

ASSESSMENT OF INFORMATION LITERACY COMPETENCY AMONG SECOND-YEAR STUDENTS OF KADUNA STATE COLLEGE OF EDUCATION, GIDAN WAYA, KADUNA STATE, NIGERIA

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Abstract

This study investigated the information literacy competency among second - year students of Kaduna State College of Education Gidan Waya Kaduna, Nigeria. The focus is to determine the level of students' awareness and ability on the retrieval devices of the library. Survey research method was employed for the study. Sample of 240 students was randomly selected from the population of 1208 students. The data were collected using structured questionnaire. Frequency count and percentage were used to analyze data from the research questions, while t-test was used to analyze the stated hypotheses, and were tested @ 0.05 level of significance. The result obtained from the research questions revealed that majority of the respondents attested that they lacked awareness and had low ability on the use of the library retrieval devices. Similarly, the stated null hypotheses were retained and maintained. Based on the finding the study concluded that second-year students of the institution under study are not information literate. Thus, the study recommends for needs assessment on the information literacy program to determine the most effective one to be adopted. There is need for collaboration between the librarians and teachers teaching the "Use of library" to enhance information literacy instructions.

Keywords; retrieval devices, information literacy, information literacy competency, library resources.

Introduction

It is not in doubt that the 21st century's information technology has not only prompted information explosion but also creates information flood in the society. Therefore, there is a need to equip the society and students of all levels of education with adequate skills to cope with the unprecedented growth of information (Kimani, 2014). Besides, students need information literacy that would equip them with critical skills require for finding, accessing and using information thus, become independent lifelong learners (Salleh et al, 2011).

The focus of this study is to investigate information literacy competency of the second-year students of Kaduna State College of Education, Gidan Waya with regard to determine students' ability and familiarity with the information retrieval tools of the library. Information literacy is the set of abilities requiring individuals to recognise when information is needed and ability to identify, locate, critically evaluate, and use the needed information effectively (ACRL, 2000). It involves the students' awareness with the library resources and the retrieval tools (catalogs, indexes and abstracts, bibliographic databases, etc.). A student is said to be information literate when he or she has the ability to identify, retrieve and use information effectively and efficiently to solve a given problem, selects the most appropriate information retrieval systems for accessing the needed information (ACRL, 2005).

The role of information literacy in the life of students cannot be overstressed. Aside from forming the basis for lifelong learning, it enables learners to master content hence become more self-directed in the learning process even in the absent of teachers as well as broaden student's knowledge and thought

(Rockman, 2004; Lamound and Whiter, 2008; Soleymani, 2014). Arguably, information literacy equips students with techniques and skills for utilizing the wide range of information resources of a library regardless of the format in which they appear.

Since information literacy is expedient in supporting learning, Kaduna State College of Education, Gidan Waya like other Colleges of Education in Nigeria, has integrated teaching the 'Use of library' into the teaching curriculum to improve the students' level of information competence, also to be conversant with information resources. However, the challenges of one credit-earning course and the outrageous number of students during a lesson contact affect the teaching and learning of the course. Based on this situation the researchers raise some doubt on the information literacy competency possessed by the students of the institution, which is our case study, as they appear to encounter difficulties in identifying, locating, retrieving and evaluating their information needs for lifelong learning.

Consequent of the lack of adequate information skills, the situation has assumed a worrisome dimension, and if it is left unchecked and not addressed, students are likely to engage into plagiarism, mutilation of information resources. Some studies (for instance, Baro and Fyeneman, 2009; Salle et al, 20011; Kausar and Mahmood, 2013) conducted similar work to determine the level of information literacy competency of undergraduates in other academic institutions and based on the findings of these investigations; the authors gave valuable recommendations. However, there was no such study established to have been conducted at the institution under examination.

Problem Statement

In this present age of information and communication technology, educational institutions of all levels including libraries continuous to witness unprecedented increase in the volume of information resources than ever before. This information explosion posed a great challenge toward selecting and retrieving the relevant information needed from the too much of information that exist in various formats (Kadiri and Adetoro, 2012). In this regard therefore, it requires a proportionate level of information literacy to manage the threat of this information overload. Unfortunately, as opined by Adeleke and Emeahara (2016) that large number of students in developing nations have poor information literacy competency, consequently, students find it difficult to access their information needs.

In the study so far, the result of interactions with some students of the institution under study and through close observation by the researchers, there are strong indications that the use of available retrieval tools of the library by the students is low. The researchers also noted that students find it hard and difficult to access their desire information. Adeniran and Onouha (2018) remarked that lack of information literacy skills limits students' ability to locate and to make use of needed information. It is in this light that this study sets out to investigate the level of information literacy competency among students of Kaduna State College of Education, Gidan Waya with the focus to determine students' level of awareness of the information retrieval resources of the library.

Objective of the Study

The general objective of the study is to determine information literacy among second-year NCE Students in Kaduna State College of Education, G/Waya.

The Specific Objectives are to:

- Determine the students' level of awareness with the information retrieval tools of the library.
- Ascertain students' ability in the use of retrieval tools of the library.

Hypotheses:

H01: There is no significant difference in the level of awareness of the library retrieval devices among the male and female students.

H02: There is no significant difference in the students' ability in the use of the library retrieval devices base on gender.

Literature Review

Information literacy is said to be a necessary skill that is utilitarian in every aspect of a Person's life. Arguably, information literacy competence provides essential skills needed to become a more proficient learner in the college and in other level of academic institutions and subsequently, benefit students in both professional and personal endeavors.

An investigation was carried out to determine the undergraduate students' level of awareness of the information resources available in the Niger Delta University Nigeria, by Baro and Fyeneman (2009). They adopted descriptive survey method covering 350 undergraduates from four departments. It was reported that male students were more aware and uses the information sources than the female students. This suggested that female students need more orientation on the library resources as this could, aside from enhancing their ability to cope with information relate academic activities they also become lifelong learners.

Kimani (2014) discovered that first-year Undergraduates in institutions of higher learning in Kenya were not acquainted with the various retrieval tools and their applications. Based on the finding, the author recommended that information literacy training be integrated with the normal university curriculum to become a credit-earning course for all incoming students.

Lamtey, (2008) examined the information literacy of undergraduates in Cape Coast University. He discovered that most students lacked skill of card catalogue to retrieve their needed information sources. The point of departure with the present investigation is that Lamtey's finding was concerned with Card catalogue, while the present study is not limited to card catalogue. Library catalogue is aim at helping a user to know that which is available in the library also to direct the user to locate the resources needed. Lacking the knowledge of this tool by library users leads to underutilization of the library resources.

In a similar research carried out by Kousar and Mamoon (2013) to assess information literacy skills of first year undergraduate engineering students of a Pakistani University, independent sample t-test and ANOVA were applied. The findings among others showed that most students do not possessed idea about methods and tools required for retrieving information from various resources of the library.

Methodology

This study adopts descriptive survey method, because of its convenience for collection of data from a large population. Besides, it provides a platform for the use of questionnaire for gathering data, (Osuala, 2007). The target population was the entire second-year students of Kaduna State College of Education, Gidan Waya totaling 1,208 students. The College has six (6) faculties. Two out of the six faculties were randomly selected for this study using balloting technique in which six coded papers were carefully squeezed and thrown into a bag and a student was asked to pick out any of the two papers. The papers picked were used to determine the two faculties sampled. The faculties are Social Science and faculty of Sciences.

Two hundred and forty (240) respondents were proportionately sampled through randomization from the faculties which form the sample size for the study. Descriptive statistics of simple percentage was use to analysed the research questions, while t-test was used to analyzed the hypothesis and result presented in a form of table for easy understanding.

Structured questionnaire tagged Information Literacy Questionnaire (ILQ) was used for the collection

of data. The study used four likert scale type of questionnaire: Strongly Agree (S.A =4), Agree (A=3), Disagree (D = 2), Strongly Disagree (S.D = 1).The questionnaire was pretested first on students of a different faculty that was not part of the study for the face and content validity of the instrument. Cronbach’s Alpha Coefficient statistic was used and the reliability coefficient value was established at $r = 0.77$. After which the questionnaire was self- administered to the sampled students.

Findings and Discussions

Table 1: Respondents by Gender

Sex	Frequency	percentage
Male	136	56.7
Female	104	43.3
Total	240	100

Out of the total of 240 respondents that filed-in the questionnaires, table 1 shows that majority 136 (56.7%) of the respondents were male, while only 104 43.3% were female. Respondents were to indicate their usage of the retrieval devices.

Table 2: Frequency of usage

Frequency	Respondents	percentage
Very often	30	12.5
Often	43	17.9
Not often	167	69.6
Total	100	100

From Table 2 it shows majority 167 (69.6%) of the respondents expressed that they were not always using the retrieval tools. whereas 30 (12.5%) of the respondents indicated that they always use the retrieval devices of the library. Students were asked to indicate their level of awareness about the retrieval tools of the library.

Table 3: Awareness of students about retrieval tools

Retrieval tool	Very familiar	familiar	fairly	Not familiar
Catalogue	33 (13.8%)	56 (23.2%)	87 (36.3%)	64 (26.7%)
Index and abstract	21 (8.8%)	44 (18.3%)	92 (38.3%)	83 (34.6%)

Table 3 exposes majority 86 (36.3%) and 64 (26.7%) of the respondents affirmed that they were not aware of the library retrieval tool. While few 33 (13.8%) and 56 (23.2%) respondents indicated that they are knowledgeable on the tools. Data collected and analyzed were found on students' awareness and ability on the retrieval tools of the library. Result from Table 3 revealed that most students were not aware of the retrieval devices. However, few students had a contrast view. Thus, it is inferred that students of the College do not have adequate knowledge on the importance of the library retrieval tools. The implication is that students have to depend on the

assistance of librarian and or colleague to locate needed information resources. The present finding is in agreement with the finding of Kimani (2014) which revealed that most of first year students were not acquainted with the various retrieval tools and its applications.

Students were asked to rate their capability on the use of the retrieval devices to locate the needed information resources.

Table 4: Students' Level of Ability

Retrieval devices	Very capable	capable	fairly	Not capable
Library catalogue	26(10.8%)	58 (24.2%)	74(30.8%)	82(34.2%)
Index and Abstract	39 (16.2%)	71 (29.6%)	94 (39.2%)	36 (15%)

From table 4, it reveals that majority 82 (34.2%) and 74 (30.8%) of the respondents respectively stated that they have low ability on the use of the library catalogue, indexes and abstract. While, few 26 (10.8%) and 58 (24.2%) indicated they possessed good ability on the use of the tools. Table 4 showed that majority respondents have low ability on retrieval tools, while only few students demonstrated that they possessed good ability skills. The study concluded that students of the institution under study lacked ability on the use of the library catalogue indexes and abstract. This suggests that they have difficulties to access information resources. The finding is in conformity with the findings of (Kousar and Mohmood, (2013) who discovered that most students lacked skills of card catalogue and OPAC to access information

Hypothesis 1: There is no significant difference in the awareness about the library retrieval devices among male and female students of Kaduna State College of Education.

Table 5: t-test analysis for the result

Group	N	Mean	SS	Df	t-value	p-value
Male	136	2.76	0.53	238	1.611	0.622
Female	104	2.29	0.32			

Level of Significance @ $p < 0.05$

Table 5 shows t-value is 1.611 and p-value is 0.622 @0.05 level of significance and at 238 df. The result is not significantly different. Therefore, the stated null hypothesis is retained. Furthermore, the result of hypothesis 1 table 5 of the stated hypothesis was retained. This indicates that there was no significance difference in the level of awareness with the retrieval devices of the library among male and female students. The present finding contradicted that of Alakpodi (2014) that showed variance in the level of awareness and use of computer and other information resources among male and female students. This finding is not a surprise as both students had the same level of exposure to the use of library by the librarians.

Hypothesis 2: There is no significant difference in the students' ability in the use of the retrieval devices based on gender.

Table 6: t-test analysis for the result of the hypothesis 2

Group	N	Mean	SS	Df	t-value	p-value
Male	136	2.3	0.47	238	1.688	.0527
Female	104	1.8	0.41			

Level of Significance @ $p < 0.05$

The result of the analysis as presented in Table 6 shows t-value is 1.688 and the p-value is .0527 @ 0.05 level of significance and at 238 df. Since t-value is greater than the p-value. This means the ability level of the two groups is not significantly different. Thus, the stated null hypothesis is maintained. The result of hypothesis 2 table 6 revealed that there is no significant difference in the students' ability level on retrieval devices. This indicates that male and female have mastered information knowledge on retrieval tools equally. This finding disagreed with the finding of Liu and Sun (2012) which revealed that, a gap exists in the sphere of information literacy among male and female students. However, the insignificant difference, noted among the male and female in this study is not in agreement with the general impression that male had better understanding and do well in skillful activities than female. While it may be true in some organization, it is not correct in the institution under study.

Conclusion

The study resolved that there is no variation in the information literacy competency among students in Kaduna State College of Education G/Waya. Also, their understanding and capability in the use of retrieval devices available is low. This seems to be partly responsible for students' over-dependence on librarians to locate information resources from the library collections. The study concluded that the information resources of the College were underutilized by students.

Recommendations

Based on the findings, the following recommendations are offered:

1. The Management of college library should create more avenues to enhance students' awareness on library resources generally; this could be better achieved through collaboration with the librarians and the teachers that teach the Use of Library Studies.
2. Management of college library should on frequency basis conduct needs assessment on the information literacy programmes of the college to ensure its effectiveness and relevancy toward making the library users information literate.
3. There is need for frequent orientation programme by the college librarians for the purpose of familiarizing students with the entire library collection.

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