

# TEACHING AND LEARNING OF INFORMATION LITERACY IN ACADEMIC LIBRARIES IN NIGERIA

Dr (Mrs) Ifeyinwa B. Okoye

University Library, FUT, Owerri.

Author Email Id: Ifykam@yahoo.com

2348037641330

---

**Abstract:** Information literacy is expected to help library users make effective use of information. In this work, questionnaire was given to 40 facilitators/lecturers in four institutions which includes Federal University of Technology Owerri, Imo State University Owerri, Alvan Ikoku Federal College of Education and Federal Polytechnic Nekede. An interview was granted to an institution and questionnaire inclusive. Thirty-eight copies of the questionnaire were returned. The study addressed five objectives and the result indicated that they had qualified teachers, the curriculum was fair but the problem was that little or no attention was given to critical thinking, and practical component was lacking because there was little or no ICT facilities. There was no flipped classroom/, instruction, no online tutorial and no interactive boards. It was recommended that more teachers should be employed and the libraries should be equipped with ICT facilities to facilitate teaching and learning of practical aspect of information literacy. Effort should be made to develop a standard curriculum for information literacy which will serve as a standard and guideline for information literacy programme. Summarily the study therefore concludes, by emphasizing that the information literacy should be taught with all the necessary facilities, and to the students at all levels in all the institutions in Nigeria.

**Keywords:** Information literacy, teaching, learning, academic library, Nigeria.

---

## 1. INTRODUCTION

Library being a foyer of book and non-book collections, is established to ensure that users meet their information needs through effective utilization of information resources at their disposal. The mandate of any type of library is to provide easy access of the information resources in their domain to the patrons. According to Audu, (2006), the library user is expected to exploit information resources in the library with the minimal help from the library staff. This could be made possible by information literacy skill taught and understood in schools or elsewhere. Osegie, (2003) sees it as a way which aims at assisting users to make effective use of the library on their own with less assistance. Especially now according to Shorten, (2001) there is information explosion, the library user therefore is expected to have access to information to enable him keep abreast of recent development in the field, perform well in the academic programme and lifelong learning. Given the myriad of the resources being managed by library staff it then becomes necessary to back up one's thought, discussion, ideas, and speech with authoritative and valid information. On the other hand, the library users therefore need to know what to look for, find out if it is authoritative and has the ability to communicate the idea effectively. Undoubtedly government and other agencies are making frantic effort to ensure that institutions of higher learning persuade people to pay attention to information literacy to enable them make meaningful contributions to national development (McTavish, 2009). Information being a life wire of individuals and societies, it therefore becomes necessary to ensure that the teachers and learners of information are not neglected in anyway. Similarly, given the role information play in political, social and economic development of a nation and for lifelong learning, it becomes

something that should not be toiled with. From this speculations, there is urgent need for the acquisition of information literacy skill to enable one contribute meaningfully to national development.

According to Gbaje and Okogie (2011), access to knowledge is essential for promoting human rights, economic and cultural development, innovation, individual freedom and creativity. Nwokocha and Ugocha (2014) further stated that despite the fact that one can walk into the library and pick up information resources, one is required to have some skills to obtain the particular information material required with minimal waste of time. One of the prerogatives of information literacy is that it gives one the opportunity to know how, when and where to search for the particular knowledge at any given time. It also gives one the ability to locate information resources through the use of print resources, computer and other electronic tools easily. Notably, to access information be it print or non-print, certain skills are required, invariably information literacy is what provides the skill that assists one to navigate through the myriad of information resources in the library or on the net. However, it aids users to recognize when information is needed and also has the ability to locate, evaluate, use and communicate it in various formats. This supports what Ivanitskaya, O'Boyle and Cassey, (2006) stated that the user is expected to be able to find information and evaluate it. In recent times libraries, internet, social media and mass media supplies information and most of these information are not filtered, which raises doubts about the authority, validity, reliability, and authenticity. What Information literacy does is to help users identify their information need, locate and retrieve it; then understand the structure, use indexes and other search tools, evaluate, synthesize and present it in a proper way.

### **Statement of Problem**

Information Literacy prompts effective retrieval and utilization of information materials, but it does appear that the skill and competencies to access certain information resources are lacking. These factors has affected the use information by students for assignments and for lifelong learning. Undoubtedly, if the situation continues to dwindle, it will otherwise affect the general development of the nation, especially when students or graduates cannot be able to access proper information in their various areas and areas of interest. This underscores the crust of the research.

### **Objectives of the Study**

- i. To identify the qualification, and years of experience of the facilitators.
- ii. To identify information literacy skills taught and learnt
- iii. To identify the kind of tools/materials used in teaching and learning
- iv. To find out the course content/curriculum employed in teaching and learning of information literacy.
- v. To identify the challenges of teaching information literacy.

## **2. LITERATURE REVIEW**

Information literacy is defined by Association of College and Research Libraries as “the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning”(ACRLS,2015). The ability of students to discover and understand how to access and use information is very important for new knowledge and lifelong learning.

Association for College and Research Libraries Information Competency for Higher Education (2018) sees information literacy as a set of characteristics that transform an ordinary student, helps people to obtain skills not just for academic programme as a student but for lifelong learning. An information literate person should be able to find out information need, locate, retrieve evaluate and use information. The role of information literacy in accessing information needs of users cannot be overemphasized. Information Literacy helps people to understand evaluate and communicate information for political, social and economic development of a nation. United States National Forum on Information Literacy (1989) sees information literacy from the perspective of “the hyper ability to know when there is need for, to identify, locate, evaluate and effectively use that information for the issue or problem at hand. The understanding of students and integration of information literacy skills are essential in institutions of higher learning and lifelong learning. In this regard Shao, (2016); Williams and Evans, (2008) in their various studies found out that information literacy skills were positively correlated with both students writing abilities and final course grades. They called for well integrated library

instruction programmes and services to improve student's information literacy skills. Williams and Evans (2008) however warned that researchers should be careful in interpreting findings on information literacy because assessment tools used to capture students learning is sensitive and can produce different results.

Blakes, Bowles, Terry, Pearson and Kiraiyi, (2017) also corroborated with the above findings by stating that students retention rate are higher for those whose courses included information literacy instruction component. They also found out that on the average, first year students whose courses included information literacy had higher GPA than students whose courses did not.

Ekong and Ekong (2018) also stated that there is correlation between effective information literacy and academic performance of student but decried lack of reasonable ICT components in information literacy instruction. They said information literacy skills are fusion of library literacy, critical thinking, ethics and communications, but however stated that the technological and electronic component is lacking in the instructions received by the students.

### 3. RESEARCH METHOD

The survey research was used. Ten copies of questionnaire were administered to lecturers/librarians (Resource persons/facilitators who teach use of library in each of the four institutions: Federal University Technology Owerri, Imo State University Owerri, Federal Polytechnic Nekede and Alvan Ikoku Federal College of Education Owerri. in all, forty copies of questionnaire were distributed and 38 copies returned. Most of the respondents ticked as many options as possible as it concerns them. An interview was granted in one of the institutions used for the study.

### 4. RESULTS OF THE FINDING

#### 1a. Qualification of resources persons/Lecturers

Qualification	Frequency	Percentage
Ph.D	8	21.0
M.LS	24	63.2
B.LS	2	5.3
HND	4	10.5
	38	100

The table shows the qualification of the respondents that teaches information literacy in the various institutions understudy, and it was indicated that the majority of the respondents have masters degree in library and information science (MLS) with a score of (63.2%). Some of the respondents (21.0%) possess PhD in library and Information Science.

#### 1b. Years of Experience

S/No	Year of Experience	Frequency	Percentage
i.	1-5years	3	7.9
ii.	6-10years	12	31.6
iii.	11-15years	17	44.7
iv.	16-20 years	6	15.8

In the table above majority of the respondents (44.7%) have worked for 11-15years, followed by (31.6%) that have worked for between 6-10 years. This implies that many of them are experienced given the number of years they have put in the teaching.

#### 2. Information Literacy Skills taught:

S/No	Information Literacy skills	Frequency	Percentage
i	Knowledge of Plagiarism	20	52.6
ii	Evaluation of information resources	23	60.5
iii	Literature search	26	68.4

iv	Critical thinking	4	10.5
v	General knowledge of Library	20	52.6
vi	Use of electronic resources	22	57.9
vii	Evaluation of research skills	19	50
viii	Referencing method	26	68.4
xv	Boolean search	22	57.9
x	Research arrangement/organization	19	50

The table highlighted various information literacy skills taught. It includes literature search (68.4%), evaluation of information resources (60.5%), use of electronic resources and Boolean search (57.9%) each respectively, general knowledge of library, and evaluation of research skills (52.6%) and (50%). The respondents that included referencing method and research organization scored (68.4%) and (50%) very few responded to critical thinking with a percentage score of (10%).

### 3. Types of Tools/Materials used for teaching

S/N	Tools/Materials	Frequency	Percentage
i	Lecture notes	30	79
ii	Guided Tour	11	28.9
iii	Practical exercise	4	10.5
iv	Independent assignments	15	39.5
v	Flipped classroom	-	-
vi	Computer facilities	4	10.5

The table above shows the materials/ tools used for the teaching and learning of the information literacy in these institutions. From the result shown, (79%) of the respondents uses lecture notes for their teaching, followed by (39%) of the respondents that said they use independent assignments. Those for guided tour and practical exercise had percentage scores of (28.9%) and (10.5%) respectively. Again the respondents that said the use computer facilities to teach is (10.5%). Nil for flipped classroom.

### 4. Curriculum/course outline used for teaching

S/N	curriculum/course outlines	Frequency	Percentage
I	Concept of Library	16	42.1
ii	Libraries & research	20	52.6
iii	Arrangement & organization of library materials	4	10.5
iv	e-resources and services	25	65.8
v	Search mechanism	19	50
vi	Digital libraries	21	55.3
vii	Critical thinking	2	5.3
viii	Online library services (library website and social media)	16	42.1
ix	Print and non-print re sources	20	52.6
x	Reference materials/pattern	19	50

This table highlighted some of the topics found in the curriculum that aids the teaching and learning of information literacy. From the result (65.8%) of the respondents teaches e-resources and services. Those that handles digital libraries and search mechanism had (55.3%) and (50%) respectively. Library research and print and non-print resources scored (52.6%) each respectively. The respondents that said they handle reference materials/pattern to aid information literacy scored (50%). Concept of library and online library services scored (42.1%). Those that said that not much was done in critical thinking had a percentage score of (5.3%).

### 5. Challenges of Teaching and Learning of Information Literacy

S/N	Challenges	Frequency	Percentage
i	Lack of ICT skill	21	55.3
ii	Poor teaching	9	23.7
iii	Lack of power supply	23	60.5
iv	Lack of practical components	25	65.8
v	Non inclusion in the school time table	4	10.5
vi	Lack of interest on the students	9	23.7
vii	Lack of capacity building for the teachers	21	55.7
viii	Unconducive environment for learning	23	60.5
xix	Poor internet connectivity	23	60.5
x	Lack of proper awareness on the importance information literacy	9	23.7

The table shows the challenges militating against teaching and learning of information literacy in various institutions. The results are as follows; Lack of practical components had (65.8%), Lack of power supply, unconducive environment for learning and poor internet connectivity had percentage score of (60.5%) each respectively. The respondents that said that lack “ICT” skill and lack of capacity building for the teachers had (55.3%) each. Those that said that poor teaching, lack of proper awareness on the importance of information literacy scored (23.7%) and finally non-inclusion on the school time-table scored (10.5%).

### 5. DISCUSSION OF FINDINGS

1a. Most of the respondents possess Master’s Degree in library and information science and PhD in library and information science. In other words, they are qualified to handle the programme effectively.

1b. Majority of the respondents have worked for, between (11-16) years and (6-10) years. In effect, they are capable to handle the teaching and learning of information literacy programme efficiently because of the number of years they have put into the service. One’s experience matters in most situation.

2. From the result, the information literacy skill taught in the various institutions studied includes literature search and referencing method which seems to have the highest number of the respondents. Followed by the use of electronic resources and the use of Boolean search to access information from myriads of them. Furthermore, skill taught are knowledge of plagiarism, general knowledge on how to use the library and also the knowledge of how to organize a research work.

3. The result showed that many them said that the materials and tools used for teaching and learning of information literacy includes lecture notes, textbooks, independent assignments and of course the computer which has a very low response with practical exercise. Only very few said that sometimes they can go on guided tours to acquire needed information for their students’ academic work.

4. Going by the finding of the study, it was discovered that some of the course outline and the curriculum used in the teaching and learning of the information literacy programme are e- resources and services which recorded the highest score indicating that teacher are embracing the use of technology in accessing information. In the digital libraries, the score there is quite impressive showing that they are beginning to show interest on the use technology to be able face the competitive nature of advancement globally. Others includes concept of the library, library and research, search mechanism, referencing pattern and the rest of others.

5. The challenges include lack of practical components in teaching and learning, lack of power supply and lack of ICT skills. In other words, only theoretical aspects of information literacy are taught. There is incessant power failure. Little or nothing is taught about critical thinking and copyright. The teaching method is traditional in nature. There is no flipped instruction, no video conferencing, and no online tutorial.

However, the report of the interview said that information literacy is still part of general subject (GES) in a particular institution studied.

## 6. RECOMMENDATION

More teachers should be employed for teaching of information literacy and should be taught independently with 2 credit loads. It should not be part of general subject because of its importance in academic performance, contribution to national development and lifelong learning. In other words training the trainers workshop should be organized on a regular basis for the staff to enable them improve their knowledge of ICT skills, advanced search and use of digital/electronic libraries.

Furthermore, modern electronic facilities should be used in the teaching and learning of information literacy. Flipped instruction, online tutorial, video conferencing etc should be introduced to facilitate teaching and learning of information literacy. In this era of globalization, Nigerian graduates should be equipped with information literacy skill for effective use of library in every part of the world. The libraries so far are hybrid libraries with less than 30% computerization. The libraries should be well equipped to facilitate practical teaching and learning. So far the students learn more of theory.

In addition, the Nigerian Library Association, Librarians Registration Council of Nigeria, Nigerian Association of Library and Information Science Educators (NALISE) and Academic and Research Libraries should liaise and develop a standard curriculum for information literacy which will serve as a standard and guideline for information literacy in Nigeria. At present each institution uses its own curriculum.

The lecturers should on a regular basis evaluate the ability of their students, to have independent access to information resources and also should be able to perform Boolean search while doing research..

## 7. CONCLUSION

The role of information literacy in academic performance and lifelong learning of students cannot be overemphasized. The students therefore, should be given effective teaching with ICT facilities to enable them make effective use of electronic libraries for retrieval, evaluation and use of information resources. Nigeria needs citizens who are equipped with information literacy for meaningful contribution to national development and lifelong learning.

## REFERENCES

- [1] Alakpodia, O. N. (2010) Use of internet skills among Library and Information Science students: The experience of Delta State University Abraka. *Information Impact* 1(2): 55-56.
- [2] Association of College and Research Libraries (2015) Framework for Literacy for Higher Education <http://www.ala.org/acrl/standards/ilframework>
- [3] Audu, C. O. (2006) User education programmes in Colleges of Education in Plateau and Nassarawa States. *Coal city Libraries* 4: 57-59.
- [4] Bury, S., Graig, D. and Shujah, S. (2017) Information Literacy. *Journal of Information Literacy* 11(2) [http://dx.doi.org/10.11.2.2219\\_\(retrieved\\_30/10/18\)](http://dx.doi.org/10.11.2.2219_(retrieved_30/10/18))
- [5] De Meulemester, A, Buysse, H & Peleman, R (2018) *Journal of information Literacy* 12(1) 2 7-24
- [6] Dommet, E. J. (20 18) Using a flipped classroom to embed information Literacy skills training in academic studies. *Journal of Information Literacy*. 12(1)97-1 08
- [7] Ekong, U.O. & Ekong, V. E. (2018) Impact of Information Literacy Skills on the use of e-resources among tertiary institutions in Akwa Ibom *Nigerian Journal of Technology* 3 7(2);423-43]
- [8] Etim, F. E. (2002) integrating information handling skills into the curriculum: A panacea for education reform in Secondary School in Nigeria. *Nigerian Libraries* 30 (1,): 23-25
- [9] Gbage, E.S and Okojie V (2011) user-oriented access to knowledge initiatives in Nigerian University Libraries: *Nigerian Libraries* 44(1): 33-50
- [10] Hambidge, A.S., Tin, T. & Sanderson, N. (2018) Information literacy skills on the go: mobile learning innovations. *Journal of information literacy* 12(1), 68-70.
- [11] Ivanitskaya L, O'Boyle I. and Casey A. M. (2006) Health Information Literacy and Competencies of information age students: results from interactive online Research Readiness (RRSA) *Journal of Medical Internet Resources*, 8(2): 3-10 [www.rubi.nlm.nih.gov](http://www.rubi.nlm.nih.gov) (retrieved 30/10/18).

- [12] Larson D. Wallace. S. & Pinkl, L. (2018) mapping library values and students learning outcome. *Journal of Information Literacy* 12(1) 109-117.
- [13] McTavish, M (2009)1 get my facts from the internet: A case study of teaching and learning information literacy in school and out of school contexts. *Journal of Early Childhood Literacy* 9(1):3-28
- [14] Nwokocha N. and Ugocha O. (2014). Issues and factors in the teaching of use of the libraries programme in Nigerian Universities. Contemporary issues in library and information Science Educators (NALISE) held from April 28- May 1 2014 at Abia State University Uturu edited by Udo Nwokocha and Michael Ochogwu. Umuahia: Zen Publication
- [15] Osagie, J. N. (2003) User education in tertiary institutions in Nigeria. *Lagos Journal of Library and Information Science* 1 (1 32-33).
- [16] Presidential Committee on Information Literacy. Final Report (1989). In <http://en.m.wikipedia.org/wiki/inf...> retrieved 20/1 / 19
- [17] Shao, X. (2016). Effect of information literacy on students writing and course performance skills. *Journal of Academic Librarianship*. 42(6); 670-678
- [18] Shen J. (2018) Flipping the classroom for literary 12(1): 48-53
- [19] Shorten, A. (2001) Developing Information Literacy: a key to evidence- based nursing. *International Review Nursing* 48 (2) <http://doi.org/10.1046/j.1466-76572001.0.00045>.accessed 30/10/18.
- [20] Williams, M. H. & Evans, J.J. (2008) Factors in Information Literacy education. *Journal of Political Science Education* 4(4);116-1 18.