Students' Information Literacy Skill Acquisition: Challenges and Strategies for Enhancement of its Utilization

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Abstract
The study investigated the challenges and strategies associated with students' information literacy skill acquisition in secondary schools in Enugu State, Nigeria. A descriptive survey design was used. The sample used for the study is six hundred and sixty- two (662) respondents, comprising 650 students and 12 teacher librarians. This sample was drawn through multi stage sampling technique. Questionnaire, interview and focus group discussion were used as instruments of data collection. The data collected was analyzed using descriptive statistics. While the two hypotheses were tested using t-test of independent samples. The findings of the study revealed many challenges such as: low bandwidth, inadequate demonstration instrument, lack of personnel, limited library resources, lack of modern library resources. Lack of library period in the school time table, lack of enough sitting space, school library is not conducive for studying and learning. It was therefore recommended that adequate provision of the resources, including the provision of ICT resources and internet facilities. It is of utmost important to engage the librarians in workshops and conferences (physically and virtually) where they can interact with others to deepen their knowledge about information literacy and also develop their creativity.
Keywords: Information literacy, Skill acquisition, Utilization, Nigerian students

1.1 Introduction

The school library is an important part of elementary, middle and high school progammes without which students would not thrive academically and invariably find it most difficult to conduct academic research. Consequently, this calls for the intellectual development of the students through the use of library resources. Agbo (2015) posits that most children have the opportunity to go to school, but not every child has a parent or a caregiver with the competencies or the time to help their children develop information literacy skills, and as a result the school library is a place that can offer them a safe environment in which to learn and practice information literacy skills. This shows the responsibility that is placed on school library in meeting the skills needed for students to excel in the society.

The responsibility of school libraries is to provide access to a variety of high-quality information resources which are modified to meet the specific learning and teaching needs of the school. The school library is the only place in the school where all the disciplines, in print and digital texts, come together to support

diverse learner interests, abilities, and preferences. Library staff, being information professionals, play vital roles in supporting learners. These professionals lead learning programmes by actively designing activities or services and also curate collections of both print and digital resources to aid in teaching information and digital literacy. According to American Association of School Librarians (AASL 2011) in Europe and other developed countries, school libraries have developed greatly, especially in supporting the development of students' skill and improving their achievement.

Secondary school students are school children or pupils whom are in the second tier of Nigeria's educational system (9-3-4). They are usually around 12 to 17years old depending on their socio-economic background and local school education system. According to Yu, Abrizah, and Sani (2016), some of these students will go to their tertiary institutions in order to further their education while others may go into menial job or apprenticeship after completing their secondary school education. To buttress this, Onen (2015) gave the notion that the secondary educational institutions tend to have the largest pool of young emerging learners upon which an information society is found. It is therefore crucial for all students to be provided with the necessary skills and competencies that will prepare them for the future colleges and geared them up to meet the needs and expectation of the information society. (Smith et al, 2013). It is on the basis that students need to have information literacy skills to meet up with dynamic nature of the society.

Information literacy skills are needed by students in the secondary schools not only for the purpose of success in examinations but also for lifelong learning. Teaching of information literacy is at present associated with school libraries as learning resource centre, According to Okiki (2013) information literacy skill is expected to empower the students to achieve various goals in the pursuit of academic excellence in such ways as: to expose the

student to varieties of materials to extend their knowledge and meet the needs for recreation inspiring, reading, viewing and listening skills. If secondary school students have access to learning resources in the school libraries and acquire the information literacy skills, not only will their success in external and internal examinations will be guaranteed but solid foundation for learning in the higher institution of learning will also be assured. This is why Onen (2015) purported that it is imperative for students to be information literate for them to be able to sieve effectively through overabundance of information sources from the Internet, television, newspapers, books, journals, and friends, among others.

In spite of this, in Nigeria today, many are unable to read and where those that are able to read do not have the zeal for reading, the use of technology has also not yielded positive result in terms of academic attainment, this becomes a problem that is evident through the loss of interest in meaningful reading which is also expressed in the alarming rate of examination malpractices.

1.2 Statement of the Problem

Information literacy expands students' learning experience by engaging them in research and decision making. It is an inevitable tool that aids the development of creative thinking in students, and also helps them to become lifelong learner. The school library has been the domain of information literacy. This is due to the fact that the school library plays an important role of providing unlimited access to all information resources. By ensuring access to resources, the school library is contributing to the range of learning experiences with which students can access information in all formats, at all levels, and to all members of the learning community and thereby enhancing the information literacy skills of students.

However, researcher's observation shows students do not have the skills to access and use information, do not understand library and its use, cannot analyse different sources

(printed or electronic) or draw their own conclusions. This is also revealed in the way the media talks about increase in examination malpractices every now and then. Could this issue be related to the realities that there are very few functional school libraries, or that curriculum documents often omit the role of the school library and the teacher-librarian in developing information literacy?

1.3 The Objective of the study

the objectives of the study are:

1. identify challenges associated with students' information literacy skill acquisition through the utilization of library resources in secondary schools in Enugu State.
2. identify strategies for enhancing students' information literacy skill acquisition through the utilization of library resources in secondary schools in Enugu State.

2.1 Literature Review

2.2 Challenges encountered in the provision and utilization of library resources in inculcating information literacy in secondary school students

Research has shown that quality school library program enhances the school setting, optimize instructions and improve student achievement, yet for many Nigerian school, school libraries have not been a priority. School librarians suffer from a visibility problem that is detrimental to them. Adetoro (2006) noted that the development of school libraries in Nigeria has been fraught with problems such as lack of legislation, shortage of funds, poor infrastructure, unavailability of trained staff, lack of relevant material, and apathy on the part of school administrators and the government. In 2011, Ajegbomogun and Salaam discussed the state of school libraries in Nigeria. The authors highlighted declining financial support; inadequate infrastructure and equipment; employment of unqualified personnel; emptiness of the book shelves and

low level of information technology development as problems facing school libraries.

Fayose (2002) found out that the reason why many libraries have remained infective appendages of their school is that they are managed by ill prepared and incompetent staff who had not the least idea of what their duties are let alone understanding what role the school library should play in the intellectual and social life of the school. Odu, and Edam-Agbor, (2018) is of the opinion that no matter how large and well stocked a library is, if the resources cannot be accessed and utilized, such a library is meaningless. To corroborate the opinion, Popoola (2013) observed that in most secondary schools, library resources are either unavailable or poorly utilized and as such are the leading cause of poor performance and failures in external examinations if no attention is paid to it by the government and school authorities It is the utilization of library resources and services that infuses life into a library, determine its worth and the perception of its users. Library use leads to users' perception and users' satisfaction or dissatisfaction as the case may be.

If library use leads to positive perception of the library and its services, users will find fulfillment for the time spent in the library and a good reason to return to the library again and again. Ashaver and Muese (2014) collaborated that school libraries do not hold library display days/events thus students do not use library regularly due to lack of user education and also the materials are not properly organized on the shelves.

2.3 Strategies for enhancing the acquisition of information literacy through provision and utilization of school library resources

A school library should be a primary resource for gaining access to information available in both print and electronic formats. School libraries help to support the school curriculum by providing learners and teachers with access to a wide variety of information

resources, exposing learners to diverse ideas, experiences and opinions. A school library is a physical and digital learning space where research, reading, inquiry, critical thinking, imagination and creativity are made possible by access to an organised collection of resources. The universal mission of libraries is to provide access to information and to facilitate and protect the right to freely pursue knowledge. Mojapelo and Dube, (2017) attested to it that access to learning resources by students is absolutely essential to enable them to execute their curriculum-related tasks. The America Library Association Library Bill of Right stated that books and other learning resources is for the interest, information and enlightenment of all the people of the community the library serves and that a person's right to use a library should not be denied or abridge because of origin, age, background or view (ALA, 2014).

To intensify the role of teacher librarian in inculcating information literacy skills, The school librarian galvanizes the library programme to engage students in turning information into knowledge, to instill a zest for lifelong learning by giving them the skills to succeed in a 21st century ICT world. Incorporating information literacy into the educational programme involves teacher and librarian in shared thinking, planning, and evaluation. As collaborators they come together as colleagues to create a learning experience for the students that will facilitate their learning. Incorporating information literacy into the educational programme involves teacher and librarian in shared thinking, planning, and evaluation. In concordance, Abimbola (2017) said that there is a need to train and retrain teacher-librarians so that they will be better positioned to teach information literacy skills in a practical way that will make the acquisition of the skills realistic for the students. As collaborators they come together as colleagues to create a learning experience for the students that will facilitate their learning. Nzomo and Fehrmann (2020).pointed out that advocacy is also necessary to make the public aware of the importance of Information Literacy. This also supports the notion that librarians and especially school librarians are responsible for teaching Information Literacy to communities.

3.1 Research Method

A descriptive survey design was used. The sample used for the study is six hundred and sixty- two (662) respondents, comprising 650 students and 12 teacher librarians. This sample was drawn through multi stage sampling technique. Questionnaire, interview and focus group discussion were used as instruments of data collection. The data collected was analyzed using descriptive statistics. While the two hypotheses were tested using t-test of independent samples.

4.1 Result

Research One Challenges associated with provision of libraries resources in inculcating information literacy

Table 1: Mean Responses of Respondents on Challenges associated with provision of libraries resources in inculcating information literacy

		SA	A	D	SD	Ownership		Overall		D
						Public Mean	Private Mean	Mean	SD	
1	Low bandwidth makes internet access slow and Frustrating	261	191	112	57	3.16	2.95	3.06	.98	A
2	Inadequate demo instrument	229	179	134	79	3.00	2.79	2.90	1.04	A
3	Lack of personnel	187	201	99	133	2.73	2.70	2.71	1.11	A

#	Item	SA	A	D	SD				SD	
4	Limited library resources	235	205	97	84	2.97	2.94	2.95	1.04	A
5	Lack of modern library resources	190	199	104	127	2.77	2.68	2.73	1.11	A
6	Materials not well organized	221	182	137	81	2.89	2.85	2.87	1.04	A
7	Students do not receive adequate library orientation and tours	189	230	114	88	2.89	2.79	2.84	1.01	A
8	Students lack access to effectively organized School library materials	223	213	138	47	2.97	3.00	2.99	.94	A
9	Lack of informational professional/ librarians for processing reading materials	212	208	130	70	2.96	2.85	2.91	1.00	A
10	Lack of signage facilities	197	155	139	130	2.65	2.70	2.67	1.13	A
11	Lack of fund to procure library resources	183	149	197	92	2.78	2.58	2.68	1.05	A
12	Lack of preservation and conservation facilities	260	182	81	95	2.93	3.04	2.98	1.08	A
	Cluster mean					2.89	2.82	2.86	.76	

Note: SA=Strongly Agree; A= Agree; D=Disagree ; SD= Strongly Disagree.

The data presented in Table 7 revealed the mean ratings of the responses of the respondents on the twelve (12) challenges associated with provision of libraries resources in inculcating information literacy. Using criterion mean of 2.50 on a 4-point rating scale, the table indicates that the challenges were accepted by respondents. They includes, Low bandwidth makes internet access slow and Frustrating (mean=3.06); Inadequate demo instrument (mean=2.90); Lack of personnel (mean =2.71); Limited library resources (mean=2.95); Lack of modern library resources(mean=2.73); Materials not well organized(mean=2.87); Students do not receive adequate library orientation and tours(mean=2.84); Students lack access to effectively organized School library materials(mean=2.99); Lack of informational professional/ librarians for processing reading materials(mean=2.91); Lack of signage facilities(mean=2.67); Lack of fund to procure library resources(mean=2.68) and Lack of preservation and conservation facilities(mean=2.98);

Comparing the two types of school ownership in the study, it is observed that public school have a greater ($\bar{x}$=2.89) as against the private school with ($\bar{x}$=2.82), indicating that public school have greater view on challenges associated with provision of libraries resources in inculcating information literacy. $\bar{x}$

The standard deviation values for the ten challenges associated with provision of libraries resources in inculcating information literacy ranged from .94 to 1.13 which implied that the respondents were not far from one another in their responses. Also, the overall mean showed that Low bandwidth makes internet access s low and Frustrating ($\bar{x}$ = 3.06) is ranked highest, while Lack of signage facilities ($\bar{x}$ = 2.67) is ranked lowest as regards to challenges associated with provision of libraries resources in inculcating information literacy.

The respondents through the focus group discussion revealed that they do have personnel in their library, but inadequate while those in public said they don't have permanent librarian but their English teacher

doubles as their librarian. While respondents all agreed that there were limited resources in their library, nevertheless, those in private schools reiterated that the school administration buys often while those in public schools said most of their resources were outdated.

In the interview session, the librarians were of the opinion that lack of funds greatly contribute to challenges facing provision of resources in school library, one of them said that in view of the fact that having adequate and modern library resources will contribute to all round success of students, the fund to achieve this, is not available. Apart from this, one of the librarians also said that one of the challenges is the fact that there is no strong cordial relationship among librarians and teachers. Also, librarians in public school said provision of library resources also depend on the interest of those at the helm of affairs in school.

Table Two : Str ategies for enhancing utilization of libraries resources to inculcate information literacy skills in students

						Ownership		Overall		D
						Public	Private			
		SA	A	D	SD	Mean	Mean	Mean	SD	
1	Creating enabling environment for library use	242	205	105	69	3.00	3.01	3.00	.80	A
2	Increased funding for library	315	202	75	29	3.31	3.28	3.29	.85	A
3	Provision of materials in different field	236	204	128	53	3.05	2.95	3.00	.96	A
4	Provision of up-to-date and relevant resources	191	196	134	100	2.66	2.89	2.77	1.06	A
5	Provision of guides to library resources	227	183	163	48	2.90	3.00	2.95	.97	A
6	Students should be shown the advantages of using library resources	165	170	158	128	2.57	2.63	2.60	1.09	A
7	Librarians and teachers should collaborate in teaching students	252	217	86	66	2.99	3.12	3.05	.98	A
8	Regular training of teachers and librarians	212	248	105	56	2.99	3.00	2.99	.93	A
9	Provision of free internet access for users	274	206	86	55	3.08	3.17	3.13	.96	A
10	School librarians should be actively involved in using library resources as intervention tools for students	314	203	73	31	3.31	3.27	3.28	.86	A
	Cluster mean					**2.99**	**3.03**	**3.01**	**.90**	**A**

Note: SA=Strongly Agree; A= Agree; D=Disagree; SD= Strongly Disagree.

The data presented in Table 10 revealed the mean ratings of the responses of the respondents on the ten (10) strategies for enhancing utilization of libraries resources inculcating information literacy skills in students. Using criterion mean of 2.50 on a 4 point rating scale, the table indicates that the strategies were accepted by respondents includes, Creating enabling environment for library use (mean=3.00); Increased funding

for library (mean=3.29); Provision of materials in different field (mean=3.00); Provision of up-to-date and relevant resources (mean=2.77); Provision of guides to library resources(mean=2.95); Students should be shown the advantages of using library resources(mean=2.60); Librarians and teachers should collaborate in teaching students(mean=3.05); Regular training of teachers and librarians(mean=2.99); Provision of free internet access for users(mean=3.13) and School librarians should be actively involved in using library resources as intervention tools for students(mean=3.28).

Comparing the two types of school ownership in the study, it is observed that public school have a greater ($\bar{x}$ =2.99) as against the private school with ($\bar{x}$ =3.03), indicating that private school have greater view on strategies for enhancing utilization of libraries resources inculcating information literacy skills in students. The standard deviation values for the twelve strategies ranged from .80 to 1.09 which implied that the respondents were not far from one another in their responses.

Also, the overall mean showed that Increased funding for library ($\bar{x}$ = 3.29) is ranked highest, while Students should be shown the advantages of using library resources ($\bar{x}$ = 2.60) is ranked lowest as regards to strategies for strategies for enhancing utilization of libraries resources inculcating information literacy skills in students.

The result from focus group discussion revealed that respondents were much more concerned about implementation of library periods on the time table and creating enabling environment that has good and adequate sitting space, bright environment that will aid their vision. The interview session revealed the opinion of the librarians which is adequate funding, training of librarians, support from teachers and

principals.

5.1 Discussion of Findings

5.2 Challenges associated with inculcating information literacy through the utilization of library resources in secondary school libraries in Enugu State.

The findings of the study through the questionnaire strongly agreed on these items by all the respondents in both public and private schools to be challenges associated with inculcating information literacy through the utilization of library resources. Popoola (2013) observed that in most secondary schools, library resources are either unavailable or poorly utilized and as such are the leading cause of poor performance and failures in external examinations if no attention is paid to it by the government and school authorities. Item such as lack of library period in the school time table and lack of enough sitting space were said to be serious issues in their libraries.

Through the focus group discussion, the respondents in private schools said they usually use their free periods, break time and elective subject time to go to the library, while those in public said they use their free time. In the case of lack of sitting space, the respondents in public schools are mostly affected as their library and reading room is very small allowing few numbers of students at a time, this is also applicable to few of the private schools but not as severe as in public schools. The researcher also observed that the furniture in some of the school libraries were built like in higher institution of learning which is not supposed to be so. The furniture supposed to be built in such a way as to make room for collaboration among the students.

The interview revealed the librarian's view which implies that challenges associated is majorly on school administrators, some of the heads of school do not have interest in developing library and its resources and

having outdated resources, insufficient space and non-alluring environment has impeded the utilization of the library which in turn hinders the inculcation of information literacy in the students. Apart from this, some of the librarians also gave the view that they do not enjoy collaboration with teachers even when they (librarians) tried to involve the teachers in library programmes.

5.3 Strategies for enhancing the promotion of students' information literacy through the utilization of library resources in secondary school libraries

The findings of the study through the questionnaire revealed that the respondents both in public and private schools strongly agreed on all the items as strategies for enhancing the promotion of students' information literacy through the utilization of library resources in secondary school libraries. These items include: Creating enabling environment for library use, Inclusion of library period in the school time table, Possession of skills to access materials in the school library, Availability of computer internet facilities, Adequate electricity supply to access online resources in the library, Inculcating Learning interest in students, and School librarians should be actively involved in using library resources as intervention tools for students. In concordance with the last item, Abimbola (2017) said that there is a need to train and retrain teacher-librarians so that they will be better positioned to teach information literacy skills in a practical way that will make the acquisition of the skills realistic for the students.

The respondents' view in the focus group discussion also gave support to the findings of the questionnaire. All the respondents were much more concerned about implementation of library periods on the time table and creating enabling environment that has good and adequate sitting space, bright environment that will aid

their vision. This shows that creating enabling environment for school library and providing opportunities for students to utilize the resources will go a long way to aid students in developing information literacy skills.

Conclusion

The study investigated the challenges and strategies of school library resources for students' effective information literacy skills in secondary schools in Enugu state, using the secondary students and the school librarians as respondents. The study shows that though the. Most importantly, majority of the school librarians are not conversant with information literacy. This is a great impediment to inculcating information literacy skill in the students. This shows that the utilization of school library resources needs more development in terms of provision of resources, especially the provision of internet services. Most importantly, there is need to have trained and retrained librarians in the use of library resources to achieve effective information literacy skills.

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