INFORMATION LITERACY AND ACADEMIC LIBRARIES: A MOTIVATION

By

Tihyaunin Luka Dang
Lecturer II, Department of Library and Information Science, University of Jos, Nigeria
E-Mail: dangt@unijos.edu.ng

Gilbert Paul Igboechesi
Assistant Librarian, Library Department, University of Jos, Nigeria
E-Mail: igboechesig@unijos.edu.ng

Ucham James Diyong
Assistant Librarian-in-training, Library Department, University of Jos, Nigeria
E-Mail: diyonguj@unijos.edu.ng

Abstract

In knowledge acquisition, to know a topic is only an aspect, to also know how to find quality information about the topic is another part. Knowing how to find information is the largest process of learning. The ability to locate, evaluate, and use information makes for an information literate person. With this importance in mind, this study was carried out on Information Literacy, to find out the level of effectiveness on the part of the academic library through its staff, in teaching their clients Information Literacy (IL) since it is apt for users’ sagacity in information usage. The study investigated the academic library Information Literacy Curriculum (ILC) to discover the extent to which it has incorporated information literacy teaching into its clients’ library routines, level of success in the delivery of IL services, staff motivation and the challenges they face. It was carried out on the library staff of three Nigerian Federal University libraries (professional librarians and para professionals). The research adopted quantitative research methodology, simple random sampling and survey research style was used for the questionnaire. Data collected was analysed using descriptive statistics. Secondary sources were also used to buttress perceptions and findings. Findings revealed that more needs to be done in inculcating IL into service delivery to clients, on the welfare of library staff, funding of the library and allocation of more lecture periods to IL. The paper concluded by proffering solutions based on research findings.

Keywords: Information Literacy, Information Resource, Information Literacy Curriculum, Academic Library.
INTRODUCTION

Information has become so paramount for decision making in today’s world. The technology world depends upon information for social, economic, scientific, technological and industrial development. This makes Information Literacy (IL) absolutely critical to all sectors of society, because it enables people to cope successfully in their professional and personal lives and benefit from the knowledge society as it reveals typical ways of handling information particularly to identify what information is needed, understand how the information is organized, identify the best sources of information for a given need, locate those sources, evaluate the sources critically and share that information. What profession can provide such strategic skills for excellent delivery of information services to its clients more than the library especially in this information age? Information Literacy (IL) play a vital role in educating the users of libraries on various information and documentary resources, where to start searching for information, what, where and how to access them and compare retrieved information and how to communicate their information (Farmer and Henri, 2008). (ACRL, 2000) also adds that it includes the technological skills needed to use the modern library as a gateway to information. Information Literacy “enables us to analyse and evaluate the information we find, thus giving us confidence in using that information to make a decision or create a product” (ACRL, 2000).

Boekhorst (2003) opines that there is an exponential growth of information, information media, information channels and information services. There is also growth of technology tools and applications to retrieve, process and disseminate information. More so, changes in communication patterns and behaviour. Thus, while people move forward through time and space (Dervin & Nilan 1986) people need knowledge. Knowledge on themselves and on their social and technical surrounding. As this happens people are confronted with the fact that their knowledge is not enough to go on with their activity, to make decisions or start a new activity and so there is a knowledge gap and information need. But, on the flip side there is an explosion of information available in different formats and so finding the relevant information to solve an information need and close the gap requires strategic skills.

In higher institutions today, with the advancement of technology, students may have picked up the skills to send electronic mail, chat, and download music, but many have not learned how to effectively locate information; evaluate, synthesize, and integrate ideas; use information in original work or give proper credit for information used. Moreover, faculty want to see an improvement in the quality of student work, and students want to become more confident in their ability to complete assignments, carry out research projects, and become active, independent learners. In addition, information literacy is required by accredited organizations, expected by employers in the workplace for organizational success, and desired by society, which needs an informed citizenry that is capable of making well-reasoned and well-founded decisions. This has further lays emphasis on the need to graduate students who are well equipped with the necessary skills in handling information.

Information literacy is considered an essential learning outcome in colleges and Universities in advance countries and among its high impact educational practices. Librarians should be at the fore front of promoting information literacy which includes assist students, faculty and staff from all disciplines with locating, evaluating and effectively using information. Assist with various information and documentary resources, where to start searching for information, what, where and how to access them and compare retrieved information and how to communicate their information. They are at the frontlines and they witness prominent issues patrons experience with information literacy first-hand. This allows them to observe skills gaps in this competency and to clearly define desired outcomes in order to address
these gaps. This practice should form the core of service delivery in Academic Libraries today especially with the evolution of ICT. Question now arises on level at which the teaching of Information Literacy to clients is carried out by academic libraries through assigned professional librarians and para professionals and how much impact this has made. This is what this study is set to find out. Three Academic libraries have been selected to be evaluated and assessed in order to determine the extent to which they have incorporated Information literacy curriculum into their teaching routines and the level of success so far.

**OBJECTIVE OF THE STUDY**

1. To discover the extent to which the libraries selected have incorporated information literacy teaching into their clients’ library routines.
2. To determine the level of success of the delivery of Information Literacy services in the selected Libraries
3. To determine the challenges faced by these libraries over the delivery of IL services

**RESEARCH QUESTION**

1. What are the practically available Information Literacy (IL) curriculum services that your library offers to its clients?
2. What is the level of awareness amongst clients of the IL services delivered by your library?
3. What is your level of motivation in carrying out your duties as modern information professional?
4. What is the level of satisfaction by your clients towards the available IL services offered?
5. What are some of the challenges faced in delivery of IL to your clients?

**METHODOLOGY**

Quantitative research collects information from existing and potential target audience using sampling methods and sending out online surveys, online polls, questionnaires, etc. The research nature necessitated the adoption of quantitative research design. It seeks to investigate outlined issues on information literacy and academic libraries, focusing on the views of library staff (professional librarians and para professional). Survey Research style was used to ask questions to a specific target audience group as sample of respondents, using Google Forms to reach the target audience for the online polls; online surveys. Simple random sampling was used. Secondary sources were equally used to bring out the perceptions of different authors and scholars on the various aspects of this research as well as views of authors that also support aspects of the research findings. Data collected were analysed using descriptive statistics including frequencies, percentage, mean score, and standard deviation.

**SIGNIFICANCE OF THE STUDY**

Study is particularly significant to Academic Libraries as findings and recommendations will suggest new and improved ways to get library clients familiar with the available Information Literacy services in the library. The study is apt in helping Academic Libraries to be informed on the need to be better trained and equipped with the necessary knowledge they require to effectively deliver information literacy services to their clients. The study also reveals precise clarity on Information Literacy Curriculum (ILC), the position and strategies needed by librarians for future challenges in this age of technology.
LITERATURE REVIEW

The Concept of Information

The concept of information as we use it in everyday English, in the sense of knowledge communicated, plays a central role in contemporary society. The development and widespread use of computer networks since the end of World War II and the emergence of information science as a discipline in the 1950s, are evidence of this focus. Although knowledge and its communication are basic phenomena of every human society, it is the rise of information technology and its global impacts that characterize ours as an information society. It is common place to consider information as a basic condition for economic development together with capital, labor, and raw material; but what makes information especially significant at present is its digital nature. The impact of information technology on the natural and social sciences in particular has made this everyday notion a highly controversial concept. Claude Shannon’s (1948) “A Mathematical Theory of Communication” is a landmark work, referring to the common use of information with its semantic and pragmatic dimensions, while at the same time redefining the concept within an engineering framework. The fact that the concept of knowledge communication has been designated by the word information seems, prima facie, a linguistic happenstance.

The history of a word provides us with anecdotes that are tangential to the concept itself. But in our case, the use of the word information points to a specific perspective from which the concept of knowledge communication has been defined. This perspective includes such characteristics as novelty and relevance; i.e., it refers to the process of knowledge transformation, and particularly to selection and interpretation within a specific context.

Concept of Academic Libraries

Academic library is a library that is attached to an academic institution above the secondary level, serving the teaching and research needs of students and staff. These libraries serve two complementary purposes: to support the school curriculum, and to support the research of the university faculty and students. The support of teaching requires information resources for class readings and for students. In the past, the information resources for class readings, intended to supplement lectures as prescribed by the instructor, has been called reserves. According to Fabunmi (2002), Academic libraries are operationally defined as organized collections of information resources (print and non-print) which form an integral part of tertiary institution. In essence, the academic libraries provide resources to support the teaching and research activities of their parent institutions.

The Concept of Information Literacy

According to the American Library Association, "Information literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” In a study conducted by Doyle in 1992, information literacy was taken into consideration extensively for the first time. According to Doyle, an individual who has information literacy;

i. recognizes that accurate and complete information is the basis for intelligent decision making
ii. recognizes the need for information
iii. formulates questions based on information needs
iv. identifies potential sources of information
v. develops successful search strategies
vi. accesses sources of information including computer-based and other technologies
vii. evaluates information
viii. organizes information for practical application

Going by the postulation above, Information literacy (IL) extends beyond technical skills; it is conceived as the critical reflection on the nature of information itself, its technical infrastructure, its social, cultural and even philosophical context and impact. Bringing all these aspects into one platform informed the Information Literacy Curriculum to see that they are all part of a robust IL programme. Though achieving this to a maximally has been a major challenge both intellectually and practically basically because of the duration allotted to IL education in Nigeria. It deserves extended discussion and collaboration among educators and -systems professionals (Librarians), humanists, and computer and information scientists, to ensure that its capacity to delivery is increased.

**Information Literacy Curriculum (ILC)**

Ideally ILC encompasses basic library and information aspects that aids the quest for accessing quality and needed information resources to enhance a higher education and equally stimulate such discussion related to innovation and intellectualism. Thus, there is a strong need for information literacy to be integrated throughout the curriculum, in general education, in majors, and in graduate/post graduate degrees. This ensures that information literacy education is placed in the context of each discipline. With this in place, clients will be more mature and be able to bring a wider range of experiences to the process of research, identifying sources to explore, devising complex search strategies, engaging in deeper analysis of the content, and presenting new insights or even new knowledge to their chosen disciplines. Academic Librarians from the library, departments, faculties and para professionals in the academic librarians share the responsibility of making sure that ILC is taught and implemented (practical) with a coherent systematic approach throughout the various disciplines. According to Shapiro and Hughes (1996) Information Literacy Curriculum (ILC) includes tool, resource, social-structural, research and publishing literacy.

**Tool Literacy:** This aspect of the curriculum deals with the ability to understand and use the practical and conceptual tools of current information technology, including software, hardware and multimedia, that are relevant to education and the areas of work and professional life that clients expect to inhabit. This includes the basics of computer and network applications as well as fundamental concepts of data structures, network topologies and protocols.

**Resource Literacy:** The ability to understand the form, format, location and access methods of information resources, including newly introduced information resources (IR) that increase the network and volume of the academic library. This is practically identical with librarians' conceptions of information literacy, and includes concepts of the classification and organization of the resources available in the academic library.

**Social-Structural Literacy:** The part of the curriculum that deals with the ability to know how information is socially situated and produced. This is, knowing how information fits into aspects of a research interest. It’s also about the institutions and social networks - such as the universities, libraries, researcher communities, corporations, government agencies, community groups - that create and organize information and knowledge; and the social processes through which it is generated – e.g. publication of scholarly articles undergoes
peer review, which is a good form of institutional networking since experts from different institutions are involved.

**Research Literacy**: The ability to understand and use the IT tools relevant to the work of today's researcher and scholar to carry our research including discipline-related software. For clients in graduate/post graduate programmes, this would include discipline-related computer software for quantitative analysis, qualitative analysis and simulation, as well as an understanding of the conceptual and analytical limitations of such software when in use.

**Publishing Literacy**: The curriculum also includes the ability to train clients/users to produce a text or multimedia report of the results of research. That is, format and publish research and ideas electronically, in textual and multimedia forms through World Wide Web, electronic mail CD-ROMs etc. to introduce them into the electronic public realm and the electronic community of scholars.

**CASE STUDY LIBRARIES**

**Abubakar Tafawa Balewa University Library**

The Abubakar Tafawa Balewa University (ATBU) library was established in 1981 with the main objectives to provide strong bibliographic supports for both teaching/learning process and research (portal.atbu.edu.ng). The university has Gubi Library located on the University Main campus and Yelwa Campus Library.

The institution operates a central library with a seating capacity of 1000 with books 161,672 volumes, journal titles 3,442 volumes and serials titles of 2,117 volumes (portal.atbu.edu.ng). There is a visual library within the library’s computer unit. The various schools (faculties) and some programmes (departments) run their own libraries and in addition to the central university library. The library has internet connectivity, networked with Adlib software for its day to day operation in their digital centre with enormous electronic resources.

The library has academic staff (Librarians) who teach students on a course they introduced to support their library enlightenment; GNS 201 Information Science. Students in their second year take this course to enable them locate materials for their study and develop the ability to manipulate library resources for diverse needs. It also has representative Librarian on all Board of Studies of the Faculties to ensure that the Library has first-hand knowledge of curriculum changes in order to develop collection that are responsive to the needs of all academic programmes of the University in its bid to provide Students, Lecturers and research Scholars free and timely access to the most current information and publications in various subject disciplines.

**Federal University Dutsin-Ma Library**

Federal University Dutsin-ma (FUDMA) Library is the official name of the University Library. FUDMA Library took off in the year 2011 concomitantly with the University and has remained the central library of the University till date. The library just like any other academic library provides a variety of both print and digital services and resources to its users to support their task and assist in meeting their information needs. These services provide different functionalities for the students and staff who are basically the users of the library.

FUDMA library has acquired and presently maintains a wide variety of online and electronic resources. On the print category, the library houses different collections stack up on shelves
for easy accessibility. The print resources are over 48,000 volumes of books and 9,000 volumes of periodicals.

Some special aspect of information literacy practices typical to FUDMA library include effective communication between users and staff personnel in the provision of timely information through direct contact physically as well as indirect contact. Among these, information literacy is focused on content, communication, analysis, information searching, and evaluation. Outside of the library hall, the library holds sensitization exercise to students and staff of each faculty and department headed by the subject librarians who are academic librarians. This exercise is carried out every beginning of first semester, it is geared towards educating participants on the use and access to both physical and electronic information resources. The General studies GST for 100 level students also carried out by FUDMA library is aimed at exposing students to the use of Library, study skills and Information technology. It covers major aspects of information literacy such as use of information retrieval tools and techniques, the variety of search techniques, how to locate and use information resources without the direct supervision of a Librarian.

The University of Jos Library

Established in 1972, the University of Jos (UNIJOS) Library began as a campus Library servicing the newly created University of Ibadan, Jos campus. The Library currently offers services at 5 locations; 1. Township Library campus. 2. Law Library at the law faculty of the Bauchi road campus. 3. Main library at the Bauchi road campus. 4. Naraguta campus Library at the University permanent site. 5. Medical Library at the Medical School.

The Library subscribes to over 7,000 current journal titles, 10 daily newspapers and 3 weekly news magazines. The Library has a collection of over 175,988 volumes of books, over 28,371 bound volumes of periodicals and over 23,743 items as University archives, Government publications and Special Collections. The University of Jos boast as the first University in Nigeria to create an institutional repository - irepos.unijos.edu.ng - in May 2009, currently having over 602 information resources (IRs) in its repository. In addition, the University of Jos Library has provided much on Information Literacy, concentrating on a sustainable improvement curve in its user-centered initiative. Taxed with the responsibility of sensitizing students and staff of each faculty on the use of the Library (GST) and it is facilitated by the various subject Librarians with the aim of educating them on how to use the library effectively and also how to be information literate.

RESEARCH DATA

<table>
<thead>
<tr>
<th>S/N0</th>
<th>Institution</th>
<th>Department</th>
<th>Population</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Abubakar Tafawa Balewa University</td>
<td>Library</td>
<td>98</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>Federal University Dutsin-Ma</td>
<td>Library</td>
<td>85</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>University of Jos</td>
<td>Library</td>
<td>111</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>294</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
FINDINGS: Analyses and Summary

Research question 1:

1. What are the practically available Information Literacy (IL) curriculum services that your library offers to its clients? Available (A), Not Available (NA).

Table 2. Available information literacy curriculum

<table>
<thead>
<tr>
<th>S/N0</th>
<th>Information Literacy Curriculum</th>
<th>A</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tool literacy</td>
<td>55</td>
<td>45</td>
</tr>
<tr>
<td>2</td>
<td>Resource literacy</td>
<td>69</td>
<td>31</td>
</tr>
<tr>
<td>3</td>
<td>Social-structural literacy</td>
<td>36</td>
<td>64</td>
</tr>
<tr>
<td>4</td>
<td>Research literacy</td>
<td>51</td>
<td>49</td>
</tr>
<tr>
<td>5</td>
<td>Publishing literacy</td>
<td>31</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>TOTAL PERCENTAGE</td>
<td>48.4%</td>
<td>51.6%</td>
</tr>
</tbody>
</table>

Research Question 2:

2. What is the level of awareness of clients on the Information Literacy (IL) services delivered by your library? Highly Aware (HA), Aware (A), Not Aware (NA).

Table 3. Level of IL Awareness

<table>
<thead>
<tr>
<th>S/N0</th>
<th>Information Literacy Awareness</th>
<th>HA</th>
<th>A</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tool literacy</td>
<td>20</td>
<td>42</td>
<td>38</td>
</tr>
<tr>
<td>2</td>
<td>Resource literacy</td>
<td>20</td>
<td>55</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>Social-structural literacy</td>
<td>18</td>
<td>34</td>
<td>48</td>
</tr>
<tr>
<td>4</td>
<td>Research literacy</td>
<td>28</td>
<td>49</td>
<td>23</td>
</tr>
<tr>
<td>5</td>
<td>Publishing literacy</td>
<td>5</td>
<td>25</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>TOTAL PERCENTAGE</td>
<td>18.2%</td>
<td>41%</td>
<td>40.8%</td>
</tr>
</tbody>
</table>

Research Question 3:

3. What is your level of motivation in carrying out your duties as modern information professional? Highly Motivated (HM), Motivated (M), Not motivated (NM).

Table 4. Level of Library Staff Motivation

<table>
<thead>
<tr>
<th>S/N0</th>
<th>Information Motivation</th>
<th>HM</th>
<th>M</th>
<th>NM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Librarians (73 respondents)</td>
<td>5</td>
<td>15</td>
<td>53</td>
</tr>
<tr>
<td>2</td>
<td>Para Professional (27 respondents)</td>
<td>0</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>TOTAL PERCENTAGE</td>
<td>5%</td>
<td>18%</td>
<td>77%</td>
</tr>
</tbody>
</table>

Research Question 4:

4. What is the level of satisfaction by your clients towards the available Information Literacy (IL) services offered? Highly Satisfied (HS), Satisfied (S), Not Satisfied (NS).
Table 5. Level of Satisfaction

<table>
<thead>
<tr>
<th>S/N0</th>
<th>Level of IL satisfaction</th>
<th>HS</th>
<th>S</th>
<th>NS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tool literacy</td>
<td>10</td>
<td>47</td>
<td>43</td>
</tr>
<tr>
<td>2</td>
<td>Resource literacy</td>
<td>10</td>
<td>51</td>
<td>39</td>
</tr>
<tr>
<td>3</td>
<td>Social-structural literacy</td>
<td>8</td>
<td>42</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>Research Literacy</td>
<td>9</td>
<td>49</td>
<td>42</td>
</tr>
<tr>
<td>5</td>
<td>Publishing literacy</td>
<td>0</td>
<td>22</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>TOTAL PERCENTAGE</td>
<td>7.4%</td>
<td>42.2%</td>
<td>50.4%</td>
</tr>
</tbody>
</table>

Research Question 5:

5. What are some of the challenges faced in delivery of Information Literacy (IL) to your clients? Highly Prevalent (HP), Prevalent (P), Not Prevalent (NP)

Table 6. Challenges Faced

<table>
<thead>
<tr>
<th>S/N0</th>
<th>Challenges Faced in IL Delivery</th>
<th>HP</th>
<th>P</th>
<th>NP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bureaucratic bottle necks</td>
<td>67</td>
<td>23</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Lack of Staff training and retraining</td>
<td>80</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Poor effective feedback mechanism</td>
<td>60</td>
<td>32</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>Poor conditions of service for librarians</td>
<td>84</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Poor Funding of the Library</td>
<td>79</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Rigid/slow acceptance of complete library automation as against the traditional format</td>
<td>54</td>
<td>31</td>
<td>15</td>
</tr>
<tr>
<td>7</td>
<td>Lack of total autonomy of the Library in practice</td>
<td>49</td>
<td>42</td>
<td>9</td>
</tr>
<tr>
<td>8</td>
<td>Inadequate lecture periods for library and Information expositions</td>
<td>66</td>
<td>25</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>TOTAL PERCENTAGE</td>
<td>67.4%</td>
<td>25.9%</td>
<td>6.7%</td>
</tr>
</tbody>
</table>

DISCUSSIONS

1. On the availability of the various aspects of ILC in Table 2 above, data gathered shows that Tool literacy is 55%, Resource literacy had more of the respondents by recording 69%, Social-structural literacy 36%, Research literacy 51% and Publishing literacy scored the least from the respondents by recording 31% in availability for practicality in teaching of academic library users. Results indicates that the total percentage of the practically available Information Literacy (IL) curriculum services that academic libraries offer to its clients 48% available and 51% is not available for the librarians to use it offering effective IL to its clients. This suggest that there are some all-time low mechanisms for the dissemination of effective IL to academic library users.

2. On the level of awareness of clients on the Information Literacy curriculum (ILC) services delivered by academic libraries in Table 3, data reports Tool literacy carried 20% as Highly Aware, 42% is Aware and 38% is Not Aware. Resource literacy had similar output with, 20% as Highly Aware, with an encouraging 55% is Aware of IL and 25% is Not Aware. On Social-structural literacy 18% is Highly Aware, with a 34% Awareness level while 48%
is Not Aware. Research literacy had the highest output with 28% Highly Aware, 49% is Aware and 23% is Not Aware. Publishing literacy had the least from the record, 5% Highly Aware, 25% is Aware and 70% is Not Aware on the level of awareness in terms of practicality in teaching of academic library users.

Results clearly shows that on total percentage of the level of practical awareness on Information Literacy (IL) services that academic libraries, 18.2% of users are Highly Aware, 41% are Aware and 40.8% is Not Aware of any practical approach librarians use in offering effective IL. This simply suggests that awareness level requires immediate attention, as the figures are low. Suffice to say that the awareness level is on the same level with the not-aware. With the glaring gap between the highly aware and the aware, it is only lucid to state that a lot needs to be done to achieve better awareness. The Information Literacy Curriculum (ILC) compiled by Shapiro and Hughes (1996) adopted for this research are necessary measurement parameters as the determine the exact extent of awareness of IL, and retention rate of users. Anderson and May (2010) and Kraemer et al. (2007) stated that students learn and retain information literacy skills and knowledge gained through online environments, the specifically investigate the effectiveness of library instruction in online, blended and face-to-face settings. Their findings indicate that there are minimal differences among learning platforms in student retention of information literacy.

3. In Table 4, out of the 100 respondents 73 are professional librarians. Data shows that only 5% indicate that they are Highly Motivated, 15% indicate that they are Motivated while data reports that 53% of them are Not Motivated. The remaining 27% of respondents are para professionals with 0% of them on Highly Motivated, 3% on Motivated and 24% on Not Motivated. The difference between the positive and negative narrative on staff motivation by respondents calls for immediate action with a whooping total percentage of the Highly Motivated staff in academic libraries is 5%, Motivated staff as 18% and a sharp disparity is seen with the Not Motivated on 77%. This does not say much about the welfare of the library staff. Based on these findings, it can be concluded that this is one of the major reason why practical impartation on IL in academic libraries is not yielding expected results.

Staff motivation, Inclusiveness and collaboration is key to excellent service delivery. This should not be targeted to some selected staff but all library staff must be included as users do not actually select who to direct their quest to. This is also in line with (Schloman, 2001; Scales et al., 2005) who in their findings mentioned that there is no doubt that implementation of information literacy programs requires the collaboration of all staff, including academic faculty, librarians, IT professionals, and administrators. Such programs should include academic and non academic library staff as well.

4. On the level of satisfaction of clients on the available Information Literacy (IL) services delivered by academic libraries in Table 5 above, research findings indicated that on Tool literacy, 10% is Highly Satisfied, 47% is Satisfied and 43% is Not Satisfied. Resource literacy had the same output with the former, 10% is Highly Satisfied, an encouraging 51% is Satisfied of IL and 39% is Not Satisfied. On Social-structural literacy 8% is Highly Satisfied, with a 42% Satisfaction level while 50% is Not Satisfied. Research literacy had a close output with others at 9% Highly Satisfied, 49% is Satisfied and 42% is Not Satisfied. Publishing literacy also appeared to be the least from the record in this segment too, with 0% Highly Satisfied, 22% is Satisfied and 78% is Not Satisfied on the level of satisfaction in terms of practical teaching of academic library users.

To further buttress this points, results indicated that on total percentage of the level of practical satisfaction of Information Literacy (IL) services that academic libraries offer, 7.4%
of users are Highly Satisfied, 42.2% are Satisfied and 50.2% is Not Satisfied of any practical approach librarians use in offering effective IL. This clearly suggest that there is a gap as Not satisfied carried the highest figure of 50.2%. This shows there is clearly a gap that needs filling. Breivik and Gee (2006) state that information literacy skills must now be expanded to include the ability to know when and how to take effective advantage of the resources, which are made available by updated information technology. Students must be able to select among various instructions formats using criteria such as effectiveness, efficiency, and aesthetic value, or to match their preferred learning styles.

5. From the study figures in Table 6 (above), the challenges facing the effective delivery of Information Literacy (IL) to library users in academic libraries are on the high side. Deducing from what the studies show in all the itemized challenges, lack of total autonomy of the Library in practice is the only challenge with 49% on “Highly Prevalent.” Others are at a very high figures, distant from anything close to being reasonable. The “prevalent” also took another reasonable figures from the little remaining figures leaving the “Not Prevalent” almost non-existent.

On total percentage, results indicate that Highly Prevalent is 67.4%, Prevalent is 25.9%, while Not prevalent is 6.7%. with these findings on the challenges, it is clear that academic libraries should be treated on the level of “emergency.” There is no way any meaningful impact can be sustained with such enormous challenges on the delivery of information literacy because the literal place of this result indicates that the challenges are wholesome in magnitude, 93.3%.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

The role of academic libraries and librarians continues to evolve and so does expansion of information most of it is unfiltered and requires considerable skill to evaluate. An ideal university library is, as Kope (2006) suggests, a learning center combining learning, writing, research and technology. To achieve IL requires not just a change in the facilities of the library but an even bigger change in librarians’ minds, concepts, and relationships with clients. To accomplish an information literacy program successfully, librarians should take the lead while collaborating with faculty, IT specialists and students with the aim of improving information literacy competencies. Bruce, (1994) comments that librarians need to actively collaborate with academic staff to develop, plan, implement, and evaluate information literacy programs through curriculum design. As Curzon (2004, p. 44) says, “when our students have mastery over information literacy, librarians and faculty have done their job as educators”.

RECOMMENDATIONS

On the basis of the findings presented, the following recommendations are proposed:

- Libraries should employ the use of all the tools of information literacy (IL) curriculum services. Particularly, the social structural literacy tool and publishing literacy tool for the dissemination of effective IL to academic library users. This will go a long way in adding value to the work Librarians do.
- There is an urgency to orientate library clients on all the practical approaches libraries use such as tool literacy, resource literacy, social structural literacy, research literacy and publishing literacy in offering effective IL. This can be done by libraries
collaboration with various departments and faculties. This will help create more awareness for library clients.

- Libraries/management need to see to the welfare of all library staff both professional librarians and para professionals so as to motivate them in carrying out their roles and duties, and to also combat the negative narrative on staff motivation, inclusiveness and collaboration as this will increase the practical impartation on IL in academic libraries and produce excellent service delivery.

- Librarians should employ practical approaches using the publishing and social structural literacy tools to inform library clients on the available information literacy (IL) services delivered as this will boost/increase clients satisfaction.

- To achieve information literacy goal, all sectors of Library staff need to be educated to commence information Literacy projects.
REFERENCES


