

**LIBRARY STAKEHOLDERS' PERCEPTION AND INVOLVEMENTS IN
INFORMATION LITERACY INITIATIVES (ILI) IN FEDERAL
UNIVERSITIES IN NORTH EAST, NIGERIA**

BY

**UMAR ALIYU ABUBAKAR
PG/MLS/12/62847**

**DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
FACULTY OF EDUCATION
UNIVERSITY OF NIGERIA, NSUKKA**

APRIL, 2014

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BY

ABUBAKAR ALIYU UMAR

PG/MLS/12/62847

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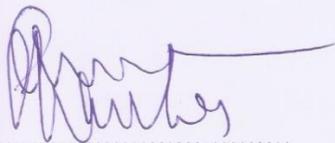
SUPERVISOR: PROFESSOR CHARLES C. OMEKWU

APRIL, 2014

APPROVAL PAGE

This work by Umar Aliyu Abubakar (PG/MLS/12/62847) has been approved for the
Department of Library and Information Science, University Nigeria Nsukka

BY



.....
Prof. Charles .O. Omekwu
Supervisor



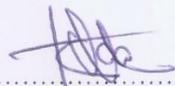
.....
DR. V.N. Nwachukwu
Head of Department



.....
Internal Examiner



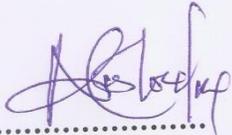
.....
External Examiner



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Prof. I.C.S. IFELUMNI
Dean of Faculty

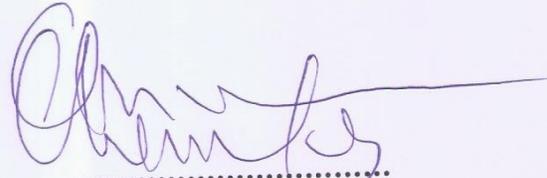
CERTIFICATION

Umar Aliyu Abubakar postgraduate student in the Department of Library and Information Science with Registration Number **PG/MLS/12/62847** has satisfactorily completed research requirements for the award of master in Library and Information Science. The work embodied in this project is original and has not been submitted in part or in full for another degree of this or any other University.



.....
UMAR ALIYU ABUBAKAR

STUDENT



.....
PROF. CHARLES C. OMEKWU

SUPERVISOR

DEDICATION

This research work is dedicated to my mentor, Professor Mansur Usman Malumfashi former University Librarian, Abubakar Tafawa Balewa University, Bauchi, who impacted positively on my career development and education. He is an extraordinary mentor with passion and unlimited potential; I enjoyed the love and caring given to me.

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Abstract

Information literacy (IL) initiatives is an initiative which emphasizes on the acquisition and facilitation of critical thinking and communication skills that are transferable across subject disciplines, functional knowledge that are meaningful and related to what is acquired to enable students become information literate individuals who can master the general information processes, and specific processes that could allow them to effectively use information sources and resources with the ability to recognize and accept any information gap, responding positively to the need for information, constructing alternative strategies for reducing information gap logically, evaluate and assess the effectiveness of the information found, synthesizes, store and make firm decision without prejudice of academic and research work standard. The study therefore, investigated the library stakeholders' perception and involvement in IL initiatives in federal universities in north east, Nigeria. To achieve the purpose of the study, six (6) specific objectives and six (6) research questions guided the study. Indeed, Teacher Librarian Collaboration theory (TLC) was used. Descriptive research design was the method used for the study with the population of two thousand two hundred and thirty five (2235). Thus, multi stage sampling technique was employed to draw the sample for this study. The first stage was the purposive sampling of the key library stakeholders according to functional federal universities in north east Nigeria. A total of three hundred and ninety one respondents were selected. The second stage was the proportionate stratified random sampling of faculty, university curriculum planning committee (UCPC) and librarians from the five universities. Applying this technique, the sample was drawn from each university as follows: Abubakar Tafawa Balewa University, (ATBU) Bauchi 108; Federal University Kashere, (FUK) Gombe, 23; Federal University of Technology, (FUT Yola), 88; Federal University Wukari, (FUW), 19; University of Maiduguri (UNIMAID), 153 making a total number of 391 library stakeholders. A six cluster questionnaire containing 66 items and semi-structured interview schedule, named Library Stakeholders' Perception and Involvement in Information Literacy Initiatives in Federal Universities in North East, Nigeria (LIPILIQ), was developed and face validated by three experts from the department of library and information science, university of Nigeria, Nsukka and educational foundation of Abubakar Tafawa Balewa University, Bauchi and were used for data collection. The data was analyzed using Statistical Package for Social Science (SPSS version 20) to determine the mean and standard deviations of the responses. While, the interview responses were analyzed qualitatively and complemented the questionnaire result. The findings of the study indicated a low provision of components of IL initiatives and low understanding of the concept of IL initiatives with low adoption of pedagogical strategies in facilitating the knowledge and IL skills to the students. It further revealed the non availability of policy statements and curriculum on IL initiatives and lack of support from the university authorities, limited expertise in librarianship, and prioritization of other course disciplines over IL were among the problems identified by the study. Thus, the study recommended among others that: digital literacy, information literacy skills training, database literacy and database literacy should be provided for students. NUC in collaboration with the managements of federal universities in North East, Nigeria should organize and sponsor workshops, seminars, conferences inaugural lectures to abreast and educate the library stakeholders on the emerging trend of IL initiatives among other things.

CHAPTER ONE

INTRODUCTION

Background of the study

Universities are academic institutions established for the purpose of high level and universal teaching, learning and research for the development of society and to extensively influence the students' critical and creative thinking for lifelong learning. Nakpodia (2009) stated that the skills and high level manpower needed for the growth and development of any nation are produced by the universities, which are seen as learning organizations. He further affirmed that a university is both explicitly and implicitly built on notions relating to the importance of learning at an individual level, and the idea of learning as the basis for development is well recognized within universities. Universities as knowledge-based societies have been frequented to become the bearers and symbols of national sentiment and they are therefore found to be at the front lines of the national efforts in many countries through funding and integration of new plans and policies for meeting the global literacy challenges in 21st century (Jarab;2013).

There is a clear manifestation and recognition of the vital roles of university stakeholders in the promotion of socio-economic and research breakthrough and academic productivity of a nation because of the paradigm shift from resource based society to knowledge-based society. Stakeholders are senior management, students, lecturers, librarians, learning support staff, academic boards, exams boards, government policy makers, Alumni among others that have interest and some relationship with teaching and learning in the university with the power and ability to significantly impact positively or negatively to the topical area of interest in that institution

Therefore, university is a system which is made up of people with different backgrounds in terms of needs, skills, talents, status, competencies, knowledge, behavioural styles, interest and perceptions (Nakpodia; 2003). To that effect Universities are the

communities of those who teach and those who learn with the noble vision and mission to generate, expand, and disseminate knowledge in all disciplines for the advancement of human civilization and to produce highly skilled graduates with a capacity for life-long, critical, conceptual and reflective thinking which is achievable through active involvement and facilitation of information literacy initiatives by various stakeholders of the universities.

Information literacy is a global issue; it interfaces with education and a number of other areas of social and economic practice thus, it is a continuum of skills, behaviours, approaches and values that is so deeply intertwined with the uses of information as a fundamental element of learning, scholarship and research. It is the defining characteristic of the discerning scholar, the informed and judicious citizen and the autonomous learner (Coonan, Secker, Wrathall, & Webster, 2012).

Information literacy according to the Society of College, National and University Libraries (SCONUL; 2010) is a generic term which involves: library user education, information skills training and education, and those areas of personal, transferable or 'key' skills relating to the use and manipulation of information in the context of learning, teaching and research issues in higher education. Information literacy also involves the ability to weigh information from a range of sources and make judgements about its credibility, perspective and possible biases (SCECSAL; 2010:6p).

While to the view of Bruce (1999) information literacy is all about people's ability to operate effectively in an information society which enhances critical thinking mind awareness for personal and professional ethics, information evaluation, conceptualizing information needs organising information with professionals and making effective use of information in problem- solving decision and making. On his own part, Mughal (2010) described information literacy as an intellectual framework for understanding, finding, evaluating, and using information activities which are determine by one's ability to effectively use information technology and sound investigative methods through critical

discernment and reasoning to accomplish a task. Therefore, information literacy is a leaned set of skills which involves the presence of certain attitudes toward learning itself, the use of tools, such as online tutorials, the use of techniques, such as working with groups, and the use of methods, such as reliance on mentors, coaches and ombudspersons (Horton; 2006).

In this regard, information literacy initiatives is an initiative that informs the teachers, academic planners and students of the demand for the acquisition of knowledge and skills by a teacher and a learner with the ability to influenced or influences learning styles in a multi-dimensional way in order to become independent lifelong learners and use information ethically and legally to solve problems. In this note, the concept of IL initiatives is unlike other separate literacy programmes; rather it is the metaphor for the entire learning process which is the responsibilities of all library stakeholders to have a clear perception and involvement in developing and promotion of the initiatives.

IL initiatives is an initiative which emphasizes on the acquisition and facilitation of critical thinking and communication skills to the students that are transferable across subject disciplines, functional knowledge that are meaningful and related to what is acquired to enable the students to become information literate individuals who can mastered the general information processes, and specific processes that could allow them to effectively use information sources and resources with the ability to recognise and accept any information gap, responding positively to the need for information, constructing alternative strategies for reducing information gap logically, evaluate and assess the effectiveness of the information found, synthesise, store and communicate what is relevant to the intended audience in different forms and format.

The American Library Association Presidential committee (ALA, 1989) reported that, information literacy initiatives is the ever teaching and learning approach that challenges the library stakeholders to provide students with a more complex set of skills that they can be used to enter the real world. But Badke (2010) observed that many information literacy

initiatives on higher education campuses and the literature of information literacy and the concept of information literacy as a viable academic subject remain hidden to most professors and academic administrators.

Therefore, Perception and involvement are two human traits invariably tied together to support man's cognition and extract perceptual information from a stimulus and inconsequence show mediating responses on a phenomenon and his relationship with other members for the attainment of organizational objectives that can be investigated and measured on a continuum of high and low level of involvement. Thus the researcher seems to observe some misconception exist among library stakeholders with regards to the understanding of the concept and practice of information literacy initiatives (ILI) and the non-availability of curriculum and other policy guidelines defining the structure and mode of facilitation of IL initiatives in the Nigerian universities.

Virtually, information literacy initiatives and library stakeholders' involvement is a new emerging trend in teaching, academic study and research which is transforming the landscape upon which academic community used to stand and is being forced to support and promote project-based learning approach as a natural extension of the concept of literacy education practices in the current information society.

The imperatives of information literacy initiatives are felt by the library stakeholders in the academic circle of the United States of America upon its realization that, information literacy plays a critical role on students' learning process, which they succeeded in making IL initiatives an integral part of the college curriculum (Johnston & Anderson, 2005; Li, 2007). It is therefore, obvious to state that, facilitation of information literacy education particularly at the university level with the high expectation of producing highly skilled graduates with a capacity for life-long, critical, conceptual and reflective thinking is desirable.

Learning opportunities which enhances information literacy, not only make use of information and communication infrastructures, but are designed to bring the information practices that are effective in professional, civic and personal life into curriculum. Such opportunities make it possible for learners of all ages to experience the power of effective application of various information knowledge and skill practices and therefore information literacy is a fundamental component of the educational process at basic and advanced level, in which undergraduates learn how to think actively and critically about information rather than passively receive packaged facts or materials (Dewald; 1999). In like manner, Dike (2003) declared that, information literacy in education in the modern day cannot be done away with because of the need for everyone to adapt to changing circumstances. Hence, the identification of lifelong learning as a university goal should clearly indicates the importance of information literacy initiatives skills and determines the prominent roles of library stakeholders in IL content, policy initiation and facilitation across subject discipline and their differing curriculum.

Literarily, information literacy as a concept is almost forty one years (41years) since birth as it was introduced in 1974 by Zurkowski, the then president of the US Information Industry Association, which was included in the proposal submitted to the National Commission on Libraries and Information Science (NCLIS). During the period, Zurkowski recommended among other things that a national program be established to achieve universal information literacy within the next decade. Certainly, information literacy today, is gaining popularity in most countries of the world as a result of the librarians and other stakeholders support in curriculum development, courseware design and models for teaching and learning. Most development in this area over the years were sponsored or adopted by the government of various countries, Non-governmental organisations and professional groups and others conducted by individuals (ACRL 2004;UNESCO 2011; Deip,2011; Education & Manpower Breuer,2005;).

Information literacy is a concept embedded in the process of independent and lifelong learning initiatives as an emerging trend which requires evidential perception and active involvement of library stakeholders to use strategies and other pedagogies as a necessary continual steps towards imparting to the students the knowledge and techniques of becoming independent learners with the ability and skills to carryout research independently, beyond mere teaching them the basic use of library in the universities of North East, Nigeria which is only limited bibliographic resources and access tools. Information literacy has progressed from the simple definition of using reference resources to find information (Schultz-Jones; 2013).

Thus, information literacy initiative is considered as a metaphor for the entire learning process. As such the State of-the-Art IL initiatives in the knowledge economy goes beyond telling the first year university students and other user communities on the type of materials available in or through library and its various bibliographic tools. Rather it touches on the fundamental process of learning itself as a collective responsibility of the key library stakeholders to learn and facilitate the establishment of an integrated self directed learning to learn environments and in the universities.

Buttressing this need, Bhattacharyya (2009) observed that there is an urgent need for meaningful and effective information literacy initiatives to be embedded in the regular classroom activities in academic institutions like schools, colleges, and universities. Examples of classroom activities within which information literacy need to be included into the curriculum and practice are conduct of research, essay writing, and other project-based learning activities. Indeed both teachers and librarians become essential components in such programs. Teachers are directly involved with setting the activities and tasks in which learners apply information to develop their knowledge; librarians are for providing guidance for accessing and evaluating information. As such, higher education institutions need to implement information literacy education as a top-down initiative, where lifelong learning

initiatives are promoted by institutional learning and teaching policies, and as a bottom-up approach to fully integrate these strategies in curricular activities that facilitate a dynamic investigation of the disciplines. (Andretta; 2006, Middle State Commission on Higher Education; 2003)

Statement of the Problem

Information literacy initiatives (ILI) is a global issue for lifelong learning, research and employability standard of university graduates in the labour market which will grossly affect educational development and quality of the Nigerian graduates in the knowledge-based driven society. Perception and involvement are invariably tied together in human being to think and use transferable skills and achieve his objectives. Thus, where a condition of diversity of perception and involvement of stakeholders in the universal routine of university exists without clear perception and active involvement in IL initiatives amongst them, definitely students may not acquire the relevant knowledge and IL skills for independent lifelong learning needed for academic pursuit and research for the attainment of employability standard in public and private sectors of the economy. Moreover, absence of components of IL initiatives, curriculum and policy mission statement in these universities may lead to unprofessional teaching of the content and increase of Plagiaristic attitudes among students.

Hence, it is important to ensure its inclusion into the curriculum, if not the implication is that, the universities may not attain their primary objectives of teaching, learning and research development with little or no collaboration and misconception of the current trends in IL initiatives. Whilst the level of library stakeholders' perception and involvement in IL initiatives can be said to have increased notably but there remains a significant gap in the relative levels of collaboration and awareness on how to facilitate and who is to facilitate and what it entails to make students independent lifelong learners in the federal universities in North East, Nigeria. The gap is associated with lack of policy guidelines and curriculum for IL initiatives and old held view by some library stakeholders that, only library department of

a university is to be involved in IL initiatives. They broadly conceived the concept of IL initiatives as the same thing with teaching the first year students how to use library as a general course. It is against this backdrop that the researcher sought to assess the library stakeholders' perception and involvement in information literacy initiatives in the federal universities in North East, Nigeria.

Purpose of the Study

The main purpose of this study is to determine the current involvement and perception of library stakeholders in information literacy initiatives (ILI) in Federal Universities of North East, Nigeria. The study is specifically, expected to achieve the following objectives:

1. Establish the extent of university management provision of components of IL Initiatives for students in Federal Universities in North East, Nigeria
2. Ascertain Library Stakeholders' Perception of IL Initiatives in the Federal Universities in North East, Nigeria
3. Determine the extent of Library Stakeholders' Involvement in IL Initiatives in the Universities in North East, Nigeria
4. Ascertain the methods used for teaching Information Literacy to the user communities in the Federal Universities in North East Nigeria
5. Determine the problems militating against the library stakeholders' perception and involvement in IL Initiatives in Federal Universities in North East Nigeria
6. Determine strategies for enhancing library stakeholders' perception and involvement in IL Initiatives in the Federal Universities in North Eastern Nigeria.

Research Questions

The following research questions were formulated to guide the study:-

1. What is the extent of university management provision of components of IL Initiatives to students in Federal Universities in North East, Nigeria?

2. What are the Library Stakeholders' Perceptions of IL Initiatives in the Federal Universities in North Eastern Nigeria?
3. What is the extent of involvement of Library Stakeholders in IL Initiatives in the Federal Universities in North East, Nigeria?
4. What are the methods used for teaching Information Literacy to the user communities in the Federal Universities in North East Nigeria?
5. What are the factors militating against the stakeholders' perception and involvement in IL Initiatives in Federal Universities in North East, Nigeria?
6. What are the strategies for enhancing library stakeholders' perception and involvement in IL Initiatives in the Federal Universities in North Eastern Nigeria?

Significance of the Study

The findings of this study will be helpful to the following: National Universities Commission (NUC), National Educational Research and Development Council (NERDC) University management, Government, Faculty, Librarians and researchers.

From the findings of this work, the National universities Commission (NUC) will be informed on the level of federal universities management in north east, Nigeria commitment to the provision of the components of IL initiatives to students. If the finding is negative, through the recommendations of the study, they will be able to see way forward to address the issue of low provision of IL initiatives components to students.

The findings of this study will reveal the level of library stakeholders' perception of IL initiatives. Based on such information, managements of federal universities in north east will determine the result if it low and make their own individual effort in improving situations having the idea that the level of stakeholder's perception of the concept can affects the academic and research behavior of students.

The Montiel-Overall's theory used by this study will provide the university management and all stakeholders of education the need and relevance of faculty and librarians' collaboration and involvement in project-based teaching learning strategies to

enriching university students' independent lifelong learning needed for academic and employability standard.

The study will identify various strategies federal universities can employ in order to achieve better results in IL initiatives among the students and universities and reduce rote learning and poor attitudes information and access among the graduates. It is hoped that the findings of this study will be useful to government by providing them with information on why students and other academia in the country are challenge of plagiarism and research imbalance in Nigeria. The findings of the study will provides strategies on how to address the situation through encouraging students to self-directed learning with the ability to evaluate, and synthesis information for use always.

It will also serve as a guide to the university NUC, NRDC and UCPC on the current development in information literacy initiatives towards self directed teaching and learning and the need to call for improving the content of their various institutional curriculum and practices. It will improve effective participation and collaboration in implementing the content of the curriculum capable of awakening the students' reflective and critical thinking to become independent learners, through the acquisition of relevant knowledge in a problem-solving approach rather than seeing knowledge facilitation as a distinctive responsibility of library stakeholders.

Finally it is expected that the findings of this study will have implication on the theories necessary for promoting library stakeholders' perception and involvement in IL initiatives in order to achieve maximum productivity of our students who are the recipient of the knowledge and information resources and process skills to compete with their counterpart globally.

Scope of the study

The study investigated library stakeholders' perception and involvement in information literacy initiatives in the six federal universities in North east, Nigeria. with the view of obtaining information on their levels perception, involvement, provision of components of IL initiatives, extent of its facilitations and strategies used by the three major

to transfer the skills and knowledge of IL initiatives to students and factors militating against the stakeholders' perception and involvement in IL initiatives. Thus, the population scope of the study as faculty, Librarians and UCPC in the following universities: Abubakar Tafawa Balewa University, Bauchi; Federal University of Technology, Yola; Federal University Wukari Taraba state, Federal University Kashere Gombe state, University of Maiduguri and Federal University Gashuwa, Yobe states

CHAPTER TWO

LITERATURE REVIEW

This chapter deals with review of existing literature relevant to the study. The reviewed literature was organised under the following sub-headings:

Conceptual Framework

Concept of Information Literacy

Information Literacy Initiatives

Information literacy Curriculum

Library Stakeholders

Perception and Involvement

Theoretical Framework

Theory of Teacher Librarian Collaboration (TLC)

Information Literacy Models

Review of Related Empirical Studies

Summary of Literature Review

Concept of Information Literacy

Defining the concept of information, NZotta (1993) stated that information is all about fact that is gathered from various sources and it could be either found or created in form of written, or spoken statement or even non verbal gestures that can be presented through people speaking, writing or gesturing to one another, books, newspapers, magazines, firm, letters, diaries, pictures, dance, loud speakers, radio and television among others. In this regard, conventionality and human practice with the urging need for human beings among various culture and discipline to use information have therefore defined information differently. According to the view of Limberg, Alexanerson & Lantz -Anderson (2008) the most conventional meaning of the term information in the information literacy context refers to (primarily textual) information sources published in print or digital form. But in the recent

time, it is not meaningful to restrict information to text only rather information can be almost anything that carries informative potentials. Buckland (1991) in one of his conceptual analysis of information was found to make a distinction between information as a process (the activity of informing or being informed), information as a knowledge (that which is imparted through the process), and information as a thing (physical entity). Thus information is a value that has branches anchored with some specific activities which includes; the information itself, the medium of communication the sender of the information and the final destination who is the receiver its material form and existence is determined by the receiver and mode of feedback.

Literacy is a driving force for human growth and developments in all aspect of life irrespective of being able to read or write. No doubt, Saljo (2009) confirm that, today's requirements for functional literacies are very high compared to earlier periods in history. The meaning of literacy has expanded from the skill of reading and writing to a web of abilities and competences. Ideally, literacy is not simply once ability to read and write, since people indeed need to be able to understand, interpret and assess texts, to evaluate statements, and to be able to take a standpoint when faced with flows of contradictory messages or scenario via diverse media and sources. Therefore, literacy as a concept is a valuable that should not be treated outside of the context of any discipline or use scenario Hughes and Shapiro (1996). Literacy status of all mankind does not concern only with individualistic transformation but is also deals with individuals' power to transform society. Literacy is therefore far beyond the acquisition of mechanical skill but human ability to think critically and challenge dominant ideologies for decision making.

Moreover, the ICT infrastructures and facilities development in information driven society is today changing the way people perceived the concept *literacy* where names and labels, such as information technology literacy, digital literacy and media literacy, computer literacy and internet literacy is dominating the discussions on literacy in the 21st century .

The term information literacy has been mainly used in the context of library practice but during the last decade it has attracted increased attention within learning as well as in library and information science, and has been used to describe practices in learning to learn for sustainable academic, social and economic development. No doubt, Idoko (2012) argue that information literacy becomes very crucial against the backdrop of rapidly growing technological change and proliferating information resources in the 21st century as individuals are faced with diverse and abundant information choices in their academic studies work places and in their personal lives.

Given that librarians' long-term engagement with issues of information literacy it is worth observing that the term 'information literacy' was not originally coined in the world of librarianship. Information literacy is seen by librarians as a key requirement for promoting independent learning for lifelong and research skills amongst university stakeholders that shall give them the skills and knowledge to access and make appropriate use of the vast amounts of information in the knowledge economy global world that are restricted to physical phenomena. Thus, Information literacy has developed as a refocusing of bibliographic instruction or user education in academic libraries, but unfortunately many stakeholders confuse computer literacy with information literacy. Reports on undergraduates' education identify the need for more active learning whereby they become self-directed independent learners who are prepared for lifelong learning. To accomplish this, undergraduates need to become information literate (Breivik, 1998).

It is apparent that Loertscher (2011) confirmed that the teaching of library skills has now become information literacy skills, as a course of instruction which is a systematic fashion to every learner in the school libraries of the United State of America. Loertscher said 'if there were any indication that our efforts over a generation have produced excellent researchers when students went to college, we might be bragging about our investment in

time and energy. Alas, academic librarians almost without exception decry the lack of research knowledge of the undergraduates entering their institutions. (p165)

Information literacy was also previewed during Prague (2003) convention which declared that information literacy is any skill of activity within lifelong learning which encompasses knowledge of ones information needs and the ability to identify, locate, evaluate, organize and effectively use information to address the issues or problems at hand. Similarly, the United Kingdom's Chartered Institute of Library and Information Professionals (CILIP, 2005) positions information literacy as knowing when and why you need information, where to find it and how to evaluate, use and communicate it.

Similarly, the concept of information literacy from the earlier discussion its meaning is also determine by the use or level of coverage, thus, Watson and Johnston, (2000) affirmed that the concept of information literacy, which groups or individuals view it as information competency, is generally defined as the ability to access, evaluate, organize and use information from a variety of sources. Being information literate requires knowing how to clearly define a subject of investigation, select the appropriate terminologies that express the concept or subject under investigation, formulate a search strategy that takes into consideration different sources of information and various ways information is well organized and data are collected and analysed for value, relevance, quality and suitability; and successively turn information into knowledge.

In a similar vein Breivik, (1998) affirmed that information literacy is considered by the century librarians as a prerequisite knowledge and skills needed for other library stakeholders to access and make appropriate use of the huge amounts of information in which are now available to undergraduates, particularly through the internet. He further contends that information literacy has developed as a refocusing of bibliographic instruction or user education in academic libraries, but unfortunately many students confuse computer literacy with information literacy. Undoubtedly, Australian Library and Information

Association (ALIA) information Literacy Forum (2003) argues that information literacy means being information wise. It means knowing when a book may be more helpful than a computer. It means knowing how to find, evaluate and use information in all forms. Information literacy is more than print literacy, computer literacy or media literacy. It means knowing when you need information, where to find it and how to evaluate and use it in your everyday life. It goes further to stress that Information literacy is more than being able to read or use a computer. It means knowing when you need information, where to find it and how to use it. It means knowing where to find the best source of information, whether it's online or in print. It means knowing how to evaluate the information you find. Is it current? Authoritative? Is it biased? Is someone trying to sell you something. Similarly, Johnston & Webber (n.d) Information literacy is the adoption of appropriate information behaviour to identify, through whatever channel or medium, information well fitted to information needs, leading to wise and ethical use of information in society.ö

Information literacy Initiatives

Information literacy education is central and will inevitably help students develop themselves into independent learners to construe and construct from the experience and much more readily than others whose focus is on the acquisition of a large body of knowledge. In essence, Ghosh, & Kumar Das, (2006) in one of the study highlighted eleven elements which they regarded as some of the objectives of information literacy programmes for the learners, that: learners should be able to develop a systematic method of searching for information related to areas of studies of the users, be aware of wide range of sources (including open access sources) available and select the sources that will best meet their information needs; they should be aware of the appropriate indexing and abstracting services and databases indeed understand the principles of their use; develop database searching techniques for accessing both web-based and CD-ROM databases; use current awareness methods to keep up-to-date with the published literature; be able to use national and international academic

networks for getting information; they should be able to use discussion forums, list servers, online chat services and blogs for obtaining and disseminating information; be able to use local library network for obtaining documents through inter-library loan and document delivery services; they should also be able to compare and critically evaluate information obtained from various sources; cite bibliographic references in their academic projects, papers, articles, reports or theses; and finally, be able to construct personal bibliographic system;

It is therefore clear that the information literate person has a basic understanding of how information is organized, how to retrieve information and how to contribute to online communities through e-mail and other communication resources. Therefore, these are skills that are very easy to teach. Rudimentary skills in database searching and Internet searching, analyzing websites for their reliability, and a basic competence in computer technology are indispensable skills for success in today's economy, and are indispensable element in the bridging of the digital divide.

But one thing to bear in mind considering the above objectives is that none could be achieved without the stakeholders' positive perception of the concept and knowledge acquisition as well content delivery. In such a situation, Abubakar & Isiyaku (2012) opined that no matter what the concept and practice of information literacy is, faculty members and librarians in the challenging digital age have a role to play in the promotion and integration of literacy skills in the school curriculum. Because information literacy is considered as a "key to lifelong learning", which includes computer literacy, information technology literacy, library skills, information skills and learning to learn (Ralph, 1999 cited in Bruce, 2003). Xiaochi, (2012) also contends that the university foreign language teachers' information literacy skills will enable them to develop methods in finding out the information that they need and knowing how information comes to be communicated, sifted, absorbed and changed qualitatively transforming it into new knowledge. And then, the university foreign

language teachers' information literacy skills will be fit to the requirements of their study, teaching and researching in the Internet information age.

Information literacy initiatives as an area of concern in the 21st century have its major popularity from the Association of College Research Library (ACRL) in (2000) where it was found to presents a set of performance indicators of literate students based on five standards with the description that : the information-literate student determines the nature and extent of the information needed, accesses needed information effectively and efficiently, evaluates information and its sources critically and incorporates selected information into their knowledge base and value system, uses information effectively to accomplish a specific purpose, understands many of the economic, legal and social issues surrounding the use of information and accesses and uses information ethically and legally. Furthermore, under this initiative, the information literate students are prepared for lifelong learning with the belief that they can always find the information needed for any task or decision at hand. Considering the fact that information may be presented in a number of formats. Haven said that other literacy such as visual, media, computer, network, and basic literacy are implicit in information literacy. Thus, development of basic information literacy skills is an important foundation for the use of libraries by undergraduates.

According to Goff (2006) Information Literacy is an intellectual framework for identifying, finding, understanding, evaluating, and using information .Therefore over the last two decades the concept has become a well established educational goal throughout the United States and Canada. He contends that the concept have been defined by Associations and institutions, written tutorials and its teaching, developed standards, rubrics and tests to assess it. The phenomenon is witnessing active participation of librarians who helps other stakeholders acquire and promote active learning in a problem base solving approach in the universities, but yet still many students are unaware of the value that mastery of information literacies will provide for their lives and careers. The curriculum Development Council

(2001) submitted that information literacy initiative is conceived in Hong Kong as part of the basic human right of lifelong learning and is also seen as a vehicle for bridging the digital divide in the country. Parallel to the current education and curriculum reforms in Hong Kong, the information literacy can therefore serve as a framework for teachers to frame learning and teaching activities pertaining to the four key tasks that is (i) reading to learn (ii) project learning (iii) IT for interactive learning and (iv) moral & civic education, in such a way that students are empowered to engage themselves critically in information processing and inquiry learning, to become more self-directed, and to assume greater autonomy and social responsibility over their own learning. In this regard, information literacy should be seen as an integral part of the entire curriculum reform initiative.

The phenomenographic approaches to human life also viewed IL differently, as it was affirmed by Owusu-Ansah, (2004) saying that for the 21st century information users to effectively respond to an ever-changing environment (Phenomenography) people need more than just a knowledge base, they also need techniques for exploring it, connecting it to other knowledge bases, and making practical use of it. In other words, the landscape upon which we used to stand has been transformed, and we are being forced to establish a new foundation called information literacy. Now knowledge--not minerals or agricultural products or manufactured goods--is this country's most precious commodity, and people who are information literate--who know how to acquire knowledge and use it to him they are the America's most valuable resources. This statement is agitating for quick response to information literacy initiative in the developing and underdeveloped countries, which attest significantly to the policy enactment and implementation made by the United State of America's president Obama who proclaimed and designate 2009, as National Information Literacy Awareness Month. His proclamation stated that it is not merely enough for the people of America to possess data. *People must also learn the skills necessary to acquire, collate and evaluate information for any given situation*. He then described the prolific

nature of information as a situation where every Jig and Harry can author and published doubtful content of information resources across the globe to have less effect on the People of the United State of America. Therefore, *“America has unfrequented sources of information as well as institution such as libraries and universities, that can help separate truth from fiction and signal from noise.”*

Similarly, information literacy is a concept that has been recognised as a development enabler in Kenya. The government considers education the *sine qua non* condition for acquiring ICT skills in order to create dynamic and sustainable economic growth (Wims & Lawler, 2007; Tilvawala, Myers & Andrade, 2009)

A scholar in the legal profession like Omekwu (2003) is of the view that, information literacy is any symbiotic relationship that exists between information and various segments of legal passion as such information literacy can be considered as a determinant goal for legal education. He further argues that information literacy encompasses all processes that enable law students to develop skills for information awareness, its identifications, interpretation as well application. Omekwu’s view from the forgoing literatures is narrowed on legal process. While, Dike (2003) declared that information literacy is at the heart of Nigerian educational policy as core area found in all subjects. Therefore, information literacy is a natural extension of the concept of literacy in our information society, and information literacy education is the catalyst required to transform the information society of today into the learning society of tomorrow Bruce, (2004 p.2)

Notwithstanding, has also prompted Horton (2006) to argue that information literacy is a *“set of skills”* that can be learned and the set of skills that involves the presence of certain attitudes toward learning itself, the use of tools, such as online tutorials, the use of techniques, such as working with groups, and the use of methods, such as a reliance on mentors, coaches and ombudspersons while, to sum up the argument in that direction Bawden (2001) has already explained that the term *“information literacy”* can be conceived

as a continuous learning process that encompasses abilities and knowledge, plus the notion of values, with emphasis on several other terms and combination of terms. According to him, the terms have been used by different authors to include 'info literacy,' 'informacy,' 'information empowerment,' 'information competence,' 'information competency,' 'information competencies,' 'information literacy competence' and 'information literacy competencies.' Others are 'information competence skills,' 'information handling skills,' 'information problem solving,' 'information problem solving skills,' 'information fluency,' 'skills of information literacy,' 'information literacy and skills,' 'information literacy skills.

In this regard, we are made to understand that information literacy as a concept is something holistic and multifaceted, in the sense that IL initiative and teaching in the universities focuses only on functional skills - information retrieval, library orientation and avoidance of plagiarism - which Bruce et al., term the 'content' and 'competency' frames. Obviously to focus attention on that direction cant not deal with issues such as how we can understand the social impact of information; how we can learn how to learn through developing personal perspectives on information; how we can understand information as it relate to our own contexts (Secker, 2011).

In consideration of the distinct perception of the concept of information literacy from the forgoing literatures, two different set of models to include: the Concept of Information Literacy models developed by IFLA in its Guidelines on Information Literacy for Lifelong learning (Final draft) (2006) and the Ecology of Media and Information Literacy (MIL) curriculum for teachers sponsored and published by the UNESCO (2011) which found to have different but interwoven attributes would be used to Assess the Stakeholders' Perception and involvements in Information Literacy Initiatives in the Universities of North East, Nigeria, See Appendix II - IV. (pp. 111-112)

Library Stakeholders

Stakeholders in the university according to Cullen and Calvert (1995) are the library staff, academic staff, and students. While, Glicken, (2000) opined that stakeholder (s) are those individual or group of persons vested with the ability to significantly impact (positively or negatively) to the topical area of interest in any institution. Thus, stakeholders can be any group or individual who can affect or will be affected by the achievement of and organizational objectives Freeman (1984). Hence, stakeholders include: senior management, students, academic staff, and librarians, learning support staff, potential employers, exam boards and government policy makers that have interest and some relationship with teaching and learning in the university (Pors; 2006, Secker, 2011). Thus, stakeholders are people or organizations that are concerned about, affected by, have a vested interest in, or are involved in some ways with the topical issue which determine the attainment of objectives of any institution (Corporation for National & Community Service; n.d)

Library stakeholders can therefore, considered as any legal member or affiliate of an institution who can influence or is influenced significantly by a system or subsystem. Hence, this study will use Library stakeholder(s) to mean only the librarians, faculty (Lectures) and university curriculum planning committee as well the only respondent of the study in these universities because of their interwoven relationship to influence, teaching, learning, research, and intent interest to promote policy formulation and implement across the curriculum. It is interesting to further understand that all systems that interest academic and students' research productivity in a practical sense are human activity systems and it must involve different stakeholders (actors, or interest groups) (ICRA; n.d).

Although, Fister (2009) observed that librarians have tried to promote information literacy at university level but they found it difficult because it involves engaging students in a full range of information literacy skills and it also requires more than a commitment from librarians and makeshift collaborations among well-meaning individuals. This means that information literacy is crucial for empowering individuals' critical thinking skills and it is

challenging which requires active involvement of library stakeholders to facilitate the acquisition of IL knowledge and skills that would enable the students to acquire, analyze and use information effectively, thereby enabling them to become life-long learners and add value to their chances and ability to succeed in both academic, social and the work environment (Treadwell & DeYoung; n.d).

Perception and Involvement

Perception is a mechanism through which human beings perceives a phenomenon from the physical sensation which influences attitude and behaviour in response to certain activities from prior knowledge with or without awareness about the position of an action except with the justification from the doer or policy governing the actions. According to Davenport (2000) perception is the act of taking in information about one's external and internal environment and making judgement out of it. But on the part of Kanwisher (2001) perception is the extraction of perceptual information from a stimulus without assumption about whether or not the information experienced is consciously typical. Therefore, perception is a process or one's capability to attain awareness and understand his internal and external environment based on interpretation, selection and organization of different types of information. In case, Bernhardt (n.d) perception can be refers to as a view, judgment, or an appraisal formed in the human mind about a particular issue.

Consequently, Srivastava, Karnavat & Suklan (2012) defined involvement as the degree of interest in a person which is created by a stimulus. In such a case, involvement is a long standing component that cannot do away with in public services. Because according Heath & Douglas (1990) involvement is a mediating factor showing how organisational communication and public service relationship exist among co-works and target group for effective attainment of organisational objectives which is assessed and measured on a continuum of high and low level of involvement. But, Brooks and Brooks (1999) observed that human perception and knowledge are virtually affected by other social factors.

Schematic Diagram Showing Relationship between Variables of the Study and Literature Review

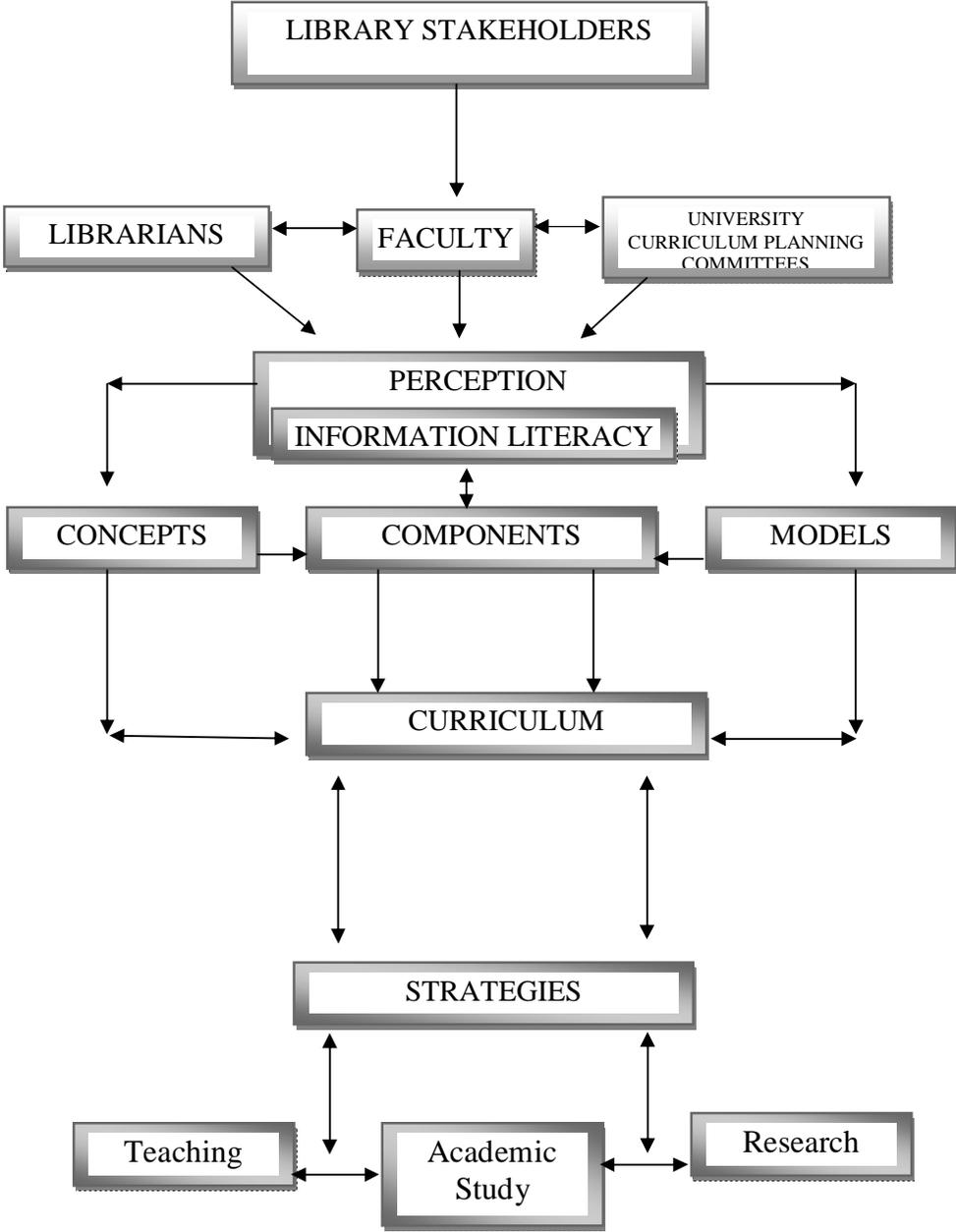


Fig. 1: Library Stakeholders' Perception and Involvements in Information Literacy Initiatives Model

Theoretical Framework

From the onset of this study the following theories were found relevant on information literacy studies which include: Theoretical Understanding of Teacher and Librarian Collaboration (TLC)

Teacher Librarian Collaboration (TLC) Theory

Teacher Librarian Collaboration (TLC) Theory was developed at the School of Information Resources and Library Science, University of Arizona, USA by Patricia Montiel-Overall in 2005 from her four proposed models to an all encompassing model called Theoretical Understanding of Teacher and Librarian Collaboration (TLC). The four models combined by the proponent earlier on teacher and librarian collaboration included: Model A: Coordination, Model B: Cooperation, Model C: Integrated Instruction and Model D: Integrated Curriculum). This emerging model has five constructs on students' academic achievement which is determined by the interaction of other factors to include : (a) interest, (b) level of involvement, (c) improved learning, (d) innovation, and (e) and the integration of TLC which has the most effect on students' academic achievement. It was introduced in the School Libraries Worldwide publication of July, 2005

Theoretical Understanding of Teacher and Librarian Collaboration (TLC) theory is found to be relevant for this study as it will guide the researcher on how to conduct the current study and elicit information from the library stakeholders' perceptions and involvement in information literacy initiatives as a way of systematizing variations in perceptions amongst the categories of respondent about the emerging trends in information literacy and practice in the universities. This will be complemented by phenomenographic theory Phenomenography which emerged from the empirical studies on learning conducted at the University of Gothenburg, Sweden in the 1970s (Marton & Booth 1997). Souleles (2012) confirmed that the outcome space of phenomenographic studies, involves the description and categorization of perceptions and practices, and a topology of inter-related

categories or groupings; it consists of the range of experiences and conception usually recorded through semi-structured interviews as additional tool for a survey research phenomenon.

The adoption of Phenomenography method is also backed by the outlined made by Dahlgren and Fallsberg (1991) who stated that phenomenographic data if collected it will enable the researcher to qualitatively analysis the conceptions of different people about a particular phenomenon from the interview and the data collected from the respondents. According to Bowden, (2000) phenomenographic approach to research emphasizes on the study of differences rather than the similarities of respondents' perceptions. Common features of phenomenographic perspective emphasize the significance of subject content, disciplinary area and professional practice for the interpretation and view of information literacy. Hence, Phenomenographic research is a common underpinning and concepts of surface/ deep learning of a situation. Johnson et al (2005).

According to Montiel-Overall (2005) study on learners in the 21st-century should consider the effect of **TLC** towards improving language development, literacy, and other academic needs. Moreover, Collaboration has the potential for changing teaching and learning. But the challenge will be to examine school norms in order to determine if they accommodate the full range of collaborative relationships; to determine how opportunities for **TLC** can be encouraged where they do not already exist; to expand **TLC** to incorporate teachers and librarians into curricular planning, development, implementation and evaluation; and to implement professional development to maximize **TLC** and its effect on students' learning.

Information Literacy Model Curriculum

Teaching and learning in formal system of education is conventionally defined by curriculum integration from most research results indicated the need for in information literacy inclusion in the university and colleges because of its contribution to the human and

organisational growth in the contemporary world. The above assertion has being justified by Fister (2009) who found that, a survey was carried out in 2007 the by Association of American Colleges and Universities (AAC & U).The result revealed that 70 percent of employers were of the view that colleges and universities should place more emphasis on information literacy, closely related skills such as critical thinking, analytical reasoning, and effective communication. Indeed apart from that he argues that ñobody expects that librarians will fill that gap ó except, perhaps, librarians themselves. It also revealed that librarians acknowledged that collaboration with faculty is needed for successful information literacy programs, but that collaboration tends to be based on individual relationships developed between a librarian and a faculty member or with directors of a required first-year course.

Rarely to work for these modalities with holistic approach to teaching of information literacy knowledge and skills to the students there is the need for a curriculum. According to Nwanne (2006) a curriculum is a structural series of instructional learning experiences and the instrument by which educational institutions seek to translate the hope of the society into concrete reality. It the sum of total of the means applied by institutions of learning to promote what society and educators consider as desirable means for teaching and learning. According to Okoro (2010) curriculum is a planned and guided learning experiences or outcomes formulated through a systematic reconstruction of knowledge and experiences under the control of a school for the learners. Review of empirical Studies. Abubakar (2007) viewed curriculum as an encompassing interrelated components with a precise statement of objectives for each area of study, with intent that the knowledge and learning experiences most likely be achieve the stated objectives and the means of deciding the degree to which the objectives are achieved (evaluation).

From the forgoing, information literacy is therefore a foreground of academic learning, study and research: Thus, the New curriculum for information literacy thus, would

offer an opportunity to rehabilitate the contested and often undervalued standing of information literacy within higher education Coonan et al., (2012)

The information literacy curriculum places the student at the centre of a continuum of abilities, behaviours and attitudes that range from functional skills to high-level intellectual operations. At the same time, it presents a broad vision of information literacy across ten strands, which include the social, ethical and affective dimensions of dealing with information. Therefore, the 2012 revised version of the IL curriculum is focus on the individual learner's development of an independent and judicious relationship with information. This includes the ability to generate strategies for dealing with new contexts, and to evaluate and interrogate information in any format ó textual, data-rich, visual, multimedia and on any other platform (Coonan et al., 2012).

This New Curriculum for Information Literacy (ANCIL) was developed by Oakleaf in 2012 and presented at the SCONUL conference and it was later restructured by Coonan et al., at the same year for clarity of purpose. This new curriculum of information literacy conceptual framework it is a condensed representation of attributes and the activities for utmost attainment of academic study and research productivity (See appendix: I P.110) Thus, academic study in the 21st century knowledge economy should not be seen as just a mere process of passive reception and acquisition of knowledge. The way learners handle knowledge is what really should concern the library stakeholders in the universities (Laurillard, 1993).

The activity from this ANCIL diagram is hinged on four interwoven progressive bands, which radiate outwards from the learner at the centre, starting with the development of practical skills and expanding through increasingly complex processes. These include establishing an evolving subject context within which to deploy the skills, high-level cognitive operations including critical evaluation, synthesis and creating new knowledge, and culminate in the development of the conscious, reflective framework that as a key to

managing one's own learning. Within the academic arena, the curriculum is designed to support the whole process of study or research. This broad, learner-focused view of information literacy includes, but is not limited to, the library's remit: it requires collaborative input from a wide range of academic and support departments. Rather than hinging on a narrow view of bibliographic skills or 'library training' taking place in isolation from academic practice, therefore, the ANCIL curriculum approaches the learning processes involved in study and research holistically, and, as such, it thus calls for inter-professional collaboration across subject-specific teaching staff and other stakeholders such as librarians and learning developers.

Information Literacy Models

Information literacy initiative has a diverse approach by different scholars, Associations and professional bodies in the widely growing knowledge economy and society. Thus, series of models and frameworks were developed to help in the promotion of independent learning, teaching for academic productivity and research in the 21st century. Examples of these models can be accessed on several websites listed: (See appendix V; P.114). It is evidently clear that the paradigm 'shift in information literacy has proving that if the university programmes are not tightly structured on the bases of learning to learn approach to teaching students how to become creative and critics in sourcing and using information independently based on Montiel-Overall's theory of Teacher Librarian Collaboration (TLC) which emphasises on library stakeholders collaboration and act as facilitators of learning rather than mere teachers which in with the objectives of information literacy initiatives.

Review of Related Empirical Studies

Related empirical studies with respect to the Assessment of stakeholders' perceptions and involvement in information literacy initiatives in the Nigerian universities are very scarce and difficult to get. However few studies were found to be relevant and related to this study.

One of such was conducted by Imo & Igbo (2011) on the faculty-librarians' perception of collaborative teaching as strategy for imparting information literacy to undergraduates of Nigerian universities. Thus, the design used for the study was descriptive survey design; a total number of 2526 lecturers formed the population of the study. Meanwhile, the sample size of 150 lecturers and 64 librarians based on stratified random sampling technique was used by the researchers to draw the sample from four universities in South East, Nigeria. Questionnaire was used as instrument for data collection thus, Cronbach Alpha reliability Coefficient was used at 0.78 that determined the reliability of the instrument and mean of 2.50 as the criterion for decision making. Mean and Standard Deviation was used for data analysis. Thus, the findings of the study indicated among other things that the faculty and librarians agreed that collaboration among them could serve as a strategy for improving students' information literacy and their overall learning conditions. Indeed librarians indicated their readiness to collaborate with the faculty in developing lesson plan, planning learning activities, identifying and appropriate learning resources, rendering research consultancy services and assessing students' outcome.

While, other side of the report indicated that, the faculty still upheld the notion that developing lesson plan and grading of students learning outcome was solely the possessive duties of teachers. Virtually, if such view exists amongst the faculty and librarians in the university, then the concept of information literacy initiatives and library stakeholders' prominent roles is misconceived. Notwithstanding, the study is relevant to the current research since it was conducted in the universities and the focus was on lecturers and librarians, collaboration in information literacy which is part of the variables of the current study, is therefore found relevant.

Another study was conducted by Madu & Dike (2012) on Assessment of relationship between information literacy competencies and academic productivity amongst staff in Nigerian universities in North central geographical zone. As a correlate approach, the authors

used correlational survey design with a Standard Information Literacy Test supplemented by Academic Productivity Index tool to collect data. The data collected were analysed using Pearson's Correlation for the one single research question and a hypothesis. The study consisted of 2810 academic staff from 12 universities located in the zone. Out of these total number, 421 (15%) was drawn from the 6 universities through multi-stage sampling techniques as the population of the study. Pearson's Correlation method was used for data analysis. The findings of the study revealed that, there exist a strong relationship between information literacy competencies and academic staff productivity possessed by academic staff in the universities of north central, Nigeria.

It has been observed that the study conducted by Madu et al., above emphasizes on the academic staff capability of publication without exploring their perceptions of the concept of information literacy and their involvement in the facilitation of such skills to the target groups in the universities studied. The study did not mention the most often medium used by these academic staff to publish their work when considering diversifying nature of information literacy and its components. Hence, the study is relevant to the current study since it was conducted in the universities of a particular zone and it also determine the research productivity of the lecturers (faculty) and it prove their ability to carry out research for scholarship in their various discipline and information competences was found to be a component of IL Initiative.

Information literacy is considered as a key component to the attainments of global knowledge competitiveness where some countries have already initiated policy on information literacy. Tilwawala, Myers & Andrade (2009) have also conducted a study funded by Oracle, Microsoft and Kenyan ministry of education, entitled "information literacy in Kenya. Thus, Survey it was a survey design with interview as the instrument for data collection. Two (2) officers of the Kenyan ICT Federation (ICT) formed the population of the study and were interviewed by the researchers. Qualitative method of data analysis was used for data

analysis where the result indicated that information literacy is viewed and facilitated under three ICT initiatives in the following:

i) Kenya ICT and Information Literacy (ii) ICT in Kenya (iii) Information literacy in Kenya

But the study established that information literacy initiative was not given much priority as it was implicitly to larger or lesser degree initiatives in all of them as determined by the proposed theoretical framework on information literacy developed by the researchers. It is also revealed that Kenyan Government has taken a step to developing information literacy, but much more work needs to be done by: Communicating the importance of information literacy as most Kenyans are not aware neither have knowledge about information literacy or information-based societies and knowledge in this aspect should be provided in various Kenyan vernaculars. Secondly, information literacy-based curricula for ICTs in education should be developed and promoted with appropriate content; and the pedagogical practices should aimed at developing the information literacy through designing of education policies and strategies for addressing issues in that dimensions.

Conclusively, Tilvawala et al., urged that information literacy should be embraced by all developing societies, while maintaining their own cultural identity in consideration of the increasing value attached to the information economy driven nations, moreover, information literacy skills are vital if developing countries are to make the best use of ICT for development initiatives. Poignantly, Horton (2008) warned that information Literacy should not be seen as just a stand alone phenomenon, as if it were some arcane (hidden) technical subject that could be learn and then forget about. Also, literacy should not be viewed as a single, high point on a scale of learning that can be reached, like scaling a ladder, and then the learner can sit back and feel content and self satisfied because a personal goal has been reached. Rather, there is no 'upper limit' to literacy because it is a continuum, more like a voyage that must be undertaken over one's lifetime. 'Acquisition of concepts is of no use if the learner cannot apply those concepts and transfer her/his knowledge across different

settings. Thus, academic learning involves the acquisition of high-level skills of critical thinking and problem solving, in addition to the gathering of facts/concepts. (Nunes & Mcpheson 2006; p3).

The study is also relevant to the current research because it studied Kenyans perceptions of information literacy. Though it conducted out university environment, but part of the major variable the current study was covered which perceptions, as such the findings will be useful.

Similarly, Suraweera, Liew, & Cranefield, (2012) have also carried out a research on E-learning in information management education in Sri Lanka: Discussion of the impact of information literacy. Hutter-Hennink qualitative research cycle was used for this study. It consisted of three interlinked cycles which included; the design cycle, the ethnographic cycle, and the analytic cycle. Information management education providers, information management education program participants, existing e-learning providers and stakeholders were the subunits used in the data analysis included. Within providers of IM education there are three organizations. Within each provider there are administrative staff, teaching staff, and support staff. Existing e-learning providers consist of the program director, a member of the educational technology support and a member of the learning resource support. Other stakeholders consist of government officials and employers. Qualitative data collection techniques were used for the study with: semi-structured interviews, group discussion techniques, and documentary evidence. Stratified purposive sampling was used to draw the sample participated in the semi-structured interviews and focus group discussions. Thirty semi-structured interviews were conducted with information management education providers, existing e-learning providers and stakeholders while three focus group discussions were conducted with information workers and academics. Recording device was used in the study for the interview conducted which was transcribed by the researchers and analysed according to the theory of Miles and Huberman (1994) data analysis process which consists

of three concurrent flows of activities: data reduction, data display, and conclusion drawing/verification. Initial data categories were identified during the activity of data reduction. Three levels of coding were established: level one - initial codes, level two ó descriptive codes, and level three ó pattern codes.

Finally the study found among other things that lack of familiarity with student centred education affects information workers as learners in IM education in developing information literacy skills. Information literacy amongst academic staff responsible for the development and implementation of e-learning Sri Lanka is crucial. Lack of staff awareness about information skills, lack of understanding about constructivist-based pedagogy and lack of training opportunity for academics are also barriers for the use of e-learning. Another key finding of the study was the lack of partnership between librarians and academics in tertiary level IM education in Sri Lanka. Meanwhile, librarians were found to conduct information literacy programs in isolation were not successful. This lack of collaboration is both a problem for conducting successful information literacy program in the university and a barrier to the successful use of e-learning in IM education in Sri Lanka.

This study conducted by Suraweera, et, al (2012) has similarity with the current study even though the former was on E-learning in information management education in Sri Lanka: Discussion of the impact of information literacy. While the current study is on library stakeholdersø perceptions and involvement in information literacy initiatives but the study is still relevant as it studied the impact of information literacy which involved the stakeholders studied by current research.

In another development, Wijetunge and Alahakoon (2005) were found to have conducted an integrated study in Sri Lanka, entitled: Empowering 8: the Information Literacy model developed in Sri Lanka to underpin changing education paradigms of Sri Lanka. The titled of the study was derived by these authors from the Information Literacy Model developed at the workshop jointly organized by IFLA -ALP and the National Institute of

Library & Information Sciences (NILIS) of Sri Lanka attended by ten (10) participants representing South and Southeast Asian countries held on 29th June 2005. The study further revealed that thirty (30) participants at the workshop were from Bangladesh, India, Indonesia, Malaysia, Maldives, Nepal, Pakistan, Singapore, Sri Lanka and Thailand respectively. Among the theme of the workshop was to find ways of promoting information literacy from an early age among the school going children and how to bridge the growing info-divide between the developed and the developing nations. Therefore, enhancing resource based learning strategies in the participating countries was also seen as another sub-theme. Taken into consideration Wijetunge et al., reported a declaration made at the Sri Lankan workshop on the importance of the newly developed information literacy models to be advocated and practice in regions that ðwhen a plethora of IL models are already available, one may question why the wheel is being re-invented. Re-inventing the wheel or developing another model is essential because of the composite culture and local conditions in these countries. If an existing model used in a developed country is imposed, it would be difficult for the stakeholders to understand the philosophical roots behind the model. Therefore, the workshop participants, throughout five days worked from identifying the need of IL through comparison of different models to building the E8 to suit the local needs of the regionö.

The objective of the workshop was further to promote the new 21st century role of the school librarian/teacher librarian, which emphasizes the inculcation of information literacy skills among school children and to : Re-orient classroom situations from ðchalk and talkø to project-directed learning away from classrooms and into learning information centres; re-position the ðlibraryø as the central core providing studentsø learning experiences and for teachers as the central resource to guide the learners [away from the age-old ðteaching notesø]; re-orient School Libraries from ðlibrariesø to ðLearning Resource Centresø in order to improve the quality of school education; re-focus school librarianship skills away from

materials-based collections management to active information provision exploiting IT; make known IFLA/UNESCO School Library Manifesto and IFLA / UNESCO School Library Guidelines; define information literacy skills i.e. what is information literacy? What does information literacy look like? What makes it work? What skills do children require to become information literate? To develop strategies in educational institutions for incorporating information literacy skills teaching as an integral part of curricula and finally to develop a realistic model to introduce information skills at national level.

To achieve the above objectives at the workshop, international participants and Sri Lankan participants were separated to work independently and they later came out with some developed information literacy models and were reconvened to consider the models. Finally two the models were refined and merged to form a generic model which was presented and named *Empowering 8*. To that effect observation was raised after the practical session that Information itself is becoming a transforming strategic resource of the emerging information society. Without information literacy, the information society will not be able to achieve its full potential. Information Literacy is characterized by the individual's ability to; Recognise the need for information, Formulation of questions based on information need, Identification of potential sources of information, Evaluation of information, Organisation of information for practical application, and use of information in critical thinking and problem solving (Doyle, 1992). The World Bank initiative to develop the education system of Sri Lanka through the school libraries was taken, to support the resources-based; student centred learning emphasized in the new education policy reforms of Sri Lanka. In order to promote resource-based student centred learning and to promote competencies in learning to learn, NILIS has incorporated information literacy in all its teacher librarianship programmes. Since information literacy is not yet established its roots in Sri Lanka NILIS planned to conduct an international workshop with the auspices of IFLA. "Empowering 8" was developed at this workshop and a number of programs i.e. establishment of the Empowering

8: National implementation Committee, obtaining Copyright of 'Empowering 8' for NILIS, Launching of the Proceedings, National Conference on Empowering 8, Translation of the model into Sinhala and Tamil and a follow-up workshop are planned by NILIS to propagate the model in Sri Lanka as well as in other South Asian countries. (Wijetunge & Alahakoon (2005; pp 40).

This study is found relevant to the current study because the former discussed information literacy initiatives in the ten South and Southeast Asian countries with the development of new models and the latter study is also aimed at assessment of perception and involvements in information literacy initiatives by library stakeholders particularly in the university environments it also deals aimed at finding out their awareness on the available IL Initiative and models for teaching and learning in their respective area of specializations.

Similar survey study was carried out in Nigeria by Ani-Ogbolu (2008) to find out the role of information literacy initiatives in the overall development of Nigeria. The study postulated that information literacy is an active player in the development of Nigeria, especially in the knowledge economy society through the creation of awareness of the abundant information and knowledge overload across the globe via different media and medium. Nevertheless, the author opined that information literacy is a veritable tool for nation development; with such perceived phenomenon of the author, he studied a total number of four hundred (400) library users in Delta state. Questionnaire and semi- guided interview were used for data collection. Thus frequency, percentage and mean were used to analyse the data collected. Hence the study observed that there is the need for information literacy content integration into the Nigerian curriculum of education particularly at the university level. He concluded that the teaching and learning process in Nigeria should be restructured to enhance effective use of library and facilitate acquisition of appropriate information literacy skills and knowledge amongst staff and students as a basis for optimal realization of information literacy education in the institution of higher learning.

This study is also found relevant to the current study because it was conducted in Nigeria at university level with emphases on information literacy initiative in the country

were the current study is carried. Indeed, it was discovered that almost all the working elements of the study constitute the library stakeholders and the other variable which is information literacy and the observed problems identified by former study; example non availability of IL content in the curriculum of universities.

Meanwhile, Scharf, Elliot, Huey, Briller, & Joshi (2012) have also conducted a study in New Jersey Institute of Technology (NJIT) U.S.A on direct assessment of information literacy using writing portfolios. It was a correlational study guided by three objectives and one hypothesis with a sample of 100 writing portfolios containing research papers were used in the assessment while a set of five traits tied to the ACRL standards were the instruments used in the study to measure the independent variables of the respondents' performance on a 6-point Likert scale. Kappa, Cronbach's α and Pearson's r . as was used to test to test the only hypothesis at 0.05. The findings of the study revealed that; average grade point for final year students' performance during the spring 2005 was 2.94; and the cumulative grade point average for the 100 students in the sample was somewhat higher at 3.07. Where the sample shows that there was no association between the SAT scores and our model. There was, however, a relationship between the overall information literacy portfolio Score and each of the variables of the information literacy model, although the writing assessment model did show a somewhat stronger correlation with the course grade but the effectiveness of information literacy instruction for undergraduates' final year graduating students' information literacy skills was very weak.

Furthermore, the study had established that the concept of information literacy was seen as a significant factor used in determining the performance of students by the individual stakeholders in writing. Because they observed that a lecturer in a senior seminar in humanities may well focus on having students read and think critically about a Shakespearean tragedy or a modern short story or essay without going beyond the text. Thus, within the humanities at NJIT, and probably many others, the tradition of composition

instruction remains largely a formalist undertaking, focusing on textual analysis and writing. Therefore, information literacy was relatively a new concept for this group and represents a challenge to those in higher education who seek to integrate it across the curriculum. Though, the study further revealed that the collaborative model of faculty and librarians that had been solidly established in NJIT over the years have impacted on the life of user community through the rapid spread of the information literacy awareness to the university and beyond. They then, recommended among other things that information literacy skills of final year graduating students in the university, need to be improved. The study is found relevant to current study since it was carried out at the university and it involved some of the stakeholders and how they collaborate to foster effective teaching and learning based on information literacy competency standards.

In another separate study conducted by Pipitkul (2007) in Thailand with the title casual relationship between information literacy skills and literature review writing skills of graduates in social sciences and humanities of Srinakharinwirot University. Three objectives guided the study. 1,020 graduate students in social science and humanities of Srinakharinwirot University formed the population, hence multi-stage random sampling under 3 faculties: social science, education and humanities used to draw the sample of 409 graduate students used by the study. Assessment Test and Information Literacy Skills Test were the two instruments used for data collection. The result of the study indicated that; teaching information literacy skills in the curriculum was opened as the stand-alone course for the undergraduates programs conducted by instructors from library and information science department in Srinakharinwirot University Thailand. But for Graduates Programs, it had only the informal instruction conducted by University library such as library tours and short sessions training of databases searching. It was further revealed from the literature reviewed that graduates student had problems in using information in their studies when

conducting their assignment, writing academic papers and their ability to prepare research proposals.

Similarly, Koltay, Krakowska, Landova, & Prókai (2010) have conducted a documentary study of information literacy initiative in four Visegrad groups which comprises the Czech Republic, Hungary, Poland and Slovakia; entitle Information literacy in the Visegrad group countries: literature and initiatives. The study discussed literatures on information literacy initiatives and its development in each of the country separately inconsideration with their similarities and differences. According to the researchers Visegrad Group is also known as (the "Visegrad Four" or simply "V4") reflects the efforts of the countries of the Central European region to work together in a number of fields of common interest within all-European and its integration. The result of the study the revealed that approaches to the information literacy issue within the Visegrad Group varies in details, but they have common background and shared roots.

Meanwhile, the study reported that the information professionals in the Czech Republic, Hungary, Poland and Slovakia have started analyzing the international state-of-the-art information literacy issues and were making effort to translate the terminology into their national languages. While in Poland, the topic has been successfully introduced at the national level in various government documents. Whereas, in the Czech Republic and Slovakia, It was the LIS professional associations and their divisions and committees that are playing key role in promoting information literacy, especially within higher education.

Consequently, in the Hungarian country, Koltay et, al confirmed that there has been a raising awareness and promotion of information literacy that was tied much more to library schools and the efforts of individual information professionals. Moreover, there was an attempts made to reach beyond the information professions in that country by addressing the pedagogical and the wider community. To advance information literacy in the V4 countries is a strategic issue not only for libraries and information professionals, but should become a

general knowledge in education. Problems related to information behaviour of the younger generations and wider differences between age groups would probably also have deep influence on it. At present acceptance information literacy is still slow and achieved only at a low level, a fact that is deeply influenced by government and policy making bodies focusing mainly on ICT. All this seems to be in accordance with the thoughts of Bawden and Robinson (2009) who state that information literacy has gained foothold outside the world of libraries, especially in education to a relatively small extent. (5. Discussion). Furthermore, the study revealed that the survey undertaken by academic libraries on students' information literacy activities in the Czech Republic between 2000, 2003 and 2006 with a questionnaire used for data collection mapped out the development of information education activities at Czech public universities. The following significant trends were observed: Gradual integration (embedding) of information education components into the curricula; integration of information literacy issue into the universities' long-term plans;

- ❖ An apparent effort to create strategies for information literacy development;
- ❖ Increasing emphasis on the promotion of information education;
- ❖ Creating new job positions for teaching.

On the basis of the surveys and long-term monitoring of the Czech universities and its academic programmes, apart from the positive trends, the following barriers were found blocking other ways for further development of information literacy as identified Koltay et al.,(2010),:

- ❖ Insufficient understanding of the basic terms in the whole area and focusing mainly on ICT;
- ❖ Underestimating the significance of categorising information education as a part of the educational curricula by university management. Given the lack of close cooperation between educationalists, the propagators of information literacy in universities are still predominantly librarians;

- ❖ Underestimating the ethical approach to the use of information and its resulting consequences ó plagiarism and breaching authors' rights;
- ❖ Insufficient emphasis on the significance of lifelong

Other result of the survey has lead to the emergence of a crucial strategic document on Information Education Strategy at Universities in the Czech Republic and it later gained approval and support of the Association of Libraries of Czech Universities Learning Association of Libraries of Czech Universities, (2009) in Koltay et al., (2010). The developed information literacy strategic document in the Czech was a guide to the academic officials, university educationalists and university librarians as well an explanation of the significance of information literacy, reasons for implementing information education into syllabuses, a description of priorities and relevant measures and as a way forward in preparing a project that would support information literacy. Moreover, three top priorities in the area of improving the level of information literacy among university students at Universities in the Czech Republic were identified by the study in the following: (1) the complex understanding of the information literacy concept; (2) the implementation and/or embedding of information education components into teaching process at universities and (3) feedback on the influence of information education on library services. In order to achieve those priorities, the following actions were recommended:

- ❖ The implementation of information literacy standards for university students
- ❖ Effective cooperation between the key players (stakeholders)
- ❖ Effective and sophisticated design of educational projects (curriculum)
- ❖ Active promotion of information education and ensuring feedback through regular surveys on information literacy.

This study is very much relevant to the current research even though it was not conducted in Nigeria but it is relevant in the sense that it dealt with almost all the variables set out to asses by the current study.

Notwithstanding, Lau (2009) was also found to have conducted a study on the inclusion of information literacy skills training in students' curriculum in Bangkok, Thailand. To determine the strength and weakness of students' information literacy skill, a sample of forty (400) students were selected by the researcher. A questionnaire and a focus group interview were used to support the design adopted by the researcher. The findings of study revealed that, most students lack adequate knowledge and skills of information literacy. The paper therefore, recommended that; the content of information literacy skills should be incorporated into Bangkok- Thailand's school curriculum, as a necessity for effective delivery of relevant knowledge to their students in a problem solving base approach.

The study is also relevant to the current research except that it was conducted in the secondary school but it has a place because attainment of educational goals of tertiary level of education is determined by the level of individual students' transitions to another and it depends on the information literacy skills acquired by the students for independent lifelong learning for problem solving which predominantly begins from the secondary school and it later complements by the tertiary level of education for its emphasis on critical thinking for problem solving.

In another separate study by Fister (2009) entitled "Fostering information literacy through faculty development" confirmed that helping students learn to find, assess, and use information critically is something that the academic librarians have taken to heart. Whereas the set of skills involved in independent searching and researching for problem solving has been the focus of a significant percentage of professional publications and presentations in the 21st century. He reaffirmed that information literacy was the subject of at least three annual conferences, a post-graduate study program, and a long-running discussion list of over 4,700 members in Europe. Thus, librarians are serious about information literacy because learning is what libraries are for. Apparently, Fister's view presumed that

information literacy is an important mechanism in librarianship but it doesn't belong exclusively to them.

This study is also relevant to the current research, because it confirmed that information literacy is among the most vital practice valued by librarians in information work but it does not exclusively belong to them. Thus, the former study attests significantly that there is the need to assess the level of perceptions of library stakeholders in the university and identify other areas or responsibility other groups since IL initiatives it is not exclusively the librarians' roles.

Apparently, information literacy initiative is gaining ground in even in the African university because Dadzie (n.d) in a study of information literacy in higher education: overview of initiatives at two Ghanaian universities which included the University of Ghana and the university of Cape Coast, studied some components of information literacy initiatives which include: library literacy; computer and media literacy and communication skills literacy and the strategies for content delivery to the students were described. The researcher used interview method held with directors, heads of departments/coordinators in charge of different programmes. Therefore, qualitative analysis was used to discuss the data collected from the interview. The result of the study as revealed by the author include: lack of collaboration between departments running IL programmes, the large number of students undertaking the courses, inadequate staff and the cumbersome mode of access to and delivery of the IL programmes. He therefore recommends for the two Ghanaian universities that: (i) there should be active commitment by the university management (ii) improvements in information technology infrastructure (iii) fostering of effective partnerships between the library and the teaching faculty (iv) review of the library schools' curriculum should be done to include new core course in information literacy.

This study is also relevant to the current study as it found to be on information literacy in higher education: overview of initiatives at two Ghanaian universities where it

discussed other segment of information literacy initiatives in these university except that the country of the study was Ghana and it covers only two universities but still the study is relevant to this work.

In another separate study on information literacy initiatives in India with special reference to emerging knowledge economy conducted by Ghosh, & Kumar Das, (2006) revealed that, major initiatives in information literacy have been taken place at the School level and is achievable under a scheme from Navodaya Vidyalayas which is a network of residential schools scheme of the Government of India for the children of rural India covering 6th class to 12th class as an experiment wherein each of the students is expected to prepare project report using the information resources of the respective libraries. Survey research method was used for the study with a checklist as instrument for data collection. Tables and diagram were used to analyse the data. The result revealed that, a syllabus was designed for the information literacy initiative in India that will provide opportunities to the target group to use information and IT facilities and enhance their learning process. Thus, the study revealed that there were five hundred and nine (509) of such schools under scheme spread over 34 States and Union Territories with a strength of 0.158 million of students

This study is also relevant except that it was conducted at the university level but it is still relevant for this study because it described the process adopted by Indian government in promoting independent learning and problem solving based strategies among students of all ages where each of the students from the schools under the scheme was given the mandate to create a scenario for himself and prepare project report using the information resources of the respective libraries as well the reality of a developed syllabus that support the initiative. This is part of the major concern of information literacy initiative/advocacy in the 21st century.

Meanwhile, a study was conducted by Alysia (2010) on Kansas Academic Librarians' Perceptions of Information Literacy Professional Development Needs. The author assessed the professional development needs of librarians and identified the needed area for

improvement on information literacy instructional effectiveness at university education level within Kansas state university of United state of America. The design of the study was found to be correlational and the population sample size of the study was 84 librarians at Kansas's two-year colleges, four-year colleges, and universities respectively. The respondents of the study were administrators, staff, and specialized librarians and most of them held different responsibilities at faculty level and were between the ages of 41 and 55, and some of them served as academic librarians for less than fifteen years. The data collected for the study was done through a twelve item closed-ended and twelve open-ended structured questions except the collection was done electronically. Frequency distribution and chi-square were used to analyse the data collected. Notwithstanding, the open-ended questions responses were analysed for codes and developed into categories by the author. He finally revealed among others that the sub-populations shared a preference for library instruction delivered via face-to-face means; all institutions represented in the study offered considerably more instruction than what is expected by their parent institution; librarians engaged in addressing issues regarding to a wide variety of services, resources, search techniques, and information literacy skills during information literacy instructional sessions. The study further reported that Kansas librarians were found active in ensuring that instruction practices were designed to include content that met the guiding information literacy standards as defined by the American Library Association in the Kansas state's university curriculum.

This study is also found relevant to the current research since it was carried out in the university system as an assessment of Librarians' Perceptions of Information Literacy Professional development needs in Kansas University which collected data from the administrators, staff, and specialized librarians who have worked as faculty. The will give additional focus to the current research in assessing the library stakeholders' perceptions and involvement in information literacy initiatives (ILI) in the federal universities of north east,

Nigeria and identify their professional development needs from their responses for further action.

Similarly, in one of the studies conducted by Deip (2011) entitled: conceptual framework for best practices in information literacy instruction based on stakeholders' perceptions: case study of four Vietnamese academic libraries. The research was funded by the U.S. non-government organization Atlantic Philanthropies, undertaken and managed on behalf of the Atlantic by an Australian university – Royal Melbourne Institute of Technology (RMIT) – through its subsidiary RMIT International University Vietnam. The study was conducted within six months at the four university libraries in Vietnam as revealed by the researcher. Librarians, library administrators, faculty and students were used as the respondents of the study, and the data were collected by the use of semi-structured interviews, survey, and focus groups with four different forms of questionnaires administered to library administrators, one for librarians, one for faculty, and one for students. Moreover, the researcher created a list of questions for librarian focus groups, a list of interview questions for the library administrators, and heads of the IS department, and a list of interview questions for faculty. All of the four universities were found to be of medium size with average student populations of 30,000 to 50,000 at the time of Deip's study. The findings of the study revealed among others that information literacy (IL) was the primary concern of librarians but it didn't impact on Vietnamese campus culture. The information literacy (IL) activities at the four university libraries studied by the research were mostly conducted through lectures, workshops, and modules on basic IL skills designed and delivered by librarians, and attended at the discretion of students. It is established that only very few information literacy instructions (ILI) and activities were done on subject discipline-related approaches which is targeted on students' information needs in a particular area.

Deip further reported that the assessment of learning outcome has been formative and provides minimal feedback to students and librarians and some respondents have challenged the policy of including ILI (information literacy instructions) as a credit course in the curriculum, the impact of the credit system, the lasting impact of teacher-centered instruction and rote learning, misperceptions of stakeholders about the effect of IL on student learning outcomes (SLO), degree of support of academic stakeholders, degree of faculty-librarian collaboration, and scarcity of resources. Finally the study provided crucial information to library administrators and librarians in academic libraries of Vietnam with other identified challenging areas militating against the full implementation ILI programs in Vietnam.

This study conducted by Deip (2011) has similarity with the current study even though the former was on conceptual framework for best practices case study of academic libraries which studied the level of implementation of information literacy best practices framework in four Vietnamese universities and the design of best practices framework for effective implementation. While the current study is on the assessment of library stakeholders' perceptions and involvement in information literacy initiatives (ILI) in the federal universities in the North east, Nigeria but the study is still relevant as it studied Librarians, library administrators, faculty and students and it collected data on the suitability or otherwise of inclusion of information literacy content in the Vietnamese university curriculum.

Another study was conducted by Magid, Birch & Sayed (2012) on developing assessment model for an information literacy program through Partnering with pre-medical faculty, and using the ACRL Information Literacy Competency Standards for Higher Education (7) as a conceptual framework for Distributed eLibrary (DeLib 101) the course was developed in the Angel Learning Management System. A pre- and post-test was adopted as the assessment method administered to forty (40) Pre-Medical year-one students in their second semester in 2011 at Weill Cornell medical college Doha, Qatar. The target score was

set at 90%, in alignment with WCMC-Q admission criteria on standardized exams. Where he found that their ability to conceptualise the meaning and IL based on standard five of the ACRL in their academic study and research that deals with the economic, legal, ethical and social issues surrounding the use of information had the lowest average score of 67.5%. But other side of result indicated that, multiple workshops with specific content, along with quizzes and assignments improve outcomes and it further admitted that a shift away from teaching workshops based on course assignments to a structured information literacy program with measurable outcomes, gives the department and the librarians greater credibility.

This study is also relevant to the current study because it dealt with the development assessment model for an information literacy program using ACRL Information Literacy Competency Standards for Higher Education (7) as a conceptual framework for Distributed eLibrary through Partnering with pre-medical faculty, and the current study also deals all the areas covered by the latter study.

Similarly, Latham & Gross (2009) have conducted a study on undergraduate perceptions of information literacy: defining, attaining, and self-assessing skills. Kó12 in the United State the top 10 percent and bottom 10 percent of the freshmen class were used as the population of the study based on admissions data high school GPA and standardized test score (ACT or adjusted SAT) were used to draw the sample for the study. Three research questions guided by 14 leading questions were used to interview the respondents as the major instrument used for data collection in a two-step approach. First, subjects participated in a semi- structured interview with the researchers. Then, within one week of the interview, participants completed the Information Literacy Test (ILT). Thus, Hyper-research software was used in the data analysis of the study. The result of the study therefore, revealed that computer literacy, library skills, searching skills, and other öbackgroundö abilities such as assessing the quality of sources, thinking critically about information, and having an

awareness of the legal and ethical issues related to information use were largely absent or being overlooked. Then they stated that the driving force behind literacy initiatives is the management and understanding of the information explosion. If the glut of information did not exist, we would not have the problem of sifting through it. If all of our academic users were dedicated researchers, we wouldn't need to emphasize user instruction. If all systems were intuitive, we wouldn't need to understand the differences between them

Consequently, a study on information literacy in the classroom: Secondary school teachers' conception was also funded by the Society for Educational Studies and it was undertaken by Williams & Wavell between 2004 and 2005. The study investigated the held views of secondary school teachers on information literacy in the United Kingdom and the manner in which information literacy was interpreted by the teachers in relation to learning tasks they design, monitor and assess, and the issues related to the integration of such activity into the curriculum with the students' information literacy skills competences. Williams et al. on the study, predicted the possible changes to occur after a period of reflection and discussion with his colleagues and how teachers' and information professionals' understanding and interpretation of information literacy in comparison for further study would look like. The design of the study was practitioner-centred, which focuses on curriculum-based information activities and the learning process from the teachers' perspective. Data was collected by these researchers from a series of group and individual discussions and interviews with subject teachers in three stages; Teachers' initial conceptions of information literacy were gathered from free-flowing group discussions. Teachers were invited to reflect on their practice, to observe their students working with information and consider the feedback in relation to information literacy models and the current frameworks and research available during the time of their study, which was between (2004 and 2005). A second round of group discussions and interviews were conducted after the period of reflection. Teachers were invited to discuss quite freely how information literacy is

incorporated into classroom activities, what it contributes to learning and how it might be tracked over time. The two sets of group discussions were recorded and transcribed and analysed qualitatively using a phenomenographic approach to establish a structure of conceptions and key elements associated with them.

The above Williams et al., findings of the study have identified six conceptions of students' information literacy to include: finding; linguistic understanding; making connections; practical skills; critical awareness of sources; and independent learning. These conceptions were influenced by: affective, cognitive and skills understanding and experiences students brought with them to a learning situation; the focus of individual activities; the priorities and sense of control teachers experience in the classroom; and external pressures experienced by teachers. While sharing similarities with frameworks proposed by the information professionals, they also identified the distinct differences between the teachers, but teachers' conceptions of students' information literacy did not change significantly between the two group discussions rather the teachers' individual reaction to their observations during the study as reported by the researchers reflected some personal characteristics and experiences among them.

It further revealed that teachers perceived information literacy as an important mechanism for lifelong learning but do not feel very much capable to effectively support the development of information literacy in their students within the domain of the curriculum at that time. The study also identified other issues for consideration when establishing effective collaborative partnerships within schools.

Thus, the latter study is also relevant to current research even though the focus was on secondary school teachers and students but it talks on conceptions of information literacy, models and frameworks and how it would enhance lifelong learning, while the area of this study is on the assessment of library stakeholders' perceptions and involvement in

information literacy initiatives (ILI) in the universities of North East, Nigeria it will also considers part of the variables in the former study as useful.

A study was also conducted by Oware, (2010) with the title graduate students' views on information literacy in the Università Degli Studi De Parma, it was a survey research design and the population of the study was made up of the students offered admission by the European Union Erasmus Mundus Master's programme Digital Library Learning (DILL) from the consortium of three universities: Oslo University College (Norway), Tallinn University (Estonia), and University of Parma (Italy) enrolled in three batches from 2007, 2008, and 2009. They were also the sample of the study. QuestBack online survey questionnaire and face-to-face interview were used by the research to collect the data. Thus, deductive and inductive approaches were therefore used for data analyzes. The findings of this study revealed among other things that majority of the respondents confirmed that information literacy education was only introduced to them at the undergraduate level through basic library education or as part of curriculum, which in their opinion should have been introduced at the elementary or secondary school level to give them ample time to master information literacy skills. Similarly, lack of interest in IL education, lack of understanding of the concept and its importance and relevance, poor information and library infrastructure, lack of funding, lack of interest among students, and lack of interest among faculty and lack of awareness were among the inhibitors of the programme. The study therefore, suggested among others that there was the need for awareness campaign about the importance of information literacy education to get all stakeholders involved in it. Again, it was mentioned that more advocacies should be done for institutions, faculty, librarians, students, policy makers and other parties to recognise the importance of information literacy in this era of knowledge economy.

The study is also found to be very much relevant to current study because even though the respondents were students but it touches most of the study wanted to find out in the federal universities in north east Nigeria.

Summary of Literature Review

Literature was reviewed from the conceptual, theoretical and empirical dimension. From the conceptual perspective the literature revealed that information literacy initiative is an issue which matters lots for library stakeholders within and outside learning environments and across subject disciplines to make sure that every citizen/student is able to become an educated, skilled and information-literate person. Information literacy initiative also do a great deal in promoting life learning and it is therefore more than telling people how to use the library rather ILI is a practice approach that is vitally tied to the strategic value and use of information. Other literature reviewed indicated that information literacy initiatives are among the global issue of concern around the countries of the world because of the firm belief that in a knowledge economy driven society only educated, skilled, and information-literate person can contribute more to the economic productivity and social well-being of any nation. It therefore necessitated the Hong Kong's education and curriculum reforms council to integrate the concepts of information literacy into its curriculum in order to serve as a framework for the nation's teachers in framing their learning and teaching activities in four key task areas that is (i) reading to learn (ii) project learning (iii) IT for interactive learning and (iv) moral & civic education.

Furthermore, the review revealed that for the 21st century information users need achieve the ultimately response to the ever-changing environment (phenomenography) as the library stakeholders' academic and research information needs, obviously they need more than just a knowledge base but rather the need techniques for exploring, linking and sharing with other members who can also connect it with other components of knowledge that have a symbiotic relationship with human knowledge acquisitions and practices.

Some literatures also confirmed that information literacy initiative in the recent time has changed the way and manner teaching and learning is conducted example: from teacher-centred learning approach to student-centred, (2) improved students' attitudes to learning (3) encouragement of learners to self regulated learning to learn.

Despite the substantial literatures reviewed in this area it appears that there is a gap from the studies carried out on information literacy initiatives particularly in the area of the assessment of library stakeholders' perception and involvement in information literacy initiatives. Considering the fact that, most literatures emphasizes on the strategies for teaching IL while others shares ideologies on models design and frameworks for best practices in IL based instruction. Secondly, information literacy professional development needs, competencies and productivity of academic staff and librarians were also the concern of other study reviewed with very few on the assessment of the level of information literacy perception of secondary school teachers and roles of information literacy in national development.

In contrast, other important areas and concepts of information literacy have not been studied and addressed in relation to the university library stakeholders' perception and what strategies they adopt or adapt to enhance teaching and learning across the curriculum is an indication that there exists a gap from the available empirical studies which needs to be filled. It is therefore deemed imperative for the researcher to carryout a study on library stakeholders' perceptions and involvement in information literacy initiatives in Nigeria, particularly in the federal universities in North East in order to fill the existing gap.

CHAPTER THREE

RESEARCH METHOD

This chapter presents the procedure employed by the researcher in carrying out the study and was presented under the following headings: design of the study, area of the study, population of the study, sample and sampling techniques, instruments for data collection, validation of the instrument, method of data collection and method of data analysis

Design of the Study

The research design employed in this study is a descriptive survey. This design according to Gal, Gal & Borg (2007) involves a systematic and comprehensive collection of information about opinions, attitude, feelings, beliefs and behaviours of peoples through observation, interview and the administration of questionnaire to a relatively large number of respondents using a sample drawn from a larger population. The design is appropriate for this study; because the study seeks to investigate the perception of library stakeholders and their involvement in information literacy initiatives in federal universities in North east Nigeria.

Area of the Study

The study was conducted in the five federal universities in North East, Nigeria. There were six states in that region namely: Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe state. One Federal university is located in each of the state as follows: (1). Abubakar Tafawa Balewa University Bauchi (2) Federal University Kashere Gombe (3) Federal University of Technology Yola (4) Federal University Wukari (5) University of Maiduguri (6) Federal University Potiskum. The researcher choose to carried out the study in these universities in the region because they were all federal universities and for generalisation of the results (See appendix VI; P, 117)

Population of the Study

The population of this study was 2235 respondents (key library stakeholders) that comprise of faculty (Lecturers), librarians and members of University Curriculum Planning

Committee (UCPC) in the 6 federal Universities in North East, Nigeria. Sourced: The establishment units of the various universities (See appendix VII; P, 118)

Sample and Sampling Techniques

The sample size for the study is 391 respondents and the sampling technique used is multi stage sampling technique to select the respondents for the study. Stage one was the purposive sampling of the federal universities. There are five federal universities that qualify for selection. Thus, five percent (5%) of the population was drawn from each of the university which formed the sample size. This was done based on recommendation given by Yamane (1967) that if the population size runs in few thousands, that 5% of the population is suitable to be used as sample size. A stratified proportionate random technique was used to select respondents from faculty and UCPC within each university. All the total number of librarians was adopted because they were few. The following sample was then drawn from each of the university: ATBU, 108; FUK, 23; FUTY, 88; FUW, 19; UNIMAID, 153 making a total number of 391 library stakeholders for the study based on the recommendation given by Anaekwe (2007). See appendix VIII, P;125 for distribution

Instrument for Data Collection

The instruments used by the researcher in the present study were a questionnaire and interview schedule. The questionnaire is titled "Library Stakeholders' Perception and Involvement in Information Literacy Initiatives in the Federal Universities in North East Nigeria Questionnaire" (LIPILIQ). There were seven parts in the questionnaire (A- G for both faculty (lecturers) and librarians) with a four point rating scale.

Cluster **A** of the questionnaire elicited information from the respondents on their demographic variables which includes name of university, area of specialization and academic status of the respondent while cluster **B** was made up of 15 items that elicited information from the respondents on the extent of their university managements provision of components of information literacy initiatives (ILI) to students. Meanwhile, cluster **C** was

made up of 4 items that elicited the respondent of the questionnaire to assign relative value against the conceptual definitions of ILI. Cluster **D** was made up of 15 items which elicited information from respondents to indicate the extent of their involvement in promoting ILI in their universities. While, Cluster **E** was made up of 10 items, elicited information from the respondents to indicate the methods they used in teaching information literacy to students. Cluster **F** was made up of 10 items which elicited information from the respondents on the factors militating against the library stakeholders' perception and involvement in ILI across discipline based courses. Cluster **G** had 12 items that elicited information from the respondents on the strategies for enhancing ILI. (See Appendix IX; P.127)

Thus, responses of the items in the questionnaire were weighed on 4 point rating scale of: 4=Very Great Extent/Strongly Agree (VGE/SA), 3 = Great Extent/Agree (GE/A), 2= Low Extent/Disagree (LE/D) 1=Not At All /Strongly Disagree (N/SD).

Similarly, the interview schedule was made up of 6 leading questions that asked the members of University Curriculum Planning Committee (UCPC) what they perceived as the concept of ILI and its importance for inclusion into the universities' curriculum. While, question two asked questions on UCPC's held view on information literacy teaching and learning initiatives. Hence, question three asked the respondents to identify the parties they think were responsible for the teaching and design of IL in the university followed asking them on their familiarity with the existing IL curriculum, frameworks and models and how they encouraged the adoption or adaptation of the known instruments in their universities as the fourth question and it led the researcher to pose five to the respondents which elicited information on the areas covered by the NUC benchmark on Information Literacy Initiatives. Finally, question six of the interview elicited open comments and suggestions from the respondents on issues relating to information literacy initiatives as shown in Appendix X; P.135)

Validation of Instrument

Three experts with various backgrounds in library and information science and educational technology, reviewed the instruments to determine the face validity of the items of the questionnaire and the interview schedule if it will actually assess and elicit information on what is intended. The experts made constructive criticisms in the area of language and relevance of the items to the study. Thus, areas pointed out by these experts as irrelevant, ambiguous and the inclusion of too many items was dropped and corrected leading to the restructuring of the objective statements and research questions. The corrections ensured the face validity of the instruments which reduced the number of the items in the questionnaire used from 102 to 66 items before producing the final draft of the instruments for the study.

Method of Data Collection

A structured questionnaire was administered to 339 faculty (lecturers) and librarians in the five federal (5) universities in north east Nigeria. The researcher with the help of research assistants whom the questionnaire was sent to through postal service administered the questionnaire on the respondents and collected them back within the period of 30 days with a return of 310 and achieved 91.7 per cent return rate. Meanwhile, interview was also part of the study and was conducted by the researcher with the help of a recorder on only 4 members of Universities Curriculum Planning Committee (UCPC) which is only 44.4 per cent of the total population for the interview within 50 days.

Method of Data Analysis

The data collected for this study from the questionnaire were analysed using Statistical Package for Social Science (SPSS 20) software to determine the Mean and Standard Deviation of the six research questions of the study based on the responses of the respondents against the items on the questionnaire. The cut-off point per each item was taken from 0.5 to 2.49 as Low Extent, from 2.50 to 3.49 as Great extent and from 3.50 to 4.0 Very

Great Extent. While, the responses recorded from the interview were analysed qualitatively and supported the responses elicited from the questionnaire and presented after each quantitative data.

CHAPTER FOUR

RESULTS

This chapter presents the results of the analysis of data obtained to answer the research questions that guided the study and the interview questions. The summary of the findings are also presented

Research Question One: What is the extent of university management provision of components of IL Initiatives to students in Federal Universities in North East, Nigeria?

Table1: Mean Rating of respondents on the university management provision of components of information literacy initiatives in federal universities in North East

Key: 0.5 to 2.49 = Low Extent, 2.50 to 3.49 = Great Extent and 3.50 to 4.0 = Very Great Extent.

S/N	Universities Number of return responses Items	ATBU, BAUCHI N= 90		FUK, GOMBE N=21		FUT, YOLA N=71		FUW, TARABA N=19		UNIMAID, BORNO N=109		Total 310 Mean	Decision
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD		
1	Computer Literacy	2.80	.62	2.95	.66	2.25	.79	3.10	.93	2.56	1.14	2.72	GE
2	Internet Literacy	2.57	.76	2.80	.60	2.35	.87	3.36	.76	2.59	1.16	2.73	GE
3	Media literacy	2.56	.61	2.61	.80	2.38	.68	3.26	.73	2.62	1.14	2.68	GE
4	Bibliographic instruction	2.52	.64	2.75	.76	2.32	.73	3.00	.66	2.61	1.19	2.64	GE
5	User Education	2.43	.67	2.61	.80	2.28	.72	3.00	.81	2.48	1.08	2.56	GE
6	Information Management Skills	2.40	.64	2.57	.87	2.19	.68	2.94	.84	2.49	1.16	2.20	LE
7	Information Fluency	2.36	.60	2.42	.81	2.25	.75	3.21	.65	2.66	1.20	2.58	GE
8	Publishing Literacy	2.28	.65	2.52	.67	2.22	.68	3.31	.67	2.59	1.13	2.58	GE
9	Network Literacy	2.26	.69	2.57	.67	2.18	.74	3.31	.82	2.66	1.19	2.59	GE
10	Information Competencies	2.24	.58	2.57	.81	2.09	.63	3.31	.67	2.64	1.19	2.57	GE
11	Numerical Literacy	2.23	.70	2.42	.76	2.18	.81	3.21	.63	2.59	1.13	2.52	GE
12	Digital literacy	2.15	.47	2.19	.51	2.08	.47	2.36	.49	1.91	.56	2.13	LE
13	Information Literacy Skills Training	2.00	.21	2.66	.79	2.17	.80	2.10	.43	1.66	.62	2.11	LE
14	Database Literacy	2.05	.34	2.38	.66	1.95	.46	2.00	.00	1.92	.29	2.06	LE
15	Library Literacy	2.20	.52	2.19	.81	1.19	.33	2.05	.22	1.87	.33	1.9	LE
CLUSTER MEAN		2.33		2.54		2.13		2.68		2.39		2.31	

Source: Survey Questionnaire, 2014

Results in Table 1 above shows the extent to which the federal universities in North East Nigeria provide the basic components of information literacy initiatives to students is low. When considering the mean response scores shown in the table it indicated that only four of the 15 components which included computer literacy, internet literacy, media literacy and bibliographic instructions are provided to students in ATBU, Bauchi with a cluster mean of 2.33 which is low. While FUK, Gombe provided ten components with a cluster mean of 2.54 from the same table. Thus, they provided to students the components of computer literacy, internet literacy, media literacy, bibliographic instructions, user education, and information management skills, publishing literacy, network literacy and information competencies. From the same table the findings revealed that provision of component of IL initiatives at FUT, Yola is low as it can be seen for the cluster mean of 2.13 as none of the component is provided to students at the acceptable criterion men of the individual item. But FUW, Taraba provided ten of the 15 components to students which included: computer literacy FUW column. The table finally revealed that the UNIMAID, provided to the students the following components of IL initiatives: computer literacy, internet literacy, media literacy, bibliographic instructions, information management skills, publishing literacy, network literacy and information competencies but the cluster mean is 2.39 which indicated a low provision of the components as it can be seen in the table. Furthermore, responses from the interview also justify the low provision of these components in federal universities in North East, Nigeria which has also justified by the cluster mean of 2.31 representing the level of its provision in the whole universities. See the interview transcript one in page 144

Research Question Two: What are the Library StakeholdersøPerceptions of IL Initiatives in the Federal Universities in North East, Nigeria?

Table 2: Mean Rating of respondents' relative perception of the concept of information literacy initiatives

Key: 0.5 to 2.49 = Low Extent, 2.50 to 3.49 = Great Extent and 3.50 to 4.0 = Very Great Extent.

S/N	Universities Number of return responses Item statements	ATBU, BAUCHI N= 90		FUK, GOMBE N=21		FUT, YOLA N=71		FUW, TARABA N=19		UNIMAID BORNO N=109		Total 310 Mean	Decision
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD		
1	It is the process of developing students' skills for sourcing and critically evaluating self and source of information for optimum utilization	2.67	.92	2.19	.60	2.25	.82	2.15	.60	2.33	.87	2.31	LE
2	It is the scientific process of instilling in the students the knowledge and skills of access to needed information effectively and efficiently.	2.28	1.01	2.33	.87	2.05	.87	2.42	.81	2.20	.90	2.25	LE
3	It is the process of promoting life-long learning and research skills amongst students to use information effectively and accomplish specific tasks	2.03	.64	2.28	.56	2.08	.62	2.31	.47	2.33	.87	2.20	LE
4	It is a process for educating students to understand the economic, legal, and social issues surrounding the use of information, access and use ethically in Knowledge- Based society.	2.30	.82	2.30	.82	2.20	.87	2.06	.87	1.66	1.00	2.10	LE
CLUSTER MEAN		2.32		2.27		2.14		2.23		2.13		2.21	

Source: Survey Questionnaire, 2014

The table two above presents the mean response score of the respondents on how perceived the meaning of the concept of IL initiatives in five federal universities in north east, Nigerians; the result indicate a relative cluster mean scores of 2.32 representing ATBU, Bauchi, 2.27 representing FUK Gombe, 2.14 FUT, Yola, 2.23 FUW, Taraba 2.13 representing UNIMAID respondents. When considering the scores it indicated low level of perception of the concept among all respondents from individual universities studied which is also justified by the overall cluster mean score of 2.21 representing the mean responses of all the respondents of the study. Responses from the interview have justified the result based on the way and manner they articulate the meaning of the concept of IL initiatives; that the central focus of IL initiatives is any activity that deals with helping students to identify their information need access them and be able to retrieve them. To some they view it as the interaction between two people in the network as well as a requirement for the students undertaking projects or learning at the degree level, which also helps to ease the research and everyday learning. The interview response is shown in transcript two page 145

Research Question Three: What is the extent of involvement of Library Stakeholders in IL Initiatives in the Federal Universities in North East, Nigeria?

Table 3: Mean Rating and Standard Deviation on the extent of respondents involvement in Information literacy initiatives

Key: 0.5 to 2.49 = Low Extent, 2.50 to 3.49 = Great Extent and 3.50 to 4.0 = Very Great Extent.

S/N	Universities Number of return responses Items	ATBU, BAUCHI N= 90		FUK, GOMBE N=21		FUT, YOLA N=71		FUW, TARABA N=19		UNIMAID, BORNO N=109		Total 310 Mean	Decision
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD		
1	Bibliographic instruction	2.68	.68	2.28	.95	2.42	.80	3.31	.82	2.77	1.12	2.69	GE
2	Internet Literacy	2.68	.59	2.47	.81	2.52	.62	3.26	.65	2.80	1.14	2.74	GE
3	Network Literacy	2.62	.74	2.52	.60	2.39	.80	3.21	.63	2.70	1.17	2.68	GE
4	Database Literacy	2.56	.61	2.42	.67	2.35	.67	3.05	.62	2.22	.94	2.52	GE
5	Information Competencies	2.45	.67	2.42	.87	2.28	.65	2.89	.80	2.16	.84	2.44	LE
6	Information Fluency	2.26	.57	2.23	.62	2.18	.63	1.68	.67	1.68	.52	2.00	LE
7	Publishing Literacy	2.24	.48	2.38	.80	2.09	.53	2.89	.87	2.54	1.13	2.42	LE
8	Media literacy	2.17	.51	2.09	.53	2.02	.63	2.10	.65	1.66	.59	2.00	LE
9	Information Management Skills	2.08	.53	2.38	.80	2.12	.65	2.10	.45	1.93	.72	2.12	LE
10	User Education	2.06	.57	2.14	.79	1.84	.55	1.78	.63	1.91	.61	1.94	LE
11	Library Literacy	2.03	.74	2.09	.53	2.01	.66	2.26	.73	1.88	.58	2.05	LE
12	Numerical Literacy	2.01	.10	2.09	.53	1.71	.63	2.10	.65	1.78	.62	1.93	LE
13	Digital Literacy	1.75	.69	1.52	.67	1.52	.50	1.42	.50	1.48	.50	1.53	LE
14	Information Literacy Skills Training	1.64	.64	1.61	.80	2.01	.74	2.21	.91	1.58	.72	1.81	LE
15	Computer Literacy	1.63	.60	1.71	.46	1.83	.58	1.94	.52	1.85	.48	1.79	LE
CLUSTER MEAN		2.18		2.15		2.08		2.14		2.06		2.17	

Source: Survey Questionnaire, 2014

Regarding the involvement of library stakeholders in information literacy initiative, the result shown in table 3 above indicate that there is low involvement of the respondents in ATBU, Bauchi as only Bibliographic instruction, internet literacy, network literacy and database literacy were found to be involved in and is justified by the cluster mean of 2.18. The situation is the same thing with the respondents from FUW; Taraba the cluster mean of FUW is 2.41 as it can be seen in the table. The finding further revealed that the respondents' level of involvement in IL initiatives in FUK, Gombe is only on internet which is low and is justified by the mean score of 2.15 in the table. The situation is somehow similar with that of FUT, Yola except that the cluster mean response representing the level of their involvement is at 2.08 from the table. In relation to the respondents' involvement in IL initiatives in these universities the finding revealed a low involvement of the respondent in UNIMAID as only areas were found to be involved in which included; Bibliographic instruction, internet literacy and network literacy with the overall cluster mean of 2.06 which is also an indication of its low extent level. Responses from the interview have further justified the low level of involvement respondents in the facilitation of IL initiatives. See transcript three page 146 for the respondents' reports

Research Question Four: What are the methods used for teaching Information Literacy to the user communities in the Federal Universities in North East Nigeria?

Table 4: Mean Rating of respondents on methods used in teaching information literacy to student in federal universities in North East, Nigeria

Key: 0.5 to 2.49 = Low Extent, 2.50 to 3.49 = Great Extent and 3.50 to 4.0 = Very Great Extent.

S/N	Universities Number of return responses Item statements	ATBU, BAUCHI N= 90		FUK, GOMBE N=21		FUT, YOLA N=71		FUW, TARABA N=19		UNIMAID, BORNO N=109		Total 310 Mean	Decision
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD		
1	Designing a research paper	2.83	.65	2.57	.74	2.63	.84	3.42	.60	2.62	1.16	2.81	GE
2	Developing a research topic	2.82	.61	2.52	.67	2.66	.79	3.10	.73	2.56	1.13	2.73	GE
3	Development of research paper	2.81	.68	2.57	.81	2.66	.86	3.15	.60	2.56	1.14	2.75	GE
4	Experimentation	2.64	.62	2.71	.71	2.42	.71	3.63	.59	2.55	1.17	2.79	GE
5	Critical Exploration of information	2.24	.56	2.14	.72	2.11	.64	1.10	.31	1.56	.59	1.83	LE
6	Class assignment for locating sources of information	2.12	.55	2.00	.77	2.14	.59	2.05	.22	1.79	.55	2.02	LE
7	Creating academic information discussion group	2.10	.56	1.90	.70	1.97	.60	2.00	.88	1.52	.63	1.89	LE
8	Analyzing local/International press coverage	2.08	.62	2.19	.60	2.04	.51	2.31	.47	2.01	.68	2.12	LE
9	Use of Social media platforms	2.07	.62	2.23	.62	1.95	.57	1.47	.61	1.51	.55	1.84	LE
10	Project-based instruction	1.97	.61	1.57	.74	1.97	.67	1.68	.67	1.49	.53	1.73	LE
CLUSTER MEAN		2.36		2.24		2.25		2.39		2.01		2.25	

Source: Survey Questionnaire, 2014

Table 4 above presented the mean response scores and standard deviation of respondents from the federal universities studied on the methods used in teaching information literacy to student is found to be low. Thus, Column one representing ATBU, Bauchi indicated cluster mean 2.36, FUK, Gombe in the second column is 2.24, forth column is representing FUW, Taraba shown a cluster mean of 2.39 with UNIMAID having a cluster mean score of 2.01 all the four universities uses only four of the ten expected methods for teaching information literacy to students by exposing them on how to develop research papers, how design research papers, how develop researchable topics and , experimentation strategies for inferences. While FUT, Yola uses only three approaches through exposing their students on how to develop research papers, how design research papers and how develop researchable topics thus, cluster mean representing the university revealed a low score of 2.25. Moreover the extent of adoption of all the methods is low when considering the overall cluster Mean of 2.25 representing all the respondents of the study. Except that responses from the interview attributed the issues regarding the use of instructional strategies in teaching information literacy to students as the sole responsibility of the faculty and their teaching associates as shown in transcript four page 147,

Research Question Five: What are the factors militating against the stakeholders' perception and involvement in IL Initiatives in Federal Universities in North East, Nigeria?

Table 5: Mean Rating of respondents' perception on the factors militating against the library stakeholders involvement in information literacy initiatives

Key: 0.5 to 2.49 = Low Extent, 2.50 to 3.49 = Great Extent and 3.50 to 4.0 = Very Great Extent.

S/N	Universities Number of return responses Item statements	ATBU, BAUCHI N= 90		FUK, GOMBE N=21		FUT, YOLA N=71		FUW, TARABA N=19		UNIMAID BORNO N=109		Total 310 Mean	Decision
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD		
1	Lack of active participation of Curriculum planning committees in the university	3.16	.47	3.14	.79	2.85	.81	2.72	1.12	2.79	1.18	2.93	GE
2	Lack of support from the university authorities	3.05	.65	2.76	.94	2.80	.83	3.42	.76	2.56	1.17	2.91	GE
3	Lack of policy mission and statement for IL initiatives in the university	3.03	.64	3.04	.74	2.64	.91	2.31	1.24	2.67	1.15	2.73	GE
4	Lack of collaboration among librarians and lecturers towards information literacy facilitation	3.01	.55	2.76	.94	2.80	.83	2.73	.87	2.75	1.17	2.81	GE
5	Lack of understanding of the importance of information literacy initiatives by the university management/staff affects student learning outcomes	2.97	.47	2.95	.97	2.71	.77	1.68	.74	2.17	1.12	2.49	LE
6	Librarians without knowledge in other subject areas	2.97	.39	2.92	.80	2.61	.68	3.00	.88	2.51	1.10	2.80	GE
7	Lecturers with limited expertise in librarianship	2.96	.66	2.92	.74	2.61	.87	3.05	.62	2.48	1.10	2.80	GE
8	Other course disciplines considered more important than information literacy	2.90	.61	2.90	.76	2.64	.82	2.84	.83	2.48	1.10	2.75	GE
9	Lack of National Universities Commission (NUC) involvement in IL initiatives in the university programmes	2.86	.52	3.14	.72	2.63	.68	2.42	1.12	2.59	1.10	2.72	GE
10	Limited budgetary allocation	1.78	.52	1.38	.66	1.81	.56	1.84	.60	1.53	.51	1.66	LE
CLUSTER MEAN		2.86		2.79		2.61		2.60		2.45		2.66	

Source: Survey Questionnaire, 2014

The table 5 above presented the mean response scores and standard deviation respondents from the universities studied regarding the factors militating against library stakeholders' perception and involvement in IL Initiatives. Critical study of the table revealed that ATBU, Bauchi is having a cluster mean of 2.86, FUK Gombe, 2.79 and FUT, Yola is 2.61. Respondents from these universities all agreed that lack of active participation of curriculum planning committees in the university, lack of support from the university authorities, lack of policy mission and statement for IL initiatives in the university, lack of collaboration among librarians and lecturers towards information literacy facilitation, lack of understanding of the importance of information literacy initiatives by the university management/staff affect student learning outcomes, librarians without knowledge in other subject areas, lecturers with limited expertise in librarianship, other course disciplines considered more important than information literacy, lack of National Universities Commission (NUC) involvement in IL initiatives in the university programmes and limited budgetary allocation. Except that respondents from FUW, Taraba does not agree that lack of policy mission and statement for IL initiatives in the university militate against their perception and involvement in IL initiatives. But the cluster means score representing them is at 2.60 which Great Extent. Meanwhile, the table further revealed an agreement between all the respondents that limited budgetary allocation is not among the factors militating against their perception and involvement in IL initiatives. Contrary to these opinions, respondents from UNIMAID does not agree that lecturers' limited expertise in librarianship and prioritization of other course disciplines over information literacy, militates against their perception and involvement in IL initiatives. Hence, the overall cluster Mean of 2.66 is shown on the table representing the responses from all the universities studied which proved the total acceptance of the factors affecting their perception and involvement in IL initiatives. Responses from the interview have justified this results as shown in transcript five Page 148

Research Question Six: What are the strategies for enhancing library stakeholders' perception and involvement in IL Initiatives in the Federal Universities in North Eastern Nigeria?

Table 6: Mean Rating and Standard Deviation on the respondents' view on the strategies for enhancing library stakeholders' perception and involvement in information literacy initiatives in federal universities in North, East Nigeria
Key: 0.5 to 2.49 = Low Extent, 2.50 to 3.49 = Great Extent and 3.50 to 4.0 = Very Great Extent.

S/N	Universities Number of return responses Item statements	ATBU, BAUCHI N= 90		FUK, GOMBE N=21		FUT, YOLA N=71		FUW, TARABA N=19		UNIMAID, BORNO N=109		Total 310 Mean	Decision
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD		
1	Faculty and librarians need to have subject matter knowledge of information literacy	3.38	.57	3.28	.78	3.02	.87	3.21	.41	2.72	1.17	3.12	GE
2	University stakeholders need to influence the development of policy statement for Information Literacy Initiative	3.37	.53	3.47	.81	3.01	.85	3.10	.73	2.72	1.16	3.13	GE
3	Need to recognize the importance of IL for the attainment of students' learning outcomes	3.32	.59	3.28	.78	3.04	.88	2.84	.60	2.77	1.18	3.05	GE
4	Faculty and librarians need to have skills in course planning and designing in the knowledge-based driven society	3.28	.56	3.28	.78	2.87	.86	3.00	.57	2.60	1.10	3.00	GE
5	Faculty (lecturers) need to integrate the content of information literacy into their individual courses	3.27	.61	3.28	.84	2.90	.84	2.89	.87	2.69	1.10	3.00	GE
6	Need to facilitate the integration of the concept information literacy across the university curricular	3.27	.61	3.47	.81	2.91	.89	2.73	.73	2.69	1.17	3.01	GE

7	Faculty and librarians need to adopt the use of social media networks to share sources and resources with students	3.25	.61	3.33	.73	2.87	.86	3.10	.45	2.58	1.13	3.02	GE
8	Faculty and subject librarians need to collaborate in content design and delivery of information literacy	3.25	.66	3.23	.88	2.90	.89	2.94	.70	2.73	1.14	3.01	GE
9	Need to understand the concepts/ components of information literacy and provide them with financial support to purchase new technology for attainment of information literate societal goals.	3.24	.50	3.33	.79	2.90	.86	2.90	.86	.71	1.10	2.61	GE
10	Faculty and librarians need to share visions with the students on learning style in the knowledge-based society	3.20	.73	3.28	.78	2.80	.90	2.73	.65	2.70	1.14	2.94	GE
11	Faculty and librarians need to have the Pedagogical content knowledge for effective facilitation of information literacy in the university system.	3.20	.73	3.19	.74	2.88	.87	3.36	.49	2.71	1.12	3.06	GE
12	University stakeholders need to engage in organizing in-house seminar, hand on practical óbased teaching strategies for students	3.17	.59	3.28	.84	2.83	.82	3.26	.73	2.72	1.16	3.05	GE
CLUSTER MEAN		3.26		3.30		2.91		3.00		2.52		3.00	
Source: Survey Questionnaire, 2014													

Results from table 6 above presented data on strategies for enhancing library stakeholders' perception and involvement in IL Initiatives in universities. Findings from the table revealed that respondents have responded that if all the identified strategies are applied it will address the low perception and involvement of library stakeholders in IL initiatives. Except that the level of acceptance varies as it can be seen from the table that ATBU, Bauchi is having the cluster mean of 3.26, FUK, Gombe 3.30 and FUW, Taraba 3.00. This means that the respondents from these three universities agreed that if the strategies are adopted it will improve the level of perception of the stakeholders to a very great extent. While, FUT, Yola with cluster mean of 2.91 and UNIMAID with the cluster mean of 2.52 shown that if the strategies are adopted it will help to a great extent in these universities. The overall cluster mean responses score of 3.00 of the respondents attest to the need to adopt the strategies. Responses from the interview also supported the results.

The strategies needed to be adopted for the enhancement of library stakeholders' perception and involvement in IL Initiatives should include: clear understanding of the concepts and components of information literacy and financial support for the purchase of new technology, should have ability to recognize the importance of IL as a vehicle for attaining positive learning outcomes, support and facilitate the integration of the concept of information literacy across the university curricular, integration of the content of information literacy into the individual courses, collaboration among library stakeholders in content design and delivery of information literacy, faculty and librarians need to share visions with students on learning style, university stakeholders' development of policy statement for information literacy initiatives should be influenced, organizing in-house seminar, hands-on practical based teaching strategies for students, use of social media networks by library stakeholders to share sources and resources with students, faculty and librarians need to have subject matter knowledge of information literacy, faculty and librarians need to have skills in course planning and design and Pedagogical content

knowledge for effective facilitation of information literacy in the university system; are rated high extent. See transcript Six page 150

Summary of Major Findings

Based on the analysed data from respondents of the study, the research has shown that:

1. There exists low provision of the components of IL initiatives in universities in North East Nigeria. Which include: computer literacy, database literacy, digital literacy, information competencies, information literacy skills training, information management skills, internet literacy, library literacy, media literacy, network literacy, numerical literacy, publishing literacy and that of user education the phenomenon can be attributed to the lack of policy defining the need to make available to the students such components.
2. Most library stakeholders have little understanding of the conceptual meaning of IL initiatives in the federal universities in North East, Nigeria as over ninety percent of the respondents did not perceived the concept as a process of educating students to understand the economic, legal, and social issues surrounding the use of information, access, evaluation and its ethical utilization in the Knowledge- Based society.
3. Library stakeholders in the federal universities do not facilitates the application and utilization of IL learning strategies that would to students support the students learning status in order to become independent lifelong learning across diverse course disciplines in the university
4. Only little approach is used by the library stakeholders in federal universities in north east, Nigeria to the incorporate teaching and learning methodology in IL initiatives to guide the students to learn at their own parameter with emphases on development and design of research papers, researchable topics, and experimentation.
5. Library stakeholders in the universities in north East Nigeria agreed that there exist a number of factors militating against their perception and involvement in information literacy initiatives, which includes: lack of support from the university authorities,

limited expertise in librarianship and other subject disciplines, prioritization of other course disciplines as important more than information literacy, lack of understanding of the concept and importance of information literacy initiatives by the university management and other staff, lack of collaboration and absence of policy statement on IL initiatives in these universities .

6. Library stakeholders in the universities in north east Nigeria agreed that: stakeholders need to understand the concepts and components of IL initiatives with a financial support to procure or make available the modern teaching and learning technology in their services, support the integration and facilitation of IL contents and its teaching approach across subject disciplines into the university curricular, collaboration in content design and delivery among faculty and librarians with further emphases on sharing the students' vision learning style. Particularly, through organizing in-house seminar, hand on practical based teaching strategies for students and the use of social media networks to share sources and resources with students, acquisition of pedagogical content knowledge and enactment of policy statement on information literacy initiatives in these was also emphases by the respondents.

CHAPTER FIVE

DISCUSSION OF RESULTS, CONCLUSION IMPLICATION AND RECOMMENDATIONS

This chapter was presented under the following headings: discussion of result, educational implications of the study, recommendations and suggestions for further research, limitations of the study, conclusion and summary. These findings were discussed in line with the stated research questions that guided the study.

The extent of management provision of components of information literacy Initiatives (ILI) to students in the Federal Universities in North East, Nigeria

According to the analysis of the data on the provision of components of IL initiatives to students in the federal universities in North East Nigeria, the findings revealed that the provision of database literacy, digital literacy, information literacy skills training, information management skill and library literacy is low and it has been justified by interview responses. The implications of these findings are that the federal universities in North East Nigeria provide almost half of the basic components of IL initiatives. But the traditional one-shot bibliographic instruction sessions and other components provide in these universities without policy attached its provision will no longer meet the needs and objectives of independent lifelong learning skills of the students. More and more course-related or integrated instruction sessions have to come to play a bigger role in making students more information literate. Practice may vary in dealing with the issue of information literacy at different institutions (Li; 2007). But Barbour, et al. (2004) contend that educators are realizing that the learning environment must be restructured so that it makes full use of technological innovations as well as meets the objectives of information literacy, computer literacy and lifelong learning in students' chosen fields of study.

Level of Stakeholders' Perception about the conceptual meaning of information literacy initiatives in the Federal Universities in North East, Nigeria

As evident from the analysis and presentation of data in respect of the library stakeholders' Perception about the conceptual meaning of information literacy initiatives in federal universities in North East Nigeria, it was discovered that the stakeholders possessed a narrow understanding of its conceptual meaning. This finding is in line with the study conducted by Koltay et al., (2010) on of information literacy initiative in Visegrad Four titled information literacy in the Visegrad group countries: literature and initiatives. The result reported that study apart from the positive trends on the basis of long-term monitoring surveys of the Czech universities and its academic programmes that insufficient understanding of the basic terms used for IL initiatives affected the attention of most teachers and students as a whole area focusing mainly on ICT and was found to be the blocking barriers of other ways for further development of information literacy. Dadzie (n.d) in his study of information literacy in higher education: overview of initiatives at two Ghanaian universities which included the University of Ghana and the University of Cape Coast also found that lack of collaboration between departments running IL programmes, the large number of students undertaking the courses, inadequate staff and the cumbersome mode of access to and delivery of the IL programmes. Though, Míranec and Zorica (2012) in one their study on Changing anatomies of information literacy at the postgraduate level: refinements of models and shifts in assessment: argued that the understanding of information literacy initiative as a neutral component that is not unaffected by the social setting, learning environment or methods is therefore rather problematic.

Meanwhile, the responses from the interview further proved the low conceptual understanding of IL initiatives where most respondents stated that "The central focus of information literacy is every activity that goes into helping the users identify their information need access them and be able to retrieve information either for scholarly research

or educational pursuitsí everyö [or] öInformation literacy could í in the interaction between two people in the network they should be able to disseminate a lot of information it shouldn't be limited to what is deliberately archives in the libraryö [meanwhile] öInformation literacy initiative is the requirement for each student that is to undertake his projects or that is learning at the degree levelí ö [But] “Generally, information literacy should be about how individual find information, how to get information, when to get it, how to evaluate and how to communicate it to the worldö as reported in transcript two page145.

Problems attached to the library stakeholder low understanding of the meaning of IL initiatives has been justified by the pre-seminar report of SCECSAL (2010) in Gaborone which confirmed that one of the challenges common to those working on information literacy programmes in Africa is that many of these programmes are mostly fairly new ó coming into being within the past decade or so ó and consequently are still in the pioneering stages. This is a clear indication that for information literacy initiatives to have its ground in the federal universities in north east Nigeria, it must involves the understanding of the concept and how various classification of literacies and the diverse components of IL initiatives help students to explore, search, evaluate, synthesis and create information for communication.

Similarly, Elmborg (2006) affirms in one of his study that in the knowledge-based economy, learning becomes the most essentially humanistic process of engaging and solving significant problems in the world, a process central to both teaching and learning. Information can then be redefined as the raw material students use to solve these problems and to create their own understandings and identities, rather than as something "out there" to be accessed efficiently, either in the library or in the world. Evidently learning to learn approach emphasizes by IL initiatives with the learner's ability to pursue and organize his one's own learning, either individually or in groups, in accordance with one's own needs, and awareness of methods and opportunities (Schultz-Jones; 2013). But in one of the study

conducted on information literacy development in Malaysia by Edzan (2008) found that the concept of information literacy is well understood by the various stakeholders in Malaysia, indeed their schools were embedding the content of IL initiatives into its curriculum but it is not always obvious as noted by the literature.

Extent of the level of involvement of library stakeholders in IL initiatives in federal universities in North East, Nigeria

Findings from the data analysed on the extent of library stakeholders' involvement in information literacy initiatives in federal universities in north east, Nigeria shown a low level of participation of the stakeholders. The present findings agrees with Dadzie (n.d) who carried out a study of information literacy in higher education: overview of initiatives at two Ghanaian universities and the result found that lack of collaboration between departments running IL programmes and inadequate staff with the cumbersome mode of access to components of IL programmes and delivery has been a major challenge facing academic teaching, learning and research in the two Ghanaian universities. He therefore recommends that: active commitment by the university management, improvements in information technology infrastructure and fostering of effective partnerships between the library and the teaching faculty should be intensified. Information literacy should not be restricted to the sphere of libraries and customary resources and the usual channels of information searching and retrieval (Miranec, S. et al (2012). Virtually, information literacy matters for students and researchers within any specific discipline and in co-operation among disciplines. We contend that information literacy can enormously improve performance of co-workers and/or students if it is requisitely holistic to meet the library/user's information needs. This is especially true in our contemporary, innovative society, which is a knowledge-based society using knowledge for routine, creativity, and innovation as a basis of competitiveness and well-being (Petermanec & Matjaf; 2008).

Extent of methods used in facilitating information literacy initiatives to students' of federal universities in North East, Nigeria

Findings from research question four (Table 4) on extent of the methods used by faculty and librarians in promoting independent lifelong learning, knowledge and skills to students revealed a low extent usage of the most critical methods for enhancing effectiveness in IL initiatives teaching and learning that would better the students' attitudes to independent lifelong learning in the universities in North East, Nigeria. This result has justified the findings of Deip (2011) from his study on conceptual framework for best practices in information literacy instruction based on stakeholders' perceptions in four Vietnamese academic libraries. Where he stated that in order to encourage independent learning among students, faculty and librarian, should move beyond the passive teaching approach to become facilitators of learning, and help students to make effective use of library and information resources. Students need to adjust themselves in a new academic environment and be willing to learn how to learn. We are also aware of the serious constraints on problem solving and innovation in situations where the ability to locate, evaluate and use information is lacking. It is therefore high time for the library stakeholders to apply what they know about information behaviour and information impact to information literacy programs and they need to prepare the next generation of information users in innovative educational programs that apply concepts drawn from research findings (Kuhlthau; 2008).

Moreover, Miranec, S. et al (2012) in their study have confirmed the need for the library stakeholders in the university to expose students to the new information spaces and instructed them on how to express themselves in this new context, how to organize resources for themselves and contribute to these new environments not just as users of information, but rather as creators and co-creators. Indeed, it should not only includes the creation of scientific content, but also the ability to take part in user oriented learning and organizational

practices, such as tagging and creation of research focused digital collection of links, the collaborative managing of web links and bibliographic data.

Apparently, it is clearly not just a matter of resources but also of making sure that information literacy skills gained by individuals within an institution link up with the other components that go into producing high quality teaching and research. Though, those formally charged with teaching – professors and lecturers – do not have a mandate to teach information literacy. Somewhat surprisingly, many academics do not themselves possess adequate information skills, even when research is central to their work (*SCECSAL; 2010: 8*). Therefore, the responses from the interview has also justify the need for the party concern to incorporate the contents of IL initiatives into the curriculum in order to better education practice in terms of facilitator, teacher and students. The responses explain that terms of the facilitators it would help the facilitators to have a better pedagogy. Better teaching strategies on how to manipulate and how to make students understand better and how to make students think in the process of doing things. See transcript four page 147 for details

Effective information literacy education requires students to be exposed to appropriate recursive and iterative learning opportunities throughout their undergraduate and graduate degree programmes (Breen & Fallon, n.d). Justifiably, Brage & Svensson (n.d) reported that there are some pedagogical changes going on for quite some times at all universities in Sweden. Indeed they are more and more moving towards a student-centred learning philosophy and practice and with a shift towards more resource-based teaching in which students are responsible for their own learning at all levels.

Response from the interview on the strategies to be adopted for IL teaching justify the report given by Barbour Gavin & Canfield (2004) that the instructional model used for information literacy rejects the traditional teacher-centred learning model where the teacher imparts information to students who dutifully record it in their notebooks. Rather,

information literacy is based on the active learning model in which the student is at the centre of the learning environment. They further argue that the basic skills expected for information literacy students should include developing research questions, identifying basic research tools, retrieving books and articles from online databases, differentiating between popular and scholarly research sources, and evaluating the credibility of sources. Moreover, an information literate person must be knowledgeable in the ethical and socio-political implications of electronic environments. To make good value judgments, students must grasp the central issues concerning fair use, copyright, and right to privacy, security and censorship.

Factors militating against the perception and involvement of library involvement in IL Initiatives federal universities in North East, Nigeria

The findings from table five revealed a good number of factors that militate against the perception and involvement of library stakeholders in information literacy initiatives in federal universities in north east Nigeria to include: lack of active participation of curriculum planning committees, lack of support from the university authorities, lack of policy mission and statement for IL initiatives, lack of collaboration among librarians and lecturers, lack of understanding of the importance of IL initiatives, librarians without knowledge in other subject areas, lecturers with limited expertise in librarianship, other course disciplines considered more important than IL and lack of national universities commission (NUC) involvement in IL initiatives in the university programmes.

The result of this study is in agreement with the study conducted by Deip (2011) on conceptual framework for best practices in information literacy instruction based on stakeholders' perceptions in four Vietnamese academic libraries, he reported that nearly 73 of library stakeholders agreed that lack of support from the university leadership is a great challenge to IL instruction, 81.3 percent further agreed that lack of collaboration between faculty and librarians is among the most challenging factor that impeded the inclusion of IL courses into the curriculum. Lack of expertise in librarianship and subject knowledge in other

subjects disciplines nearly scored 79 percent responses and Curricular constraints with 70.8 among others were reported by Deip and recommended that: Information Literacy Initiative Committee (ILIC) should be establish on campus, that will comprises of representatives from academic campus leadership, department leadership, computing services professionals, faculty members, library administrators, heads of library divisions, IL program coordinators, and librarians to take charge of directing, coordinating, and implementing IL initiative and encourages the inclusion of librarians in academic faculty meetings doing this will benefit them in providing IL learning opportunities for students.

The result of this study is also in agreement with the findings of a qualitative study conducted by Suraweera, et al (2012) on E-learning in information management education in Sri Lanka: Discussion of the impact of information literacy. Who found that lack of familiarity with the student centred education affects information workers as learners in IM education in developing information literacy skills. Lack of staff awareness about information skills, lack of understanding about constructivist-based pedagogy and lack of training opportunity for academics are among barriers for the use of ILI for effective implementation of e-learning. Another key similarity was the lack of partnership between librarians and academics in tertiary level IM education in Sri Lanka. They therefore posited that lack of collaboration is both a problem for conducting successful information literacy program in the university and a barrier to the successful use of e-learning in IM education in Sri Lanka.

The challenge for information literacy in project and Problem-based Learning is for librarians to design, in collaboration with academic colleagues, modules which can be embedded into the curriculum (Breen & Fallon, n.d).

Strategies for enhancing library stakeholders' perception and involvement in IL Initiatives in the federal universities in North East, Nigeria

Findings with respect to research question six (Table 6) reveal that all the steps were accepted as measures that can be taken in order to enhance library stakeholders' perception and involvement in information literacy in the federal universities in North East, Nigeria. The steps included: collaboration between faculty and librarians, development of policy statement on IL initiatives and its inclusion across subject disciplines, sharing of vision and learning style among faculty, librarians and the students, incorporating librarians in content design and delivery IL and the facilitation of pedagogical content knowledge for faculty and librarians through in-house seminar, hand on practical based teaching strategies, conferences, workshops among other things.

The findings of this study is also in agreement with the result of a study conducted by in Delta state, Nigeria by Ani-Ogbolu (2008) on the role of information literacy initiatives in the overall development of Nigeria. He reported the need to integrate the content of information literacy into the Nigerian curriculum of education and the teaching and learning process be restructured to enhance effective use of library to facilitate acquisition of appropriate information literacy skills and knowledge amongst staff and students in universities.

The result is also in line with Lau (2009) who carried out a survey of 400 students on the inclusion of information literacy skills training in students' curriculum in Bangkok, Thailand where the findings of study revealed that, most students lack adequate knowledge and skills of information literacy. He therefore recommended that; the content of information literacy skills should be incorporated into Bangkok- Thailand's school curriculum, as a necessity for effective delivery of relevant knowledge to their students in a problem solving base approach. Also Dadzie (n.d) who carried out a similar study on information literacy in higher education: overview of initiatives at two Ghanaian universities and result revealed that

there is the need for active commitment, improvements in information technology infrastructure, fostering of effective partnerships between the library and the teaching faculty and the review of library schools' curriculum to incorporate new core course in information literacy by the university management.

These results further justify the responses from the interview which reported that if information literacy is not considered as an emerging technology into the curriculum virtually the concern stakeholders in the universities have failed. Because the aim of training students in the university is to go out to the wider community and deliver and what they are delivering is information according to the respondents. It further reported the need for policy makers on education in Nigeria to come up with something that will see a total review of all its education policies and take information literacy as an example [Hence] we need total review of our curriculum for active citizenship. As shown in transcript Six page 150

In this regard, collaboration among librarians and faculty is essential for realization of the goal of integrating information literacy into the curriculum. Librarians are clear of that, while libraries are typically campus leaders in information literacy initiatives, students do not acquire information literacy skills through library instruction. They acquire information literacy skills in the classroom or the laboratory as they conduct research or participate in inquiry. Academic planning directorate of the university should actively collaborate with faculty in all departments to ensure the successful integration of information literacy into the curriculum that should be done across subject disciplines (Kerr; 2010). Peacock & Salisbury (N.d) have also recommended the same thing to the Queens University of technology (QUT) in one of the review of its information literacy program in 1998, that promotion of information literacy should be seen as the key competency for lifelong learning, fundamental to the teaching, learning and research and it should be clearly defined to enable the stakeholders shared understanding of the concepts throughout the QUT community.

Hence according to Barbour, et al. (2004) librarians and faculty are beginning to collaborate with IT specialist in an effort to create learning environments that make it possible for students to apply information literacy skills to the technological tools that are made available to them. Therefore, collaboration among faculty, librarians, and technical staff is essential in order to outline the appropriate training needs, information sources, learning modules and computer and information literacy requirements, as well as to help students gain expertise in technical design and interface issues that will help them to succeed in a university environment and beyond.

Notwithstanding, as part of the university-wide information literacy initiative, stakeholders responsible for fostering information literacy should be identified, and collaborative partnerships be developed to facilitate information literacy curriculum development and teaching strategies. The goal of librarian-faculty collaboration in integrating information literacy into the curriculum is to enable students to learn the skills and competencies needed for success during their life time (Li, 2007). As such, Brage & Svensson (N.d) further advised that in order to sustain the integration of information literacy into the university curriculum, librarians and faculty need to jointly investigate theories of change. Information literacy instruction needs to be planned inside academic programmes, not just in response to individual initiatives.

Summary of Major Findings

Based on the analysed data from respondents of the study, the research has shown that:

1. There exists management low provision of components of information literacy initiatives in universities in North East, Nigeria. Which include: computer literacy, Database literacy digital literacy, information competencies, information literacy skills training, information management skills, internet literacy, library literacy, and media literacy, network literacy, numerical literacy, publishing literacy and user education.

2. Most library stakeholders have little understanding about the conceptual meaning of information literacy initiatives as process of educating students to understand the economic, legal, and social issues surrounding the use of information, access and ethical utilization of its contents irrespective of form or format in the Knowledge- Based society.
3. Library stakeholders in federal universities do not facilitate to students the use of variety of information literacy components to support their teaching and learning status in order to become independent lifelong learning across diverse course disciplines in the university
4. Only little incidental approaches to the incorporated teaching and learning methodology in IL initiatives is used by the library stakeholders in universities in North east Nigeria to guide the students to learn at their parameter through development and design of research papers, and researchable topics, and experimentation.
5. Library stakeholders in universities in North East Nigeria agreed that there exist a number problems militating against their perception and involvement in information literacy initiatives, which includes: lack of support from the university authorities, limited expertise in librarianship and other subject disciplines, prioritization of other course disciplines as important more than information literacy, lack of understanding the concept and importance of information literacy initiatives by the university management and other staff, lack of collaboration and absence of policy statement on IL initiatives in these universities .
6. Library stakeholders agreed that these strategies should be adopted for an enhanced information literacy initiative, that: stakeholders must understand the concepts and components of information literacy initiatives with the financial support to procure or make available new technology in their services, support the integration and facilitation of information literacy contents and teaching approach across subject disciplines into the university curricular, collaboration in content design and delivery

among faculty and librarians with further emphases to share visions on students learning style. Particularly, organizing in-house seminar, hand on practical based teaching strategies for students and the use of social media networks to share sources and resources with students, acquisition of pedagogical content knowledge and enactment of policy statement on information literacy initiatives in these was also emphases by the respondents.

Implication of the Study

The findings of this study have established that provision of the components of IL in federal universities in north East, Nigeria is extremely low. The low level provision of these components may have adverse effects on students' ability to undertake independent learning for academic study and research purposes. Effective teaching, learning and research productivity of any university is determined by its ability to make available to its staff and student sources, access and strategies for meeting their information needs.

The provision of ILI components may have significant educational benefits in the university system by promoting collaboration among both the lecturers, librarians, administrators, academic planners and students to actualize their talent and breakthrough in learning and research particular in a self-directed and project-based learning strategies. Thus, low provision of the components may affect students' performance and exposure to compete with their counterpart in the knowledge-based society. Meanwhile, the study found that library stakeholders' awareness on information literacy initiatives as an emerging trend in teaching and learning for lifelong is needed if the objectives of university education are to be attained.

The implications of these findings of the study are therefore enormous to the National Universities Commission (NUC), National Educational Research and Development Council (NERDC) University management, Government, Faculty, Librarians and researchers considering the fact that the universities in Nigeria are established to encourage and promote

scholarship and advancement of learning in the conduct of research in all disciplines. The question is therefore, to say that none of the objective and philosophy of individual universities could be achieved without a positive perception and active involvement of library stakeholders in information literacy initiatives to enhance and facilitate critical thinking and independent learning among the students.

The pedagogical implication of IL initiative is that it promotes self-directed and project-based learning abilities among learners and other key library stakeholders. It is therefore, pertinent to be aware that for effective teaching and learning in the knowledge - based economy to be achieved, it must to be accompanied by a corresponding paradigm shift in information literacy skills and awareness in the university systems.

The institutional implication of the findings of this study is that collaboration between faculty, librarians and different curriculum committees is imperative and necessary when considering the important features of Montiel-Overall's theory of Teacher Librarian Collaboration (TLC) used by this study.

Management of the universities should be passionate to adopt or adapt IL curriculum to be supported by policy statement to cut-across any subjects disciplines course lecturers. This is because the trend now is knowledge--not minerals or agricultural products or manufactured goods the most precious commodity, are country with people who are information literate--who know how to acquire knowledge and use it effectively.

National Universities Commission (NUC) as a regulatory body in Nigeria emphasis on standard and restructuring of educational system to meet with global trends. This study has shown that there is the need for NUC to reappraise its benchmark in order ascertains its consistency in training of high level manpower for the country that would understand the economic, legal, and social issues surrounding the use of information, access and how to ethically utilise it during and after graduation for global competitiveness.

The finding of this study suggests numerous implications and contributions of information literacy initiatives. The study provides insight into the level of awareness provision and involvement of library stakeholders in IL initiatives and the strategies for addressing the grey areas militating against its active delivery in the federal universities in north east, Nigeria.

In-depth searches on diverse sources of information and a review of literature from the onset of this study showed that this empirical study is unique and the scanty works that explored the topic of this research in universities in Nigeria. Those studies if any were broad and did not narrow their scope to the federal universities in north east, Nigeria. Therefore this provides support for library stakeholders and managements in university programme. Thus, this study adds to the body of the existing knowledge in this area of study. Consequently, the findings of this study suggest that studies relating to perception and involvement in information literacy initiatives in the federal universities in Nigeria should not stop at this stage because this assessment is not an end in itself rather should be seen as an important mechanism for further research in Nigerian universities. Therefore, positive perception, involvement in IL initiatives and the provision of the basic components to be supported by policy vision and mission statement have the potentials to improve the way we teach and how we learn in the universities with the ability to influence critical thinking for independent learning to conform with the global expectations and academic standard.

Recommendations

Based on the findings of this study and the consequent implications, the following recommendations were made:

1. Provision of components of IL initiatives in the federal universities in North East Nigeria is at low variance. Effort must therefore be made to make in providing the basic components of IL to both staff and students for the enhancement of acquisition of requisite knowledge and to effectively evaluate and conceptualize their information needs

and access in a project- based learning approach for decision making. Management of federal universities in North east must commit all the needed components of IL initiatives, including , database literacy, digital based information literacy training, information competencies, information fluency, information literacy skills training, information management skills, library literacy, network literacy, numerical literacy, publishing literacy into the curriculum.

2. NUC through the managements of the federal universities in North East, Nigeria should organise and sponsor workshops, seminars, conferences inaugural lectures aimed at educating the library stakeholders about the emerging trend of IL initiative in order to be abreast with its conceptual meaning and the current development and achievement derivable from information literacy initiatives across subject disciplines in the institutions of higher learning. These activities should be systematically planned to update the knowledge of library stakeholders and the urging need for collaboration in information literacy teaching and learning for studentsø active participation in various field of study and research endeavours.
3. NUC in collaboration with NERDC should help in developing a policy and curriculum for universities with the ultimate focus on library stakeholdersø involvement and methodology for teaching information literacy initiatives across subject disciplines. It would be appropriate for the regulatory bodies of education and implementations to refer to curricular of systems where contents, involvement and methods of teaching IL is already practiced with reasonable success. Educational planners and core colleagues in the university know that it is important to have a structure that would serve as a guideline for introducing concept or incorporating new concept into the university program and its workability towards yielding maximum results for academic standard and research productivity. Moreover faculty and librarians should be innovative in teaching that would

influence the curiosity of the students at all level to undertake independent and group work that would better their future prospects in learning and research.

- 4 Faculty and librarians should develop and adopt project- based teaching and learning strategies to help students recognize the ethical usage of information and familiarize themselves with the social and legal issues attached to it. Doing this will allow them to become independent lifelong learners and avoid academic study/research integrity violations.
- 5 There is a need for university managements and NUC full commitment to formulate to formulate policy for integrating IL initiatives across subject discipline into the university curriculum. Doing will overcome the poor perception of most library stakeholders who think that information literacy initiatives is solely a librarians business.
- 6 University managements should sponsor and encourage collaboration among library associations and other subject specialist based association to conduct research, write paper and presentations at conferences, workshops and inaugural lecturers on the importance and place of IL initiatives to the nation's academic and research productivity recognition in the knowledge-based economy world

Suggestion for Further Research

Based on the limitations and findings of this study, the researcher made the following suggestion for further research work:

1. Similar research is needed in the federal universities located in the remaining five zones of Nigeria.
2. Experimental study need to be carried out on the perception and involvement of library stakeholders in information literacy initiatives in federal universities in North East, Nigeria.
3. A further study could be expanded to Monotechnics across the nation.

4. Further empirical study should be conducted to assess the effects of non provision of components of IL initiatives on students' achievement in academic study across subject disciplines.
5. Research and Development (R&D) could be conducted in the federal universities in North East, Nigeria to determine the library stakeholders' information literacy competences need and involvement in promoting independent lifelong learning in these universities.

Limitations

The researcher encountered several challenges while administering the questionnaire on faculty (lecturers) which included; lazy attitude of some faculty towards completing and returning the completed questionnaire as expected which lead to the researcher persistent follow-up, reproduction and administration of the questionnaire. Security and GSM network problems in Borno state also hindered the conduct of interview on the respondents of this study in UNIMAID and the non commencement of academic programme of the federal university Gashuwa Yobe state.

Other limitation is the refusal of most University Curriculum Planning Committee (UCPC) members to participate in the interview and the last minute decline of some who agreed to participate after several follow-up physically and on phone calls. Loss of the recorded voice data attacked by virus and poor auditory of the interview conducted, resulted in the conduct of fresh interview with the respondents after several follow-up and the restoration of the auditory quality of data was hectic. Demographic variables of the respondents were not identified in this study and therefore no consideration was given to non professional librarians. The librarians used were mainly professionals from the federal universities in North East Nigeria. Students and other important library stakeholders were not considered by this study. In spite of these challenges, the study was presumed to have achieved its objectives. Despite these limitations, the research findings were not affected and can be generalized to the population of federal universities in Nigeria.

Conclusion

Information literacy initiatives are indispensable tools for the success of every academic activity in the university education. The independent lifelong learning productivity of the Nigerian students and the academic study and research effectiveness as demanded by the paradigm shift in the knowledge-based economy can only be enhanced via the provision of the components of IL initiatives, good understanding of the concept, policy formulation and collaboration among faculty and library with pedagogical knowledge and skills necessary for imparting same knowledge and support the students who are the pivot of university education.

The study area was the North East, Nigeria. The population of the study comprises of 2178 key library stakeholders that consisted of faculty (Lecturers), librarians and members of Curriculum Planning Committee (UCPC) in the 6 federal Universities in North East, Nigeria. The sample size of 338 respondents (library stakeholders) was drawn from the population based on the recommendation given by scholars. Hence, a total of 298 faculty (Lecturers) and all the 31 librarians and Nine (9) UCPC members from the 5 universities were selected and used for the study. Questionnaire and interview schedule were developed and used for data collection for the study. The instruments were validated by three experts in library and information science and educational technology before the administration of the instrument with the help of research assistants while the interview part was conducted by the researcher himself after returned of the completed questionnaire. Data were analyzed using frequency distribution table, percentage, mean and standard deviation while the qualitative data were presented and discussed qualitatively.

The findings of the study revealed that only six (6) out the 15 basic components of IL initiatives were provide to the student in the federal universities in North East Nigeria; all the category of the library stakeholders have low perceptions of the concept of IL initiatives. Therefore, mode of teaching and learning in these university were found to be not far from the already none rote learning approaches which can be described as low pedagogical

knowledge and skill for facilitating independent lifelong learning to students across subject disciplines. Cause and effects of low perception and involvements of the library stakeholders in IL initiatives in these universities were identified and solutions to salvage the situations were also proffered. On this note, relevant recommendations were made from the findings of the study and some suggestions for further research were also made.

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Appendix I

ANCIL Information Literacy Mapping (2012 revised version) adopt from Coonan et al., (2012)

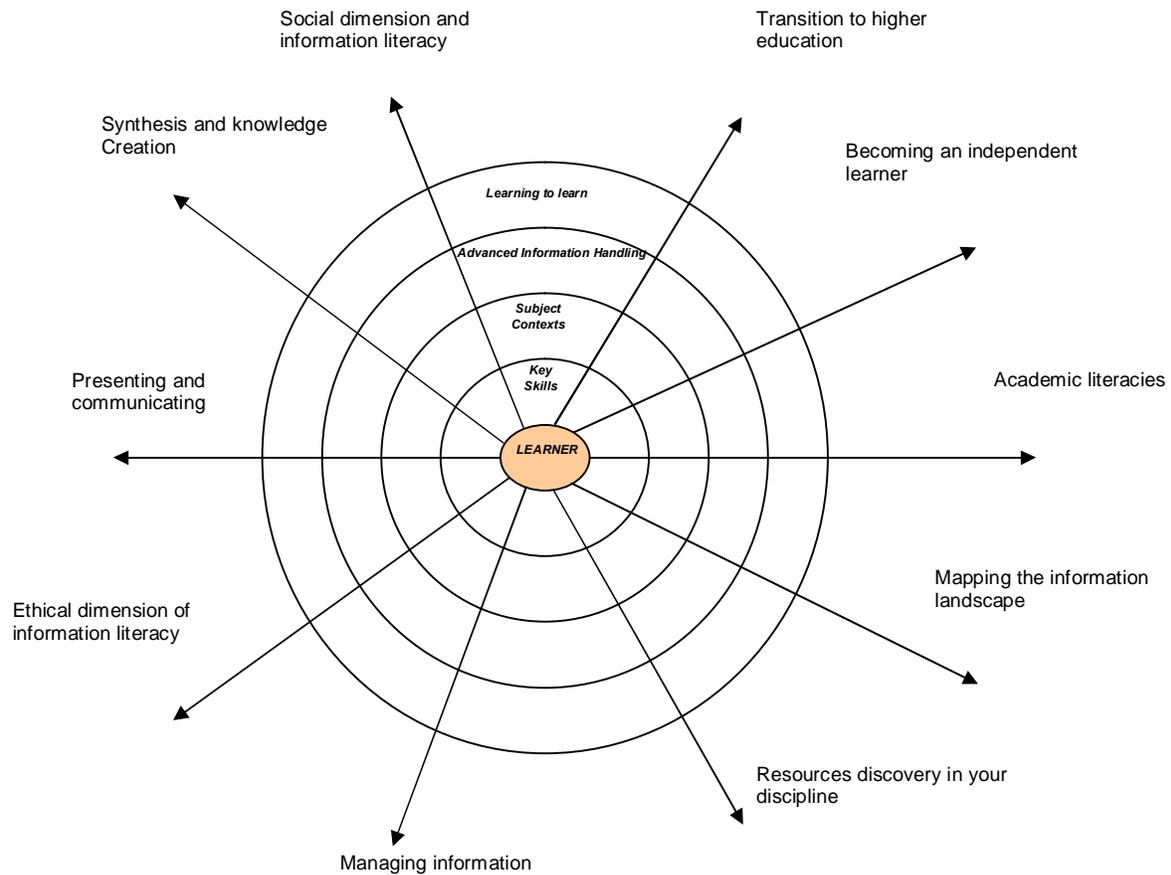
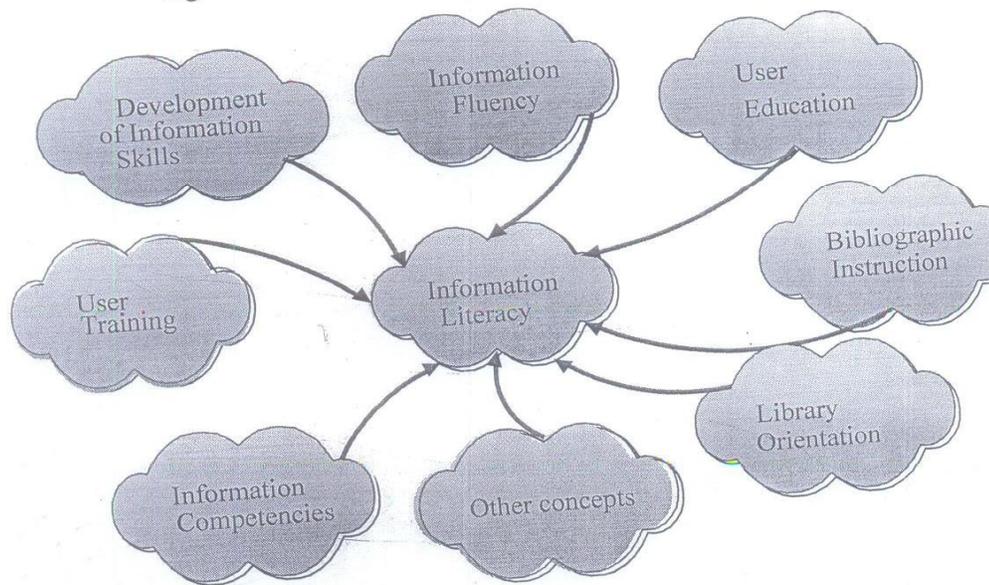


Fig 2 : A New Curriculum for Information Literacy (ANCIL) Framework

Appendix II

Figure 1. The Concept of Information Literacy



Adapted

Source: IFLA Guidelines on Information Literacy for Lifelong Learning: Final Draft, 2006 (Available at <http://www.ifla.org/files/assets/information-literacy/publications/ifla-guidelines-en.pdf>)

Appendix III

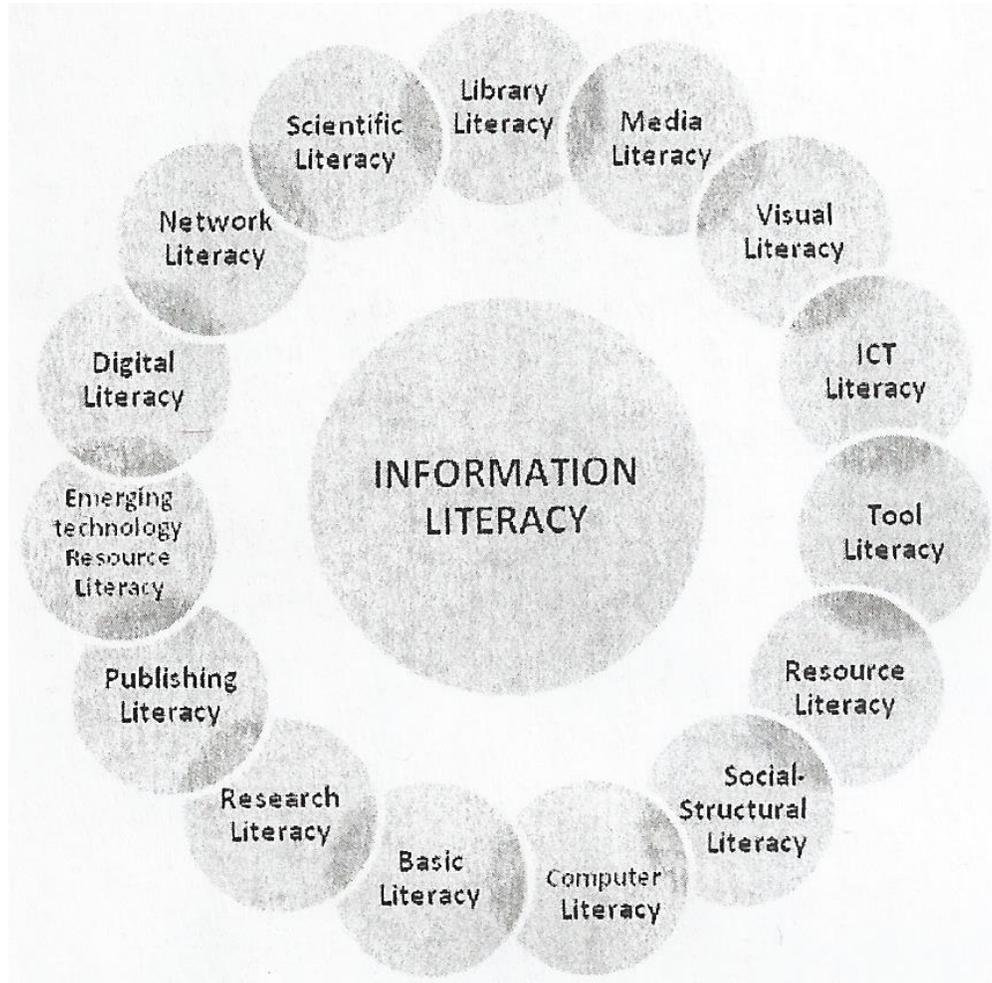
Figure 2: The Ecology of MIL: Notions of MIL



Adapted

Source: UNESCO (2011) Media and Information Literacy Curriculum for Teachers, (MIL) (Available at www.unesco.org/webworld) and harmonised into single a Schematic Ecology of Information literacy Initiatives by the researcher

APPENDIX IV

**Components of Information Literacy**

Adopted from: Bilawar and Pujar, Information Literacy Models: Correlation and Conceptual Model for Higher Education; CALIBER 6 2011, P, 389

APPENDIX V

Some of the available web addresses for accessing information literacy models for adoption or adaption

The Big 6,

(Eisenberg & Berkowitz, 2000, <http://big6.com/>)

Research Cycle (McKenzie)

(<http://www.fno.org/dec99/rcycle.htm>

The Alberta Model

(<http://www.ifla.org/IV/ifla65/papers/078-119e.htm>

Guided Inquiry: Carol Kuhlthau and Ross Todd

(http://www.cissl.scils.rutgers.edu/guided_inquiry/implementation.html)

[Research Steps to Success](#)

Sandra Hughes

<http://www3.sympatico.ca/sandra.hughes/sandra.hughes/research/researchs>.

Stripling and Pitts Research Process Model (1988)

<http://witloof.sjsu.edu/courses/250.loertscher/modelstrip.html>

The Seven Pillars Model

http://www.sconul.ac.uk/groups/information_literacy/sp/sp/model.html

The 8 Ws

<http://eduscapes.com/tap/topic71.htm>

Kuhlthau Model

<http://www.asis.org/Bulletin/Feb-99/kuhlthau.html>

http://library.humboldt.edu/ic/general_competency/kuhlthau.html

Louisiana Information Literacy Model for Lifelong Learning

http://mconn.doe.state.la.us/lessonplans/lit_model.htm

Action Learning Model

Gwen Gawith 1983

SAUCE T. Bond

Information Literacy & Inquiry Learning model

<http://ictnz.com/SAUCE.htm>

3 Doors Gwen Gawith

<http://infolit.unitecology.ac.nz/3doors/>

Lane Clarke's Model:

http://www.laneclark-ideasys.com/seminar_inquiry.htm

(Count) APPENDIX V

The Steps to the Research Cycle

<http://www.bham.wednet.edu/studentgal/onlineresearch/oldonline/mod5.htm>

Doug Johnsons Info Literacy Model

<http://www.doug-johnson.com/handouts/designresearch.pdf>

The information process

<http://www.neutralbay-p.schools.nsw.edu.au/library/infoproc.htm>

eVew : The Research Process (Canada)

http://www.saskschools.ca/curr_content/modgr8ss/files/index.html

Information Literacy Scope and Sequence

<http://encompass.cerfinfo.com/RModel.htm>

Applying the 4 Steps of Problem Solving to Info. Lit

<http://tinyurl.com/gymkh>

Digital Information Fluency (DIF)

<http://21cif.imsa.edu/resources/difcore>

James E. Herring's PLUS Model site.

<http://jimmy.qmuc.ac.uk/usr/jherri/plus/default.htm>

Student Research Guide (+ Info. Lit. Model)

<http://www.tdsb.on.ca/wwwdocuments/programs/cyberlinks/docs/StudentResearchGuide2003.pdf>

Information Literacy: Model at Noodle Tools

<http://www.noodletools.com/debbie/literacies/information/1over/infolit1.html>

MODEL of Digital Information Fluency

<http://21cif.imsa.edu/>

Information Literacy Matrix

http://www.nsula.edu/watson_library/shreve/nurse_info_lit.htm

Designing for Information Foragers

http://www.internettg.org/newsletter/dec00/article_information_foragers.html

Information Skills Model - Marland (1981) and NCET (1996)

<http://curriculum.becta.org.uk/docserver.php?docid=1899>

Olim-Kroch-Uris : The Seven Steps of the Research Process

<http://www.library.cornell.edu/olinuris/ref/research/skill1.htm>

The Super3

<http://academic.wsc.edu/redl/classes/tami/super3.html>

(Count) APPENDIX V

Herring, James: PLUS Information Skills Model

<http://athene.riv.csu.edu.au/~jherring/PLUS%20model.htm>

<http://www.ltscotland.org.uk/5to14/specialfocus/informationkills/plus.asp>

The Building Blocks of Research

<http://www.noodletools.com/debbie/literacies/information/2engage/infolit2.html>

Empowering: 8

APPENDIX: VI

Federal Universities Located in North East Nigeria

S/ N	Universities	Acronym	Location	Year of Establishment
1	Abubakar Tafawa Balewa University,	ATBU,	Bauchi	1988
2	Federal University Kashere	FUK,	Gombe	2011
3	Federal University of Technology,	FUT	Yola	1988
4	Federal University Wukari,	FUW,	Taraba	2011
5	University of Maiduguri	UNIMAI D	Maiduguri	1975
6	Federal University Gashuwa	FUG	Yobe	2012

Sources: NUC website www.nuc.ng & Establishment units of the universities, 2013

APPENDIX VII

**North East, Nigeria Federal Universities and Academic Faculty/Librarians
Population**

S/N	Universities	Acronym	Year of Establishment	Academic Staff	Librarians	Total
1	Abubakar Tafawa Balewa University, Bauchi	ATBU, Bauchi	1988	569	20	589
2	Federal University Kashere Gombe	FUK, Gombe	2011	127	3	130
3	Federal University of Technology, Yola	FUT, Yola	1988	517	8	525
4	Federal University Wukari, Taraba	FUW, Taraba	2011	65	10	75
5	University of Maiduguri	UNIMAID	1975	835	24	859
6	Federal University Gashuwa	FUG	2012	No		
				Employment		
TOTAL				2113	65	2178

Sources: NUC website www.nuc.ng & Establishment Units of the universities as at March, 2013

(COUNT) APPENDIX VII**POPULATION OF MEMBERS OF UNIVERSITY CURRICULUM PLANNING COMMITTEE IN THE FEDERAL UNIVERSITIES OF NORTH EAST NIGERIA**

S/ N	Universities	UCPC Members
1	Abubakar Tafawa ATBU, Balewa University, Bauchi	13
2	Federal University Kashere Gombe	FUK, Gombe 8
3	Federal University of Technology, Yola	FUT , Yola 7
4	Federal University Wukari, Taraba	FUW, Taraba 13
5	University of Maiduguri	UNIMAID 16
6	Federal University, Gashuwa, Yobe	FUG 16
TOTAL		57

Source: Establishment Units of the universities as at March, 2013

(COUNT) APPENDIX VII

84

Department of Library and Information Science,
University of Nigeria, Nsukka
Masters Student : Abubakar Aliyu Umar PG/MLS/12/62847
umaraliyuabubakar@yahoo.com & umaraliyua2012@gmail.com

THE REGISTRAR
A. F. B. U. BAUCHI

13th March, 2013

The Registrar,
ATBU, Bauchi.

25/3/2013



Sir,

REQUEST FOR STATISTICAL DATA

With reference to the letter attached, I would appreciate it much if the office of the registrar will allow me access to the statistical data of the following:

- 1. Total Number of Academic Staff 569
- 2. Total number of Professors 68
- 3. Senior Lecturers 131
- 4. Lecturer I 56
- 5. Lecturer II 76
- 6. Assistant Lecturer 56
- 7. Graduate Assistant 143

④ Adm Stamp
pls provide
Ch: 2/03

If approval and access is granted, it will support my *Thesis* work to look original when completed. All the Data given will be strictly and confidentially used for this study only.

② Registrar I approve. [Signature] 21/03/13

① Adm. VC
You may approve release of the data to the applicant in the attached [Signature]

Thank you for the usual cooperation

08039671329, 07058816880

⑤ DRISSE
If this is the accurate breakdown of the academic staff data as requested please.

③ [Signature] 21/3/13
From accounting dept.

(COUNT) APPENDIX VII

Department of Library and Information Science,
 University of Nigeria, Nsukka
 Masters Student : Abubakar Aliyu Umar PG/MLS/12/62847
 umaraliyuabubakar@yahoo.com & umaraliyua2012@gmail.com

13th March, 2013

The Registrar,
 Federal University Kashere,
 Gombe State

Sir,

REQUEST FOR STATISTICAL DATA

With reference to the letter attached, I would appreciate it much if the office of the registrar will allow me access to the statistical data of the following:

- | | |
|---|-----|
| 1. Total Number of Academic Staff | 171 |
| 2. Total number of Professors <i>f. reviews</i> | 17 |
| 3. Senior Lecturers | 13 |
| 4. Lecturer I | 3 |
| 5. Lecturer II | 7 |
| 6. Assistant Lecturer | 23 |
| 7. Graduate Assistant | 64 |

If approval and access is granted, it will support my *Thesis* work to look original when completed. *All the Data given will be strictly and confidentially used for this study only.*



AB/03/13

Thank you for the usual cooperation

08039671329, 07058816880

(COUNT) APPENDIX VII

Department of Library and Information Science,
University of Nigeria, Nsukka
Masters Student : Abubakar Aliyu Umar PG/MLS/12/62847
umaraliyuabubakar@yahoo.com & umaraliyua2012@gmail.com

13th March, 2013

The University Librarian,
Federal University Kashere,
Gombe State.

Sir,

REQUEST FOR STATISTICAL DATA

With reference to the letter attached, I would appreciate it much if the office of the university librarian will allow me access to the statistical data of the following:

- 1. Total Number of professional Librarians *NIL*
- 2. Total number of Deputy University Librarians *NIL*
- 3. Senior Librarians *NIL*
- 4. Principal Librarians, *NIL*
- 5. Librarian I *NIL*
- 6. Librarian II *1*
- 7. Assistant Librarian *2*

If approval and access is granted, it will support my *Thesis* work to look original when completed. *All the Data given will be strictly and confidentially used for this study only.*

AB/13/03/13

Thank you for the usual cooperation
08039671329, 07058816880



(COUNT) APPENDIX VII

From: A. A. A.
07032102***

To: Umar Aliyu
Date: 27th March, 2013

RE: REQUEST FOR STATISTICAL DATA

Below is the statistical data for Academic staff of Federal University of Technology, Yola.

ACADEMIC STAFF

1. Total Number of Academic Staff	517
2. Total Number of Professors	46
3. Total Number of Associate Professors	21
4. Seniors Lecturers	66
5. Lecturer I	142
6. Lecturer II	67
7. Assistant Lecturer	82
8. Graduate Assistant	93

LIBRARIANS

1. University librarian	1
2. University Deputy Librarian	1
3. Senior Librarians	1
4. Principal Librarians	1
5. Librarian I	1
6. Librarian II	1
7. Assistant Librarian	1

(COUNT) APPENDIX VII**UNIVERSITY OF NIGERIA**
Department of Library and Information Science

08035664021

E-MAIL: lis@unn.edu.ng

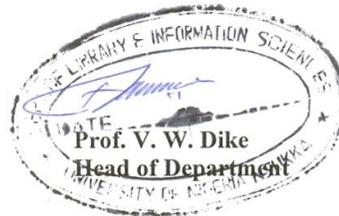
March 01, 2013

To whom it may Concern:**Letter of Introduction**

Mr. Abubakar Aliyu Umar with Reg. No. PG/MLS/12/62847, is a Masters' student in the above department of the University of Nigeria, Nsukka. Currently undertaking his research on the topic: "*Library stakeholders' perceptions of information literacy initiatives in the universities of North East Nigeria*". Your institution is among the universities selected for the study.

We will appreciate it much if you can give him the needed information and cooperation for the originality of the work.

Thank you.



APPENDIX VIII

Yamane Formula and Sampling Procedure

$$n = \frac{N}{1 + N (e)^2}$$

Where $N =$ Total population
 $e =$ level of precision $n =$ Sample Size

Thus the sample for the study was derived in following:

$$\begin{aligned} S &= \frac{N}{1 + n (e)^2} \\ &= \frac{2235}{1 + 2235 (0.05)^2} \\ &= \frac{2235}{6.5875} = 339 \end{aligned}$$

Total Number of Respondents to the Study Drawn Per University Involved in the Study in the Federal Universities in North East Nigeria

$$2235 \times \frac{569}{2235} \times \frac{339}{1} = 86$$

$$2235 \times \frac{127}{2235} \times \frac{339}{1} = 19$$

$$2235 \times \frac{517}{2235} \times \frac{339}{1} = 78$$

$$2235 \times \frac{65}{2235} \times \frac{339}{1} = 8$$

$$2235 \times \frac{835}{2235} \times \frac{339}{1} = 126$$

$$2235 \times \frac{339}{2235} = 317$$

All the sixty five (65) librarians were adopted

University Curriculum Planning Committee Members Sample Selected Per University from the Total Samples Drawn

$$2222 \frac{13}{339} \times \frac{59}{1} = 2$$

$$222 \frac{8}{339} \times \frac{59}{1} = 1$$

$$2222 \frac{13}{339} \times \frac{59}{1} = 2$$

$$222 \frac{7}{339} \times \frac{59}{1} = 1$$

$$2222 \frac{16}{339} \times \frac{59}{1} = 3$$

$$22222 = 9$$

Total Number of Faculty Members involved in the Study Sample Selected Per University from the Total Sample Drawn

Distribution of Sample

S/N	University	Sample		Number of librarians adopted	Total
		Faculty	UCPC		
1	ATBU, BAUCHI	86	2	20	108
2	FUK, GOMBE	19	1	3	23
3	FUT , YOLA	78	2	8	88
4	FUW, TARABA	8	1	10	19
5	UNIMAID	126	3	24	153
	Grand Total	317	09	65	391 SAMPLE

APPENDIX IX

UNIVERSITY OF NIGERIA, NSUKKA DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

QUESTIONNAIRE: *for Librarians and Faculty (Lecturers)*

Dear Respondent

I am a Masters Student of the above mentioned department of University of Nigeria Nsukka currently conducting a research titled: ***Library Stakeholders' Perception and Involvement in Information Literacy Initiatives in the Federal Universities in North East, Nigeria.***

I hereby solicit your support by completing the questionnaire objectively. All responses will be treated with confidentiality and used purposely for this research only.

Abubakar, Aliyu Umar

Section A: DEMOGRAPHIC VARIABLES

INSTRUCTION: Please write and Tick [] as provided

1. Name of University
2. Area of Specialization
3. Academic Status:
 Professor [] Associate Professor [] Senior Lecturer [] Lecturer I [] Lecturer II Assistant Lecturer [] Graduate Assistant []
 University Librarian [] Deputy University Librarian [] Principal Librarian [] Senior Librarian [] Librarian I [] Librarian II Assistant Librarian []
4. Do you have university Curriculum planning Committee in your university? Yes [] NO []
5. Are you a member of university curriculum planning committee? Yes [] NO []

Section B: Provision of IL Initiatives.

The following are some of the components of the emerging Information Literacy Initiatives. To what extent do the management of your university provide these components students?

4= Very Great Extent (GE), 3= Great Extent (VE), 2= Low Extent (LE), 1=No Extent

S/N	ITEMS	VGE	GE	LE	NE
1.	Bibliographic instruction				
2.	Computer Literacy				
3.	Data base literacy				
4.	Digital Literacy				
5.	Information competencies				
6.	Information fluency				
7.	Information Literacy Skills training				
8.	Information management skills				
9.	Internet Literacy				
10.	Library literacy				
11.	Media literacy				
12.	Network literacy				
13.	Numerical Literacy				
14.	Publishing literacy				
15.	User education				
Others specify and rate					

Section C: Library Stakeholders' Perception of IL Initiatives

Information literacy initiative is an emerging trend in teaching and lifelong learning. If you were to define the concepts with regards to your practice in the university what would be your relative priority from the elements listed below?

4=A, 3 =B, C=2, =1 as the relative value to the element

S/N	ELEMENTS	A	B	C	D
1	It is the scientific process of instilling in the students the knowledge and skills of accesses to needed information effectively and efficiently.				
2	It is s the process of developing students' skills for sourcing and critically evaluating self and source of information for optimum utilization				
3	It is the process of promoting life-long learning and research skills amongst students to use information effectively and accomplish specific tasks				
4	It is a process for educating students to understand the economic, legal, and social issues surrounding the use of information, access and use ethically in Knowledge- Based society.				

Section D 1: Library Stakeholders involvement in IL Initiatives (*LIBRARIANS*)

Information literacy initiative involves the facilitation of the following activities in academic circle. As a librarian to what extent were you involved in promoting the under listed activities in your university?

4=Very Great Extent (VGE), 3 = Great Extent (GE), 2= Low Extent (LE), 1 = No Extent (NE)

S/N	ITEMS	VGE	GE	LE	NE
1.	Bibliographic instruction				
2.	Computer Literacy				
3.	Data base literacy				
4.	Digital Literacy				
5.	Information competencies				
6.	Information fluency				
7.	Information Literacy Skills training				
8.	Information management skills				
9.	Internet Literacy				
10.	Library literacy				
11.	Media literacy				
12.	Network literacy				
13.	Numerical Literacy				
14.	Publishing literacy				
15.	User education				
Others specify and rate					

Section D 2: Library Stakeholders involvement in IL Initiatives FACULTY (LECTURERS)

Information literacy initiatives involve the facilitation of the following activities in academic circle. As a faculty member to what extent were you involved in promoting the listed activities in your university?

4=Very Great Extent (VGE), 3 = Great Extent (GE), 2= Low Extent (LE),1 = No Extent (NE)

S/N	ITEMS	VGE	GE	LE	NE
1.	Bibliographic instruction				
2.	Computer Literacy				
3.	Data base literacy				
4.	Digital Literacy				
5.	Information competencies				
6.	Information fluency				
7.	Information Literacy Skills training				
8.	Information management skills				
9.	Internet Literacy				
10.	Library literacy				
11.	Media literacy				
12.	Network literacy				
13.	Numerical Literacy				
14.	Publishing literacy				
15.	User education				
Others specify and rate					

Section E: methods used for teaching Information Literacy.

Developing lifelong learning depends among others on the methods of instruction employed by the instructor. To what extent do you apply the following methods in IL Initiative?

4=Very Great Extent (VGE), 3 = Great Extent (GE),2= Low Extent (LE),1 = No Extent (NE)

S/N	ITEMS	VGE	GE	LE	NE
1.	Analyzing local/International press coverage				
2.	Creating academic information discussion group				
3.	Critical Exploration				
4.	Development of research paper				
5.	Designing a research paper				
6.	Developing a research topic				
7.	Experimentation				
8.	Class assignment for locating sources of information				
9.	Project-based instruction				
10.	Use of Social media				
	Others specify and rate				

Section F: Factors militating against the library stakeholders' perception and involvement in IL Initiatives To what extent do you agree or disagree that the following factors inhibits the **library stakeholders' perception and involvement** in IL Initiative in across discipline-based courses?

4=Strongly Agree (SA), 3= Agree (A), 2=Disagree (D) and 1= Strongly Agree (SD)

S/N	ITEMS	SA	A	D	SD
1	Limited budgetary allocation				
2	Lack of support from the university authorities				
3	Lecturers with limited expertise in librarianship				
4	librarians without knowledge in other subject areas				
5	Other course disciplines considered more important than information literacy				
6	Lack of understanding of the importance of information literacy initiatives by the university management/staff affects student learning outcomes				
7	Lack of collaboration among librarians and lecturers towards in information literacy facilitation				
8	Lack of National Universities Commission (NUC) involvement				
9	Lack of active participation of Curriculum planning committees				
10	Lack of policy mission and statement in the universities				
	Others specify and rate				

Section G: Strategies for the enhancement of Information Literacy Initiatives.

The following are some of the strategies for enhancing library stakeholders' involvement in information literacy initiatives. To what extent did you agree or disagree with these strategies? That the university library stakeholders:

4=strongly Agree (SA), 3= Agree (A), 2= Disagree (D), 1= strongly Disagree (SD)

S/N	ITEMS	SA	A	D	SD
1.	Need to understand the concepts/ components of information literacy and provide them with financial support to purchase new technology for attainment of information literate societal goals.				
2.	Need to recognize the importance of IL for the attainment of students' learning outcomes				
3.	Need to facilitate the integration of the concept information literacy across the university curricular				
4.	Faculty (lecturers) need to integrate the content of information literacy into their individual courses				
5.	Faculty and subject librarians need to collaborate in content design and delivery of information literacy				
6.	Faculty and librarians need to share visions with the students on learning style in the knowledge-based society				
7.	University stakeholders need to influence the development of policy statement for Information Literacy Initiative				
8.	University stakeholders need to engage in organizing in-house seminar, hand on practical –based teaching strategies for students				
9.	Faculty and librarians need to adopt the use of social media networks to share sources and resources with students				
10.	Faculty and librarians need to have subject matter knowledge of information literacy				
11.	Faculty and librarians need to have skills in course planning and designing in the knowledge-base driven society				
12.	Faculty and librarians need to have the Pedagogical content knowledge for effective facilitation of information literacy in the university system.				
Others specify and rate					

APPENDIX X

INTERVIEW GUIDE ON UNIVERSITY CURRICULUM PLANNING COMMITTEE

MEMBERS

30 minutes will be awarded for each encounter depending on the schedule of the interviewee who must be a member of university curriculum planning committee. The encounter will start with a self introduction by the student (researcher) and the topic of the research, followed by appreciating the interviewee and a brief summary of the concept Information Literacy as an intellectual framework for lifelong learning, indeed it is a strategy for teaching students how to become independent lifelong learners, with the ability to identify, find, understand evaluate, and use information effectively which is an integral part of the entire curriculum reform initiative in an information literate society. As a member of curriculum planning committee in the university, I am therefore interested in exploring your ideas and experiences as a library and information science postgraduate student on academic research.

Sir/Madam

1. How can you describe the concept of information literacy initiatives?
2. How important do you think the content of information literacy is and should be integrated into the curriculum of universities?
3. What components of information literacy initiatives are available in your curriculum?
4. Whom do you think should be responsible for teaching and design of information literacy curriculum in the university and why?
5. The purpose of any curriculum and frameworks is aimed at helping teachers to understand concept and define approaches to teaching and learning. Thus it has been found that curriculum, frameworks and information literacy models for teaching and

learning were developed by scholars and other professional bodies. Is your committee aware of this development what can you say about this development and how do you encourage the use of such documents in your university?

6. NUC as a regulatory body demands for strict adherence to benchmark in establishing new or review of a curriculum .What would you say about the areas covered by NUC benchmark on information literacy initiatives?
7. Are there any suggestions/ comments/ that you would like to add regarding the information literacy initiative and involvement **Once more, thank you very much.**

APPENDIX XI
QUANTITATIVE DATA OUTPUT

Research Question One: What is the extent of university management provision of components of IL Initiatives to students in Federal Universities in North East, Nigeria?

	N	Mean	Std. Deviation
Computer Literacy	310	2.6806	.90555
Internet Literacy	310	2.5968	.96307
Media literacy	310	2.5903	.87941
Bibliographic instruction	310	2.5548	.91122
Information Fluency	310	2.5065	.93388
Network Literacy	310	2.4742	.96087
User Education	310	2.4645	.87598
Publishing Literacy	310	2.4613	.90134
Information Competencies	310	2.4387	.92840
Information Management Skills	310	2.4355	.91058
Numerical Literacy	310	2.4226	.93760
Digital Literacy	310	2.0710	.52275
Library Literacy	310	2.0226	.45809
Database Literacy	310	2.0065	.39408
Information Literacy Skills Training	310	1.8935	.65232
Valid N (listwise)	310		

Research Question Two: What are the Library Stakeholders' Perceptions of IL Initiatives in the Federal Universities in North Eastern Nigeria?

	N	Mean	Std. Deviation
It is the scientific process of instilling in the students the knowledge and skills of access to needed information effectively and efficiently.	310	2.7258	1.01397
It is the process of developing students' skills for sourcing and critically evaluating self and source of information for optimum utilization	310	2.9000	1.03013
It is the process of promoting life-long learning and research skills amongst students to use information effectively and accomplish specific tasks	310	2.5032	1.02319
It is a process for educating students to understand the economic, legal, and social issues surrounding the use of information, access and use ethically in Knowledge- Based society.	310	2.1871	1.20295
Valid N (listwise)	310		

Research Question Three: What is the extent of involvement of Library Stakeholders in IL Initiatives in the Federal Universities in North East, Nigeria?

	N	Mean	Std. Deviation
Bibliographic instruction	310	2.6710	.93552
Computer Literacy	310	2.0613	.60696
Database Literacy	310	2.4161	.79097
Digital Literacy	310	2.1290	.77342
Information Competencies	310	2.3387	.77467
Information Fluency	310	2.0065	.63853
Information Literacy Skills Training	310	2.5516	.90785
Information Management Skills	310	2.0645	.65535
Internet Literacy	310	2.7129	.86546
Library Literacy	310	1.9968	.66097
Media literacy	310	1.9516	.61868
Network Literacy	310	2.6290	.93189
Numerical Literacy	310	1.8774	.54370
Publishing Literacy	310	2.3645	.84725
User Education	310	1.9516	.60813
Valid N (listwise)	310		

Research Question Four: What are the methods used for teaching Information Literacy to the user communities in the Federal Universities in North East Nigeria?

	N	Mean	Std. Deviation
Designing a research paper	310	2.7323	.92917
Development of research paper	310	2.6968	.92344
Developing a research topic	310	2.6968	.88405
Experimentation	310	2.6290	.91436
Analyzing local/International press coverage	310	2.0742	.61611
Class assignment for locating sources of information	310	2.0000	.58570
Critical Exploration of information	310	1.9000	.69184
Creating academic information discussion group	310	1.8484	.67281
Use of Social media platforms	310	1.8258	.64510
Project-based instruction	310	1.7613	.65442
Valid N (listwise)	310		

Research Question Five: What are the factors militating against the stakeholders' perception and involvement in IL Initiatives in Federal Universities in North East, Nigeria?

	N	Mean	Std. Deviation
Lack of active participation of Curriculum planning committees in the university	310	2.9385	.92201
Lack of collaboration among librarians and lecturers towards information literacy facilitation	310	2.8387	.91718
Lack of support from the university authorities	310	2.8290	.96532
Lack of policy mission and statement for IL initiatives in the university	310	2.7774	.97151
Librarians without knowledge in other subject areas	310	2.7323	.84528
Lecturers with limited expertise in librarianship	310	2.7290	.91241
Lack of National Universities Commission (NUC) involvement in IL initiatives in the university programmes	310	2.7097	.86625
Other course disciplines considered more important than information literacy	310	2.6935	.89567
Lack of understanding of the importance of information literacy initiatives by the university management/staff affects student learning outcomes	310	2.5548	.95288
Limited budgetary allocation	310	1.6806	.56712
Valid N (listwise)	310		

Research Question Six: What are the strategies for enhancing library stakeholders' perception and involvement in IL Initiatives in the Federal Universities in North Eastern Nigeria?

	N	Mean	Std. Deviation
Faculty and librarians need to have subject matter knowledge of information literacy	310	3.0548	.93488
University stakeholders need to influence the development of policy statement for Information Literacy Initiative	310	3.0419	.94587
Need to recognize the importance of IL for the attainment of students' learning outcomes	310	3.0323	.94111
Need to understand the concepts/ components of information literacy and provide them with financial support to purchase new technology for attainment of information literate societal goals.	310	2.9742	.93094
Faculty and subject librarians need to collaborate in content design and delivery of information literacy	310	2.9710	.94636
Need to facilitate the integration of the concept information literacy across the university curricular	310	2.9710	.95994
Faculty and librarians need to have the Pedagogical content knowledge for effective facilitation of information literacy in the university system.	310	2.9710	.93604

Faculty (lecturers) need to integrate the content of information literacy into their individual courses	310	2.9645	.92539
University stakeholders need to engage in organizing in-house seminar, hand on practical . based teaching strategies for students	310	2.9516	.92129
Faculty and librarians need to have skills in course planning and designing in the knowledge-based driven society	310	2.9355	.91147
Faculty and librarians need to adopt the use of social media networks to share sources and resources with students	310	2.9290	.92509
Faculty and librarians need to share visions with the students on learning style in the knowledge-based society	310	2.9129	.95979
Valid N (listwise)	310		

APPENDIX XII
QUALITATIVE DATA TRANSCRIPTS

TRANSCRIPT ONE

QUESTION ONE: How can you describe the concept of information literacy initiatives?

“Our university is a science Tech based and therefore indexing and indexing services and how to search engines strategies and accessing books, we teaches GNS 201 information science and nowí moving from traditional library to e-library or digital library for the benefit of the studentsö (Respondent A). Respondent H also responded on the question regarding to the provision of the components of IL initiatives in her university with the saying that “Most of the courses taught are technology based so they don’t really consider mentioning anything about components of literacy education or media education. But such things such as bibliography are something that are involve virtually in every course there is no course you will work for without bibliography without referencingö. Respondent S as member of curriculum committee in his university respondent in the following as if he was not sure of the available components in his university by saying “I think we do have some components of that of bibliographic instruction, computer literacy, internet, library and user education we do have some of theseö

TRANSCRIPT TWO

QUESTION TWO: How important do you think the content of information literacy is and should be integrated into the curriculum of universities?

“The central focus of information literacy is every activity that goes into helping the users identify their information need access them and be able to retrieve information either for scholarly research or educational pursuits which form part of the core activity of the curriculum of every university” (Respondent A).

“But to the view of Respondent L he put it this way “I think information literacy is beyond library studies, is beyond going to library and get what is in the library information literacy could even in the interaction between two people in the network they should be able to disseminate a lot of information it shouldn’t be limited to what is deliberately archives in the library”. While, to the view of respondent H “Information literacy initiative is the requirement for each students that is to undertake his projects or that is learning at the degree level it ease the research work and everyday learning if you know what you are looking for where to get it and how to get it”

This respondent state that “Generally, information literacy should be about how individual find information, how to get information, when to get it, how to evaluate and how to communicate it to the world. Information literacy should not be seen as the old process of library orientation, bibliographic instruction or user education” information literacy should be seen as inculcating into the individual cognitive skills on to how explore and think of getting data and also how to evaluate and collate such data in helping the society or the information world ! So that is my view (Respondent S)

TRANSCRIPT THREE

QUESTION THREE: What components of information literacy initiatives are available in your curriculum?

õ Our university is a science based courses í we teaches GNS 201 information science and now we are moving from traditional library to e-library or digital library if we continue to teach GNS 201 and leave the syllabus as it is we do not like changes we will be seen as reactionaries or conservatives we refuses to change and our students will suffer because by the time they leave this environment they would not be able to access and use information in the real context which we have it in the real contemporary world, so the whole world is going global. Globalisation is the intent and that we are saying that change your system, change your approach, accept the benchmark that is universally accepted you bid into the world easily globallyö (Respondent A)

TRANSCRIPT FOUR

QUESTION FOUR: Whom do you think should be responsible for teaching and design of information literacy curriculum in the university and why?

õActually, I can say that the teaching in and design of information literacy curriculum as the responsibility of lecturers because they are people charged with entire academic design and implementations (Respondents H). [While] õIn my opinion the teaching and design of information literacy curriculum should be a collective responsibility between lecturers and librarians attached to the general studies department of a university.(Respondent A)

TRANSCRIPT FIVE

QUESTION FIVE: The purpose of any curriculum and frameworks is aimed at helping teachers to understand concept and define approaches to teaching and learning. Thus it has been found that curriculum, frameworks and information literacy models for teaching and learning were developed by scholars and other professional bodies. Is your committee aware of this development and what can you say about the development and how do you encourage the use of such documents in your university?

“There has not been any curriculum on IL initiatives í models and frameworks are something that every discipline has its own í NUC has its own requirement that has being existing, taking into cognizance the changes in the society in the university the new learning that will be of more benefit to entire societyí once such curriculum is sent to the committee í because anything new that is important and is going to enhance knowledge for students I don’t think is going to be rejected by the committee it will be whole heartedly accepted since the whole essence of learning is improvement so if you don’t improve on anybody hmm!!” who I think it would going to be accepted by the committee and it will go a long way in enriching research work and limit the difficulty of most students” (Respondent H). Other respondents have this to say:

“No we don’t have any policy on information literacy initiatives except that of general studies course handle by the general studies department teaching general and use of library (Respondent A) ” With the development in digital technology students should have access to information but as lecturers it is quite unfortunate we failed to do that í I’m just wondering! Without information literacy what are we doing in the University of Technology (Respondent L)” I know of a particular country that through the present leadership of

Barrack Obama and saw the need of not only implementing it as a policy in the United State of America but also declaring state of emergency. That just I knowí of course United state is a state since if they want get it done to their masses they would try to see how to merge or try to incorporate it into the curriculum associated models and frameworks. I think it is going to be there. But Nigeria our own country I would say I don't see, I cannot say, I wouldn't noö (Respondent S). [In addition to that when] öConsidering the importance of information literacy in training students how to access information in the digital technology age my committee have not yet receive any proposal to consider for inclusion of information literacy in their taught course [and] I don't think we have ever discussed issues related to information literacy initiatives at academic committee level but a colleague in library and information technology programme had once raised issue of such nature when we were trying to deliberate on review curriculums at departmental levelö (Respondent H)

TRANSCRIPT SIX

QUESTION SIX: Are there any suggestions/ comments/ that you would like to add regarding the information literacy initiative and involvement?

“So if you want implore some additional aspects to this as regards to information literacy which it talks about cognition and also transferable skills we need to put this into the curriculum I don’t think is there (Respondent S), [So] “We encourage faculties to make review of their curriculum as at when due so that the content and instructional strategies of the affected course will go along way with the global trends in information literacy in their individual courses” (Respondent A)

“Other respondents assured the faculties that “Once such curriculum is sent to the committee” Anything that is important and that is going to enhance knowledge for student I don’t think is going to be rejected by the committee, it will be whole heartedly accepted and it will go a long way in enhancing research work and limit the difficulty for both teachers and most students in what to look for (Respondent H). [I believe] “With very good and adequate method of information literacy I think it will leads to a better education practices in terms of teaching and learning centred on how to manipulate the different methods of teaching because of the diverse and also many ways of acquiring and seeking information using the concept of information literacy strategies. To incorporate the concept of information literacy into the process of teaching and learning, I think we have to face “totally review or take a look into the curriculum we have at hand before we get that thing done” (Respondent S)

Some of the respondents have therefore stated their views on the impotence to the idea of teaching IL initiatives across subject disciplines that “Teaching information literacy initiative into different subject discipline virtually would help both lecturers and students to use variety of databases and search strategies for locating and accessing information outside the confine of library building to enrich their learning ability” (Respondent L). [Thus,] “The

emergence of the concept of information literacy has led to the understanding of better education practicesí so is a welcome development. It is something I think is very important in the teaching and learning process and not only teaching and learning process but also to almost all the sectors of the economy of the country. So I think if it is incorporated as one of the goals of our education in the country it will lead to the better and effective education practicesö (Respondent S)

Some of the respondents were bold enough to reiterate the need for inclusion of the content of IL initiatives into the curriculum with firm pedagogical provisions to better its teaching with the saying òIf we don't consider information literacy as an emerging technology into the curriculum we have failedí because we are training students to go out there to deliver and what they are delivering is informationö (Respondent L). Because òWhen they learn how to access and update their own knowledge base on the vast information we have they will definitely progress (Respondent S) òí I think the benefit of it if been incorporated into the curriculum it leads to better education practice in terms of facilitator, teacher and students. But in terms of the facilitators I think it makes the facilitators to have a better pedagogy. Better teaching strategies on how to manipulate and how to make students understand better and how to make students think in the process of doing thingsö (Respondent S)

Some have further perceived the need and importance of IL initiatives as the ideal way for developing students' critical and reasoning ability as producing active citizens in the country through its inclusion in the nation's education policies. The report: òThe importance of information literacy cannot be over emphasizedí I think for teachers it would enable them to help the students study critical evaluation of information obtainable from various forms, formats and sources. Therefore, I think its integration into the university curriculum is needed even though you know each university has its own philosophyö (Respondent A) òActually information literacy is something that leads to the active citizenship it is something

that leads to the better education practice, better performances in terms of students and so and so forth. So I don't know if it is possible for our policy makers as regards to education to come up with something that will see a total review of all our education policies and take information literacy as an example, we need total review of our curriculum for active citizenship (Respondent S)