An investigation of the Information Literacy Training in Tertiary Institution Libraries in the South-South and South-East, Nigeria

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Abstract
The purpose of the study is to investigate the extent tertiary institution (University, Colleges of Education and Polytechnic) libraries in Nigeria are providing information literacy (IL)programmes.Librarians from 29 academic libraries participated in the survey which adopted an online method. The study revealed that librarians in tertiary institutions in Nigeria have different understandings of the term 'information literacy'. The study also revealed that information literacy training in the tertiary institution libraries are mainly catalogue/OPAC instruction, how to evaluate information, how to use database, how to define information task, and advance searching skills. The study further revealed that academic libraries in Nigeria mainly deliver information literacy training through face-to-face in the library training room and face-to-face in a venue external to library. Factors such as lack of interest on the part of students, teachers, and management, lack of personnel, lack of facilities, and policy concerning IL programmes were mentioned by the respondents as challenges militating against provision of IL training in academic libraries in Nigeria. The findings will inform information literacy instructors, or library directors to re-design their information literacy programmes in their libraries in order to equip the students with the needed skills.

Keywords - Information literacy, Academic libraries, Undergraduate students, Librarians, Skills training, Nigeria.

Introduction
Information literacy is importance particularly in this age because it allows students to cope by giving them the skills to know when they need information and where to locate it effectively and efficiently. It includes the technological skills needed to use the modern library as a gateway to information. Information literacy equips students with the critical skills necessary to become independent lifelong learners.**Recently, The** Association of College and Research Libraries (ACRL) **(2016; p.1) provided** an expanded definition of information literacy to emphasize dynamism, flexibility, individual growth, and

community learning, that it is "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."Students who recognize their own need for valued information, and who have the skills to identify, access, evaluate, synthesize and apply the needed information are thus information literate. The ability to use libraries and information sources, both print and electronic, is becoming an integral part of students in tertiary institutions in developing countries like Nigeria. It is essential for undergraduates in this information technology age to develop the skills of independent information searching, evaluating and utilizing of all available sources of information.

Most students in Nigerian tertiary institutions (Colleges of Education, Polytechnics and Universities) have been found to lack the sophisticated skills that are needed to utilize the tertiary institutions' library information resources both print and online (Baro, Endouware, &Ubogu, 2011; Nweze, 2011). For example, Baro, Endouware, and Ubogu (2011) reported that the students in the College of Health Sciences in Niger Delta University, Nigeria have not yet acquired the information literacy skills spelt out in the Information Literacy Competency Standards for Higher Education formulated and reviewed by the ARCL Standards Committee.

Statement of the Problem

Information literacy skills are very important for students of tertiary institutions in Nigeria and other developing countries as most of them give evidence of lack of the necessary information skills. Studies have shown that students enrol at universities and other higher institutions having or showing very little or no basic library use, computer literacy, and information searching skills.This problem emanates from students being educated in environments in developing countries with poor learning facilities such as lack of well-equipped school libraries with computers and failure to identify the school library (if it exists) as a learning resource. It is essential for Nigerian graduates in this information technology age to develop the skills of independent information searching, evaluating and utilizing all available sources of information. Information literacy training can inculcate good principles in the fundamental skills of information use in the knowledge society. Helping students to locate, identify, evaluate and use information is a concern of librarians in academic libraries. Therefore, the aim of this study is to investigate the extent tertiary institution libraries in Nigeria are providing information literacy training to equip students with the required information literacy skills.

Research Questions

1. To what extent do librarians understand the term information literacy?
2. What are the types of information literacy training provided in the academic libraries?
3. What are the information literacy training delivery methods used by the academic libraries?
4. To what extent is information literacy integrated in the university curriculum?
5. What are the challenges encountered when providing information literacy training in tertiary institution libraries in Nigeria?

Literature review

Information literacy training

The basic elements of university education cannot be achieved in an environment where students are inadequately equipped for effective academic investigation (Owusu-Ansah, 2003). To conduct effective academic investigation themselves, students must be taught the abilities to navigate and use information effectively. At the William S. Carlson Library, The University of Toledo, Ohio, USA, Phillips and Atwood (2010) studied 'Transferring Skills, Transferring Students: A Call to Academic Libraries'. The authors found that nearly all library respondents, 87.5%, reported having a formal information literacy program. More than 95% of the respondents indicated that information literacy was integral to their library's mission and perceived it to be an effective way to teach students how to use library resources and services (Phillips & Atwood, 2010).

Emphasizing on the relevance of IL programmes, The Quality Assurance Agency for Higher Education (2002, p. 2) in UK reported that "the student will have the ability to gather and analyse relevant information from a wide variety of sources using appropriate manual and electronic systems." In the digital age, academic libraries are no longer contained by their physical spaces. Through their websites and institutional repositories, libraries have become gateways to the world of information. Today, almost all of the sources that faculty want students to use and almost all of the sources that faculty do not want students to use are now available from essentially the same starting place: the browser of choice on any computer, tablet, cell phone or other Internet device.

At the United Arab Emirates (UAE), Moyo and Mavodza (2016) reported that the academic libraries practice IL training programmes such as the systematic introduction to online public access catalogues (OPACs), electronic databases and bibliographic referencing. Similarly, Fafeita (2005), in a study on information literacy practices among librarians employed in Technical and Further Education (TAFE) in Australia,

revealed that librarians are providing programmes that focus on the training of information skills relating to the use of libraries, the Internet and databases. Corrall (2007) in his survey of strategic engagement with information literacy in universities in UK found that information literacy teaching is embedded within 75 percent of the undergraduate and postgraduate taught course curricula and the aim is to achieve 100 percent penetration. At the Chancellor College, University of Malawi, Sitima-Ndau (2010) reported that the information literacy programme equipped students with sufficient skills, but facilities to surf the internet are too limited.

Studies have suggested that successful information literacy programmes will only be achieved only when libraries develop programmes collaboratively with teaching staff, where teachers serve as experts in content and context and librarians as experts in resources and processes (Kuhlthau, 2001; Lwehabura & Stilwel, 2008; Baro & Keboh, 2012). Studies have shown how in developing countries, most freshmen have acquired few basic skills in the sourcing of information, having experienced a poor school background and ill-equipped school libraries (Lwehabura & Stilwel, 2008; Baro & Eze, 2016; Nweze, 2011). Such students are reluctant to partake in IL programmes because they are largely computer illiterate.

Types of Information literacy training

Studies on IL instruction notably by Issa, et al. (2009); Anyaoku, et al, (2015); Anunobi and Ukwoma (2016); Baro and Keboh, (2012); Baro and Zuokemefa (2011) among others, reveal that a lot of interventions have taken place in Nigeria. However, it was also noted that librarians in some institutions are struggling to provide effective information literacy training in their institutions (Anyaoku, et al, 2015; Baro & Keboh, 2012). For example, Issa, et al. (2009) reported the use of one-on-one instruction, interactive classes, online tutorials and building assignments around research as options in teaching information literacy. Similarly, Anyaoku, et al, (2015) reported that most IL programmes in Nigeria are done through orientation programmes and various user education initiatives involving one-on-one and classroom based instruction. Information literacy education is an extension of these processes, but reflects a much broader dimension of user education and more encompassing than the traditional user education.

Anunobi and Ukwoma (2016) studied information literacy programmes and discovered that majority of the universities studied in Nigeria were yet to consolidate the information literacy programme offered in their universities. Hence, the provision of information literacy content is yet to be realised in Nigerian universities. The authors

recommended that information literacy programme should go beyond library instruction/education to provide content that helps students to recognize the need for information, the accuracy and completeness of the information, identify the potential sources of the information, develop successful search strategies, access the information, evaluate the information and organize information for practical application and integration.Baro, Seimode and Godfrey (2013) compared information literacy training provided in university libraries in the UK, US and Nigeria. The study revealed that the university libraries are engaging in different information literacy training activities. But, university libraries in the UK and the US are seen to have been providing IL training in all the areas such as **library tours/orientation sessions, introductory information skills classes,** a**dvanced searching skills, research skills, referencing and citation, and an overview of what IL is** as compared to university libraries in Nigeria.

Method of information literacy training delivery

Academic Libraries all over the world provide IL instruction in various ways, ranging from self-paced tutorials to actual in-class sessions. The way that in-class sessions are organized also varies from institution to institution, from one library to another.The findings on IL delivery methods in Baro, Seimode and Godfrey's (2013) study revealed that university libraries in the UK and US provided information literacy training through face-to-face in library training rooms, as well as through an online approach, while responses from university libraries in Nigeria show that they only provide IL training through face-to-face in a library training room or venue external to library. According to the authors, the reasons for some university libraries, mostly in the African region, not using the online approach might be lack of IT personnel, lack of facilities, and power failures. Nevius, et al. (2018) carried out a survey among libraries affiliated with accredited US and Canadian medical schools in 2015 and found that 97% of them offered face-to-face instruction, while 85% used subject guides and 78% recorded tutorials. Similarly, Julien, Gross and Latham (2018) sent an online survey to professional librarians in the United States who provide information literacy instruction in academic libraries. They found that for their instructional methods 87% of respondents used hands-on instruction in a computer lab, another 87% one-on-one instruction, 81% lectures or demonstrations in subject classrooms and 73% used web-based materials.

A review of the literature suggests that in the last two decades there has been a remarkable increase in the scientific production on online information instruction (Maddison, et al. 2017).Fernandez-Ramos (2019) identified three methods of online information literacy delivery. They are: video tutorials, tutorials based on texts and images, and training integrated into the virtual learning environment. The study by

Fernandez-Ramos (2019) revealed that most of the university libraries in Mexico provide information literacy instruction, but that there has been little in the way of development of online training, the authors linked this to the libraries' little Web presence, in terms of both the level of information provided about their physical libraries and offerings of online library services.

Challenges to IL programmes in Nigeria.

Information literacy studies in Nigeria have revealed that there is a high level of computer illiteracy among Nigerian librarians thereby leading to shortage of personnel for Information Technology to support information literacy training (Idiodi, 2005; Alakpodia, 2010; Baro & Keboh, 2012).For example, Baro (2011) conducted a study on information literacy education in library schools in Africa to ascertain whether librarianship is taking the leading role in the development of information literacy in the universities. The study revealed that only few library schools have successfully integrated an information literacy course as a stand-alone course in their curriculum. Problems such as lack of personnel and facilities were mentioned in that study as obstacles to the integration of IL course in the curriculum.

According to Iheaturu, (2002; p.51) "Nigerian academic libraries that provide programmes for user education are faced with lack of articulated philosophy and methodology needed to pursue the programme." Such impediments are made manifest in the lack of a coherent curriculum on user education in Nigerian tertiary institutions, limited delivery of the programmes, non-participation of instructors (librarians) in the planning and the delivery as well as examination of the students. Baro, Seimode and Godfrey (2013) **in their study** identified factors militating against advocating and providing IL training in university libraries in Nigeria. These factors include lack of interest on the part of students, teachers, and management; inadequate human resources to handle IL training; lack of facilities; low acceptance of online IL delivery approach; and absence of an IL policy.

Idiodi, (2005) and Baro and Keboh, (2012) stated that the provision of quality information literacy programmes have continued to elude Nigerian universities, as a result of limited space, inadequate support from parent institutions, especially from institutional management, inadequate staffing and other human resources, lack of suitable facilities, minimal interest from students themselves, disruptions in the academic calendar and the absence of a clear information literacy policy at every level. Similarly, the study by Anyaoku et al. (2015) reported that the major challenges that face information literacy programmes in Nigeria are lack of information literacy policy/standard, lack of university commitment to the project and lack of computers and other teaching resources.

Challenges faced in the provision of IL programmes in Nigeria are similar to other African countries. In South Africa, for example, Lwehabura and Stilwell (2008) reported lack of an explicit IL policy to provide guidance and directives on how information literacy activities should be conducted. Jiyane and Onyancha (2010) also identified challenges related to the delivery of IL in South Africa. They identified lack of basic information handling skills, including basic computer skills by students who attend university for the first time. Another challenge is the lack of appropriate facilities and resources such as computers and skilled instructors.

Several studies on information literacy conducted in Nigeria only concentrate on university libraries, but the present study went further to include other tertiary institution libraries to report the present state of the provision of IL programmes in such libraries in Nigeria.

Method

The study covered all tertiary institution (Colleges of Education, Polytechnics, and universities) libraries in the South-East and South-South, Nigeria to know the extent the libraries provide information literacy training to equip students with information literacy skills.

Online questionnaire was designed using Survey Monkey software. The survey link (https://www.surveymonkey.com/r/R2HYT6H) was disseminated by E-mail to forty-five (45) librarians, one representing each of the academic libraries contacted. Their names were selected from each library's Website as a contact person involved in information literacy training, most of whom are heads of readers services division, reference librarians, and ICT librarians.

Data collection started in June 2017 and ended in December 2017 after reminder messages were sent to the participants twice. In all, 29 institutions representing 64 percent responded to the questionnaire. Analysis was done using the same Survey Monkey software.

Results and discussion

Table 1: List of Institutions that Responded from the South-East and South-South, Nigeria.

S/N	Name of Institutions	State
1	Madonna University, Okija.	Anambra State
2	Federal Polytechnic, Oko.	Anambra State
3	Nnamdi Azikiwe University, Akwa.	Anambra State
4	Federal College of Education (Tech.),Umunze.	Anambra State
5	Chukwuemeka Odumegwu Ojukwu University.	Anambra State
6	College of Education, Warri.	Delta State
7	Delta State University, Abraka.	Delta State
8	College of Education, Agbor.	Delta State
9	Novena University, Ogume.	Delta State
10	Western Delta University, Oghara.	Delta State
11	Edwin Clark University, Kiagbodo, Ughelli.	Delta State
12	Michael and CecilaIbru University, Agbara -Otor, Ughelli.	Delta State
13	Niger Delta University, Amassoma.	Bayelsa State
14	Isaac Boro College of Education, Saghama.	Bayelsa State
15	Federal University, Otuoke.	Bayelsa State
16	Imo state Polytechnic, Owerri.	Imo State
17	Imo State University, Owerri.	Imo State
18	Ighenedion University, Benin-City.	Edo State
19	University of Benin, Benin-City.	Edo State
20	Ambrose Ali University, Ekpoma.	Edo State
21	Port-Harcourt Polytechnic, Port-Harcourt.	River State
22	University of Port-Harcourt.	River state
23	River State University of Science and Technology, Port - Harcourt.	River State
24	Enugu State College of Education, Technical, Enugu.	Enugu State
25	College of Education, Nsukka.	Enugu State
26	Godfrey Okoye University, Ugwuomu-Nike.	Enugu State
27	University of Nigeria, Nsukka.	Enugu State
28	Enugu State University of Science and Technology, Agbani, Enugu.	Enugu State
29	Abia State University, Uturu.	Abia State

Out of the 29 tertiary institutions that participated in the survey, breakdown by type of institution shows that 19 are universities, 6 are colleges of education, while, 4 are polytechnics (Table 1). Breakdown of respondents by qualifications is as follows: 5 are PhD holders; 16 are master's degree holders; and 8 bachelor degree holders.

Further breakdown by position is as follows: 12 are heads of readers' services division; 11 are reference librarians; 4 are ICT librarians; and 2 are heads of technical services division.

Librarians' understanding of information literacy

Out of the 29 respondents, 22 responded to this item on the definition of information literacy. There is no need saying why this question was asked, because many librarians in Nigeria are still not clear with the concept 'information literacy'. The majority of the respondents mentioned common elements such as identifying, finding, locating, and using information ethically. A basic count of the common elements was performed to ascertain how often they occurred in the definition given by the respondents. Table 2 shows the number of responses for each element and how many times they occurred.

Table 2 shows that elements such as recognize/identify information needs, find, locate, evaluate, use information appeared frequently on the definitions. For example, one respondent defined 'Information Literacy' as "*the ability to recognise the need for information, know how to find, evaluate, use and subsequently communicate information effectively to solve particular problem.*"

However, Elements such as analysis, synthesize, and organize/manage information/referencing were rarely found in the definitions.From the analysis of the common elements found in the various definitions, it isclear, librarians in Nigerian tertiary institution libraries have different understandings of the term 'information literacy'.

Table 2: Elements in the definitions of Information Literacy

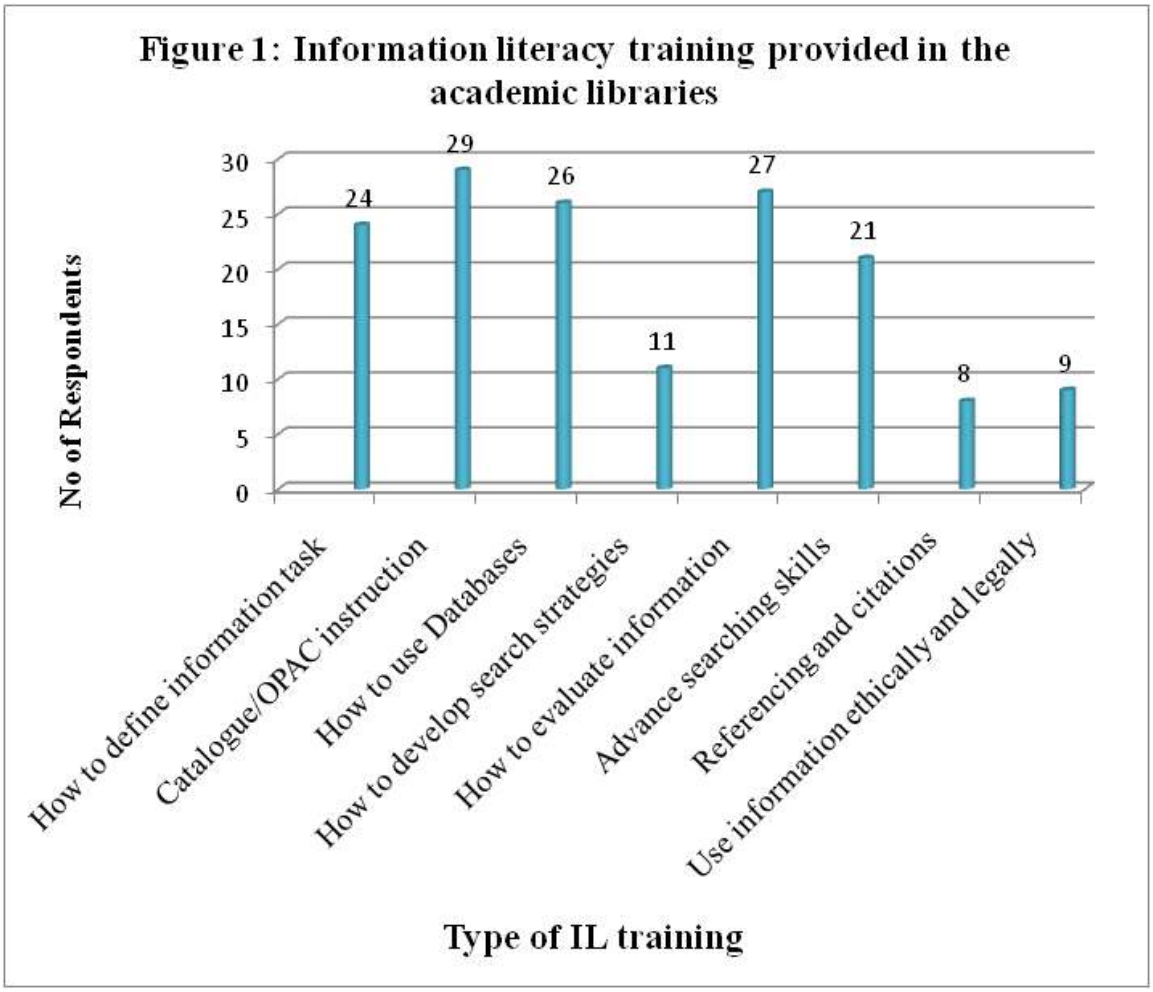
Elements	No of responses
Recognize/identify information need	21
Fine/search/locate information	19
Access information	14
Use/apply information	18
Evaluate information	17
Organize/manage information/referencing	5
Analyse information	4
Synthesize information	3
Lifelong learning	12
Ethical use of information	9
Decision making	8

Information literacy training provided in the academic libraries

Respondents were asked to indicate the information literacy training provided in the academic libraries. Results in Figure 1 shows that respondents are providing a wide range of information literacy training in their libraries. It is clear that all the 29 (100%) responding libraries indicated providing training on catalogue/OPAC instruction. Majority (27: 93.1%) of the respondents indicated providing training on how to evaluate information, while, 26 (90%) respondents indicated providing training on how to use database. This means that, information literacy training in most tertiary institution libraries in South-East and South-South, Nigeria are mainly catalogue/OPAC instruction, how to evaluate information, how to use database, how to define information task, and advance searching skills. Others are: how to develop search strategies, use information ethically and legally, and referencing and citations.

In the "others please specify" option, some respondents mentioned training students on the basic computer skills, library tours and research skills. Information literacy instruction develops the critical thinking process whereby the research process can occur at a more advanced level. In this process, students are taught how to locate information that best suits their needs, critically evaluate it, and then incorporate it into a viable knowledge base.

Figure 1: Information literacy training provided inthe academic libraries



Information literacy framework used for training programmes

Respondents were asked the type of information literacy framework used to determine whether their programme is based on recognized information literacy framework developed. A total of 26 respondents responded to this question. Among them, the majority (19) indicated basing their training on the ACRL IL framework. Two (2) respondents indicated that their training is based on both the American Library Association and the Chartered Institute of Library and Information Professionals (CILIP) definitions. Five respondents indicated that their training programme is not based on any definition or framework. It is not surprising that different views emerged, because up till now no agreed information literacy framework has been proposed peculiar to the African environment, particularly in Nigeria.

Method of information literacy Training delivery

Respondents were asked to indicate the methods they use in delivery IL training programmes. The majority of the respondents indicated delivering information literacy programmes through face-to-face in the library training room (89.7 percent) and face-to-face in a venue external to library (37.9 percent). It is not surprising that training provided through online is not well indicated (17.2 percent) (Table 3). The reasons for not using online method could be that the libraries lack adequate IT personnel who are skilled in using technology, lack of facilities such as modern computers with stable internet connectivity in some academic libraries, and unreliable power supply.

Table 3: Methods and locations of IL training delivery

Methods	Responses	Percentage
Face-to-face in library training room	26	89.7%
Face-to-face in venue external to library	11	37.9%
Online	5	17. 2%
Mixture of face-to-face and online.	9	31.0%

For effective delivery of IL programmes, the necessary facilities such as adequate computers with stable internet connectivity, regular power supply need to be provided in the academic libraries. Studies have recommended online delivery method for IL training (Issa et al. 2009; Jiyane & Onyancha, 2010; Anunobi & Ukwoma, 2016; Baro & Keboh 2012).

Integration of information literacy in the university curriculum

Respondents were asked the extent to which IL is integrated into their school curriculum. Table 4 shows that 69 percent of the respondents indicated that IL skills are integrated into the curriculum. It shows that, institutions have started integrating IL course gradually into the school curriculum in the South-South and South-East, Nigeria. The reason might be that in Nigeria courses such as “use of the library”, “information retrieval”, “information seeking behaviour” (Baro, 2011) under the General Studies (GST) course that is offered by all fresh students are now been changed to 'information literacy' course in many institutions, especially in universities and it is made compulsory for all students to pass before graduation.

Table 4: Level of integration on IL in the curriculum

Level of integration	Responses	Percentage
Integrated well into curriculum (IL skills are developed incrementally in the curriculum	20	69%
Integrated into some subject units (IL is embedded in subject assignments	7	24.1%
Not integration at all	2	6.9%

Challenges encountered when providing information literacy training in tertiary institution libraries in the South-South and South-East, Nigeria.

Librarians were asked to mention the barriers they encounter when providing information literacy programmes in their library. The quantitative answers were sorted by topic and clustered by similarity for analysis.

Lack of interest on the part of students, teachers, and management

The responses revealed that the majority of the respondents mentioned the non-challant attitude of students, teachers, and institutions' management towards IL programmes in Nigeria. Information literacy programmes need to get proper support from the institutions, this will enable libraries organize effective IL literacy programmes. Supporting IL programmes entails provision of finance and training of personnel.

Several studies in IL have called on managements of various institutions in Nigeria and other developing countries to support their library in providing effective IL programme (Moyo & Mavodza, 2016; Jiyane & Onyancha, 2010; Anunobi & Ukwoma, 2016; Baro & Keboh 2012; Nweze, 2011). Much work need to be done regarding advocating or promoting IL to tertiary institutions' management in Nigeria to enable them see the need to support the library's IL training programme financially. Several promotional methods can be used to promote IL programmes to students, teachers, and institutions' management. They are library publications (Library News), social media, one-on-one interaction with staff and students, public lectures, online discussion. Bruce (2001) pointed out that librarians need to come out and make a strong stand about the nature and value of their work, including IL.

Lack of personnel

The majority of the respondents mentioned inadequate or complete lack of human resources to handle IL training in the libraries, especially online training. The online approach is probably not adopted because of a lack of IT personnel in the libraries and lack of facilities. One major solution to the problem of lack of IT personnel in academic libraries in Nigeria is for the Nigerian Library Association in collaboration with other private organizations to frequently organize workshops in information literacy and e-library. If this is done, it will equip librarians either in the libraries or teaching in the library schools with the skills that will help them train students to become information literate.

Lack of facilities.

Lack of adequate facilities was another common barrier mentioned by majority of the respondents. Facilities such as computers with stable internet connectivity are never available in tertiary institution libraries in Nigeria to provide effective IL training to students. These findings reinforced the earlier findings by Anunobi and Ukwoma, (2016); Anyaoku, et al. (2015); and Jiyane and Onyancha, (2010). This call for the relevant authorities in the institutions such as the institution's management, library directors, etc. to provide the needed facilities to enable libraries provide effective IL programme to their students.

Policy concerning IL programmes.

The importance of having an IL policy in order to implement IL programmes effectively has been stressed by various scholars such as Bruce (2002), Baro, Seimode and Godfrey (2013), **and** Kavulya (2003). For example, Bruce (2002) observed that policies at institutional, national and international levels are crucial because they direct and support the adoption of IL education. Furthermore, they provide guidelines for other basic requirements regarding levels of information technology infrastructure and the structure of IL programmes in general. It has been reported that there are a number of South African higher education policy initiatives that can be leveraged by academic librarians to accelerate the uptake by teaching colleagues of IL education interventions in the curriculum (De Jager & Nassimbeni, 2005).

All these barriers mentioned are peculiar to the problems identified by scholars in other African countries (Kavulya, 2003; Dadzie, 2007; Lwehabura, 2008).Administrators of tertiary institutions in Nigeria and other developing countries should see the need to provide the necessary facilities: computers with Internet connectivity in libraries, regular power supply, training for librarians on IT, and most of all, librarians should collaborate with other stakeholders in their institutions to ensure an IL policy formulation and implementation in their institutions.

Conclusion

The academic libraries investigated have been seen teaching students' information literacy skills to enhance their abilities to locate, evaluate, and use information in order to be successful students as well as lifelong learners. The study revealed that librarians in tertiary institution libraries in the South-South and South-East, Nigeria have different understandings of the term 'information literacy'. Information literacy training in most tertiary institution libraries in South-South and South-East, Nigeria are mainly catalogue/OPAC instruction, how to evaluate information, how to use database, how to define information task, and advance searching skills. Others are: how to develop search strategies, use information ethically and legally, and referencing and citations.

The study revealed that academic libraries in the South-South and South-East, Nigeria mainly deliver information literacy training through face-to-face in the library training room and face-to-face in a venue external to library. Factors such as lack of interest on the part of students, teachers, and management, lack of personnel, lack of facilities, and policy concerning IL programmes were mentioned by the respondents as challenges militating against provision of IL training in academic libraries in Nigeria.

Recommendations

Librarians as information professionals can facilitate the development of information literacy by working with faculty, departmental or college curriculum committees, and others to design information literacy programs.

Systematic integration of IL into the curriculum can play a significant role in an information literacy program. Management in institutions should see the need to support information literacy programmes in their institutions by way of providing funds and the needed facilities.

To popularize IL in institutions, librarians are encouraged to read the entire ACRL 2016 IL Framework, discuss the implications of this new approach for the IL program at their institutions. They can do this by convening a discussion among librarians or joining an online discussion of librarians.

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