacy in libraries in Nigeria with those in the United Kingdom and USA and deduced that libraries in Nigeria lagged behind in its implementation. The researchers claimed that lack of facilities, lack of understanding of information literacy, students nonchalant attitude towards attending information literacy sessions and low acceptance of low approach to information literacy were factors militating against Information Literacy training in university libraries in Nigeria. They submitted that Information Literacy initiatives would be effective only when necessary management supports and facilities for delivery are provided by university authorities in

Nigeria. Insights from the reviewed literature uncovered the fact that previous studies in information literacy in Nigeria have not adequately addressed the status of information literacy in Nigerian libraries. The focus of most studies was on challenges, barriers and problem of information literacy implementation. At best, some articles compared Information Literacy practices in selected Nigerian universities to other institutions in foreign lands. Discussions on the status of information literacy programmes in Nigerian libraries are uncommon and this is the gap that the present study intends to address. (Adeleke *et al.*, 2015).

In spite of the acknowledge role of public libraries in information literacy, there is still a lack of relevant study investigating information literacy training in public libraries in Nigeria in general, especially in the quality and organization of Information Literacy courses and skills of public librarian. This could be traced to the poor funding, lack of adequate staff, poor physical facilities, lack of adequate space and inability to cope with technological trends. Ejedafiru and Toyo (2015).

Martin (2013) analyses four selected standards for information literacy and shows that these standards model their approach to be a flexible, holistic, and integral part of the learning experience. However these standards are directed toward the academic and school library community, where information literacy is embedded into the learning process. Martin specifically finds that information literacy cannot be attained through brief, one-time experiences, but need lifelong and continuous refinement by becoming part of the learning experience.

Fact is, most of the research on information literacy has been from an academic or school library perspective as can be seen from reviews of the information literacy literature. Despite the obvious potential of the public library in developing information literate

citizens and stimulate lifelong learning, there is only a minor part of the research that relates specifically to the public library. Gilton (2012) identify two main reasons for this; the first reason is that the public librarians do not generally write and publish about their instruction activities. The second reason is that public librarians would report instructional activities as anything but instruction. Consequently, we do not have enough evidence on public librarians' perception of teaching and information literacy.

The role of providing information literacy training by public libraries is highlighted as an essential service and the most important goal of libraries with some scholars even suggesting that no other entity - government or private - is as appropriate to take on this growing need, has the skills necessary, or can do it as inexpensively as the public library (Balapanidou 2015).

2.2.6 Public library and lifelong learning

Lifelong learning has become essential to all people in today's information society as a result of easy and free access to information. A basic understanding of the concept is "learning throughout life, either continuously or periodically". This implies that learning is not restricted to educational institutions, but also takes place in library. Public libraries thus may play an important role in supporting the learning process not the least because lifelong learning is categorized by the inclusion of informal elements of learning, flexible learning opportunities and a shift towards self-directed learning.

This self-directed learning enhances active citizenship and employability, enabling people to participate in all spheres of social, political and economic life. Public libraries have always been collecting, preserving and providing resources and services relating to the history and development of the local community. They offer free places and equal access to resources for educational, informational and personal development both for recreation and leisure (IFLA/UNESCO, 2022).

IFLA (International Federation of Library Associations and Institutions), the international body which represents libraries and librarians worldwide, in collaboration with UNESCO (United Nations Educational, Scientific and Cultural Organization), the most important international organization related to educational development, and mainly active in the promotion of the lifelong education, have played a significant role in setting the international library and information services policy framework for public libraries (Lor, 2012).

The relationship between public libraries and lifelong learning is commonly identified by several authors using IFLA/ UNESCO Public Library Manifesto, characterizing public library as the local gateway to knowledge, providing “a basis for lifelong learning, independent decision-making and cultural development of the individual and social groups.

Nowadays, although many public libraries succeeded to adapt and have been transformed to information hubs and learning spaces for sharing professional advice and guidance, technology-based services and demands from students, teachers and young people are still emerging rapidly according to the current trends (Creelman, 2012).

Creelman (2012) believes that libraries' value in the future will no longer be based on their physical collection, but on the skill levels of their staff to provide services both in the building and on-line. On the other hand, as Nygren (2014) noted, librarians do not always have all the necessary skills in order to satisfy the digital learning needs of all groups. Nevertheless, he suggests that public libraries can adopt a connected learning approach and act as empowering community hubs that promote users collaboration and participation in lifelong learning training through peer-learning.

The concept of lifelong learning was considered to enable people adapt to changes that occurred both in their professional and personal everyday lives (Barros, 2012; Laal & Salamati, 2012). In this context, public libraries as an integral part of the society realised the need to expand training opportunities and schedule learning activities that enhance personal and social skills development as part of a lifelong perspective. Although, provisions of higher education regulation bodies such as the National Universities Commission (NUC) mandated the inclusion of information literacy in higher education curricula, only a few institutions give serious attention to the provision (Baro & Zuokemefa, 2011). Gilton (2012) characterised learning and information literacy instruction in the public library as a space for self-directed informal learning, with very basic instruction and guidance that has a focus on informational resources in both print and electronic formats. The public library has staff, information resources, and physical and virtual space readily available to use not only for students but for anyone. This raises the question of the librarians' role in the learning process and how far the librarians can take their role as learning facilitators.

2.2.7 The public library's role as a place for learning

Public library has been defined variously. Many see it as a place built for the collection of books and other printed resources and the personnel to provide and interpret such resources as required to meet the information, research, educational, recreational, cultural and aesthetic needs of the varied users and it is usually financed with public funds. Awoyemi and Yusuf (2012) sees public libraries as non-for-profit organizations, established, supported and funded by the community, either through local, regional or national government or through some other form of community organization.

The following are the role of public library as learning center

An Information Resource Center

The concept of the public library as learning place emphasize the public library as a place for discovering, seeking and locating information in various sources both print and electronic. The role of the public library is to provide access to information as a foundation for learning. This can be done either through seeking and selecting information for the users using the multitude of search tools available. In this conception knowledge of databases and Internet search tools are seen as important for the public librarians. Farmer (2016) averred that public libraries are a unique third space after home and school, where children and adults alike can make use of physical and digital resources to improve literacy and other basic skills and receive informal consultations from a trained librarian.

A Place for Independent Learning

The public library is a place for independent learning different from school learning or other educational settings. The public library in this conception is conceived as a place for learning and education though less for tuition and teaching, public library provide lifelong learning no matter whom you are and where you are in life. It is a free, open, and accessible place for inclination and not under compulsion.

A strong focus on the public library's role is a guarantee for democracy and protector against the digital divide. Van der Walt (2015) argues that the public library has to offer three types of education embracing formal, informal and non-formal.

Non-formal and informal learning are an important part of lifelong learning which helps people of all ages to develop skills and knowledge in a tailored way. The work of Eastern (2014) and Farmer (2016) further confirm the important function of public libraries to provide a literate environment that brings about literacy gains.

A Place for Support and Guidance

Helle (2010) notes that public libraries, offer series of services that are necessary in a knowledge society, such as learning, studying, creation and inspiration. Their service provides access to educational, recreational, cultural and information activities to improve the quality of life for all citizens

Additionally, the public librarians see themselves as mediators more than as teachers.

They are the link between information resources, search tools and the user's informal learning. Information technology plays an important role in support and guidance of the users, since there is an awareness of a digital divide in society and the public library has a responsibility to help those who have problems with technology. Guidance is also needed because of the vast number of different sources for information available. Accessibility to information is no longer the primary function of the public library but guiding the users to the right information. (Nielsen and Borlund 2014).

2.2.8 Resources and infrastructure to promote lifelong learning and information literacy

A modern library stocks a wide range of materials with which to satisfy the needs of its clients. It also has the responsibility to provide space and a favourable environment for the library users in order to contribute to the quality of life.

Public libraries are accessible by the general public, they are open to all, and every community member can access the collection; the collection therefore should cover all branches of knowledge specifically the needs of the community it serves. Public libraries typically allow users to take books and other materials off the premises temporarily; they also have non-circulating reference collections and provide computer and Internet access to patrons.

Trained and quality staffs with the requisite qualifications are essential components in the promotion of Information Literacy coupled with adequate funding.

Australia as a country has nearly 1500 public library service points which are made of 1,418 static and 76 mobile libraries. The public libraries' collections are made up of books, magazines, CDs, DVDs, and audio-books, e-books and wide range of electronic sources of information and recreational materials. Free computer and internet access are provided to the general public. Relevant materials are also provided to members of the community such as;

- Large prints and audio books (older people)
- Local history
- Genealogy and family history
- Community language materials(newspapers etc)
- Resources about ageing issues
- Health and career information
- Internet access for grey nomads
- Spaces (meetings, discussion, etc.) Source-ALIA (2012)

2.2.9 Role of public libraries in promoting lifelong learning through information literacy

The public library is an institution which supports adult education and lifelong learning and has the capability of narrowing the digital divide by providing free computer and

Internet access and offering training courses to improve people's information literacy skills. Governments around the world have recognized the critical role of public libraries in developing the skills of their citizens. As a result, funds have been allocated to public libraries to procure computers, establish Internet connections and a variety of information literacy approaches have been employed (Pieper, 2010). Over the last ten years lifelong learning has become one of the major policies of Western Governments for the information society, competitiveness and job creation. The focus has been on information literacy, ICT literacy, training and re-skilling of the Citizens. In Canada, Industry Canada identified public libraries as appropriate sites to implement Community Access Programs (CAP), an initiative with the aim to provide Canadians with affordable public access to the Internet and the skills they need to use it effectively. (Julien & Hoffman, 2008).

The world's information and library collections are becoming digitized in order to promote lifelong learning effectively. In Australia, the public libraries in their attempt to replace the printed materials electronically saw it as a priority to train the general public to acquire ICT skills. They were taken through courses such as:

- introduction to the internet
- using electronic mail effectively
- genealogy on the net
- health resources on the net
- word for window
- excel
- PC troubleshooting

The ICT skills were to enable the public to be able to navigate the electronic sources to search for their information needs, where to locate them, how to evaluate and use the information to satisfy and solve their problems (ALIA, 2012).

At the end of the 1980s Japan as a country implemented programmes to promote lifelong learning principle into their tradition of life and culture. Purposes built public lifelong learning centres have appeared in more than 25 prefectures; 25 universities now have departments for lifelong learning research. There are more than 160 lifelong programmes that have been introduced. (Jones, 2011),

2.1.10 Public library challenge in the promotion of lifelong learning and information literacy

The term information literacy is not widely used or familiar to staff in public libraries, as it is in the academic libraries and other professional sectors where Information literacy activity occurs. Perhaps it might be mere semantics used to describe the many different types of service provided in public libraries such as: cyber-awareness, netsafety, audience development and life skills within lifelong learning.

A report by the Public Library System (2015) on the role of public libraries in contributing to the economic, social well-being and lifelong learning of Saskatchewan people identified some challenges faced in the promotion of Lifelong Learning and Information Literacy. These challenges include:

- Increasing costs to support e-learning services and technology that library users expect to be available to answer their informational need as well as continuing to be responsive to local /individual programming and traditional materials format needs.

- Responsive to information and literacy needs for people of all ages.
- Providing digitized content relating to Saskatchewan
- Promoting public awareness of library resources, services, programmes available to citizens.

2.2 Theoretical Framework

This study was based on SCONUL seven pillars of information literacy model.

One of the most widely and globally accepted models of information literacy is the Seven Pillars model for higher education developed by the Society of College, National and University Libraries (SCONUL) in 1999 and revised in 2011. The model has been accepted by many universities globally. It has gained recognition Across Europe, United States, Africa and it is a guide model for teaching information literacy. The model was promoted globally to teachers and librarians to assist them in teaching information literacy competencies.

The new model of information literacy competencies by (SCONUL 2011) describes the core skills, competencies, approaches, and behaviours as the heart of information literacy development in higher education. The model is conceived as a three dimensional circular structure, erected on an information background which comprises the information world as it is perceived by an individual at that point in time. The picture is also colored by an individual's personal information literacy landscape, in other words, their ability, background and experiences, which will affect how they respond to any information literacy development.

The nature of the model demonstrates that becoming information literate is not a linear process; a person can be developing within several pillars concurrently and

autonomously, although in practice they are often closely linked (Cardiff University, 2011).

Each pillar is further described by a series of statements relating to a set of competencies, attitudes and understandings. It is expected that as a person becomes more information literate they will demonstrate more of the attributes in each pillar and so move towards the top of the pillar (Vitae, 2010).

For different user communities, the core model describes a set of generic skills and understandings which highlights different attributes, adds in more complex or simpler statements and uses language recognised by the specific community which it represents. Each pillar according to SCONUL (2011) is further described by a series of statements relating to a set of competencies, each pillar deals with combination of knowledge and skills towards identifying a need for information; assessing current knowledge, identifying gaps, constructing strategies for locating and accessing the information and data needed; reviewing the research process, comparing and evaluating information and data; and organizing information professionally and ethically.

As the models illustrate, user must be able to identify when they need information and have a planned methodology to addressing their need. They must have the skills to retrieve information from a variety of sources and be able to analytically appraise the value of the material found in terms of relevance, currency, bias and authority. Users also need to be able to interpret information using appropriate methods. Finally, they have to be able to review this process in order to manage and reflect upon the experience of learning. These skills should form the basis of current information literacy skills training in Public library, the programme should be built on the notion that library training must

involve more than simply teaching users how to access a database or use the library catalogue.

The seven pillars are as follows:

IDENTIFY: Ability to identify a personal need for information A

user is able to understand:

- that new information is produced continually and that there is always more to learn
- that being information literate involves developing a learning habit so new information is being actively sought all the time
- that ideas and opportunities are created by seeking information

SCOPE: Can evaluate current knowledge and identify gaps A

user is able to understand:

- The types of information available?
- The characteristics of the different types of information source available to them and how they may be affected by the format.
- Issues of currency and accessibility
- What services are available to help and how to access them

PLAN: Can construct strategies for locating information and data A

user is able to understand:

- The range of searching techniques available for finding information.
- The differences between search tools, recognising advantages and limitations
- Why complex search strategies can make a difference to the breadth and depth of information found

- The need to develop approaches to searching such that new tools are sought for each new question (not relying always on most familiar resources)
- The need to revise keywords and adapt search strategies according to the resources available or results found
- The value of controlled vocabularies and taxonomies in searching **GATHER:**

Can locate and access the information and data they need

A user is able to understand:

- How information and data is organised, digitally and in print sources
- How libraries provide access to resources
- How digital technologies are providing collaborative tools to create and share information
- The different elements of a citation and how this describes an information resource
- The difference between free and paid for resources
- The risks involved in operating in a virtual world

EVALUATE: Can review the research process, compare and evaluate information and data

A user is able to understand:

- The information and data landscape of their learning context
- Issues of quality, accuracy, relevance, bias, reputation and credibility relating to information and data sources
- How information is evaluated and published, to help inform personal evaluation process.
- The importance of consistency in data collection.

- The importance of citation in their learning context. **MANAGE: Can organise**

information professionally and ethically A user is able to understand:

- Their responsibility to be honest in all aspects of information handling and dissemination (e.g. copyright, plagiarism and intellectual property issues).
- The need to adopt appropriate data handling methods.
- The role they play in helping others in information seeking and management .
- The role of professionals, such as data managers and librarians, who can advise, assist and support with all aspects of information management.

PRESENT: Can apply the knowledge gained; presenting the results of their research, synthesising new and old information and data to create new knowledge and disseminating in a variety of ways A user is able to understand:

- The difference between summarising and synthesizing.
- That different forms of writing and presentation style that can be used to present information to different communities.
- That data can be presented in different ways.
- Their personal responsibility to disseminate information & knowledge.
- How their work will be evaluated.
- That individuals can take an active part in the creation of information through traditional publishing and digital technologies (e.g. blogs, wikis).

It is projected that a person becomes more and more information literate, as he or she exhibit more of the attributes in each of the circle and so move towards the top of the circle he or she becomes an expert, acquire more knowledge, become lifelong learners, and critical thinkers. This theory was adopted to understand how post-secondary school users of public libraries in south west Nigeria acquire knowledge and develop their lifelong learning skills. The theories are relevant to this study because they help explain the predictors of information literacy competence (identify, scope, plan, gather,

evaluation, manage, present) as well as use of information resources. Post-secondary school users of public libraries need to possess some core competencies/abilities if not all that will enable them to use library resources effectively, efficiently, professionally and ethically in order to become self-directed learners, critical thinkers, and make them information literacy competent.

In this way, it is hoped the model can be used flexibly by individuals and teachers who can adapt it as appropriate to personal circumstances.

2.3 Review of Empirical Study

This study reviewed relevant empirical studies done in areas of information literacy skills and lifelong learning by different authors. Among these studies was the study conducted by Okoye (2019). The researcher investigated the information literacy skill sustainability key to lifelong learning: case of students in institutions in Nigeria. The findings revealed the importance of information literacy skill to students and indicated that 62.3% said that the literacy skill can enable one performance better in the examination. The students said that information literacy skill enables one to sieve out right information from others as well as helps in the discussion of matters of interest had the same score of 62.3% each respectively. More so the respondents who are of the opinion that the skill helps when carrying out an in-depth research and that it also help one in sporting out error in any research work scored 63.6% each respectively. It also showed that 63.6% of the students said that the information literacy will help in their lifelong learning and 54.3% of the students were of the opinion that the literacy skill will help when evaluating information sources. The knowledge and skill from this literacy programme will prevent overdependence on internet had 56.3%. The result therefore indicates that most of the

students are aware of the role Information literacy play in their academic performance, lifelong learning, from this there is need to sustain the programme in the institutions.

Amarteifio (2015) reported on a survey investigating the promotion of lifelong learning through information literacy. The findings showed the library staff were aware of the training programmes the library organizes for users, about 64 (55%) respondents knew that their libraries organize lifelong learning and information literacy programmes. The study further revealed the forms of training organized for users such as ICT training/reading clinic which recorded the highest 17(14.65%), followed by reading clinics 11(9.48%), library orientation 10(8.62%), library orientation, ICT training and reading clinic 10(8.62%) accordingly.

To find out whether the library had the resources and the necessary infrastructure to promote lifelong learning and information literacy, the researcher asked respondents to state Yes or No, whether the library has the necessary resources and infrastructure to promote lifelong learning and information literacy. And the answers were: 'Yes' (72(62%)), 'No' 34(29%) and No response 10(9%). To buttress their claims that the library had the required resources to be able to promote lifelong learning and information literacy, respondents were asked to list the resources used in the promotion of lifelong learning and information literacy.

The researcher shows the age distribution of users. Majority of the users were youth between the ages of 16 and 35 years. For instance, 70(35.54%) of the users were aged 16-20 years and 62(31.48%) of users were in the age bracket of 21-25 years with 23(11.68%) users in the age group of 26-30 years. 15(7.62%) users were aged between 31-35 years. Only 24(12.19%) users were outside the youth age bracket (36 years and above). The statistics show that, the majority of users were not only the youth, but were

also students. This gives the library a window of opportunity to draw the youth into lifelong learning and information literacy programmes.

Theodoridou and Fanara (2011) in 33 Greek public libraries aiming to collect information about lifelong learning programs provision and librarians views on lifelong learning. Research revealed that almost all the participants (97%) claimed to be familiar to the concept of lifelong learning while more than half of them (51.5%) answered that their libraries provided lifelong learning programs/services. According to the answers the public libraries that took part in the survey provided: collection development oriented to lifelong learning (25.5%), educational material and alternative education programs (19.6%), flexible training programs in new technologies (15.7%), experiential learning programs (13.7%), educational activities in a physical and/or a virtual environment (11.8%), and services for specific population groups (such as immigrants and disabled) (11.8%). There was also one library that supported training programs for academic institutions graduates.

In terms of collaboration, many librarians indicated that existed between organizations from the public; as educational centers, schools, municipalities and/or from the private sector; as professors and publishers. With regards to the implementation and provision of lifelong learning programs, only 6.1% stated that they did not face any problems. Most of the respondents reported lack of financial support (31.5%), lack of both adequate (19.6%) and trained professional staff (16.3%), and only some of them lack of technological equipment (10.9%) (Theodoridou & Fanara, 2011).

The study of Nielsen and Borlund (2014) reports on data from 12 interviews of purposely selected public librarians and a large-scale e-mail survey (questionnaire). The e-mail

survey contained 28 questions and was sent to all staff members in public libraries in Denmark, and resulted in 986 responses.

The results showed that the public librarians consider the public library to be an important place for learning. The results also show how the public librarians find that they could become better at teaching and facilitating learning. This could in turn affect the sharing of knowledge and collaboration.

Sahak & Saad (2012); Nygren (2014) corroborated with the fact that users/students of the library are often confronted with the challenge to effectively and efficiently locate, evaluate, manage and use information from a variety of sources. These challenges not only hinder the effective use of library resources but also result in time wastage for library users. Sahak and Saad (2012) investigated the usage of information resources, services and facilities among first and third - year medical students in the Faculty of Medicine and Health Sciences, University of Putra Malaysia (UPM). All respondents, 205 (100%) claimed that they visited the library to study and use the Internet. Majority of the students 199 (97.1%) also regularly visited the library to do their assignments discussions with friends. Online databases, library (OPAC), project papers, full text journals, encyclopedia, thesis and statistical reports were, however, found to be less frequently used. The low rate of use allied with these resources, particularly the OPAC which is the pointer to library resources implies that respondents may possibly have poor knowledge of how to exploit these resources due to lack of information literacy skills.

Baro and Zuokemefa (2011) conducted a study on information literacy education in library schools in Africa to find out whether librarianship education is taking up a leading position and role in the advancement of information literacy in our universities. The

findings showed few library schools have fruitfully incorporated an information literacy course as a stand-alone course in their curriculum in the whole Africa. The study of Issa *et al.* (2009) revealed that information literacy skills have not taken the preferred solid root among Universities in Nigeria.

Baro *et al.* (2013) study revealed that information literacy has not been integrated into the curriculum of higher education programmes in Nigeria and even in Africa. They surmised that librarians especially in developing countries like Nigeria need to be up and doing in the promotion and advocating for the inclusion of information literacy skills into the curriculum. Also, librarians should ask for a standalone course on information literacy in their universities.

Seifi, *et al.* (2020) investigated the effect of information literacy instruction on lifelong learning readiness. The results of the ANCOVA showed that, at a significance level of 0.05, teaching information literacy skills is influential ($p < 0.0001$) on the information literacy components, and the modified mean scores show that the components of information literacy skills increased after training.

In other words, information literacy skills instruction had a positive effect on the information literacy of the users of the public libraries before and after the workshop with the experimental group. It is also observed that the users found the workshops to be helpful and informative for their school activities.

The results of this study also revealed that information literacy skills instruction had a positive effect on readiness to overcome deterrents to the participation of users. It can be argued that information literacy skills could create the ability to overcome learning barriers. It is observed that, by conducting information literacy instruction, the users were able to overcome barriers such as a lack of time by learning information literacy

skills.

Guo *et al.* (2015) discuss information-literacy program vitality and their importance regarding increasing students' motivation levels. The authors focus on the online education environment and the high dropout rates and lacking motivational levels for students in such environments. They show that a strong information literacy program will increase motivation levels and retention rates.

Similarly, Secker and Coonan (2011) in their study on the impact of IL programmes pointed out that student confidence on finding published literature was 2.9 percent before attending the programme and after the programme became 4.5 percent, on searching the internet was 2.85 percent and after the programme became 4.3 percent.

The study also showed that there is a statistically significant difference among students about their lifelong learning tendencies in terms of gender variable apart from lack of organization in learning subcomponent. According to the researcher, the girls outnumber the boys in terms of lifelong learning tendencies and its subcomponents this reveal that the girls are more enthusiastic about lifelong learning issues than the boys, they have more tendencies about motivation and persistence subcomponents than the boys on the other hand, and they seem to have more difficulties they face in terms of organization in learning and lack of interest subcomponents.

2.4 Summary of Literature Review

Relevant and available literature relating to information literacy and lifelong learning with knowledge acquisition of users in library was generally reviewed. Information literacy as defined by scholars is seen as something more than a set of skills; it must include the abilities needed to engage with information and to transform the information to make it useful within a variety of contexts. The relevance of information literacy skills and

lifelong learning as also discussed by scholars revealed that when positively utilized will enables the learners to master the content of the information and expand their searches; strengthen their self-direction and gain more control over their learning. It empowers us as citizens to reach and express informed views and to engage fully with society

From the literature review, it is observed that most of the studies dealt with information literacy skills training in university libraries. Similarly, none of the empirical studies reviewed equally studied the influence of information literacy skills and knowledge acquisition on lifelong learning in public libraries *let alone* studying that of Southwest Nigeria. Therefore, the scope of the various literature reviewed does not cover present study area. There are gap yet to be filled on the influence of information literacy skills and knowledge acquisition on lifelong learning of post-secondary school users in Southwest Nigeria.

However this study has the primary purpose of filling up the missing link. This buttress the need of this study for individual and society development.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Research Design

The design for this study is descriptive survey. The design is considered suitable because descriptive survey is fact finding in nature and is used to determine the present status of a given phenomenon. The basic assumption of most survey research is that, by carefully following certain scientific procedures, one can make inferences about a large group of elements by studying a relatively small number selected from the larger group (Kothari & Garg 2014).

3.2 Population of the Study

The population of the study consists of six public libraries in Southwest Nigeria. These libraries were in Ekiti, Lagos, Ogun, Oyo, Osun and Ondo States.

The target population of the study includes the Librarian of the public libraries and registered post-secondary school library users in the libraries, making a total population of 4294 respondents across the state studied.

Table 3.1: Population of the Study

S/N	Name of library	Number of Librarian	Registered post-secondary school library users
1.	Ogun State Library Board	1	680
2.	Oyo State Library Board	1	795
3.	Ondo State Library Board	1	520
4.	Ekiti State Library Board	1	697
5.	Osun State Library Board	1	723
6.	Lagos State Library Board	1	879
Total		6	4294

Source: preliminary investigation 2020

3.3 Sample and Sampling Technique

The sample size for this study is 352 post-secondary school library users from the six public libraries in South-west Nigeria as at 2020. The data obtained from various public libraries revealed there are 4294 registered patron and 6 librarians. Krejcie and Morgan Population and Sample Size Table were used to draw a sample size of 352 for library patrons and 6 librarians giving a total 358 respondents. The study adopted a simple random sampling method to distribute sample size respectively.

Table 3.2 sample size

S/No	Selected public libraries	Number of Librarians	Sample size
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1.	Ogun State Library Board	1	56
2.	Oyo State Library Board	1	65
3.	Ondo State Library Board	1	43
4.	Ekiti State Library Board	1	57
5.	Osun State Library Board	1	59
6.	Lagos State Library Board	1	72
Total		6	352

3.4 Instrument for Data Collection

The study adopted questionnaire as the main instrument for collecting data. The questionnaire tagged Information Literacy and Knowledge Acquisition as determinant of lifelong learning of Post-Secondary School.

Section “A” contains information on the respondent background, with items such as name of library, educational background, gender, age and occupation.

Section “B” collected data on respondents’ information literacy skills, knowledge acquisition and lifelong learning.

3.5 Validation of Instrument

To ensure content and face validity of the questionnaire, the questionnaire were given to the researcher’s supervisor and some senior lecturers in the Department of Library and Information Technology along with university librarians for their inputs, observations and

comments so as to measure all relevant concepts in the study. Correction was effected as modified.

3.6 Reliability of Research Instruments

In order to ensure the consistency of the questionnaire, the questionnaire were tested. Thirty (30) copies of the questionnaire were administered on post-secondary school users of public library in Kwara State library. The response were analysed using the Cronbach reliability test. The overall reliability of the questionnaire was 0.75 indicating the reliability of the instrument

3.7 Data Collection Procedure

The researcher collected and attach a letter of introduction from the head of department, Library and Information Technology Federal University of Technology, Minna and present to the respondents. The researcher administered the copies of the questionnaire in the respective libraries using two (2) research assistance. The administration and collection of the copies of the questionnaire lasted for a month across the studied libraries in south west Nigeria.

3.8 Data Analysis

Data collected from the respondent through questionnaire were analysed using descriptive and inferential statistics. The research questions was analysed using simple percentages, frequency counts, mean and standard deviation. Pearson product moment correlation (PPMC) was used to test the three null hypotheses on significant relationship between the dependent and independent variables of the study. A benchmark of 2.50 mean score were accepted while below 2.50 were rejected.

CHAPTER FOUR

4.0 RESULTS AND DISCUSSIONS

4.1 Response Rate

A total number of three hundred and fifty-two (352) copies of the questionnaire were administered to registered post-secondary school library users in the six public libraries under study. Three hundred and seven (301) copies representing 86% response rate were properly filled and returned for analysis. Table 4.1 shows the response rate based on the number of the questionnaire administered, returned and percentage(s) in each of the public libraries studied.

Table 4.1: Response Rate

S/N	Name of Public Library	No. Administered	No. Returned	Percentage(s) (%)
1	Ogun State Library Board	56	51	91
2	Oyo State Library Board	65	58	89
3	Ondo State Library Board	43	37	86
4	Ekiti State Library Board	57	48	84
5	Osun State Library Board	59	52	88
6	Lagos State Library Board	72	55	76
Total		352	301	86

Table 4.1 reveals that 56 copies of the questionnaire were administered to registered post-secondary school library users in Ogun State Library, 51 copies representing 91% were returned, 65 copies of questionnaire were administered to registered postsecondary school library users in Oyo State Library, 58 copies representing 89% were returned, 43 copies were administered to registered post-secondary school library users in Ondo State Library, 37 copies representing 86% were returned, 57 copies of questionnaire were administered to registered post-secondary school library users in Ekiti State Library, 48 copies representing 84% were returned, 59 copies of questionnaire were administered to registered post-secondary school library users in Osun State Library, 52 copies representing 88% were returned and 72 copies of questionnaire were administered to registered post-secondary school library users in Lagos State Library, 55 copies representing 76% were returned.

Table 4.1.1: Response Rate of Questionnaire and Category of the Respondents

S/N	Name of Public Library	No. Administered to Librarians	No. Returned form librarians	Percentages (%)	No. administered to registered library users	No. Returned from registered library users	Percentages (%)
1	Ogun State Library	1	1	100	56	51	91
2	Oyo State Library	1	1	100	65	58	89
3	Ondo State Library	1	1	100	43	37	86
4	Ekiti State Library	1	1	100	57	48	84
5	Osun State Library	1	1	100	59	52	88

6	Lagos State Library	1	1	100	72	55	76
	Total	6	6	100	352	301	86

Table 4.1.1 shows that 1 copy of questionnaire was administered to librarian in Ogun State Library, 1 copy of the questionnaire representing [100%] was returned, 1 copy of questionnaire was administered to librarian in Oyo State Library, 1 copy of the questionnaire representing [100%] was returned, 1 copy of questionnaire was administered to librarian in Ondo State Library, 1 copy of the questionnaire representing [100%] was returned, 1 copy of questionnaire was administered to librarian in Ekiti State Library, 1 copy of the questionnaire representing [100%] was returned, 1 copy of questionnaire was administered to librarian in Osun State Library, 1 copy of the questionnaire representing [100%] was returned and 1 copy of questionnaire was administered to librarian in Lagos State Library, 1 copy of the questionnaire representing [100%] was returned.

4.1.2 Descriptive Analysis of Demographic Data

The respondents were asked to indicate their demographic variables. Table 4.3 shows the responses based on the name of public library, age, gender, marital status, level of education, occupation and cadre.

Table 4.1.2: Demographic Distribution of the Respondents

<u>Name of Public Library</u>	<u>Frequency</u>	<u>Percentage(s)</u>
Ogun State Library Board	51	17
Oyo State Library Board	58	20
Ondo State Library Board	37	12

Ekiti State Library Board	48	16
Osun State Library Board	52	17
Lagos State Library Board	55	18
Total	301	100

The results from Table 4.1.2 show that 51(17%) of the respondents are from Ogun State Library Board, 58 (20%) of the respondents are from Oyo State Library Board, 37(12%) of the respondents are from Ondo State Library Board, 48 (16%) of the respondents are from Ekiti State Library Board, 52 (17%) of the respondents are from Osun State Library Board and 55(18%) of the respondents are from Lagos State Library Board.

4.2 Analysis of Research Questions

Research Question One: What is the level of lifelong learning knowledge possessed by post-secondary school users in public libraries in south-west Nigeria?

Table 4.2.1 showed the level of lifelong learning knowledge possessed by postsecondary school users in the studied areas.

Table 4.2.1: Level of Lifelong Learning Knowledge Possessed by Post-Secondary School Users

S/N	Statements	VH	H	L	VL	n	FX	\bar{x}	STD	Decision
		4	3	2	1	301				
1	My level of lifelong learning has help me adjust to evolving need of global market	106	111	48	36	301	889	2.95	0.45	Agreed
2	My level of lifelong learning has helped me cultivate enthusiastic learning	97	106	33	65	301	837	2.78	0.28	Agreed
3	My level of lifelong learning has contributed to my development of skills and talents.	102	72	89	38	301	840	2.79	0.29	Agreed
4	My level of lifelong learning has help me acquire knowledge and share with other	97	104	57	43	301	857	2.84	0.34	Agreed
5	My level of lifelong learning has allowed me to be flexible in learning pursued throughout life	67	100	81	53	301	783	2.60	0.10	Agreed

KEY: Very High (VH), High (H), Low (L), Very Low (VL)

The result from Table 4.2.1 showed that five items were listed for registered postsecondary library users to respond on the level of lifelong learning knowledge possessed. All the five items produced high mean scores, which were above the benchmark of 2.50. These items include items 1: My level of lifelong learning has help me adjust to evolving need of global market (\bar{x} =2.95; SD=0.45), item 4: My level of lifelong learning has help me acquire knowledge and share with other (\bar{x} =2.84; SD=0.34), item 3: My level of lifelong learning has contributed to my development of skills and talents (\bar{x} =2.79; SD=0.29), item 2: My level of lifelong learning has helped me cultivate enthusiastic learning (\bar{x} =2.78; SD=0.28) and item 5: My level of lifelong learning has allowed me to be flexible in learning pursued throughout life (\bar{x} =2.60; SD=0.10).

Research Question Two: What are the resources and infrastructure available for information literacy activities on lifelong learning in public libraries in South-west Nigeria?

Table 4.2.2.1 showed the various resources and infrastructure available for information literacy activities on lifelong learning in Ogun, Oyo, Ondo, Ekiti, Osun and Lagos State Public libraries respectively.

Table 4.2.2.1: Types of Resources and Infrastructure Available for Life-long Learning in Ogun, Oyo, Ondo, Ekiti, Osun and Lagos State Public libraries

Information Resources	Ogun State Library Board		Oyo State Library Board		Ondo State Library Board		Ekiti State Library Board		Osun State Library Board		Lagos State Library Board	
	AV	NA	AV	NA	AV	NA	AV	NA	AV	NA	AV	NA
Books	√		√		√		√		√		√	
Journal	√		√		√		√		√		√	
Reference sources	√		√		√		√		√		√	
Electronic databases	√		√		√		√		√		√	
Internet	√		√		√		√		√		√	
Computer	√		√		√		√		√		√	
Printers	√		√		√		√		√		√	
Photocopier	√		√		√			-	√		√	
Staff with ILS	√		√		√		√		√		√	
Newspapers	√		√		√		√		√		√	
Library Infrastructure												
Air conditioners	√		√		√		√		√		√	
Tables	√		√		√		√		√		√	
Chairs	√		√		√		√		√		√	

Fans	√	√	√	√	√	√
Internet facilities	√	√	√	√	√	√
Library building	√	√	√	√	√	√
Book shelves	√	√	√	√	√	√
Catalogue cabinet	√	√	√	√	√	√
Lighting	√	√	√	√	√	√
Power supply	√	√	√	√	√	√

Key: Available [√], Not Available [-]

The result in Table 4.2.2.1 showed the information resources and library infrastructure available and those not available for lifelong learning in the six state public libraries studied. All the information resources and library infrastructure such as books, journals, journals, reference sources, electronic databases, Internet, computer, printers, photocopier, newspapers, air conditioners, tables, chairs, fans, book shelves to mention but a few were all available in the state six public libraries.

Table 4.2.2.2 showed the responses of librarians on the resources and infrastructure to promote lifelong learning.

Table 4.2.2.2: Resources and Infrastructure Available to Promote Lifelong Learning

S/N	Statements	HA	A	SA	NA	n	FX	\bar{x}	STD	Decision
		4	3	2	1	6				
1	Funds	0	1	3	2	6	11	1.83	0.67	Not Available
2	Information materials (such as books newspapers, audio-visuals, CD- ROMS)	2	3	1	0	6	19	3.17	0.67	Available
3	Computers	2	3	1	0	6	19	3.17	0.67	Available
4	Projectors, video cameras, and other communication gadgets	1	3	2	0	6	17	2.83	0.33	Available
5	Photocopiers machines	1	2	3	0	6	16	2.67	0.17	Available
6	Personnel/staff with information literacy skills	2	3	1	0	6	19	3.17	0.67	Available
7	Internet service/online databases	1	3	2	0	6	17	2.83	0.33	Available
8	Space conducive place for learning activities	3	3	0	0	6	21	3.50	1.00	Available

KEY: Highly Available (HA), Available (A), Slightly Available (SA) and Not available (NA)

Table 4.2.2.2 showed that eight items were listed for librarians to respond on the resources and infrastructure available to promote lifelong learning. Seven items produced high means scores which were above the average benchmark mean of 2.50. These items include item 8: Space conducive place for learning activities (\bar{x} =3.50; SD=1.00), item 2: Information materials (such as books newspapers, audio-visuals, CD-ROMS), item 3: Computers (\bar{x} =3.17; SD=0.67), item 6: Personnel/staff with information literacy skills (\bar{x} =3.17; SD=0.67), item 4: Projectors, video cameras, and other communication gadgets (\bar{x} =2.83; SD=0.33), item 7: Internet service/online databases (\bar{x} =2.83; SD=0.33) and item 5: Photocopiers machines (\bar{x} =2.67; SD=0.17). On the other hand, one item produced low mean score below the average benchmark mean of 2.50 which is item 1: Money (\bar{x} =1.83; SD=0.67).

Research Question Three: Find out the level of information literacy skills possessed by public library staff to promote lifelong learning of post-secondary school users in public libraries in South-west Nigeria?

Table 4.2.3 showed the level of information literacy skills possessed by public library staff to promote lifelong learning among post-secondary school users in the studied areas.

Table 4.2.3: Level of Information literacy skills possessed by Public Library Staff to promote Information Literacy Skills

S/N	Statements	VH	H	L	VL	n	FX	\bar{x}	STD	Decision
		4	3	2	1	6				
1	I have proficiency to identify purpose and target audience of an information source	2	3	1	0	6	19	3.17	0.67	Agreed
2	I have proficiency to locate information resources using Boolean search	3	3	0	0	6	21	3.50	1.00	Agreed
3	I have proficiency to evaluate information resources that will be useful for lifelong learning	2	4	0	0	6	20	3.33	0.83	Agreed
4	I have proficiency to determine the reliability and accuracy of electronic information source that can be used for lifelong learning.	2	3	1	0	6	19	3.17	0.67	Agreed
5	I have proficiency in IT skills to access E-resources.	3	2	1	0	6	20	3.33	0.83	Agreed
6	I have proficiency to choose the best communication style to enhance lifelong learning of user	2	3	1	0	6	19	3.17	0.67	Agreed

KEY: Very High (VH), High (H), Low (L), Very Low (VL)

The result from Table 4.2.3 showed that six items were listed for the librarian on the level of information literacy skills possessed by the library staff to promote lifelong learning. All the six items produced high mean scores which were above the average benchmark mean of 2.50. These items include item 1: I have proficiency to identify purpose and target audience of an information source ($\bar{x}=3.17$; $SD=0.67$), item 2: I have proficiency to locate information resources using Boolean search ($\bar{x}=3.50$; $SD=1.00$), item 3: I have proficiency to evaluate information resources that will be useful for lifelong learning ($\bar{x}=3.33$; $SD=0.83$), item 4: I have proficiency to determine the reliability and accuracy of electronic information source that can be used for lifelong learning ($\bar{x}=3.17$; $SD=0.67$), item 5: I have proficiency in IT skills to access Eresources. ($\bar{x}=3.33$; $SD=0.83$) and item 6: I have proficiency to choose the best communication style to enhance lifelong learning of user ($\bar{x}=3.17$; $SD=0.67$).

Research Question Four: To what extent does the information literacy skills possessed by post-secondary school users influence their lifelong learning in public libraries in south-west Nigeria?

Table 4.2.4: To what extent the information literacy skills possessed by postsecondary school users influence their lifelong learning in public libraries in southwest Nigeria.

S/N	Statements	VH	H	L	VL	n	FX	\bar{x}	STD	Decision
		4	3	2	1	301				
1	Information literacy skills possessed helped me to articulate information needs	85	91	78	47	301	816	2.71	0.21	High
2	Information literacy skills possessed helped me to find and access appropriate information	83	97	69	52	301	813	2.70	0.20	High
3	Information literacy skills possessed helped me to evaluate and synthesize information acquired	74	87	89	51	301	786	2.61	0.11	High
4	Information literacy skills possessed helped me to ability to make better decision	93	98	53	57	301	829	2.75	0.25	High
5	Information literacy skills possessed helped me to ability to learn in contemporary environment of technological change	94	99	90	18	301	871	2.89	0.39	High
6	Information literacy skills possessed helped me to meet people, learn from them, and become more sociable	68	63	10	68	301	733	2.44	0.06	Low

KEY: Very High (VH), High (H), Low (L), Very Low (VL)

The result from Table 4.2.4 showed that six items were listed for registered postsecondary school library users to respond on the extent the information literacy skill possessed influence their lifelong learning. The five items produced high mean scores which were above the average benchmark mean of 2.50. These items include item 5: Information literacy skills possessed helped me to ability to learn in contemporary environment of technological change ($\bar{x} = 2.89$; $SD=0.39$), item 4: Information literacy skills possessed helped me to ability to make better decision ($\bar{x} = 2.75$; $SD=0.25$), item 1: Information literacy skills possessed helped me to articulate information needs ($\bar{x} = 2.71$; $SD=0.21$), item 2: Information literacy skills possessed helped me to find and access appropriate information ($\bar{x} = 2.70$; $SD=0.20$) and item 3: Information literacy skills possessed helped me to evaluate and synthesize information acquired ($\bar{x} = 2.61$; $SD=0.11$). On the other hand, one item produced low mean score below the average benchmark mean of 2.50 which is item 6: Information literacy skills possessed helped me to meet people, learn from them, and become more sociable ($\bar{x} = 2.44$; $SD=0.06$).

Research Question Five: What influence the knowledge acquisition possessed by postsecondary school users for lifelong learning in public libraries in South-west Nigeria?

Table 4.2.5 showed the influence of knowledge acquisition possessed by post-secondary school users for lifelong learning in public libraries studied.

Table 4.2.5: Influence of Knowledge Acquisition for Lifelong Learning of Post-Secondary School Users

S/N	Statements	VHE	HE	LE	VLE	n	FX	\bar{x}	STD	Decision
		4	3	2	1	301				
1	Knowledge acquisition skills has support my growth and development	101	91	74	35	301	860	2.86	0.36	Agreed
2	Knowledge acquisition skills has better my communication skill	83	97	69	52	301	813	2.70	0.20	Agreed
3	Knowledge acquisition skills has improved my thinking	94	99	90	18	301	871	2.89	0.39	Agreed
4	Knowledge acquisition skills have helped me understand myself better.	58	81	93	69	301	730	2.42	0.08	Disagreed
5	Knowledge acquisition skills has made me solve problems easily.	98	103	72	28	301	873	2.90	0.40	Agreed
6	Knowledge acquisition skills has given me a general awareness	93	98	53	57	301	829	2.75	0.25	Agreed

KEY: Strongly Agreed (SA), Agreed (A), Disagreed (D), Strongly Disagreed (SD)

The result from Table 4.2.5 showed that six items were listed for registered postsecondary school library users to respond on the influence of knowledge acquisition possessed by post-secondary school users for their lifelong learning. Five items produced high mean scores which were above the average benchmark mean of 2.50. These items include item 5: Knowledge acquisition skills has made me solve problems easily ($\bar{x} = 2.90$; $SD = 0.40$), item 3: Knowledge acquisition skills has improved my thinking ($\bar{x} = 2.89$; $SD = 0.39$), item 1: Knowledge acquisition skills has support my growth and development ($\bar{x} = 2.86$; $SD = 0.36$), item 6: Knowledge acquisition skills has given me a general awareness ($\bar{x} = 2.75$; $SD = 0.25$) and item 2: Knowledge acquisition skills has better my communication skill ($\bar{x} = 2.70$; $SD = 0.20$). Similarly, one item produced low mean score below the average benchmark mean of 2.50 which is item 4: Knowledge acquisition skills have helped me understand myself better ($\bar{x} = 2.42$; $SD = 0.08$).

Research Question Six: What are the challenges faced in promoting lifelong learning through information literacy to post-secondary school users of public libraries in Southwest Nigeria?

Table 4.2.6 showed the challenges faced in promoting lifelong learning through information literacy to post-secondary school users of public libraries in South-west Nigeria.

Table 4.2.6: Challenges Promoting Lifelong Learning Through Information Literacy to Post-Secondary School Users (Librarians)

S/N	Statements	SA	A	D	SD	n	FX	\bar{x}	STD	Decision
		4	3	2	1	6				
1	Outdated information resources	3	2	1	0	6	19	3.17	0.67	Agreed
2	Poor ICT facilities	1	3	1	1	6	16	2.67	0.17	Agreed
3	Erratic power supply	3	3	0	0	6	21	3.50	1.00	Agreed
4	Lack of subscription	1	4	1	0	6	18	3.00	0.50	Agreed
5	Lack of resources for user orientation	1	1	3	2	6	15	2.50	0.10	Disagreed
6	Lack of fund	2	4	0	0	6	20	3.33	0.83	Agreed

KEY: Strongly Agreed (SA), Agreed (A), Disagreed (D), Strongly Disagreed (SD)

Table 4.2.6 showed that six items were listed for librarians to respond on the challenges confronting lifelong learning through information literacy to post-secondary school users. All the six items produced high mean scores which were above the average benchmark mean of 2.50. These items include item 3: Erratic power supply (\bar{x} =3.50; SD=1.00), item 6: Lack of fund (\bar{x} =3.33; SD=0.83), item 1: Outdated resources (\bar{x} =3.17; SD=0.67), item 4: Lack of subscription (\bar{x} =3.00; SD=0.50), item 2: Poor ICT facilities (\bar{x} =2.67; SD=0.17) and item 5: Lack of resources for user orientation (\bar{x} =2.50; SD=0.10). All the six items show that these challenges are mainly affecting the lifelong learning through information literacy among post-secondary school users.

4.3 Testing of Hypotheses

H₀₁ There is no significant relationship between information literacy skills possessed and lifelong learning of post-secondary school users in public libraries in South-west Nigeria.

Table 4.3.1 showed the relationship between information literacy skills possessed and lifelong learning of post-secondary school users in public libraries in South-west Nigeria.

Table 4.3.1: Relationship between Information Literacy Skills Possessed and Lifelong Learning

Variable	n	df	Mean	SD	R	P
Information Literacy Skills			12.92	2.35		
	301	299			0.356	0.05
Lifelong Learning			13.90	1.65		

Table 4.3.1 showed that the P value = 0.356 is greater than P value of 0.05. This depicts that there is relationship between information literacy skills and lifelong learning of postsecondary school users in public libraries in South-west Nigeria. Therefore, the null hypothesis which states that there is no significant relationship between information literacy skills possessed and lifelong learning of post-secondary school users in public libraries in South-west Nigeria is not rejected. This shows that the literacy skills of postsecondary school users will enhance their lifelong learning.

H₀₂ There is no significant relationship between knowledge acquisition possessed and lifelong learning of post-secondary school users in public libraries in South-west Nigeria.

Table 4.3.2 showed the relationship between knowledge acquisition possessed and lifelong learning of post-secondary school users in public libraries in South-west, Nigeria.

Table 4.3.2: Relationship Between Knowledge Acquisition Possessed and Lifelong Learning.

Variable	n	df	Mean	SD	R	P
Knowledge Acquisition			14.12	2.95		
	301	299			0.570	0.05
Lifelong Learning			14.59	3.52		

Table 4.3.2 reveals that the P-value (R) = 0.570 is greater than P value of 0.05. This reveals that there is a relationship between knowledge acquisition possessed and lifelong learning of post-secondary school users. Therefore, the hypothesis which shows that there is no significant relationship between the knowledge acquisition possessed and lifelong learning of post-secondary school users in public libraries in South-west, Nigeria is rejected. This means that the knowledge acquired by post-secondary school users will enhance or influence their lifelong learning.

H₀₃ There is no significant combined influence of availability of information literacy skills and knowledge acquisition on lifelong learning of postsecondary school user in public library in southwest Nigeria

Table 4.3.3 showed the significant combined influence of availability of information literacy skills and knowledge acquisition on lifelong learning of post-secondary school user in public library in South-west, Nigeria.

Table 4.3.3: Influence of availability of information literacy skills and knowledge acquisition on lifelong learning.

Variable	n	df	Mean	SD	R	P
Influence of Availability of Information Literacy Skills	301	299	14.72	3.55	0.430	0.05
Knowledge Acquisition			15.19	4.12		

Table 4.3.3 showed that the P value = 0.430 is greater than P value of 0.05. This shows that there is significant combined influence of availability of information literacy skills and knowledge acquisition on lifelong learning of post-secondary school user in public library in South-west, Nigeria. Therefore, the null hypothesis which states that there is no significant combined influence of availability of information literacy skills and knowledge acquisition on lifelong learning of post-secondary school user in public library in South-west, Nigeria is not rejected. This shows that the availability of information literacy skills influences knowledge acquisition among post-secondary school user in public library in South-west, Nigeria.

4.4 Summary of the Findings

The major findings of the study are as follows:

1. The level of lifelong learning knowledge possessed by post-secondary school users is high as they indicated that the level of lifelong learning has help them adjust to evolving need of global market, cultivate enthusiastic learning, develop skills and talent, acquire and share knowledge with others as well as have flexible learning.
2. The information resources and library infrastructure such as books, journals, reference sources, electronic databases, Internet, computer, printers, photocopier, newspapers, air conditioners, tables, chairs, fans, book shelves to mention but a few were all available in the state six public libraries.
3. The public library staff possessed high level information literacy skills to promote lifelong learning among post-secondary school users.
4. Post-secondary school users revealed that information literacy skills possessed does not help them meet people, learn from them, and become more sociable as training was not adequate enough. So the information literacy skill possessed by the studied users to influence their lifelong learning is low.
5. The knowledge acquisition possessed by post-secondary school users for lifelong learning is positive.
6. Post-secondary school users indicated that the knowledge acquisition skills give them a general awareness on how to solve problems, support growth and development.
7. The librarians indicated that factors such as outdated resources, poor ICT facilities, erratic power supply, lack of subscription and lack of fund are seen as challenges confronting lifelong learning through information literacy among postsecondary school users in the state public libraries studied. The librarians indicated that money

- is not always available to acquire the resources and infrastructure to promote lifelong learning among post-secondary school users
8. There is significant relationship between information literacy skills possessed and lifelong learning of post-secondary school users in public libraries in South-west Nigeria
 9. There is significant relationship between knowledge acquisition possessed and lifelong learning of post-secondary school users in public libraries in South-west, Nigeria
 10. There is significant combined influence of availability of information literacy skills and knowledge acquisition on lifelong learning of post-secondary school user in public library in South-west, Nigeria.

4.5 Discussion of the Findings

4.5.1 Research question 1: What is the level of lifelong learning knowledge possessed by post-secondary school users in public libraries in south-west Nigeria?

The findings of the study revealed that level of lifelong learning possessed by postsecondary school users is high. The post-secondary school users indicated that the level of lifelong learning has help them adjust to evolving need of global market, cultivate enthusiastic learning, develop skills and talents, acquire knowledge and share with others and the level of lifelong learning has enable them to be flexible in learning pursued throughout life. This is because lifelong learner creates and maintains a positive attitude to learning both for personal and professional development. This is in line with the findings of Murphya *et al.* (2011) that the content of lifelong learning literacy for postsecondary

users contained the abilities to cultivate enthusiastic learning attitudes, present fundamental cognition, learn how to learn, use learning resources, and teamwork.

This is also in line with the findings of Oinam and Thoidingjam (2019) who pointed out ten benefits of Lifelong learning to include: enrich life for self-fulfillment, make new friends and establish valuable relationships, keeps us involved as active contributors to society, helps in finding meaning in lives, helps adapt to change, makes the world a better place, increases wisdom, creates a curious, hungry mind, opens the mind and helps in full development of natural abilities. From the analysed data, it was found out that majority of the users were unaware of any IL activities being organised by the Libraries. However, they demonstrated their interest in lifelong learning activities. Information literacy skills are needed to guarantee their lifelong learning to make more intelligent decisions.

4.5.2 Research question 2: What are the resources and infrastructure available for information literacy activities on lifelong learning in public libraries in South-west Nigeria?

The findings of the study revealed that the types of information resources and library infrastructure available for information literacy activities on lifelong learning in the public libraries studied include books, journals, reference sources, electronic databases, Internet, computer, printers, photocopier, staff with ILS newspapers, air conditioners, tables, chairs, fans, book shelves, Internet facilities, library building, catalogue cabinet, lighting and power supply. Similarly, librarians indicated the availability of information materials (such as books newspapers, audio-visuals, CD- ROMS), computers, projectors, video cameras, and other communication gadgets, photocopier machines, personnel/staff

with information literacy skills, Internet service/online databases and space for conducive learning activities. This is because public libraries provide unique atmosphere or environment where children and adults can make use of resources (both physical and digital) to improve their information literacy skills from trained librarians. This is in line with the findings of Farmer (2016) who averred that public libraries are a unique third space after home and school, where children and adults alike can make use of physical and digital resources to improve literacy and other basic skills and receive informal consultations from a trained librarian. Information literacy competency, knowledge experience and acquisition limit the utilization for lifelong learning.

4.5.3 Research question 3: Find out the level of awareness of public library staff to promote information literacy skills for lifelong learning of post-secondary school users in public libraries in South-west Nigeria?

The findings of the study revealed that the level of awareness of public library staff in promoting information literacy skills for lifelong learning of post-secondary school users is high and have the capacity to organize lifelong learning programmes. It was also revealed that public libraries were aware of their educational roles in training and regular training sessions were arranged. The study concludes that there are some forms of information literacy training in the institution; however the training offered is not adequate to promote lifelong learning policies.

4.5.4 Research question 4: To what extent does the information literacy skill possessed by post-secondary school users influence their lifelong learning in public libraries in south-west Nigeria?

The post-secondary school users indicated that information literacy skills possessed help them articulate information needs, find and access appropriate information, evaluate and synthesize information acquired, the ability to make better decision and information literacy skills possessed help them with the ability to learn in contemporary environment of technological change. This is because information literacy skills involve one's ability to determine whether or not the information obtained is true and reliable. The abilities of post-secondary school library users to search, filter, utilize and the ability to write smoothly completing research enable them become lifelong learners. This is in line with the findings of Grizzle and Calvo (2013) that information literacy skill is a set of abilities to discover, retrieve, analyze and use information. This also corroborates the findings of Koppa *et al.* (2012) that information literacy skill is the key ability to solve problems, an individual perceiving the need for information and being able to effectively apply proper information tools to search, acquire, evaluate, and use various types of information. Similarly, the findings of Okoye (2019) pointed out that the content of information literacy and lifelong learning for post-secondary users contained the abilities to cultivate enthusiastic learning attitudes, present fundamental cognition, learn how to learn, use learning resources, and teamwork.

4.5.5 Research question 5: What influence the knowledge acquisition possessed by postsecondary school users for lifelong learning in public libraries in South-west Nigeria?

The findings of the study revealed that the knowledge acquisition possessed by secondary school users for lifelong learning is high. The respondents indicated that knowledge

acquisition skills support their growth and development, better their communication skill, improved their thinking and general awareness on how to solve problems easily.

4.5.6 Research question 6: What are the challenges faced in promoting lifelong learning through information literacy to post-secondary school users of public libraries in Southwest Nigeria?

The study equally revealed that the respondents agreed with all the challenges facing information literacy skills of post-secondary school library users for their lifelong learning with the exception of item 5 (Table 4.2.6). This indicates that the information literacy and lifelong learning of post-secondary school library users is negatively affected. As such, urgent attention needs to be given on the provision of fund necessary for the acquisition of current and up-to-date information resources, purchase of more ICT facilities and the provision of alternative power supply to enhance information literacy skills and lifelong learning of post-secondary school library users. This is in line with the findings of Bhatt and Rana (2011) that the most common problems with libraries are low speed Internet connectivity, technical problems such as electricity problems, unavailability of sufficient resources and high purchase price of electronic databases.

4.5.7 Findings on the Tested Hypotheses

H₀₁: Relationship between information literacy skills possessed and lifelong learning of post-secondary school users in public libraries in South-west, Nigeria

The test of the null hypothesis between information literacy skills and lifelong learning of post-secondary school library users have shown that there is significant relationship

between them. This means that the ability to possess information literacy skills will significantly increase or enhance lifelong learning among post-secondary school library users. This is in line with the findings of Okpala (2017) affirmed that information literacy skill develops lifelong learning a skill which not only supports students' tertiary studies but also empower them in their future careers

H₀₂: Relationship between knowledge acquisition possessed and lifelong learning of post-secondary school users in public libraries in South-west Nigeria.

The test of the null hypothesis between knowledge acquisition possessed and lifelong learning of post-secondary school users shows that there is significant relationship between them. This means that the acquisition of knowledge has influence on lifelong learning of post-secondary school library users. As such, the public libraries should provide enlighten or educate users during library week(s) on how to search and retrieve information resources by them to improve their knowledge thereby enhancing their lifelong learning.

CHAPTER FIVE

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The development of information literacy competencies among post-secondary library users and throughout the society has become a vital requirement to face the challenges of the

21st century. Information literacy programmes need to be implemented mainly by the library staff in public and other library types in order to achieve library goals and to convert their users to lifelong learners and critical thinkers. Librarians in the study have shown good perceptions towards Information Literacy and rated their skills high. This is commendable because it shows that with good support these librarians can join in the global efforts to build an information literate society. Research in information literacy skills, knowledge acquisition and lifelong learning is grey as more researchers have not shown interest compared to academic libraries. The public library's focus has been to promote reading and learning habit among the populace. However, the response given by users during the study showed that public libraries in Nigeria must step up their role in promoting literacy and lifelong learning to remain relevant. Numerous problems were identified as militating against effective information literacy skills and knowledge acquisition among post-secondary school users in the studied areas. These include: outdated resources, inadequate ICT facilities, erratic power supply, lack of subscription and lack of fund. With all these, there would not be effective information literacy and knowledge acquisition among post-secondary school users in public libraries in South-West, Nigeria.

5.2 Recommendations

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

1. The public library management should set up a department to promote or specifically carryout information literacy skills training such as how to articulate information needs, locate information, access and evaluate information and effectively communicate information to enhance knowledge acquisition and

- lifelong learning.
2. There should be policy on information literacy training and lifelong learning to coordinate the programme.
 3. The management of public libraries in South-West, Nigeria should ensure the provision of current and up-to-date information resources relevant to the need of post-secondary school users and improve their information literacy skills level.
 4. Considering the expansion of information and information resources, the management of public libraries in South-West, Nigeria should keep pace with these changes and give priority to the improvement of the post-secondary library users' information skills to improve their knowledge in order to become independent lifelong learners.
 5. The management of public libraries in South-West, Nigeria should play a serious role in creating awareness on lifelong learning, educating and mentoring postsecondary school users by holding courses on how to search and use information resources in the library to improve their knowledge acquisition and literacy level.
 6. The management of public libraries in South-West, Nigeria should encourage post-secondary school users on their information literacy skill set by introducing search strategies using Boolean logic and keywords and also enlighten them through workshops and seminars on how to evaluate World Wide Web sources for knowledge acquisition as not all sources available on the web can be used for academic activities.

7. The management of public libraries in South-West, Nigeria should provide alternative source(s) of power supply to ensure and enhance the effective use of information resources to improve literacy skills and knowledge acquisition of post-secondary library users.

5.3 Contribution to Knowledge

The study contributes to knowledge in the following areas:

1. The study has been able to establish in literature the relationship between information literacy skills, knowledge acquisition and lifelong learning in public libraries in South-west Nigeria.
2. The study revealed that there are adequate information resources and library infrastructure in the public libraries studied, the provision of which is hampered by power outage, lack of subscription and lack of fund which becomes instrumental to not meeting the level of literacy required among post-secondary school library users for lifelong learning.
3. The study has equally added to the already existing body of literatures available on relationship between information literacy skills, knowledge acquisition and lifelong learning.

5.3 Suggestion for Further Research

The current study is limited in scope to only public libraries in South west Nigeria, it is therefore suggested that a study of like should be extended to other region in Nigeria.

This study was on the influence of information literacy skills and knowledge acquisition on lifelong learning of post-secondary school users of public libraries in South-west Nigeria. As such, it is therefore, necessary for one to suggest a similar research on public libraries and users in other zones in Nigeria.

1. The role public libraries play in promoting literacy and lifelong learning among rural dwellers in Nigeria.
2. The effect of information literacy instruction on lifelong learning readiness of library users in public libraries in North-West, Nigeria.
3. There is also the need for research to get more findings on the level of information literacy skills and use of information resources for lifelong learning among library users in public libraries in Northern Nigeria.

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APPENDIX A

LIBRARY USERS QUESTIONNAIRE

DEPARTMENT OF LIBRARY AND INFORMATION TECHNOLOGY

FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA

Dear Respondent,

This questionnaire is designed to investigate the influence of information literacy skills and knowledge acquisition on lifelong learning of post-secondary school users in Southwest Nigeria. Information provided will be treated with a high degree of confidentiality and will be strictly used for research purposes only.

Thank you for your anticipated cooperation.

Yours sincerely,

LAWAL, Olajumoke Nafisat

MTECH/SICT/2018/8400

Section A: Demographic Information

Instructions: (Please carefully read and tick the option that is applicable).

1. Name of library
2. Age: (a) 16-25 () (b) 26-35() (c) 36-45() (d) 46-above ()
3. Gender: Male () Female ()
4. Level of Education
5. Occupation (a) Student (b) Civil Servant (c) Business Executive (d) Artisan (e) Others

Section B

Please indicate your level of lifelong knowledge. Tick (✓) the appropriate option that corresponds to your opinion about each statement using: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly disagree (SD).

6. What is level of lifelong learning knowledge possessed by post-secondary school user?

S/N	Statement	SA	A	D	SD
1.	My level of lifelong learning has help me adjust to evolving need of global market				
2.	My level of lifelong learning has helped me cultivate enthusiastic learning				

3.	My level of lifelong learning has contributed to my development of skills and talents.				
4.	My level of lifelong learning has help me acquire knowledge and share with other				
5.	My level of lifelong learning has allowed me to be flexible in learning pursued throughout life				

7. Resources and infrastructure available to promote information literacy activities and lifelong learning.

Please indicate resources and infrastructure available. Tick (✓) the appropriate option that corresponds to your opinion about each statement using: Available (A), Not available (NA).

S/N	Resources and infrastructure availability	A	N
1.	Books		
2.	Journal		
3.	Reference sources		
4.	Electronic databases		
5.	Internet		
6.	Computer		
7.	Printers		
8.	Photocopier		
9.	Staff with ILS		
10.	Newspapers		
	Library Infrastrucure		
11.	Air conditioners		
12.	Tables		

13.	Chairs		
14.	Fans		
15.	Internet facilities		
16.	Library building		
17.	Book shelves		

8. Influence of information literacy skills possessed by post-secondary school users on lifelong learning.

Tick (✓) the appropriate option that corresponds to your opinion about each statement using: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

S/N	Statement	SA	A	D	SD
1.	Information literacy skills possessed helped me to articulate information needs				
2.	Information literacy skills possessed helped me to find and access appropriate information				
3.	Information literacy skills possessed helped me to evaluate and synthesize information acquired				
4.	Information literacy skills possessed helped me to ability to make better decision				
5.	Information literacy skills possessed helped me to ability to learn in contemporary environment of technological change				
6.	Information literacy skills possessed helped me to meet people, learn from them, and become more sociable				

9. Influence of Knowledge Acquisition on Lifelong Learning of Post-Secondary School Users in South-West Nigeria

Tick (✓) the appropriate option that corresponds to your opinion about each statement using: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

S/N	Statement	SA	A	D	SD
1.	Knowledge acquisition skills has support my growth and development				

2.	Knowledge acquisition skills has my better communication skill				
3.	Knowledge acquisition skills has improve my thinking				
4.	Knowledge acquisition skills have helped me understand myself better.				
5.	Knowledge acquisition skills has made me solve problems easily.				
6.	Knowledge acquisition skills has given me a general awareness				

QUESTIONNAIRE FOR LIBRARIN ON INFLUENCE OF INFORMATION LITERACY SKILLS AND KNOWLEDGE ACQUISITION ON LIFELONG LEARNING OF POST-SECONDARY SCHOOL USERS

Sir/Ma, your kind attention is solicited to complete this questionnaire. Confidentiality of the information provided is assured.

Section (A) Please ticks (✓) or complete appropriate option.

1. Sex: (a) Male (b) Female

2. Educational Qualification: HND [] BLS/BLIS/B.Tech/BA/B.Sc. []
MLS/MLIS/M.Sc/M.Tech [] PhD []

3. Cadre: a) Librarian [] b) Deputy Librarian []

4. How long have you been working with your organization?

(a) Lesser than a year (b) 1-5 years (c) 6-10 years (d) More than 10 years

5. Have you acquired any further qualification since joining the organization?

a) Yes (Please state the qualification acquired).....

b) if No, (Please give reasons for your answer)

Section B

7. Has the library been organizing information literacy training for the Clientele/users?

(a) Yes (b) No (c) Do not know

8. What kind of the training have you received from the library?

(a) On the job training (b) In service training (c) ICT training (e) workshop/seminar

9. What are the forms of training organized for the clientele?

Please tick (✓) the appropriate option that corresponds to your opinion about each statement using: VeryHigh (VH), High (H), Low (L) and very Low (HL).

S/N	Forms of training	VH	H	L	VL
1.	Library orientation				
2.	ICT training				
3.	Reading Clinics				
4.	Guidance				

10. What are the resources and infrastructure available to promote lifelong learning?

Tick (✓) the appropriate option that corresponds to your opinion about each statement using: Highly Available (HA), Available (A), Slightly Available (SA) and Not available (NA).

S/N	Item	HA	A	SA	NA
1.	Money				
2.	Information materials (such as books newspapers, audiovisuals, CD- ROMS)				
3.	Computers				

4.	Projectors, video cameras, and other communication gadgets				
5.	Photocopiers machines				
6.	Personnel/staff with information literacy skills				
7.	Internet service/online databases				
8.	Space conducive place for learning activities				

11. What is the level of information literacy skills possessed by library Staff in promote lifelong learning?

S/N	Statements	VH	H	L	VL
1	I have proficiency to identify purpose and target audience of an information source				
2	I have proficiency to locate information resources using Boolean search				
3	I have proficiency to evaluate information resources that will be useful for lifelong learning				
4	I have proficiency to determine the reliability and accuracy of electronic information source that can be used for lifelong learning.				
5	I have proficiency in IT skills to access Eresources.				
6	I have proficiency to choose the best communication style to enhance lifelong learning of user				

13. What are the challenges faced in promoting lifelong learning through information literacy?

Tick (✓) the appropriate option that corresponds to your opinion about each statement using: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

S/N	Item	VH	H	L	VL
1.	Outdated resources				
2.	Poor ICT facilities				
3.	Erratic power supply				
4.	Lack of subscription				
5.	Lack of resources for user orientation				
6.	Lack of fund				

APPENDIX B

Cronbach Alpha Reliability Analysis Result

Notes

Output Created	6-JULY-2021 3:15:59
Comments	
Input	
Data	C:\Users\dell\Desktop\DEFAULT BACKUP\ ANALYSIS LAWAL NAFISA.sav
Active Dataset	DataSet1
Filter	<none>
Weight	<none>
Split File	<none>
N of Rows in Working Data File	
Matrix Input	

Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
Syntax	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Resources		RELIABILITY
		/VARIABLES=SB1
		SB2 SB3 SB4 SB5
		/SCALE('ALL VARIABLES') ALL
		/MODEL=ALPHA.
		00:00:00.00
	Processor Time Elapsed Time	00:00:00.02

CRONBACH ALPHA RELIABILITY COEFFICIENT DATA

SECTION A

Reliability Statistics

	Cronbach's Alpha Based on Standardized Items	N of Items
Cronbach's Alpha		
.818	.829	10

SECTION B

Reliability Statistics

	Cronbach's Alpha Based on Standardized Items	N of Items
Cronbach's Alpha		

.792	.815	8
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SECTION C

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.765	.653	7

SECTION D

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.765	.653	7

SECTION E

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.765	.653	7

SECTION F

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
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.765	.653	7
------	------	---

SECTION G

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.581	.421	4

SECTION H

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.792	.815	8

SECTION I

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.683	.611	6

The total Cronbach's Alpha =
0.818+0.792+0.765+0.765+0.765+0.765+0.581+0.792+0.683

$$= \frac{6.726}{9} = 0.75$$

9

Cronbach's Alpha = 0.75 (This indicates that the instrument is reliable and can therefore be used for the study)