ASSESSMENT OF INSTRUCTIONAL RESOURCES AND METHODS FOR INFORMATION LITERACY PROGRAMMES IN SELECTED UNIVERSITIES IN SOUTHERN NIGERIA

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Abstract

Assessment of Instructional Resources and Methods for Information Literacy Programmes in Selected Universities in Southern Nigeria. The research questions were: what are the instructional resources available and used for IL programs in Southern Nigerian universities? & what are the instructional methods used for IL programs in Southern Nigerian universities? This study adopted a qualitative case studies method with nine universities selected in Southern Nigeria. Southern Nigeria is made up of South-East, South-South, and South-West geo-political zones. The selection was purposely done in a way that one federal university, one state university, and one private university were selected from a geo-political zone; and efforts were made not to select more than one university from a state. The study used a self-designed and validated checklist and interview guide as instruments for data collection. The checklists and the interview guide were completed by coordinators of IL programs in the universities (that is, the academic librarians in charge of the IL program or the university librarian in some cases). The findings of the study revealed that instructional resources and traditional face-to-face teaching methods still abound in Southern Nigerian universities, especially for IL programs. This delivery method runs contrary to the digital natives' preference for digital technologies and applications, considering their continuous movement with hand-held devices and active participation in the social media space. The study concludes that IL programs are usually targeted at enabling individuals to become information literate, which requires adequate resources and appropriate instructional methods. The study, therefore, recommends that adequate digital-based resources and applications should be deployed for IL programs in Southern Nigerian Universities. In addition, contemporary teaching methods involving collaborative technologies, multimedia projectors, e-learning applications, digital media platforms and blended learning strategies should be explored and adopted in implementing IL programs in Southern Nigerian Universities.

Keywords
Information Literacy Programmes, Instructional Resources, Instructional Methods, University Students, Southern Nigeria

Introduction

The education and training of students in tertiary institutions is for the acquisition of knowledge, skills and competencies that would enable them to engage in meaningful jobs or careers after graduation, thereby contributing to national development. It is a fact that without access to rewarding jobs or viable entrepreneurial opportunities, it may be assumed that tertiary education does not have lifelong significance and impact on the overall existence of individuals in society. However, enrolling in such tertiary education and becoming a graduate leads to the acquisition of knowledge, skills and competencies in different areas of life, e.g. subject knowledge /field of study, entrepreneurship, information and communication technologies (ICTs), leadership and management, emotional and social intelligence, information literacy, and the like. Thus, it is a fact that graduates without such knowledge, skills and competencies are usually seen as half-baked, and as such cannot compete favorably with available career and entrepreneurial opportunities in the labor market and society at large.

No doubt, the information needs of individuals in a society like students and graduates cut across academic, health, social, political, economic, business, agricultural and job/career needs. These information needs gave rise to various dimensions of information literacy like health literacy, agricultural literacy, financial literacy, and the like, and collapsed into a holistic term known as information literacy which is the approach cum way of addressing these multidimensional needs. Fortunately, information literacy (IL) knowledge, skills and competencies are among the strategic 21st-century capacities expected to be possessed by graduates of tertiary institutions, especially universities. What this implies is that such IL should be acquired by students both before and after graduation, because it enables them to identify, access and use information from different sources to address their diverse information needs. The skills also facilitate competitive advantage in academic productivity, student retention, and workforce productivity when engaged after graduation and even for further studies (Krysiewski, 2018). The components of such IL knowledge, skills and competencies cover library resource use, digital knowledge and skills, Internet access and use, ethical and legal issues in accessing and using information, cyber ethics, critical thinking, study skills, research skills and acknowledgment of information sources used in the course of research, writing and publications in all areas of life.

Meanwhile, the acquisition of IL knowledge, skills and competencies is usually through a holistic education and training system known as an IL program; which was traditionally referred to as a library tour, user education, bibliographic instruction on catalogue use, library use education, hour session on library use and research, library instructions, among other related terms. The IL program is an instructional pedagogy usually planned and implemented by librarians in tertiary institutions like universities to develop students' IL knowledge, skills and competencies. Such an IL program involves instructional resources and delivery methods for the actualization of expected learning outcomes. These instructional resources are basic tools that are essential in teaching and learning, covering human, infrastructural and learning resources, whereas

instructional delivery methods involve the use of the resources, and could be through face-to-face interactions or via online delivery methods with learning management systems, social media applications and other digital collaborative tools. As noted by the University of Central Missouri (2021), the IL program may be through standalone instructions by librarians on ways of accessing and using information sources, librarians' personalized coaching either on a one-on-one basis or small group works on IL issues, collaborations between faculty librarians and faculty members for instructions and evaluation of student's learning outcome, as well as the adoption of web-based instructional and evaluation methods. This is in addition to digital era demands for faculty members' (educators) engagement and leveraging of e-learning resources for quality instruction, research outputs, and community impact (Falola, Ogueyungbo, Salau & Olokundun, 2022). The IL program results in better research conduct, improves information discovery and evaluation skills, leads to knowledge of preventing plagiarism and facilitates the development of critical thinking skills among the students who will later become graduates (University of Central Missouri, 2021).

Statement of the Problem

The desire for training graduates who are versatile in the entire information landscape via the IL program requires appropriate resources and pedagogical strategies. Thus, the fact remains that for the IL programme to succeed and actualise its target, the availability of instructional resources and methods of instructional delivery matter a lot. For universities in Nigeria, the National Universities Commission (NUC) recognized IL programme as a compulsory general studies course tagged, "Use of Library, Study Skills and ICT" (Okojie, 2014; Anyaoku, 2016) which all undergraduate students must offer for the acquisition of IL knowledge, skills and competences. Over the years, universities in the Southern part of Nigeria have been offering IL programmes to students, but empirical studies so far revealed that the students still have poor IL knowledge and competence (Igwe & Ndubuisi-Okoh, 2014; Okpala, Benneh, Sefu & Kalule, 2017; Makinde, Hamzat & Koiki-Owoyele, 2023; Osiebe, Bassey & Udoh, 2023). In addition, there are pieces of evidence that students always express apathy and displeasure towards IL programmes (Adekunle, Olla, Olajide, Osuji & Adedoyin, 2019) and librarians hardly use innovative digital-based tools for IL programmes (Omeluzor, Molokwu & Izuakolam, 2020). These issues may not be unconnected with the resources available for the IL programme and the instructional methods used for the delivery of IL education, which have not been investigated. This study, therefore, assessed the resources available and the instructional methods used in the IL programmes of selected universities in Southern Nigeria.

Thus, given the foregoing and the identified problem, the study specifically answered the following research questions:

1. What are the instructional resources available and used for IL programmes in Southern Nigerian universities?
2. What are the instructional methods used for IL programmes in Southern Nigerian universities?

Literature Review

The concept of information literacy (IL) programme covers all educational and instructional pedagogy targeted at inculcating holistic knowledge, skills and competencies for identifying, accessing, evaluating, and using information resources ethically for addressing various information needs. The IL programme leads to the acquisition of IL competence by individuals in the society which is relevant in different areas of life. For instance, Duncan and Varcoe (2012) noted that employers have recognized the value of IL in the knowledge industries. An embedded curriculum-based IL programme leads to significant improvement in students' learning and information skills development (Robertson, McMurray, Ingram & Roberts, 2012). Not only that, studies by Okike and Mabawonku (2013) and Otunla (2013) revealed that IL has a significant relationship with increased research productivity and applications of computer-mediated scholarly communication activities. The possession of IL competence also improves students' research and scientific writing skills (Thompson & Blankinship, 2015) as well as quality academic engagement and graduate employability (Soleymani, 2014).

The study of Baro and Zuokemefa (2011) studied the IL programmes of thirty-six university libraries in Nigeria. The study revealed that library tour sessions, basic information skills, bibliographic instructions and use of the library were the IL programmes implemented by the universities; and lack of interest, inadequate resources and lack of IL policy were the impediments to IL programmes in the universities. Similarly, Baro and Keboh (2012) surveyed the teaching and fostering of IL programmes in five university libraries in Africa, and the findings showed that IL practices ranging from orientation sessions, introductory and advanced information skills and database searching are predominant in the university libraries studied. The study recommended the provision of ICT resources and facilities with regular power supply as well as formulation and implementation of policy for IL programmes.

The investigation by Anyaoku, Ezeani and Osuigwe (2015) on IL practices of universities in Nigeria revealed inadequate skills in ICT such as creating websites, using online reference managers and online applications for IL programmes as well as poor use of ICTs for IL instructions and lack of IL policy. A related study by Anunobi and Ukwuoma (2016) across federal and state universities in Nigeria revealed that the majority of the university libraries are still involved in and yet to consolidate library literacy and use programmes, let alone accommodating holistic information literacy programmes. They recommended periodic evaluation and monitoring of the programme

in line with set standards and involvement of the Librarians' Registration Council of Nigeria (LRCN). For Anyaoku's (2016) findings, librarians perceive IL as meta-skills covering library use skills, digital and Internet skills, critical thinking skills, information use skills and research skills, with high value that leads to students' academic performance, and that significant support and policy guidelines are required for effective implementation of IL programmes by librarians for development of students' information skills and lifelong learning.

A study of IL programmes of technical university libraries in Ghana was conducted by Agyekum, Ntiamoah-Sarpong and Arthur (2017), and the findings revealed that IL classes of the universities were mostly via face-to-face interaction and online tutorials, with the major challenge of not integrating IL programmes in the curriculum of the tertiary institutions in the country. The inevitability of ICTs in teaching and learning is no longer in doubt to attract learners' interest. This aligned with the study of Omeluzor, Alala and Omeluzoe (2019) that reported significant integration of ICTs and innovative technologies like Google Drive and other Google tools in the delivery of the IL programme of a private university in South-East, Nigeria.

Ekwueme and Chime (2019) studied the challenges and strategies for IL programmes at the National Open University of Nigeria. Six hundred and fifty copies of the questionnaire were completed and used for analysis, and the findings revealed that inadequate human resources for the IL programme, unavailability of instructional resources on IL, absence of web-based IL tutorials, poor digital skills for online navigation were the major challenges affecting IL programme in the university. The study concluded that IL competence is essential in all educational programmes for the acquisition of 21st-century skills and recommended the adoption of online IL programs and the engagement of more qualified personnel for IL programmes.

With a fundamental understanding that delivery methods determine the extent of acquisition of IL competence, the study by Harrison and Deans (2021) revealed that students need support via functional instructional methods for the acquisition of IL competence due to information overload and online resource explosion that could demotivate their explorations in information utilization and possibly result to frustration and poor academic performance. For Eze and Aduba (2022), their study on IL education in information schools of universities in Nigeria revealed progress in IL programmes and made a case for priority attention to IL programmes in the universities for training employable graduates. Furthermore, Tella (2022) explored the pattern of teaching IL programmes in five Nigerian universities and discovered that the traditional face-to-face teaching method is still dominant and gradually complemented with

technological tools like tablets and Google Classroom, but is affected by challenges of erratic power supply and inadequate access to laptops, tablets and other digital technologies. Be that as it may, there is hardly any study that reported the available resources and instructional methods used for IL programmes in Southern Nigerian Universities. This requires assessment.

Methodology

The study adopted a qualitative case study to purposely select one federal university, one state university and one private university were selected from a geo-political zone; and deliberate efforts were made not to select more than one university from a particular state in a zone. This has been done in similar studies like Ladipo, Alegbeleye, Soyemi and Ikonne (2022), Ume and Agha (2022), as well as Nwone and Mutula (2018), where some universities were purposely selected for investigation. The study used a self-designed checklist and interview guide as instruments for data collection, which were validated by two professors of Library and Information Science. The checklist and the interview guide were completed and answered respectively by the coordinators of IL programmes in the universities (that is, the professional librarians in charge of the IL programme or the university librarians in some cases).

Findings and Discussions
Research Question 1: What are the resources available for IL programmes in Southern Nigerian universities?

To ascertain the resources available for IL programmes in the nine selected universities, checklists were distributed and completed by the coordinators of IL programmes in the nine universities. The findings are presented in Table 1.

Table 1: Checklist of Resources Available for Information Literacy (IL) Programmes in Southern Nigerian Universities

	Resource Availability for IL Programmes	FU 1	SU 1	PU 1	FU 2	SU 2	PU 2	FU 3	SU 3	PU 3	AV (%)	NA (%)
a	IL Educators and Instructors (librarians)	√	√	√	√	√	√	√	√	√	9 (100%)	0 (0%)
b	Teaching Assistants for IL programmes	√	×	×	√	√	×	×	×	√	4 (44.4%)	5 (55.6%)
c	Time allocations for IL instructions	√	√	√	√	√	√	√	√	√	9 (100%)	0 (0%)
d	Conducive library with requisite resources	√	√	√	√	√	√	√	√	√	9 (100%)	0 (0%)
e	Course/learning management system with IL content	√	×	√	×	×	√	×	×	√	4 (44.4%)	5 (55.6%)
f	ICT laboratories for IL programmes	√	×	√	√	√	√	×	√	√	7 (77.8%)	2 (22.2%)

											AV (%)	NA (%)
g	Internet Connectivity and hotspots	√	√	√	√	√	√	√	√	√	9 (100%)	0 (0%)
h	University website with content on IL	√	×	×	×	×	×	×	×	√	2 (22.2%)	7 (77.8%)
i	Library Portals on Information Literacy Skills	√	×	×	×	×	×	×	×	√	2 (22.2%)	7 (77.8%)
j	Web-based tutorials and links on Information Literacy	×	×	×	×	×	×	×	×	×	1 (11.1%)	8 (88.9%)
k	Interactive Web tools like blogs for IL queries	×	×	×	×	×	×	×	×	√	1 (11.1%)	8 (88.9%)
l	Textbooks on IL and User Education	√	√	√	√	√	√	√	√	√	9 (100%)	0 (0%)
m	Workbooks for Information Literacy Programmes	×	×	×	×	×	×	×	×	×	1 (11.1%)	8 (88.9%)
n	CD-ROM databases on Information Literacy	×	×	×	×	×	×	×	×	×	1 (11.1%)	8 (88.9%)
o	Projectors for IL instructions	×	√	×	×	×	√	×	×	√	3 (33.3%)	6 (66.7%)
p	Information Literacy policy documents and frameworks	√	×	√	×	×	√	×	×	√	4 (44.4%)	5 (55.6%)
q	User guides for IL programmes	√	×	√	×	×	√	×	√	√	5 (55.6%)	4 (44.4%)
r	Videotapes and streaming video for IL instructions	×	×	√	×	×	√	×	×	√	3 (33.3%)	6 (66.7%)
s	Active learning classrooms for IL Instructions	√	√	√	√	√	√	√	√	√	9 (100%)	0 (0%)
t	Conducive learning environment	√	√	√	√	√	√	√	√	√	9 (100%)	0 (0%)

Key:
√   = **Available**   AV (%) = **Available (with Percentage)**
×   = **Not Available**   NA(%) = **Not Available (with Percentage)**

FU 1   - Federal University I (South East, Nigeria)
SU 1   - State University I (South East, Nigeria)
PU 1   - Private University I (South East, Nigeria)
FU 2   - Federal University II (South-South, Nigeria)
SU 2   - State University II (South-South, Nigeria)
PU 2   - Private University II (South-South, Nigeria)
FU 3   - Federal University III (South-West, Nigeria)
SU 3   - State University III (South-West, Nigeria)
PU 3   - Private University III (South-West, Nigeria).

The analysis in Table 1 showed that IL resources, such as educators (100%), time allocations for IL instructions (100%), conducive library environment with requisite resources (100%), Internet connectivity (100%), textbooks on IL (100%), active

learning classrooms (100), conducive learning environment (100%), and ICT laboratories (77.8%) are available in an adequate manner in the surveyed universities. This, to some extent, is a welcome development. However, other resources like web-based tutorials on IL, interactive Web tools like blogs and social media networks for IL queries, university websites with IL content, videos on IL instructions, library portals on IL programs, workbooks for IL programs, databases on IL, projectors for IL instructions, and course/learning management systems were not available in the universities. The implication is that although some resources for IL programmes are available in the universities, however, other digital-based resources are not readily available at the time of this study in the universities. This finding aligns with that of Ekwueme and Chime (2019) as well as Tella (2022) that whereas some resources are available for IL programmes, others are inadequate especially digital resources and technologies thereby affecting the performance of students in their IL skills and competence. Undergraduate students nowadays are mainly digital natives, net citizens and techno-inclined entities that are easily attracted to e-based resources, and as such will facilitate easy learning and acquisition of knowledge, skills and competencies among them.

Research Question 2: What are the instructional methods used for IL programmes in Southern Nigerian universities?

Table 2: Instructional Methods Used by Librarians for IL Programmes in Southern Nigerian Universities

	Instructional Methods Used for IL Instructions	FU 1	SU 1	PU 1	FU 2	SU 2	PU 2	FU 3	SU 3	PU 3	% Used	% Not Used
a	Orientation about available resources and services	√	√	√	√	√	√	√	√	√	9 (100%)	0 (0%)
b	Library tours for on-the-spot access to resources	√	√	×	√	√	√	√	√	√	8 (88.9%)	1 (11.1%)
c	Face-to-face lectures in classrooms	√	√	√	√	√	√	√	√	√	9 (100%)	0 (0%)
d	Hands-on practice in the library	√	√	√	√	√	√	×	√	√	8 (88.9%)	1 (11.1%)
e	Use of ICT laboratories	√	√	√	×	×	√	√	√	√	7 (77.8%)	2 (22.2%)
f	Guidebooks and workbooks and leaflets	×	×	×	×	×	×	×	×	√	1 (11.1%)	8 (88.9%)
g	Group works	√	×	×	√	×	×	√	√	√	5 (55.6%)	4 (44.4%)
h	Class discussions	√	√	√	√	√	√	×	√	√	8 (88.9%)	1 (11.1%)

		FU 1	SU 1	PU 1	FU 2	SU 2	PU 2	FU 3	SU 3	PU 3	Used	Not Used
i	Social media and web-based collaborative tools for instructions	×	×	×	×	×	×	×	×	√	1 (11.1%)	8 (88.9%)
j	Power point presentation of lectures	×	×	×	×	×	×	×	×	√	1 (11.1%)	8 (88.9%)
k	Instructional video and films display	×	×	×	×	×	×	×	×	√	1 (11.1%)	8 (88.9%)
l	Websites and interactive web-based tutorials	×	×	×	×	×	×	×	×	√	1 (11.1%)	8 (88.9%)
m	Content display from CD-ROM databases	×	×	√	×	×	√	×	×	×	2 (22.2%)	7 (77.8%)
n	Take home tests	×	√	√	√	√	√	√	×	×	6 (66.7%)	3 (33.3%)
o	Practical assignments	√	√	√	√	√	√	√	×	√	8 (88.9%)	1 (11.1%)
p	Assessment tests and unannounced quizzes	√	√	√	√	√	√	×	×	√	7 (77.8%)	2 (22.2%)
q	End-of-semester examinations	√	√	√	√	√	√	√	√	√	9 (100%)	0 (0%)
r	Feedback evaluation forms after lectures	√	×	×	√	×	×	×	×	√	3 (33.3%)	6 (66.7%)
s	Impact assessment about learning outcome and performance	×	×	√	×	×	√	×	×	√	3 (33.3%)	6 (66.7%)
t	University-wide students' IL needs assessment	×	×	√	×	×	×	×	×	√	2 (22.2%)	7 (77.8%)

Key: **Used = √; Not Used = ×**

FU 1	- Federal University I (South East, Nigeria)
SU 1	- State University I (South East, Nigeria)
PU 1	- Private University I (South East, Nigeria)
FU 2	- Federal University II (South-South, Nigeria)
SU 2	- State University II (South-South, Nigeria)
PU 2	- Private University II (South-South, Nigeria)
FU 3	- Federal University III (South-West, Nigeria)
SU 3	- State University III (South-West, Nigeria)
PU 3	- Private University III (South-West, Nigeria).

As revealed in Table 2, the major instructional methods used for IL programmes in the studied universities are an orientation on available resources and services (100%), face-to-face lectures in classrooms (100%) and end-of-semester examinations (100%). Others are library tours for on-the-spot access to resources (88.9%), hands-on practice in the library (88.9%), class discussions (88.9%), practical assignments (88.9%), assessment tests and use of ICT laboratories (77.8%). No doubt, the expectation in terms of instructional delivery in this technological-driven era demands the adoption

and use of digital technologies and applications. Unfortunately, in most of the studied universities, methods involving the use of guidebooks/textbooks, websites and interactive web-based tutorials, social media tools for instructions, PowerPoint presentations of lectures, instructional videos and films, as well as content display from databases, were not adopted as instructional methods. Also, guidebooks and workbooks, as well as university-wide IL needs assessment were not covered and used in the instructional process. These findings concur with that of Agyekum, Ntiamoah-Sarpong and Arthur (2017) on the adoption of a blended learning approach in IL programmes, but contradicted that of Omeluzor, Alala and Omeluzoe (2019) that reported significant integration of ICTs and innovative technologies like Google Drive and other Google tools in the delivery of IL programmes in a private university in South-East, Nigeria.

Report of Interview with Coordinators of Information Literacy Programmes in the Universities

To obtain additional facts related to the study, interviews were conducted with librarians who are coordinators of IL programmes in the surveyed universities. The emphasis was on the instructional/delivery methods and resources used, and the status of the IL programmes in the selected universities. On the librarians' preferred approach for the delivery of IL programmes in Nigerian universities, it was revealed that seven (7) of the librarians representing 77.8% preferred IL instructions as a stand-alone course (s) with at least 2 credit units attached, and to be taught by professional librarians only. The remaining two (22.2%) opted for both IL instructions as integral part of general studies courses like 'Use of English' or 'Research Methodology', and to be collaboratively taught by librarians (IL lecturers) and lecturers from general studies, as well as IL instructions to be embedded in discipline-related courses such as Sociology, Health Science, Mass Communication, Biology, and to be collaboratively taught by librarians and concerned departmental lecturers. The latter group argues that only one approach may not be ideal, but that adoption of various approaches simultaneously could result in training students with high IL competence. Meanwhile, the preference for IL instructions as a stand-alone course(s) by the majority of the coordinators justifies the Benchmark Minimum Academic Standards (BMAS) for undergraduate programmes in Nigerian universities by the National Universities Commission (NUC), where GST 121 – Use of Library, Study Skills and ICT, was made a compulsory course for all academic programmes (Okojie, 2014).

Specifically, at Federal University I (FU I), the IL programme is a course with two credit units attached to it, and coordinated by a Deputy University Librarian, who

holds a doctorate in LIS. Other professional librarians in the university are responsible for teaching the course to various departments of the university. The university library provides space and halls for teaching the course, professional librarians are responsible for teaching the course, and library officers only assist the librarians in invigilating the course during examinations. The conventional lecture method of teaching is used, and objective questions are the method of course evaluation because of the large size of the class and the number of students involved. Insufficient time to properly cover the course objectives and content is the major challenge encountered, and there is a need for sufficient IL education for the students because of its numerous benefits.

At FU II, the IL programme is a course on its own, but unfortunately, no credit unit is attached. However, the course is compulsory for all departments, and students must pass it before graduation. It is coordinated by a Principal Librarian, and taught by all other librarians in the university. Conventional teaching is the method of delivery adopted, which is done hourly every week throughout the semester. Tests and examinations are the methods of evaluation. Assistance during invigilation is the role of Library Officers in the programme. The university library also adopts other informal methods of instructing the students and other users of the library, at regular intervals and when critical needs arise, on the techniques of information accessibility and use thereby developing their IL skills. The major challenges encountered by the university library in implementing IL programme in the university are poor recognition and weak policies. However, efforts are ongoing towards repackaging and repositioning IL programme in the university.

At FU III, the IL programme is part of the Use of English, which is a compulsory 2-credit unit general course for all departments in the university. The course is coordinated by a Senior Librarian, who has a doctorate in LIS and is taught by librarians and departmental lecturers collaboratively. Conventional teaching methods and frequent library visits are the delivery methods used, whereas examination is the method of evaluating the programme. Informal methods of instruction are also used by the librarians in imparting strategies for information accessibility and utilization to the students. The major challenge the university library is having in implementing IL programme is that it is still part of another general studies course, as against the guidelines of NUC as contained in the BMAS documents (Okojie, 2014). However, the librarians in the university are not relenting, but making efforts towards fortifying the programme through sensitizations, publication of standard textbooks for IL programme and continuous advocacy for a stand-alone status.

At the State University I (SU I), the programme is referred to as the "use of library course", which is a full-credit course that is compulsory for all departments in the university. Conventional methods of teaching and independent assignments are employed for its delivery, whereas the evaluation is through examination. The University Librarian coordinates the programme. Although the content of the course appears not too comprehensive enough with the contemporary realities of IL competence, thus, a need to repackage and rebrand the course to a holistic IL program, to be in tandem with the realities of the digital era.

In the case of SU II, the programme is a compulsory 2-credit unit course for all departments in the university. The programme is coordinated by a Principal Librarian, and taught by librarians in the university through the conventional instructional method, with examination as the method of evaluation. However, it still appears that the university community is yet to fully understand the strategic role of the library in the implementation of IL programmes. Thus, librarians in the university are expected to be proactive towards institutionalizing confidence among stakeholders in the university on the unique services of libraries as contributory agents in actualizing the mandate of teaching, learning, research, and community development.

The situation in SU III appears different, where the IL programme is part of Use of English, a 2-credit unit general studies course for all departments in the university. Meanwhile, the university library adopts an orientation approach in addressing information service issues and inculcating IL skills in students. There is also the provision of information resources on the use of libraries and information sources, information skills, resources accessibility and utilization, citation and referencing patterns, as well as study skills, which are used in inculcating IL competence in students. However, the university library is expected to be making serious moves towards implementing holistic IL programmes for the benefit of students and other categories of information users.

In the case of Private University I (PU I), the university library adopted a strategic cum comprehensive approach for the inculcation of IL skills in students. The IL programme of the university is tagged Use of Library, Study Skills and ICT, as given by NUC. It is a course on its own with 2 credit units attached, taken by all departments in the university. The course is coordinated by a Senior Librarian, and on the whole, 18 professional librarians are responsible for teaching it to various departments. Library officers assist librarians in providing logistics for the delivery and evaluation of the course. The methods of delivery adopted by the university include a

mixture of oral (face-to-face) conventional methods, provision of e-copies of lecture notes to students and PowerPoint presentations. Assignments, tests and examinations are the methods of evaluating the programme.

Furthermore, the university library of PU I, also plays a central role in the implementation of IL programme in the university, through the provision of orientation for staff and students, library handbooks to users, and public presentations on the importance and use of learning resources. The library also applies social media platforms in driving IL instructions, and periodic awareness campaigns. In addition, the centre uses the services of liaison librarians attached to various colleges for the execution of IL instructions. However, the challenge the centre encounters is that students and other users hardly come for orientations and instructions, except when compelled. Some users do just come to fulfill all righteousness, and may not pay attention to the instructional process. Thus, the university library needs to continue its efforts towards ensuring that key objectives of IL programmes are met in the university.

PU II and PU III share similarities with the IL programme. In both universities, the title of the course is Use of Library, Study Skills and ICT, with GST 121 as the code, coordinated by professional librarians, and it is for all departments in the universities. Presentation of lectures with PowerPoint slides and the use of e-resources are the delivery methods used, whereas assignments, quizzes and examinations are the evaluation methods in both universities, as carried out by librarians with the assistance of library officers.

For PU III, the digital content of the course material is available on the university's website for easy accessibility and use by the students. The inadequate number of professional librarians and students' poor attitude toward the course are some of the challenges both universities (PU II & PU III) are having concerning IL programmes. However, both universities are adopting and using ICT laboratories and e-resources for the gradual repositioning of their IL programmes.

The findings from the interview reports showed that universities in Southern Nigeria combine different approaches, and delivery methods and adopt various kinds of resources in the implementation of IL programmes. Both cases of stand-alone IL courses/programmes and integrated IL approach with other university courses are adopted and used in Nigerian universities. These are in line with the findings of Adekunle et al (2019), Omeluzor et al (2019), Ekwueme and Chime (2019) as well as

Tella (2022) that traditional face-to-face method alongside the gradual integration of digital tools is adopted and used for IL programmes in Nigerian universities.

Conclusion and Recommendations

Information literacy programmes are usually targeted at enabling individuals to become information literate. This process requires adequate resources and appropriate instructional methods. The findings of the study revealed that whereas instructional resources and traditional teaching methods still abound in Nigerian universities, especially for IL programmes, the digital natives would rather prefer it digital, considering their continuous movement with hand-held devices and active participation in the social media space.

Given the foregoing, the study recommends that adequate digital technologies, resources and applications should be deployed for IL programmes in Southern Nigerian Universities. In addition, contemporary instructional methods involving multimedia projectors, digital applications and collaborative media platforms should be explored and adopted in IL programmes in the universities.

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