Collaboration Between the Faculty and Librarians to Improve Students' Information Literacy Skills at Strathmore University

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Abstract

Rationale of Study – The current information explosion poses challenges in finding relevant information to individuals including university students. Therefore, there is need for students to be taught information literacy (IL) skills to enable them find relevant information for their discourses effectively and efficiently. This can best be achieved through faculty-librarians collaboration. The purpose of this study was to investigate the collaboration between the faculty and librarians in improvement of information literacy skills of all students at Strathmore University.

Methodology – This was a case study of Strathmore University. A sample size of 40 respondents was purposively selected from a target population of 500 comprising of students, the faculty and librarians. Data was collected through structured interviews as well as documentary review. Data was analysed using content analysis and descriptive statistics.

Findings – The study found that Strathmore University has embraced information literacy training. There exists limited faculty-librarian collaboration in IL training where the faculty provides scheduling of the timetable for the trainings, research assignments as well as involving the librarians in the assessment of originality of students' assignments. The librarians conduct the IL trainings and assist in the assessment of originality of students' assignments. However, more faculty-librarian collaboration is needed. The study recommends the integration of the IL course into the curriculum across disciplines.

Implications – The findings of this study may benefit students by improving their information literacy as a result of improved faculty-librarians collaborative training.

Originality – The study was original in terms of focus. It fills a void on recent research on faculty-librarian collaboration in Information literacy training.

Introduction

The information society today is characterised by information explosion. This refers to the rapid increase in volume and variety of published information or data and the effects of this abundance. Wilson (2001) called this information overload which creates stress to individuals. To put the volume of data generated into perspective, Google's CEO Eric Schmidt said at a 2010 Techonomy conference that the amount of data generated in two days is as much as all data generated in human history before 2003 (Hienz, 2014). The exponential increase in information coupled with the revolutionary advances in Information Communication Technologies (ICTs) and the Internet pose challenges in finding relevant information to individuals of all walks of life, including university students. Due to the pervasive nature and ubiquitous use of ICTs combined with fragmentation of information, the online information space is confusing (Wallis, 2005).

In a study by Naude, Resleigh, and Du Toit (2010) on web searching habits of the University of South Africa academics, more than half of the participants identified information overload as an obstacle in locating materials. A new set of skills, namely Information literacy (IL) skills, is needed for finding relevant information in the complex electronic

environment. The American Library Association Presidential Committee on Information Literacy (1989) defined an information literate person as an individual who is able to recognise when information is needed and have the ability to locate, evaluate, and use the needed information effectively. This definition has been widely adopted, for example, by Morrison (1997); Hartmann (2001); Brown (1999) and Macauley (2001). The ability to use information communication technologies effectively to find, manage, critically evaluate and ethically apply that information to solve a problem are some of the hallmarks of an information literate individual (ALA, 1989b; Iannuzzi, 2000).

Though there has been debate on the meaning of IL, it appears that there is a consensus among scholars that a variety of skills are needed to find relevant information resources in the electronic environment and be able to use that information to generate new knowledge. Students should be trained not only in the use of ICTs but also in information literacy to equip them with skills to be able to identify a need for information, search for it from a reliable source and use the information appropriately. These are some of the traits that new students lack upon their admission in institutions of higher learning. Recognising the critical role of IL in students' success, accrediting agencies have included it within their standards (Brasley,

2008). In Kenya, for example, IL training is one of the standard requirements by the Commission for University Education (CUE) for a university library (CUE, 2014). Current developments in information technology has evolved libraries from being mere information repositories to being able to facilitate users to create and share content to be able to meet their various information needs. The information needs of users are diverse and vary depending on their interests. One of the major challenges in librarianship is that customers' requirements are diverse and content may only be required by a small number of people thus affecting economy of scale (Probert, 2009).

In higher education the main purpose of information literacy programs is to equip the students to independently seek information and use it appropriately in conformance to academic information norms. It is imperative for librarians to collaborate with the faculty in their endeavour to equip students with IL skills to be confident and able to identify, retrieve, organise, and analyse information (Armstrong & Brunskill, 2018). It is in this regard that this study examines the collaboration between the faculty and librarians in information literacy training to enable students to acquire skills that help them improve in their academic performances which include being able to identify a need for information, type of

information needed, locating and finding the information, evaluating the information, retrieving, organising the information and using the information for the right purpose (Iannuzzi, 2000). Morrison (1997) and Hartmann (2001) respectively used focus groups with undergraduates to obtain and compare expectations and evaluations of different users which allowed in-depth questioning and cross fertilisation of ideas through group interaction. Students in both studies ranked the ability to evaluate information as the most important information literacy skill. Both studies also found that students were not certain that the ability to recognise a need for information actually constitutes a skill.

Strathmore University Library is a member of the Kenya Libraries and Information Services Consortium (KLISC) which is a consortium of university and research libraries in Kenya that jointly subscribe to electronic resources in the spirit of resource sharing. Through this initiative, Strathmore University library subscribes to 25 electronic databases through KLISC and 15 additional open source resources. Therefore students need IL training to exploit these resources which would otherwise go to waste if not used. In order to improve information skills and ability needs of first year students, Strathmore University library offers library training sessions in the first semester

when new students are admitted. These sessions entail trainings on basic search skills and the Online Public Access catalogue (OPAC). As they advance with their studies, more training is offered on how to access individual databases. New students are informed about the library training sessions during the orientation.

The purpose of this study was to investigate the collaboration between the faculty and librarians in improving information literacy skills of students at Strathmore University. The objectives of the study were to: establish the collaboration strategies applied in teaching information literacy skills at Strathmore University; assess the content taught through collaboration between the faculty and the librarians; determine the benefits accrued out of collaboration between faculty and the librarians on information literacy training; establish the challenges faced in information literacy training and to recommend how to improve information literacy training in Strathmore University.

2 Literature Review

The study was guided by three models namely: The Eisenberg and Berkowitz Big 6 information skills model (Eisenberg & Berkowitz, 1990); Doyle's attributes of an information literate person model (Doyle, 1994); and Bruce's seven faces of information literacy model (Bruce, 1997). These models provide different perspectives of the information literate person but they all point to the ability to search, select, locate, access, use, synthesise, and evaluate information which this study addresses. Information literacy is referred to as being able to search, select, keenly evaluate and use the available information for solving problems in different areas (Brasley, 2008). Over a long time, information literacy has been mainly used in the context of library practice. Based on a librarian's understanding of the long-term engagement with issues of information literacy, it is imperative that they design a curriculum on information literacy that caters for the long-term information needs of users. The Association of College and Research Libraries (ACRL) discussed information literacy and higher education and noted that developing lifelong learning skills is key to the mission and vision of higher institutions of learning (ACRL, 2000b). This can be achieved by making sure that all individuals have the intellectual ability to reason and to think critically to help them to develop a framework for learning how to acquire information literacy skills. Institutions of higher learning must provide the foundation for continued growth throughout the students' career to help them become informed citizens. It should be integrated across the curriculum, in all programmes being taught in the institution.

Information literacy requires good collaborative efforts between faculty, librarians and administrators. The information literacy trainings should be done through group discussions and class lectures, and faculty must determine the context for learning by inspiring students to examine the unknown, offer guidance on how to best meet information needs, and to monitor the student's progress. Black and Volland (2001) assert that it is critical to create an environment that nurtures collaboration between the librarian and the faculty in information literacy training.

According to Bruce (1997), information literacy was initially viewed as library tours and library programmes interpreted as library instruction, user education, bibliographic instruction, and information skills training. The programmes were viewed as librarian and library-centred, print-based, and mostly involved information location and retrieval. This was as a result of poor information technology infrastructure. The independent learning standards require that an independent student is one who is able to locate and retrieve information that relates to his personal interest as well as recognise available literature and other forms of information expression as he strives for excellence in information seeking and knowledge generation. It is in this regard that this study focused on information literacy and

assessed the current strategies used to teach it, the content of information taught and how it benefits students and the strategies used to deliver the content at Strathmore University. Many studies have focused on information literacy requirements. The Middle States Commission on Higher Education (2002, p. 1) defined information literacy as "an intellectual framework for identifying, finding, understanding, evaluating and using information". This definition encompassed all aspects of information from acknowledging that there is need for information across the spectrum to the legal and political aspects of information. The guidelines for the publication suggested that information literacy should be included in the curriculum in institutions of learning at all levels in an effort to help students cope with the rapid increase in information.

The Middle States Commission on Higher Education (2002:2), report observed that because information literacy needs have become more demanding, the higher the educational level and discipline involved, the more the need for collaboration between faculty and librarians for effective use of information resources and this is also as a result of changing investigation methods, and emerging tools in technology. Indeed, the report noted that there was a need for "information literacy learning experiences in all

educational trainings". To this end, faculty, librarians and administrators should make it a necessity that students, especially those in lower level courses know and understand what information literacy is and its intended use at the onset of their educational experience. The report suggested that true information literacy is concerned about the content and its delivery through such educational institutions as libraries, classrooms, and distributed learning environments rather than the technology that delivers it, a concept that must be emphasised to students by both faculty and librarians. Jacobson and Mackey (2016) argue that information literacy initiatives must be a shared concern of faculty and librarians. They propose two models for collaboration namely teaching alliances and campus partnerships. Snavely and Cooper (1997) proposed a course-integrated approach across the curriculum model where the faculty integrates IL in appropriate courses. Such a model calls for cooperative efforts between the faculty and the librarians. In a study on challenges facing information literacy efforts in Kenya, Kavulya, (2003) posits that the teaching faculty can contribute to the success of IL programmes by creating more actions and avenues that will help build and improve information usage into the faculty teaching programmes. This means that the faculty should incorporate IL skills into their curriculum

objectives and therefore integrate IL in all the courses.

3 Methodology

The research design was a case study of Strathmore University which is located in Nairobi, Kenya. The case study design provided for in-depth investigation into the research problem and provided sufficient data to address the objectives of the study. Strathmore University was selected because it places great emphasis on the acquisition of IL skills by students and staff. The university has a policy on information literacy which stipulates that all new students and library users need to be trained on information literacy upon their enrolment and that no student is assigned borrowing rights until he or she undergoes the information literacy training. Additionally, there is faculty-librarian collaboration in information literacy training and the training is normally allocated time in time-tabling. This study adopted a qualitative research approach to address the research objectives. Qualitative research attempts to make sense of, or interpret phenomena in terms of the meanings people bring to theme as-is. According to Kothari (2015), it is applicable to phenomena relating to or involving quality or kind.

The target population for the study was 500 participants inclusive of both undergraduate and post graduate first year students out of

which a sample size of 40 respondents (8%) was purposively selected comprising of students, the faculty and librarians. According to Patton (2009), there are no rules for sample size in a qualitative study. Sample size depends on what the researcher wants to know, the purpose of the inquiry, what is at stake, what will be useful, what will have credibility, and what can be done with available time and resources. The respondents were selected based on their participation in IL training. The respondents were therefore information-rich in the subject under study. Data was collected through face-to-face interviews guided by semi-structured interview schedules and through documentary review to gather more information for the study. The aim was to discover the underlying motives and desires using in-depth interviews (Kothari, 2015). Data was analysed using content analysis and descriptive statistics. Table 1 below shows the sample size.

Table 1: Sample Size

RESPONDENTS	TARGET POPULATION	SAMPLE SIZE	SAMPLE SIZE IN %
Students(Undergraduate & post graduate)	300	30	75
Lecturers	80	5	12.5
Faculty Administrators	110	3	7.5
Librarians	10	2	5
TOTAL	500	40	100

Source: Research data

4 Findings and Discussions

The findings indicate that 40 respondents participated in the study translating to a response rate of 100%. This was considered appropriate since over 60% response rate is considered a good response by researchers for data analysis and reporting (Reinhard & Wolfgang, 2013).

4.1 Findings from students

Year of study

All students interviewed, 30 (100%) were in their first year of study.

Level of study

The respondents were asked to indicate their level of study. This was meant to differentiate the respondents from the courses they undertake. 21(70%) indicated that they were taking undergraduate degree courses while 9(30%) were postgraduate students. Both undergraduate and postgraduates were therefore involved in the study.

Information literacy

The researchers sought to find out the students' understanding of the meaning of information literacy and if there are trainings offered on the same. Most respondents 27 (90%) indicated that they understand the meaning of information literacy, 3 (10%) indicated that they do not understand the same. This was a clear indication that majority of the respondents are

quite familiar with the term information literacy. This is a pointer to the fact that Strathmore University puts a lot of emphasis on information literacy as a tool of learning.

Information literacy training attendance

The majority of respondents, 27 (90%), confirmed to have attended information literacy training at Strathmore University. Only 3 (10%) had not attended the training. From these findings, it can be deduced that a higher population of students have taken information literacy training. However, more effort should be put to ensure that the few who have not been trained are taken through the same in time.

Adequacy of the Information literacy training

Another outcome of this study affirms that information literacy training offered at Strathmore University is adequate and satisfactory to the users with most respondents, 25 (83.3%) indicating that the IL training was adequate; only 5 (16.7%) respondents indicated that the training was inadequate. This was further confirmed by the majority of students having had an experience with at least one type of training in a given setup as 2 (6.7%) have had a one-on-one training, 4 (13.3%) in a classroom setting, 24 (80%) in a computer-based training room. From this, it can be deduced that much emphasis has been made on offering information literacy training in computer-based

training rooms to enable students have participatory experience in information search as they can use the computers to navigate through different databases to search for relevant information.

Information literacy content and need

The study established that most students are satisfied with the content of information literacy offered to them. 28 (93.3%) respondents indicated that the content taught meets their information needs and requirements while 2 (6.7%) indicated that the content does not meet their information needs. The majority of the respondents agreed that the content taught entails good information seeking behaviour, abilities, and evaluative abilities of information and ethical application of information.

Benefits of IL training

All the respondents 30 (100%) indicated that information literacy training enables them to develop information search and retrieval skills and to be independent in searching for information.

Challenges in information search and access before IL training

All the respondents, 30 (100%) indicated that they had challenges in search and access to information before IL Training. Some of the challenges they identified were: over-reliance on Google, lack of awareness, not knowing

information sources, difficulty in navigating through the various information sources and search engines and difficulty in citation.

Challenges faced in information search and access after IL training

The study endeavoured to find out if there are challenges faced by students after the IL training has been offered to them. 28 (93.3%) confirmed that they still face challenges even after the training while 2 (6.7%) indicated that they have no challenges. Therefore, it can be deduced that more effort should be put on IL training to ensure that users are adequately trained to save them from the challenges. Those respondents who indicated that they faced challenges despite having been trained on IL identified the following challenges:

1. **Information explosion** – There is a lot of information retrieved from the searches done and therefore most users get confused on which one to select to address their information needs. This finding concurs with the findings of a study by Naude, Ransleigh, & Du Toit, (2010) on web searching habits of the University of South Africa academics where more than half of the participants identified information overload as an obstacle in locating materials. This calls for intensified IL training of students for them to cope with the information explosion.

2. **Inaccessibility** – Most respondents 25 (83.3%) indicated that they are frustrated by the inability to access some aspects of information from some databases; they are not able to download some full text documents. 5(16.7%) were satisfied with access to information from a number of databases

3. **Location of items on library shelves** – A number of respondent 25 (83.3%) indicated that they are unable, in most cases, to locate on the library shelves what has been bibliographically identified in some catalogues. 5(16.7%) felt satisfied as they have never experienced any obstacle.

4. **Poor ICT Infrastructure** – 10(33.3%) respondents indicated that at times they are frustrated in their quest for information access by poor Internet connectivity. The majority 20 (66.7%) felt satisfied with the ICT infrastructure in place.

5. **Limited access to electronic full-text journals** – Most respondents 20 (66.7%) indicated that they are unable to fully access some of the journals. This is because of poor search capabilities. This is an indication that a more detailed information literacy instruction on how to search and navigate through the

various databases is required. 10(33.3%) of the respondents indicated their satisfaction on access to the journals.

6. **Limitations in locating information that is available** – This refers to problems with search terms and in organising archives. From the response, 15(50%) are comfortable locating available information from their searches, 15(50%) feel challenged on locating the right information they need.

The foregoing challenges on information search identified by students confirm that the availability of electronic information requires new skills for students to utilize effectively (Adeleke Emeahara, 2016).

Suggestions on how the challenges can be addressed

Respondents suggested the following possible solutions to the challenges they faced before and after the IL training:

1. **Increase time for information literacy training** – Most respondents 24 (80%), suggested that in order to adequately equip users with information skills, the information literacy training should be offered more than once to the users. 6

(20%) were satisfied with the time allocated for the IL training.

2. **Increase subscription to the databases** – The respondents 15(50%) suggested that the library should increase its subscription to databases to enable users to download a number of documents or contents without restriction while 15 (50%) felt satisfied with the databases that the university has subscribed to.

3. **Improve internet connectivity** – The respondents 3(10%) suggested that in order to access information with ease, Internet connectivity should be increased and structured well. 27(90%) felt satisfied with the available internet connections.

4. **Pre-formulated search filters** – This refers to the use of combinations of existing search terms to facilitate identification of information that meet predefined criteria in a search. A number of users 5(16.7%) requested to be taught how they can formulate their searches so as to narrow down to the exact information they are looking for as this will help save their time. The majority 25 (83.3%) said they were comfortable formulating search terms.

4.2 Findings from faculty administrators and academic staff

Distribution by School/Work Unit

The respondents were nearly equally distributed across the departments with 2 (20%) from School of Finance and Economics (SFAE), 2 (20%) from Faculty of Information Technology (FIT), 2 (20%) from School of Management and Commerce (SMC), 2 (20%) from Strathmore Business School (SBS), and 2 (20%) from the library. This was an indication that the study covered all the faculties within the institution.

Years of service

The study revealed the period of time that staff interviewed had served in Strathmore University as follows: 1 (10%) 3 years, 2 (20%) 4 years, 1 (10%) 5 years, 2 (20%) 6 years, 2 (20%) 7 years, 2 (20%). It can therefore be deduced that most respondents have had adequate experience in their service at Strathmore University and therefore could provide adequate response for the research.

Staff participation in information literacy

Respondents were asked to indicate their participation in IL. All respondents comprising of lecturers, 5 (50%), faculty administrators, 3 (30%) and librarians 2 (20%) indicated that they were involved in the IL training programme. The lecturers indicated that they have had first-hand experience with students' information abilities in their interaction in class and from how they attempt class assignments. The 2 librarians interviewed indicated that they do interact with students in their search for information and information sources in the library. This interaction enables them to gauge the students' information literacy level. From this response, it can be deduced that both the faculty and the librarians were conversant with the level of IL skills of students and are in a position to determine how the IL skills can be improved. It also means that there is need for a collaborative effort in IL training between the faculty and the librarians.

Meaning of information literacy

The respondents were asked to indicate if they understand the meaning of information literacy. All respondents 10 (100%) interviewed indicated that they do understand the meaning of information literacy. The respondents gave different definition as: 3(30%) gave similar definition as, skills that involves recognising when information is needed and being able to efficiently locate, accurately evaluate, effectively use, and clearly communicate information in various formats. A second definition was given by 5(50%) respondents as: having the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand. Another definition by 2(20%) respondents was given as

the ability to discover and use various types of information. The definition the respondents gave can be summarised as: *information literacy refers to a set of abilities requiring individuals to be able to "recognise when information is needed and have the ability to locate, evaluate, and use effectively the needed information."* This showed that the majority of staff are conversant with what information literacy is.

Strategies to support IL training at Strathmore University

The study sought to establish if there are strategies put in place to support information literacy training at Strathmore University. 6 (60%) respondents were aware while 4 (40%) were not aware of the strategies. The respondents who were aware of the IL training strategies put in place listed them as follows: inclusion of cooperative learning, offering orientation tours, integrated technology learning, lectures and active learning in class and assessment of originality of their assignment using Turn-it-in software (anti-plagiarism checker). When probed further on collaboration between faculty and librarians in IL training, 5 or 50% respondents indicated that the faculty provides support to the library by scheduling the timetable for the trainings, providing research assignments in collaboration with the library to gauge student's successes in information search before and after the trainings and as well involving the librarians in

the assessment of originality of students' assignments using Turn-it-in software. The 2 librarians indicated that librarians conduct the IL trainings as scheduled including training students in the use of anti-plagiarism software, Turn-it-in. It is apparent from the findings that there is some form of collaboration in IL training between the faculty and the librarians. However, the collaboration should be enhanced to ensure closer partnership between the faculty and librarians. As Brasley (2008) asserts, the teaching of IL is a combined librarianship and educational issue that requires partnership between the two disciplines. It is necessary to assimilate information literacy into the student's syllabus to enable them acquire information literacy skills and as well the faculty to collaboratively work with the librarians. The faculty also has the obligation to nurture critical thinking skills and offer assignments that support these abilities.

Information literacy training content

The librarians interviewed indicated that the content taught included: search strategies both simple and advanced, access to various databases subscribed to by the university, how to search and locate resources within the library, understanding and complying with copyright laws, synthesis of information from a range of sources and locating text and non-text sources. This is based on the assessment that students are able to navigate through various

databases, perform normal and advanced searches and again be able to run their research work on anti-plagiarism checker, Turn-it-in and submit reports to the lecturers.

Awareness of core IL content offered

The study sought to establish if the faculty were aware of the core content of information literacy taught at Strathmore University. From this 2 (25%) said they did not know the content of information literacy taught, while 6 (75%) confirmed that indeed they were aware of the information literacy training taught at Strathmore University. It can be deduced that although a high percentage of the faculty was aware of the IL content, more should be done to ensure that the entire faculty is made aware of the IL content being offered or taught. Moreover, the faculty and librarians should work together in the review of IL curriculum with a view to integrating it across the curriculum (Snavely and Cooper, 1997).

Kind of training offered to students

The respondents indicated that IL trainings are offered in different settings with 2 (20%) indicating one-on-one setting, 2 (20%) in classroom setting, 6 (60%) in a computer lab setting. These findings corroborate the findings from students. This is an indication that students get to have different exposure of learning as the IL training is carried out in different set ups.

Challenges in IL training

The study sought to establish if there are challenges faced by staff in information literacy training. All 10 (100%) respondents indicated that indeed there are challenges faced and presented them as follows:

1. **Timing not always right/inadequate time -** On this, 7 (70%) of the respondents indicated that more sessions for information literacy should be allocated while 3 (30%) indicated that they were comfortable with the time allocated. The librarians interviewed said that there were requests from, faculty and departments to have more IL training sessions and modules on a regular basis. Lecturers who wanted more IL sessions argued that the training is at times done when most students have not reported to school for their courses thus they end up missing the trainings. These findings indicate that the IL training should be offered continuously.

2. **Varying expectations -** All the respondents interviewed, 10 (100%) indicated that in teaching information literacy, there is always a variance in expectations of faculty, librarians, and students, this in most cases is dependent on the course a student is

undertaking. Some of the courses, for example, law require more research from different information sources. This means that in addition to the general IL training offered, more specialised tailor-made training should be done to address the needs of specific courses.

3. **Low attendance -** Most users do not take information literacy training seriously in the beginning thus few attend the trainings. This further confirms the need for continuous IL training.

4. **Information explosion -** All the 10 (100%) respondents indicated that there is too much information online and therefore students get confused on which sources are academically recommended and rich. These findings corroborate the findings from students. This is therefore an indication that students should be made aware during the training on the sources to use for their academic work.

5. **Attitudes of students towards IL -** A higher percentage of respondents 9 (90%) indicated that most students have negative attitude or do not take IL training seriously during their first trainings hence most of them give it less attention as they think it is not an examinable unit only realising its importance later in the course of their studies while 1 (10%) were happy with the current attendance rate of students to IL training. These findings indicate that IL should be made an examinable course so that students can take it seriously.

Challenges in information search and access after IL training

The study sought to establish from staff if there are challenges faced by students in search for information and access after IL training. Responses indicate that 4 (40%) of the respondents indicated that there were no challenges, while 6 (60%) indicated that, despite the IL training, most students still had challenges in making searches from various databases. The challenges identified by both the faculty and the librarians corroborated those of students and included: information explosion, location of items on library shelves, inaccessibility, poor Infrastructure, limited access to electronic full text of journals and limitations in locating information that is available.

Suggestion on how to address the challenges faced before and after the IL training

The suggestions made by staff to address the challenges faced by users before and after the training corroborated those proposed by students and are summarised as follows:

increase time for information literacy training, increase subscription to the databases, improve Internet connectivity and pre-formulated search filters.

5 Conclusion

The findings of this study indicate that information literacy training is offered to students in their first year of study at Strathmore University. Students seem to appreciate the benefits they get from IL training in getting skills to enable them independently search for information in an environment where information is rapidly increasing. The faculty participates through time-table scheduling, providing research assignments to students and involving the librarians in the assessment of originality of students' assignments using Turn-it-in software. The librarians on the other hand develop the content, carry out skill-based training of students and assist the faculty in the assessment of originality of assignments by checking or training them to check using Turn-it-in software. This shows that there is some form of collaboration between the faculty and the librarians in ensuring success of the IL training. However, more collaborative effort between the faculty and the librarians is needed especially in IL content development and in the delivery of the programme. Results show that there is a variance in expectations on

the IL training between the faculty, students and librarians attributed to different needs in different courses. There is therefore need for closer consultations between the faculty and the librarians in order to come up with specialised content for the different courses.

Findings indicate that students do not take IL training seriously because it is not examinable. The IL programme should be assimilated into students' syllabus and the course be made examinable. This would increase the faculty-librarian collaboration and ensure that students take the IL training more seriously. It also emerged that some faculty are not aware of the IL training offered. There is therefore need for the librarians to create awareness among staff about the IL training so they can buy in and get involved in the collaborative efforts.

The study uncovered different challenges in information search, access and information literacy trainings at Strathmore University. For instance, inaccessibility to information sources weighs down on the need for information satisfaction. Other challenges included: bibliographic obstacles, poor infrastructure, and limited access to electronic text journals, information explosion and limited time for IL training. Emphasis should be put on addressing the challenges above as they would negatively affect the outcome of IL training even if collaboration is enhanced.

6 Recommendations

The following are the recommendations of this study based on the research findings:

1. More emphasis should be put on faculty-librarian collaboration in provision of effective information literacy training to students at Strathmore University.

2. More collaborative effort between the faculty and the librarians is needed especially in IL content development and in the delivery of the programme.

3. Information literacy training should be incorporated into the curriculum across disciplines and be examined. To start with, e-resources training content could be included in communication skills curriculum.

4. Some of the issues like the IL curriculum should be deliberated, mounted, evaluated and reviewed from time to time by all IL stakeholders since IL cuts across disciplines.

5. The University should also create forums which promote interaction between faculty and librarians with a view to encouraging faculty-librarian collaboration in IL training. These may include meetings, seminars, workshops and conferences. Librarians should take advantage of such forums to create awareness on IL training among the faculty.

6. More attention should be focused on addressing areas where students and staff had challenges and that are likely to hamper the success of collaborative IL training. These include: increasing subscription to the databases, increasing IL training time, internet connectivity and training users on how to perform searches especially on pre-formulated search filters.

7 Practical implications and originality/value

The findings of this study can benefit students by improving their information literacy due to improved faculty-librarians collaborative training. This may enable them find relevant information for their discourses effectively and efficiently as well as in lifelong learning. The study was original in terms of focus. It fills a void on recent research on faculty-librarian collaboration in Information literacy training.

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