

## **Information /Ict Literacy Levels and Skills among Librarians in Madonna University Library, Okija**

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**Abstract:** *The research work is on information/ICT literacy levels and skills among Librarians in Madonna University, Okija. The general objectives is to know effectiveness and efficient of information/ICT literacy among academic librarians in the electronic age. To carry out effective work, research questions were raised, review of related literature that discussed various area of literacy was also reviewed. The descriptive survey research design method was used, and Questionnaire and oral interview were instruments used to collect data. The instrument was analyzed with simple percent counting table. Population of this study are all the librarians in Madonna University library, Okija. They consist of eleven (11) librarians and all were used in this study. From the study it was found out that the librarians didn't have information/ICT literacy/skills because of major challenges facing them such funds, time, environment of the system. Another finding shows that a cause of failure in USE of ENGLISH and LIBRARY COURSE among students is lukewarm attitude of librarians; they are not ready to assist them for library and information services in some cases. Other findings showed that those librarians had very low literacy levels/skills. Based on the findings of the study, recommendations were made.*

**Keywords:** *Literacy, Skills, Information literacy, ICT Literacy, and library*

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### **I. Introduction**

The ideas to write this work struck the researchers because of mass failure of students in *use of English and Library course* in Madonna University, Okija Campus. Though, many research works had be written over the past ten(10) decades on literacy/skills by different authorities in library and information science, but none had be done among librarians in Madonna university, library. Then, the researchers want to investigate whether the causes of the failure is from the students lack of reading habits or lukewarm attitude of the librarians to assist students for information materials with the use of information/ICT literacy or skills.

Literacy is fundamental to national development, and this explains why nations buy into global literacy development agendas so as to eliminate illiteracy which often affect, social development. African nations are fully aware that the consequences of illiteracy are detrimental to the achievement of national goals. However, it has become crucial for African nations to also appreciate that basic literacy skills may not be sufficient for achieving personal or national goals (Desrochers & Major, 2008) cited by (Nkechi, 2010). In today's world, individuals need to be adequately and functionally literate in order to be fully capable of living healthy, enjoying long life, participating in social interactions in communicates, taking good care of a family, acquiring knowledge and expressing one's thought. In an information- driven and digital world the ability to read and write is no longer considered an adequate definition of literacy. Thus, as gross domestic product (GDP) per capital is no longer good enough on its own for determining nation's socio-economic wellbeing, so also has a gross literacy rate is inadequate for judging literacy development of countries. Instead, book output and use statistics, in terms of number of titles and volume of copies produced might give a better picture of how much a society is involved in reading and writing, and therefore literacy and knowledge advancement in the digital literacy age. (Nkechi,2010)

Information is the lifeblood of democracy and it is considered as the vital source of power. Information literacy is currently understood as embracing the ability to define a problem, find information to solve the problem, evaluate information and use it effectively. Information literacy as a way to move efficient access, evaluation and use of information should be taken into account and used for improving information end users. It is a set of information and knowledge of skill that enable individuals to recognize when information is needed and when it is not, how to locate, evaluate, integrate, use and effectively communicate information in an ethical way. In short information literacy means knowing information about information. Information literacy refers to a constellation of skills revolving around information research and use. Hence, the library professionals should acquire the skills to access and use efficiently and effectively the myriad sources of information, information and communications technology, search techniques and knowledge of e-resources so as to satisfy successfully the various complex information needs of the users. The library professionals as the information providers / information facilitators should act as library managers to guide and educate the student community for self- sufficiency and independent learning and information literacy is one such potential tool that empowers the learners (Choudhury, 2009).

Over past few decades, the library environment has changed considerably in terms of collection, organization and services. The e-resources (both online and offline) have occupied a considerable space in the library collection, the transaction of library materials are fully automated, new web based services are offered by libraries to attract users participation in redesigning the library system and services and so on. These changes are mainly due to the development and impact of Information Communication Technology (ICT) in libraries which have also made sea changes in all walks of life. The ICT tools and services are being used in libraries to mange libraries more efficiently and to cater users demand properly. In this changing library scenario, the library and Information professionals must possess adequate ICT skills to

manage the modern libraries, more specifically the academic libraries. They need to acquire continuous knowledge and skills on the fast changing Information Communication Technology to provide better library services to users (Sunil, Kumar & Satpathy, 2011).

These modernizations of libraries especially university libraries enabled information transfer and access, there by establish a network of libraries. This initiative helped in resource development, resource sharing and their utilization at various levels. Students can now search the Web or digital library for e-journals, CD-ROM databases, online databases, web-based resources, and a variety of other digital/electronic resources. However, there are needs to know skills/ knowledge possessed to enable the staff/students use these digital information resources effectively in their place of work/study. Therefore, the concept of information and digital literacy in relation to students' use of digital information resources or web-based information resources cannot be overemphasized.

Information literacy is rooted in the concepts of library instruction and bibliographic instruction. It is the ability "to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information"(American Library Association Presidential Committee on Information Literacy, 1989). Thus, it is the basis for life-long learning. Julien (2002) observed that is the ability to make efficient and effective use of information resources, and that an information literate person today should possess specific online searching skills, which include the ability to select appropriate search terminology, construct a logical search strategy, and evaluate information appropriately. Information literacy is increasingly important. Academic libraries have responded by providing instruction in information literacy, described as "the ability to locate, manage, critically evaluate and use information for problem solving, research and decision making" (Orr, Appleton, and Wallin, 2001). In developing countries like Nigeria however, both IT and the use of the e-library are still at an embryonic stage. The limits of the tradition library and the increasing popularity of IT have caused the use of the e-library to grow rapidly. Although people need no longer go to a building for some kinds of information, they still need help to locate the information they want. Therefore, information literacy is seen as emerging from a print-based culture as Boyce (2004) argued. Then it may be argues that the term *information literacy* has been overtaken by *digital literacy* in relation to students' use of digital information resources. Based on the backlog of information literacy and digital literacy augment in the 21<sup>st</sup> century, the researchers therefore will now investigate into information/ICT literacy levels and skills among librarians in Madonna university library, Okija.

### **Statement of the Problem**

Information and communications technology (ICT) can be a great tool for development. It has been observed that advances in the use of technology can improve economic opportunities for the poor, increase delivery of services to the underserved, improve governance, and benefit social change. World Bank Group strategies in ICT have focused on promoting reform, increasing access, supporting ICT human capacity, and supporting ICT applications. But access and use of the Internet and broadband is still much lower in poorer countries especially Nigeria. The education standard of Nigeria is falling every day. There is nothing to write about ICT on the education area because the government are not ready help the situation.

In the developed world, Schools are continuously updating their curriculum for digital literacy to keep up with accelerating technological developments. This often includes computers in the classroom, the use of educational software to teach curriculum, library and course materials being made available to students online. In Nigeria the revised is the case. Therefore, the statement of problems will address issues of literacy/skills levels among professional librarians, because they are the provider of information to the society.

### **Research Questions**

The following research questions will guide the study:

- i. To what extent the in-depth of information or digital literacy/skills concepts in the 21<sup>st</sup> century has affect library services?
- ii. What are the types of digital literacy/ skills in the electronic age?
- iii. How does the skills / knowledge possessed by staff in the use of digital library help in delivery information to user?

### **Purpose of the Study**

The general purpose of this study is to find out the ICT literacy levels and skills among professional librarians in Madonna university library, Okija.

The specific objectives are to:

- i. Examine in-depth of information or digital literacy/skills concepts in the 21<sup>st</sup> century.
- ii. To know the type of digital literacy/ skills in the electronic age
- iii. To find out the skills / knowledge possessed by staff in the use of digital library.

## **II. Literature review**

### **Information literacy/skills**

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." Information literacy also is increasingly important in the contemporary environment of rapid technological change and proliferating information resources (American library Association, 1989). Because of the escalating complexity of this environment, individuals are faced with diverse, abundant information choices--in their academic studies, in the workplace, and in their personal lives. Information is

available through libraries, community resources, special interest organizations, media, and the Internet--and increasingly, information comes to individuals in unfiltered formats, raising questions about its authenticity, validity, and reliability (national research council commission,1999). In addition, information is available through multiple media, including graphical, aural, and textual, and these pose new challenges for individuals in evaluating and understanding it. The uncertain quality and expanding quantity of information pose large challenges for society. The sheer abundance of information will not in itself create a more informed citizenry without a complementary cluster of abilities necessary to use information effectively (Association of college & Research libraries, 2000)

Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. According to Californian University Information literacy fact sheet, (2000); an Information literate individual is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.

Developing lifelong learners is central to the mission of higher education institutions. By ensuring that individuals have the intellectual abilities of reasoning and critical thinking, and by helping them construct a framework for learning how to learn, colleges and universities provide the foundation for continued growth throughout their careers, as well as in their roles as informed citizens and members of communities. Information literacy is a key component of, and contributor to, lifelong learning. Information literacy competency extends learning beyond formal classroom settings and provides practice with self-directed investigations as individuals move into internships, first professional positions, and increasing responsibilities in all areas of life (Bruce, 1997). Because information literacy augments students' competency with evaluating, managing, and using information, it is now considered by several regional and discipline-based accreditation associations as a key outcome for college students.

For students not on traditional campuses, information resources are often available through networks and other channels, and distributed learning technologies permit teaching and learning to occur when the teacher and the student are not in the same place at the same time ( Carr and Rockman, 2003). The challenge for those promoting information literacy in distance education courses is to develop a comparable range of experiences in learning about information resources as are offered on traditional campuses. Information literacy competencies for distance learning students should be comparable to those for "on campus" students(Educational testing service,2008).

Incorporating information literacy across curricula, in all programs and services, and throughout the administrative life of the university, requires the collaborative efforts of faculty, librarians, and administrators. Through lectures and by leading discussions, faculty establish the context for learning ( Boyer,n.d) Faculty also inspire students to explore the unknown, offer guidance on how best to fulfill information needs, and monitor students' progress. Academic librarians coordinate the evaluation and selection of intellectual resources for programs and services; organize, and maintain collections and many points of access to information; and provide instruction to students and faculty who seek information (Don & Gross, 2012). Administrators create opportunities for collaboration and staff development among faculty, librarians, and other professionals who initiate information literacy programs, lead in planning and budgeting for those programs, and provide ongoing resources to sustain them.

### **ICT/Digital Literacy/Skills**

Digital literacy is the ability to effectively and critically navigate, evaluate and create information using a range of digital technologies. It requires one "to recognize and use that power, to manipulate and transform digital media, to distribute pervasively, and to easily adapt them to new forms". Digital literacy does not replace traditional forms of literacy. It builds upon the foundation of traditional forms of literacy (Jenkins, 2009). Digital literacy is the marrying of the two terms digital and literacy; however, it is much more than a combination of the two terms. Digital information is a symbolic representation of data, and literacy refers to the ability to read for knowledge, write coherently, and think critically about the written word( Warschwer & Tina 2010)

Digital literacy researchers explore a wide variety of topics, including how people find, use, summarize, evaluate, create, and communicate information while using digital technologies. Research also encompasses a variety of hardware platforms, such as computer hardware, cell phones and other mobile devices and software or applications, including web search or Internet applications more broadly. As a result, the area is concerned with much more than how people learn to use computers(Gui & Argentin, 2011).

Bawden (2001) reviewed a range of definitions of digital literacy in the 1990s and concluded that "It is cognition of what you see on the computer screen when you use a networked medium. It places demands upon you that were always present, though less visible, in the analog media of newspaper and TV". At the same time, it conjures up a new set of challenges that require you to approach networked computers without preconceptions. Not only must you acquire the skill of finding things, you must also acquire the ability to use these things in your life". Finn (2004) takes a rather narrower, utilitarian view, stating that "Digital literacy is a means for ascertaining the computer skills competency of an individual to function in the workplace." Kapitzke (2003) seeks to widen the concept of digital literacy to *hyper literacy* and stated that "this term hyper literacy encapsulates the notion of being literate about literacy, and refers to critique of the information process itself, as students are provided opportunity to consider their positioning as information users and producers.

Also, it entails individuals' ability to know when there is need for information, how and where to get the information and using such information effectively to accomplish a specific purpose

**Research methods**

The design for this study was descriptive research method. Population of this study is the entire librarians in Madonna University Library Okija Campus. They are ten (10) librarians and one (1) university librarian that are working in the library. And the research instrument used in this study is a standard questionnaire and oral interview method. Questionnaire was in two sections: section A: Bio-data of the staff and section B: title: Information/ICT literacy levels/skills among librarian. The questionnaires were administered in person to the respondents, and the completed questionnaire was collected immediately after a brief explanation and guidelines on how to answer the questionnaire was given. Data generated from respondents were collected via the tally system to obtain the frequency of the scores, and the total score occurrence were computed and analyze using simple percentage statistics.

**DATA ANALYSIS**

Having received the answered questionnaire from the respondents, it is proper and more suitable to prevent the data from the questionnaire. This research work based its data source on questionnaire which is the primary source of data collection as stated in research methods and the responses will be presented and analyzed.

**SECTION A : BACKGROUND INFORMATION (BIODATA)**

<b>Educational qualifications</b>	<b>NO. OF RESPONDENTS</b>	<b>PERCENTAGES %</b>
MLS	1	9.9%
BLS, BLIS and B.Sc	2	18.1%
HND –LIS	8	72.7%
ND-LIS	1	9.9%
TOTAL	11	100%

Table shows that 8(72.7%) of the respondents are with higher national diploma (HND) qualifications, 2(18.1%) are with university degree qualifications, while, masters of library science (MLS) is 1(9.9%) and national diploma is 1(9.9%) educational qualification. This showed that Madonna university library didn't have a high number of professional librarians to manage the various sections in the library. These would affect services delivery to customers in the library.

**YEARS OF EXPERINCES:**

<b>Years of experiences</b>	<b>NO. OF RESPONDENTS</b>	<b>PERCENTAGES %</b>
1-3 years	8	72.7%
4-10 years	2	18.1%
10-15 years	Nil	-
20 years and above	1	9.9%
TOTAL	11	100%

Table indicates that 8(72.7%) of Madonna university library librarians has 1-3 years of experience in the institution. While those with 4-10 years experience are 2(9.9%) and only the university librarian that had long year of experiences because he had worked at federal level before coming to Madonna university okija and years of his experience are 1(9.9%) 20 years and above.

What type of ICT-literacy you have use in your library?

<b>Types of ICT literacy</b>	<b>NO. OF RESPONDENTS</b>	<b>PERCENTAGES %</b>
Critical literacy	Nil	-
Research literacy	4	36.36%
Tools Literacy	Nil	-
Publishing literacy	1	18.1%
Searching literacy	5	45.45%
Total	11	100%

Table above indicates that the respondents with searching literacy/skills are 5(45.45%) of them while research skills. Research literacy 4(36.36%), publishing literacy 1(18.1%). This shows that a Madonna university librarian knows how to search information only and they lack skills in other literacy/skills in library and information services.

What types of soft skills you always to delivery services in your library?

<b>Types of ICT skills</b>	<b>NO. OF RESPONDENTS</b>	<b>PERCENTAGES %</b>
Listening skills	5	45.45%
Communication skills	4	36.36%
Interpersonal skills	1	18.1%
Public relations skills	Nil	-
Writing skills	1	18.1%
Total	11	100%

Table indicates that 5(45.45%) of librarians has listening skills, 4(36.36%) with communication skills and 1 each with interpersonal and writing skills in the library. This showed that most of are communicating and listening to their patrons for services delivery. This also indicates that the librarians are not doing the real library and information services to user in the library.

What are the levels of information/ ICTs literacy/skills do you have?

Information/ ICT/literacy skills levels	NO. OF RESPONDENTS	PERCENTAGES %
High levels	Nil	-
Very high levels	2	18.1%
Moderate levels	3	27.27%
Low levels	3	27.27%
Very low levels	1	18.1%
Total	11	100%

Table indicates that 3 (27.27%) each of librarians has moderate and low levels of information/ ICT literacy/skills. while very high levels are 2(18.15%) and very low levels is 1(18.1%). This analysis showed those Madonna university librarians are very poor in area of information/ICT literacy/skills. These has affected the type of services they are given to patron/user over the past years.

What are the problems in using ICTs Facilities in your library?

Problems of ICTs facilities	NO. OF RESPONDENTS	PERCENTAGES %
Lack of funds to go for more training	Nil	-
Lack of knowledge	1	18.1%
Poor level of ICT literacy	5	45.45%
Lack of ICT competency	Nil	-
Lukewarm attitude of librarians	5	45.45%
Total	11	100%

Table indicates that 5(45.45% of the librarian have poor level of ICT literacy, 5(45.45%) lukewarm attitude to the profession. while 1(18.1%) lack of the knowledge. This analysis indicates that the most problems or challenges of Madonna university librarian are that ICT facilities are available but they are not interested to use/ masters them for services delivery. The reason is that they lack ICT literacy/skills in the 21<sup>st</sup> century.

### Findings

Table 1 showed that Madonna university library didn't have a high number of professional librarians to manage the various sections in the library. These was one of area were delivery services to customers in the library is affected. And Table 2: shows that 11(100%) of the respondents said with information/ICT literacy/skills helps them to do library and information services to patrons effectively or efficiently in their daily activities in the library. These also indicate that librarians all over world need these literacy/skills to be relevant in their called profession.

Table 3 showed that a Madonna university librarian knows how to search information than any other literacy/skills in library and information services. Table 6 showed that most of are communicating and listening to their patrons for services delivery. This also indicates that the librarians are not doing the real library and information services to user in the library.

Finally, table 4 and 5 indicates that 5(45.45% )of the librarian have poor level of ICT literacy, 5(45.45%) lukewarm attitude to the profession. while 1(18.1%) lack of the knowledge. This showed that those Madonna university librarians are very poor in area of information/ICT literacy/skills. These have affected the type of services they are given to patron/user over the past years. Moreover, most of the problems or challenges of Madonna university librarian is that ICT facilities are available but they are not interested to use/ masters them for services delivery. The reason is that they lack ICT literacy/skills in the 21<sup>st</sup> century.

### III. Conclusion

From the data analyzed, interpreted the following findings were reached.

- The results from this study show that lack of professional librarians with MLS qualification to man various sections head is hiding the library to delivery library and information services to patrons effectively.
- Staff are not allowed/supposes for workshop/conferences to update their in the 21<sup>st</sup> century ICT literacy/skills despite the advantage of it to national development.
- Madonna university librarian knows how search information materials for patrons manually.
- Communicating and listening soft skills that they familiar with in the library.

- The librarians lack tool literacy, critical literacy, and publishing literacy.
- The causes of failure among student is lack of literacy/skills in the library
- Conclusively, the researchers observed that those Madonna university librarians are very poor in area of information/ICT literacy/skills. These have affected the type of services they are given to patron/user over the past years. Moreover, most of the problems or challenges of Madonna university librarian are that ICT facilities are available but they are not interested to use/ masters them for services delivery.

## RECOMMENDATION

Based on the findings of the research and conclusion, the following recommendations were made:

- The management of the school should try to employ more qualified librarians to manage/take care of circulation, cataloguing/classification, reference sections and other parts of the library for effective information/ICT literacy/skills among the librarians.
- Staff should be allowed and sponsored for workshops/conferences to National Association of Library and Information Science Educators (NALISE), Nigeria Library Association (NLA), Librarians Registration Council of Nigeria (LRCN) and international conferences like International Federation Library Association (IFLA) and American Library Association (ALA). That is both national and international conferences will help librarians develop their 21<sup>st</sup> century library skills.
- The librarians should try to show relevancy in their place of work. They can support themselves by writing local articles and organising local workshop in the library, with this view knowledge will be shared within them.
- Librarians should try to go for more training and retraining in ICT facilities and read wide to increase their knowledge in area of library and information services.

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