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EDITORIAL

Nigerbiblios is a long standing professional journal with a large and wide subscription base. It brings currency, authority, and accessibility to the reporting of current research, issues and debates in the broad area of library and information science.

It is my pleasure to present to our teeming subscribers this current edition, Vol. 21 , Nos. 1 & 2 (Jan – Dec. 2010) which is the Seventh edition since the resuscitation of the journal in 2004.

A cream of professional librarians undertook the editing and selection of very stimulating and unique articles submitted by experienced practicing librarians as well as seasoned educationists in library schools in Nigeria.

The articles in this edition address various aspects of library and information practice in today's library management system among which are:

- Collection Management
- Information Utilization/Socio Economic Variables
- Effect of Information Literacy
- Reading Culture
- Influence of University Librarians
- Information/Record Management

I wish to urge fellow librarians and information professionals both within and outside Nigeria to promote the consistent production of this journal by carrying out empirical research on burning issues in global information practices and the way forward for practitioners in Nigeria, and to submit their findings, reports, book reviews to the editor-in-chief for publication. I assure you that your efforts in this regard will go a long way in sustaining the tempo of research activity among library and information practitioners as well as impact positively on library development in the country.

It is my sincere prayer that this journal continues to provide a cherished avenue for authors to publish their works and that subscribers would find this issue, challenging and enlightening. Wishing you happy reading!!!

Mal. Habib Abba Jato
Editor-In-Chief

UNDERSTANDING OF INFORMATION LITERACY: THE EXAMPLE OF UNDERGRADUATE STUDENT OF LIBRARY INFORMATION TECHNOLOGY AND AT TH FEDERAL UNVERSITY OF TECHNOLOGY, MINNA, NIGERIA

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ABSTRACT

This study examined the level of Understanding of Information Literacy by Undergraduate Students of Library Information. Technology Federal University Of Technology, Minna, Nigeria. A Survey design was adopted for this study. The population of the study comprised of all the undergraduate Students in the Department of Library Information Technology A total of 226 Student drawn from across the levels were involved as sample for this Study. The sample was composed through a multi-stage Sampling technique using proportionate stratified ramón sampling. A standard Information Library competence test was used to collect data. Data collected were analysed with the use of descriptive statistics. The result showed that the greater percentage of the students possessed low level of Information Literacy Competence.

Recommendations were made on how to improve on the situation.

Keyword; Information, Literacy, Undergraduates Library, science, University, Technology.

INTRODUCTION:

Information literacy is a new concept in the information profession. Once called user education or library skills, now the terms information literacy (IL) or information skills (IS) are more usual, according to Debbi and Holloway (2005). Information Literacy (IL) according to the American Library Association (2008)

is a set of abilities that enable individuals to "recognize when information is needed and the ability to locate, evaluate and use effectively the needed information Basically, the concept of information literary was originally associated with school libraries at the primary and secondary school level. Most of the models of information literacy which gained substantial acceptance in the filed of library and information studies are developed in this context. A study by Smith and Hepworth (2005) on motivating learners to be information literate, sought to identify students understanding and perceptions of information literacy skills, their barriers to their engagement with the process, and the factors that might motivate them to engage with the process.

Because of the increasing complexity of the information environment students are faced with diverse, abundant information choices in their academic studies. Information comes to them in unfiltered formats, raising questions about their authenticity, validity and reliability. In addition, information is available through multimedia, including graphical, aural and textual, and these pose new challeges for students in terms of evaluation and understanding (Madu, 2005).

According to Kiven and Shafack, 2005, a mere abundance of information will not in itself create a more informed citizenry without a complementary cluster of abilities necessary to use information effectively.

To guide student aright, there is need for research into students perception and their understanding of information literacy. Students have often assumed that their understanding or competence in such programmes such as word can be transferred to searching database. Results from information literacy class tests indicate that this assumption is misguided.

LITRATURE REVIEW
A review of relevant literature revealed a wealth of information about the theory of information literacy and many of the assumptions in developing the programs. Most of the models and theories of information literacy which gained substantial acceptance in the filed of library and information studies, were original associated with school libraries at the primary and secondary school levels. According to Hartmam, (2010) it is evident that there is a lack of research investigating reasons for lack of engagement with information literacy and students perceptions.

Writing on the perception of students concerning information skills in a tertiary setting, Combs and Houghton (1995), recognized the ability of students to identify what is required of them and how they seek cognitive skills. According to them, much of the literature in the area of information skill uses terminology that deals with mental cognitive aspect.

In another study, Wavell (2005) scanned secondary School teachers' understanding of information literacy (IL) and the relationship between information related tasks and students learning in the classroom. The study raised questions about the ability of the teachers to diagnose information problem faced by learners. According to Wavell (2005), despite the fact that teachers are required to help their students to develop strategies to access, evaluate, synthesis and interpret information from a variety of sources and different formats, there is evidence to suggest that teachers are not necessarily confidents users of information and tend to restrict themselves to relatively few sources.

The study by Smith and Hepworth (2005) on motivating learners to be information literate, sough to identify students understanding and perception of information literacy skills, the barriers to their engagement with the process, the factors that might motivate them to engage with the process. According the Smith and Hepworth (2005) student did not have clear understanding of the components of information literacy. The result also showed that majority of the students considered that their skills were not as well developed as they should be. Many students according to this study lacked confidents in their ability to use resources effectively.

In another research conducted by Igbo (2008) on the information literacy skills possed by students of the faculty of education, University of Nigeria Nsukka. The study revealed that the students do not posses enough skills to make effective use of information irrespective of the fact that they can identify relevant print sources as well as make reference to works consulted.

Ottong (2005) examined library use instruction and information literacy competence of undergraduates in selected Nigerian Universities. The study examined the course contents of the programme, the modes of instruction and the available learning resources in three universities in Nigeria. The main finding of

the study showed that there was no significant difference among undergraduates in the three universities in their information literacy competence which is low.

OBJECTIVE OF THE STUDY

The broad objective of the study is to find out the level of information literacy competencies possessed by undergraduate library information Technology students at the Federal University of Technology Minna.

Specifically the study will determine students
a. Understanding of the resources available
b. Understanding of the required skills to find resources
c. Understand of how to evaluate the resources
d. Understanding of the ethic and responsibility of use of resource
e. Understanding of a need for resource.

METHODOLOGY

A survey design was adopted for this study since a large number of students were involved in this study. The population of this study comprised of all the undergraduate students in the Department of library and information science. At total of 226 students from across the levels were involved as sample for this study. The sample was composed through a multi-stage sample technique using proportionate stratified random sampling. A standard information literary test was used here as instrument for data collection. Data collected were analysed with the use of descriptive statistics (frequency count, mean score and percentage).

DATA PRESENTATION AND DISCUSSION OF RESULTS

This section presents the results of the data for the study. These results are presented in accordance with research objectives that guided the study.

Table 1: Frequency Distribution of Respondents by levels

Status	Frequency	Percent
500 Level	20	1.3
400 Level	45	3.1
300 Level	40	33.2
200 Level	46	20.4
100 Level	75	42.0
Total	**226**	**100.0**

Table 2: Students understanding of information Literacy competence by competence constructs

Resource Availability

Level	Frequency	Percent
High	74	32.7
Low	92	40.7
Very low	60	26.5
Total	**226**	**100.0**

Resource Evaluation

Level	Frequency	Percent
Very High	54	23.9
High	106	47.3
Low	62	27.0
Very low	4	1.8
Total	**226**	**100.0**

FINDING RESOURCE

Level	Frequency	Percent
Very High	3	1.3
High	91	40.3
Low	118	52.7
Very low	14	5.8
Total	**226**	**100.0**

ETHIC AND RESPONSIBILITY OF USE OF RESOURCES

Level	Frequency	Percent
High	79	35.0
Low	68	30.1
Very low	79	35.0
Total	**226**	**100.0**

NEED FOR RESOURCES

Level	Frequency	Percent
Low	145	64.6
Very low	81	35.4
Total	226	**100.0**

12a need for information. In this cluster, the test sought to find out the ability of the respondent to recognize that information is needed, understand why it is needed, what kind of information and how much information is required as well as any associated constraints. Standard information literacy test called James Madison University information literacy competency test was used for this test. The test was developed using the construct of information literacy competencies as they appear in the curriculum of James Madison.

University. The 40 items in the test were scored over 100%. The respondents were grouped based on their performance of very high (VH), high (H) low (L), and very low (VL). A score of 81% and above is very high VH, 50 to 69% is high 30% to 49% is low (L), while 29% and below is very low (VL). The findings revealed that the largest percentage (56.4%) of the students understudy possessed low level of information literacy competence as shown in tables 2-6.,

CONCLUSION

The findings of the study as it affects the above objective is presented in tables 2-6 From the findings, it is revealed that the largest percentage of the students understudy possessed low level of information literacy competency.

This findings is not surprising as it is in line with the position of Kiven and Shafack, (2002) who argued that a mere abundance of information will not in itself create a more informed citizenry without a complimentary cluster of abilities necessary to use information effectively.

The find is also in line with the work of Igbo (2008) who revealed that students do not possess enough skill to make effective use of information irrespective of the fact that they can identify relevant prints sources as well as make reference to works consulted.

This position is also supported by Ottong (2005), who argued that students are yet to develop keen and sustained interest in library-use-instruction.

RECOMMENDATIONS

The following recommendations have been made based on the findings, The finding of this study appreciate the fact that university administrators are in a better position to encourage students to acquire information literacy competencies. It is therefore recommended that the university administration should influence policies and provide enabling environment for learning. They should also ensure the integration of the information literacy courses into the school curriculum, provide necessary resource like books, journal ICT facilities needed for learning and finally foster collaboration between information professionals and other faculties for the purpose of teaching information literacy courses

This study also recommends that the students should take advantage of the enabling environment to enhance their level of information literacy competencies which will have positive effort on their studies and research out put.

It is recommended that the library and information science Department be accorded special priority and made the focal point for the training in information literacy.

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