

Perceptions of Librarians and Library and Information Science Educators towards Collaboration and Promotion of Information Literacy in Nigeria

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Abstract

This study investigated the perceptions of librarians and library and information science (LIS) educators towards collaboration and promotion of information literacy (IL) in Nigeria. The study adopted the descriptive survey and used questionnaire as the instrument for data collection. The simple random sampling technique was used to select five state universities teaching LIS in Nigeria. The population of the study consisted of 103 librarians and LIS educators. Data were analysed with percentage and mean. The study found that the perception of the concept of IL is high and librarians and LIS educators share a similar opinion on the core skills that students should have from IL. There is evidence of positive perception and willingness to collaborate on IL between both groups although some differences were identified in the areas where librarians and LIS educators are willing to collaborate. Perceived challenges such as inadequacy of facilities to teach IL, reluctance in having IL in the curriculum and an unfounded fear of unwillingness to collaborate from both librarians and LIS educators were also identified.

Keywords: *Information Literacy, Librarians, Library and Information Science Educators, Universities, Nigeria.*

Introduction

Information literacy (IL), is a strong pillar of the knowledge society because it has to do with a set of abilities requiring individuals to recognise when information is needed and have the ability to locate, evaluate, and use effectively the needed information (*American Library Association, 2018*). The need for these skills became heightened due to the availability of diverse and complicated information resources, occasioned by the advances in information and communication technologies (ICT). A person who has these skills is termed information literate, can be independent, be a lifelong learner and ultimately survive in the 21st Century information environment (*Australian and New Zealand Institute for Information Literacy, 2004*).

For students, IL provides much needed skills that will become very useful for knowledge based development and lifelong learning, even long after they would have left school (*Okoye, 2013*). With information easily accessible today, only those who are capable of finding, evaluating, analysing, and conveying information to others effectively and efficiently are likely to succeed at whatever they do. *Igbo and Imo (2017)* identified IL as the basic foundation of learning in an environment of abundant information resources occasioned by the advances in technological development, posited that, undergraduate students are in critical need for IL skills. It is essential for undergraduates in this information technology age to develop the skills of independent information searching, evaluating and utilising of all available sources of information. The extent of relevance is seen in its importance in allowing students to cope by giving them the skills to know when they need information and where to locate it effectively and efficiently (*Baro and Ugu, 2019*).

Over recent decades, the university library has been at the forefront of helping students and other library users acquire library use skills that help them effectively use information. However, the availability of diverse and more complicated information resources, occasioned by the advances in information and communication technologies (ICT), have caused libraries to position themselves as the providers of IL training (Chen and Lin, 2011). For a long time in Nigeria, IL efforts have been championed by librarians in the form of library instruction sessions. Presently, there is an urgent need to explore models of collaboration between librarians and LIS educators on ideas and examples of ways of ensuring that IL is taught to all categories of students in universities. Arguing along this line, Russell (2006), indicated that collaboration enhances effectiveness and efficiency in teaching methodology, enabling meaningful contribution from the teaching faculty and the librarians, allowing a more productive use of resources, application of educational technology for independent and problem-based learning. Also, Ushuel (2007), pointed out that for imparting information literacy skills to students, courses/learning experiences should be organised with cooperation among faculties of education, department of ICT education and instructional technologies, department of information management, and university libraries.

This study investigates how collaborations between librarians and LIS educators can promote IL in the universities funded by state governments in Nigeria. In the context of this study, the collaboration sought after is that with LIS educators. Library and Information Science (LIS) as an academic discipline, engages professionals whose duties are only different from those librarians in the sense that while librarians mostly serve in the library establishment, LIS educators focus on training future library personnel. LIS educators having been trained in the same principles and practices of librarianship as librarians, and as such are as knowledgeable as librarians in library activities and IL. Being always seen as the responsibility of librarians to inculcate IL skills to students in academic settings, the major aim of this study is to ascertain the perceptions of librarians and LIS educators towards collaborating to promote IL in state universities. The need for this study arose from a lack of information available in the literature about how librarians and IL perceive

the notion of collaboration to promote IL programmes, and how willing they are to undertake such a partnership should the need arise.

Statement of the Problem

Several studies, (Baro and Zuokemefa 2011; Anyaoku, Ezeani, and Osuigwe 2015) observed that university libraries in Nigeria have over the years engaged in different information literacy (IL) practices ranging from library tour/orientations sessions to introductory information skills, database searching skills, bibliographic training and use of the library. These courses are done through orientation programmes and various user education initiatives involving one-on-one and classroom instructions mostly in the form of library use instructions. There are recent reports that university students are in critical need for information literacy skills because, most students in Nigerian tertiary institutions have been found to lack the necessary IL skills (Baro and Zuokemefa, 2011; (Okon, Etuk and Akpan, 2014). This situation is of great concern, especially at a time when information access and use of information are extremely indispensable, or even unavoidable. Hence, there is the concern that enough is not being done to teach students IL skills.

The idea of collaboration between librarians and teaching staff in tertiary institutions to popularise the concept of IL has particularly been identified as a very effective means of enhancing students' skills in the use of information and their overall performance in learning (Ojedokun and Lumande, 2005). However, this approach of collaboration between librarians and LIS educators is yet to be explored especially in state owned universities in Nigeria. Very little is known about the perception of these two groups concerning collaboration to teach IL. Also, there appears to be very scarce research on ways that LIS educators can join librarians to promote information literacy successfully and the possible challenges therein.

Research Questions

1. What is the level of awareness of librarians/LIS educators about the concept of IL in Nigerian universities?
2. What are librarians/LIS educators' perception

about the core skill that students should acquire from IL?

3. To what extent are LIS educators willing to collaborate with librarians in promoting IL?
4. In what areas can librarians and LIS educators collaborate in promoting IL?
5. What are the perceived challenges to collaborations between librarians and LIS educators in promoting IL?

Review of Related Literature

There have been many conceptual definitions of IL, all of them evolving from the 1970s when IL was first introduced by Paul Zurkowski. Over the years, the concept has been redefined and modified to suit the discussions of the times. One of the most recent definitions, is that put forward by the Association of College and Research Libraries (ACRL) (2016) that IL is “the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning. Another dimension to IL is provided by Chartered Institute of Library and Information Professionals in their definition. Their definition stated that IL is knowing when and why you need information, where to find it, and how to evaluate, use and communicate it (CILIP, 2012). Further explaining that an individual’s ability to critically think and make balanced judgments about information at his disposal enabled him to be regarded as information literate (*CILIP Information Literacy Group 2018*).

The abilities that one develops from being information literate are regarded as IL skills. The skills that are required to be an information literate person call for an understanding of: a need for information, the resources available, how to find information, the need to evaluate results, how to work or exploit results, how to communicate or share your findings and how to manage your findings. Information literate people are those who have learned how to learn. (*CILIP Information Literacy Group 2018*). According to ALA (2000), by ensuring that individuals have the intellectual abilities of reasoning and critical thinking, and by helping

them construct a framework for learning how to learn, colleges and universities provide the foundation for continued growth of students throughout their careers, as well as in their roles as informed citizens and members of communities.

Information literacy is common to all disciplines, to all learning environments, and to all levels of education. Hence, the concept presupposes that students must be aware of a need for information and knows how to find, evaluate and subsequently use such information to solve problems and make decisions. With the information glut that characterises the 21st Century, IL becomes a necessary tool required to navigate information got from the Internet, or the World Wide Web, online databases, books or document, and other possible sources. Inherent in the concept of information literacy is the ability to understand and critically evaluate and make use of information to solve specific problems or tasks at hand (Okon, Etuk and Akpan, 2014). The definitions and descriptions of information literacy presented over the years can be summarised in three concepts as identified by Boekhorst (2003):

1. The ICT concept: information literacy refers to the competence to use information and communication technologies (ICT) to retrieve and disseminate information.
2. The information (re)sources concept: information literacy refers to the competence to find and use information independently or with the aid of intermediaries, and
3. The information process concept: information literacy refers to the process of recognising information need, retrieving, evaluating, using and disseminating of information to acquire or extend knowledge.

Studies have shown that teaching staff in most institutions recognise the centrality of IL skills in academic work and wish to help students improve their IL skills (Kuh and Gonyea, 2015). Williams and Wavell (2007) reported that teachers generally thought of IL as process and skills oriented, including reading skills and basic understanding of text and vocabulary, rather than outcome oriented i.e. knowledge building, creation, communication), with little emphasis on the relationship with learning or problem solving. A study by Anyaoku (2016)

investigated the conceptions of information literacy among librarians in South Eastern part of Nigeria, and found that librarians conceptualised information literacy as a meta competence involving different information skills and abilities. By examining the perceptions of students, teaching faculty, and librarians. Yevelson-Shorsher and Bronstein (2018), presented three dimensions on the concept of IL and its skills in the academic environment. Their observation was that, to the teaching faculty, IL helps students to gain access to vast amounts of information that is often unsupported, unfiltered, and unreliable, they must be given this crucial set of skills.

Bruce (2003) defined IL skill as the ability to access, evaluate, organise and use information in order to learn, solve problem, and make decisions irrespective of the settings is information literacy skills. In the opinion of Ojedokun (2007), IL skills require an individual to be able to define problem; initiate a plan to find information; locate and access resources; use the information; synthesise information; and carry out some forms of evaluation. The acquisition of IL skills puts a student at place where he or she is able to exhibit a responsiveness of how to gather, use, manage, synthesise and create information and data in an ethical conduct and will have the information skills to do so effectively (SCONUL, 2011). IL as a set of skills includes the technical skills necessary to operate a computer and more importantly, the critical thinking skills necessary to evaluate and use the information (Springer, 2009). The University of South Carolina (2018), listed ten IL skills that students must possess; they are:

- Know when information is required for a specific research assignment or academic task.
- Know how to formulate research questions to guide information search.
- Know where to find and locate quality information.
- Determine and understand sources of information.
- Know how to select the best source of information that best suits their purpose.
- Know how to organise information and consolidate all of this information.
- Know how to use the information to complete the assignment, task, or project.
- Present information in a way that is acceptable and understandable.

- Evaluate information
- Use information in an ethical and fair manner.

Several researchers have considered the core IL skills which undergraduate students should be equipped with after being exposed to IL instruction and programs. Olubiyo, Ogunniyi, Ademilua, and Akanmidu-Fagbemi, (2019) found that the undergraduates at Adeyemi College of Education, Ondo, Nigeria were more exposed to library use and computer use skill from the IL instruction. An assessment of IL skills among second-year undergraduate students of the University of Livingstonia in Malawi, (Flywel and Jorosi, 2018), revealed that the students had IL skills in awareness of types of information sources but had problems in identifying diverse information resources and their usage. They also demonstrated lack of skills in information search and Web retrieval techniques. With respect to skills in evaluation of information, the study showed that the students lacked information evaluating skills. This result led the authors to conclude that the majority of students at the University of Livingstonia did not demonstrate adequate information literacy skills even though they had IL training

Mohktar and Majid (2006) have defined collaboration as a mutually beneficial and well-defined relationship entered into by two or more organisations to achieve results they are more likely to achieve together than alone. Although librarians have always been the ones in charge of use of library education (Bavakutty and Nasirudheen, 2008), Ushuel (2007) argued that, to effectively impact IL skills to students, there is the need for cooperation among faculties of education, department of ICT education and instructional technologies, department of information management and university libraries. The University of Texas (2016) asserts that success in implementing information literacy depends on collaboration between classroom faculty, academic administrators, librarians and other information professionals. The above views rightly show that collaboration entails the pulling together of ideas and expertise of individuals from different professional backgrounds to achieve a common objective. According to the American Library Association (2007) collaboration between faculty and librarians is fundamental to information literacy because:

- Collaboration is based on shared goals, a shared vision, and a climate of trust and respect. Each partner brings different strengths and perspectives to the relationship.
- The teacher brings an understanding of the strengths, weaknesses, attitudes and interests of the students, and of the content to be taught, and
- The librarian adds a thorough knowledge of information skills and methods to integrate them into the course, pedagogical knowledge for teaching these skills and an understanding of student's frustration with the research process.

Prior research, (Russell, 2002; Ivey, 2003; Mohktar, and Majid, 2006), shows that, collaboration between librarians and teaching faculty have long existed with positive results from such partnership in IL training. The report by Abubakar and Isyaku (2012) also favoured collaboration between faculty members and librarians, in the aspect of helping to develop active learning activities and assignment for students to engage the IL process. Graftein (2002) identified the role of the librarian as mainly teaching generic information skills while the faculty is responsible for imparting those skills that are embedded within the research paradigms and procedures of their disciplines. Mohktar and Majid (2006) also recommended that the teacher and librarian should work together to develop lesson units, plan student learning activities, identify and select appropriate learning resources. The authors added that these initiatives help to achieve a level of collaboration that has more instructional impact and educational value which is likely to be sustained.

Igbo and Imo (2017), explored the perception of the teaching faculty and librarians on collaboration as a strategy for imparting information literacy to the undergraduate students of Nigerian universities. The findings revealed that the teaching faculty and librarians perceive collaborative teaching as relevant means of improving students overall learning. While the librarians expressed readiness to collaborate with the teaching faculty in all the stages of the teaching process from lesson planning to evaluation of learning outcomes, the teaching faculty showed some sense of apathy with respect to entering into full collaboration with librarians in teaching especially in areas of lesson planning and evaluation. The authors concluded that the faculty does not either

have full grasp of the procedures for developing student's information literacy or the contributions of the librarians in this regard. According to Ugu and Baro (2019), successful information literacy programmes will only be achieved only when libraries develop programmes collaboratively with teaching staff, where teachers serve as experts in content and context and librarians as experts in resources and processes.

Ivey (2003) investigated the partnership between librarians and academics in their efforts to develop students' IL skills at the University of Waikato, in New Zealand. The study revealed that the extent of effectiveness of IL programmes depended on the extent of understanding of parties on how the programme was developed and the provision of appropriate staffing resources to develop and deliver the programs. Also, the authors identified that effective communication and positive working relationships was among the conditions that were found to be essential to the success of collaboration between librarians and academics of the University. The study further reported that librarians were not involved in designing courses but were responsible for planning the information access and retrieval aspects of the IL learning programmes. Raspa and Ward (2000) mentioned five fundamental qualities that are required for IL collaboration to be effective. They include; passion, persistence, playfulness, project and promote.

Collaborations between librarians and teaching faculty is fundamental to achieving the goals of IL (ALA, 2007), however there are challenges to successful implementation. Igbo and Imo (2017) used mean scores to identify "faculty regarding the libraries as information store and librarians as book keepers, and not teachers" as a major collaboration challenge. Among challenges recorded by Ivey (2003) was the problem of insufficient resourcing to develop collaborative partnerships and information literacy programmes. Most of the academics mentioned that some of their colleagues are also interested in working with librarians to develop students' IL skills but that librarians' unmanageable workloads were a major concern of six academics. Another challenge identified by Abubakar and Isyaku (2012) was that librarians and faculty members differ in knowledge on how the knowledge is to be organised, shared and transferred to the students. In another instance, there are librarians and faculty

members who do not believe in enhancing the librarian-faculty partnership (Sanborn, 2005).

It is immediately noticeable from the above review of literature that collaborations between librarians and teaching staff of universities can work together to foster IL training in universities. Also noticeable is that most of the literature on IL collaborations have focused on such collaborations between librarians and members of some specific faculty or all the academic staff of a given university, there was no available literature on the collaboration between academic librarians and their counterparts who teach library and information science (LIS educators). This study intends to fill this gap.

Research Design/Methodology

Descriptive survey research design was adopted for this study. Using simple random sampling, five state universities offering LIS in Nigeria were selected. They are: Ambrose Alli University, Ekpoma, Benue State University, Makurdi, Imo State University, Owerri, Delta State University, Abraka and Osun State University Osogbo. The targeted population

of the study is the LIS educators (lecturers in the Department of Library and Information Science) and librarians (professional library staff in the academic libraries). The total population from the five selected LIS schools was put at 41 LIS educators and 62 librarians making a total of 103.

Two sets of self-constructed questionnaires were created using Google Doc were the instruments used for data collection. The instrument was scrutinised by the researcher's senior colleagues to ensure face validity. The survey links are <https://forms.gle/rKG7LiQS54uS8N6GA> and <https://forms.gle/XZ4DJmsY8r5QyLDd9> respectively. Seventy-seven copies of the instruments were distributed online using emails, while the researcher personally distributed the other 26 copies to respondents. After several reminder messages were sent the respondents, the researcher was able to retrieve a total of 69 (67%) copies of the questionnaire. For librarians, the response rate was 48 which represented (69.5%) and 21 (30.5%) for LIS educators. Data collection took five months, starting in October, 2019 to February, 2020. Data were analysed using percentage and mean with a criterion mean score of 2.50.

Table 1: Response Rate

Institutions	Librarians	LIS Educators	Total
Ambrose Alli University, Ekpoma	10	5	15
Benue State University, Makurdi	9	3	12
Imo State University, Owerri	10	4	14
Delta State University, Abraka	11	6	17
Osun State University Osogbo	8	3	11
Total	48	21	69

Source: Field work

Results

Level of Awareness of Librarians and LIS Educators of the Concept of IL

Three themes of IL are presented to librarians and LIS educators in a structured form to ascertain their

understanding of the concept of IL. The analysis of the responses obtained from faculty and librarians is presented in Table 2.

Table 2: Awareness of IL Concepts

Concepts of IL	Librarians		LIS Educators	
	Agree	Disagree	Agree	Disagree
The Information Technology Concept	42 (87.5%)	6 (12.5%)	21(100%)	0 (%)
The Information Sources Concept	48 (100%)	0 (0%)	14 66.6%)	7(33.6%)
The Information Process Concept	44 (91.6%)	4 (8.4%)	15(71.5%)	6(28.5%)

As seen from the Table 2, all respondents have an overall high level of awareness of the concept of IL. All 48 (100%) librarians see IL from the information sources concept. The next accepted definition of the concept of IL by librarians is the information process concept where 44 (91.6%). The least accepted definition of IL by librarians is the information technology concept 42 (87.5%). For LIS educators, 21 (100%) accepted the information technology concept of IL. This is closely followed by the information process concept definition 15

(71.5%) and the least accepted definition was the information sources concept of IL 14 (66.6%).

Librarians/LIS Educators' Perception of the Core Skills that Students should Acquire from IL

Respondents were required to indicate their perceptions of the core skill that students should acquire from IL. Results are presented in Table 3.

Table 3: Perceptions of IL Skills

Core Skills	Librarians		LIS Educators	
	Agree	Disagree	Agree	Disagree
Articulate the specific information need	48 (100%)	0	21 (100%)	0 (0%)
Accesses needed information	48 (100%)	0	21 (100%)	0 (0%)
Evaluate information and its sources	48 (100%)	0	20(95.3%)	1 (4.7%)
Use information effectively	48 (100%)	0	21 (100%)	0 (0%)
Use information ethically and legally.	46 (96%)	2 (4%)	19(90.5%)	2 (9.5%)

Data in Table 3 revealed that the librarians and the LIS educators do not differ much in their perception of the skills that students are to possess after exposure to IL training. Both groups 100% of respondents regarded student's skills in articulating information need, accessing needed information and use of information effectively as core skills that students should possess from IL training.

Perception of Librarians towards Collaborating with LIS Educators to Promote IL

This question intended to elicit information on the perception of librarians towards collaborating with LIS educators to promote IL. Result is presented in Table 4.

Table 4: Librarians Perception of collaborating with LIS educators

	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean score
Collaboration will improve advocacy for IL at top university management meetings	16(33.3%)	16(33.3%)	11(23%)	5(10.4%)	2.89
Collaborating with LIS educators will make teaching IL more interesting, effective and enriching	15(31.3%)	16(33.3%)	8(16.6%)	9(18.8%)	2.77
Collaboration will help librarians become familiar with appropriate teaching techniques to promote IL	14(29.1%)	16(33.3%)	10(21%)	8(16.6%)	2.75
Collaborating will ensure increase manpower for teaching IL to students in the university	12(25%)	19(39.5%)	6(12.5%)	11(23%)	2.66
Collaboration will promote the sharing of ideas and expertise among librarians and LIS educators	15(31%)	12(25%)	10(21%)	11(23%)	2.64
Collaborating with LIS educators is unimportant because the library's human resources are sufficient for the teaching of IL	11(23%)	14(29.1%)	9(18.8%)	14(29.1%)	2.45
Collaborating will bring about confusion between librarians and LIS educators	8(16.6%)	11(23%)	17(35.4%)	12(25%)	2.31
Aggregate mean					2.63

The aggregate mean of 2.63 reveals that librarians have a positive disposition towards collaborating with LIS educators to promote IL. A total of 66.6% (2.89) of the librarians agree that collaboration will improve the advocacy for IL at top university management meetings. Another 64.6% agree that collaborating with LIS educators will make teaching IL more interesting, effective and enriching while 62.6% of the librarians agree that it will help them to become familiar with appropriate teaching techniques to

promote IL. Most of the librarians also disagreed to the notion that collaborating with LIS educators was unimportant and that it will bring about confusion between librarians and LIS educators.

Willingness of LIS Educators to Collaborate With Librarians on IL

The extent of willingness of LIS educators to collaborate on promoting IL is shown in Table 5.

Table 5: Extent of Willingness of LIS Educators to Collaborate

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean score
I am willing to collaborate with librarians because I understand the importance of IL to all students	8(38%)	10(48%)	-	3(14%)	3.09
I am willing to collaborate with librarians even though it will increase my work schedule	6(28.5%)	8(38%)	5(24%)	2(9.5%)	2.85
I am willing to collaborate with librarians because I am familiar with IL and I can easily teach it to students	9(43%)	2(9.5%)	4(19%)	6(28.5%)	2.66
I am willing to collaborate with librarians to teach IL if I will be remunerated for separately my work	5(24%)	5(24%)	8(38%)	3(14%)	2.57
I am willing to collaborate with librarians because I am certain that librarians alone cannot effectively teach IL to all the students in the university	3(14.3%)	7(33.3%)	7(33.3%)	4(19%)	2.42
I do not see any benefit working with librarians to teach IL	3(14%)	4(19%)	8(38%)	6(28.5%)	2.19
IL is the sole responsibility of librarians; I do not wish to get involved	3(14%)	5(24%)	13(62%)	-	1.90
Aggregate mean					2.64

Data in Table 5 shows the response of LIS educators towards the question of their willingness to collaborate with librarians to teach IL. It is seen that with an aggregate mean of 2.64, LIS educators are willing to collaborate with librarians. Firstly, because they perceive that they have a good understanding of the importance of IL to all students (3.09). They are also willing to collaborate even though they are aware that it might increase their work schedule (2.85) and because they feel that they are familiar with the concept of IL which makes it easier to teach students. Result also shows that the LIS educators disagree to the negative assertions in some of the items. For instance, with a mean

score of (1.90) they disagree to the assertion of IL being the sole responsibility of librarians and that they do not wish to get involved. Also, they disagree to the statement that there will be no benefit if they work with librarians to teach IL (2.19). These implies that LIS educators have positive dispositions towards collaborating with librarians to teach IL.

Areas that librarians and LIS Educators can possibly collaborate in Promoting IL

Presented in Table 6 are the responses of the perception of librarians and LIS educators on areas of collaboration to promote IL in state universities.

Table 6: Areas of Possible Collaboration

	Librarians		LIS Educators	
	Agree	Disagree	Agree	Disagree
Actively participate in teaching IL courses	42(87.5%)	6(12.5%)	18(86%)	3(14%)
Actively participate in planning of IL curriculum	41(85.4%)	7(14.6%)	15(71.4%)	6(28.6%)
Actively participate in providing practical IL sessions to students	42(87.5%)	6(12.5%)	12(57%)	9(43%)
Actively advocate for IL in faculty and senate meetings	12(25%)	36(75%)	15(71.4%)	6(28.6%)
Actively participate in the creation of students, IL competency assessment tool	42(87.5%)	6(12.5%)	14(66.6%)	7(33.3%)
Actively participate as an instructor and team member in designing, teaching and implementing course assignments	41(85.4%)	7(14.6%)	10(47.6%)	11(52.3%)
As facilitators of Symposiums/workshops organized for students to focus on specific issues related to IL that students face today (e.g. plagiarism and referencing issues).	40(83.3%)	8(16.6%)	11(52.3%)	10(47.6%)
Actively participate collaborating in developing lesson plan for IL	39(81.3%)	9(18.7%)	14(66.6%)	7(33.3%)
Actively participate in planning students' learning activities for IL	40(83.3%)	8(16.6%)	9(43%)	12(57%)
Actively participate in identification and selection of appropriate IL learning resources	42(87.5%)	6(12.5%)	9(43%)	12(57%)
Actively collaborate in assessing students' learning outcome.	41(85.4%)	7(14.6%)	14(66.6%)	7(33.3%)

Response from Table 6 revealed that while there are areas of collaboration similar to both groups of respondents there are also aspects where their responses varied. Librarians and LIS educators equally agreed to the possibilities of collaboration in areas such as teaching IL courses together, providing practical IL sessions to students and in planning of a curriculum for IL. In the aspect of advocating for IL in faculty and senate meetings, more LIS educators 15(71.4%) are willing to collaborate than

librarians 12(25%). Also, more librarians 40(83.3%) than LIS educators 9(43%) are willing to collaborate planning students' learning activities for IL.

Perceived Challenges to Collaborations between Librarians and LIS Educators

Result in Table 7 represents the opinion of both groups of respondents about their perceived challenges to collaborations.

Table 7: Perceived Challenges to Collaborations between Librarians and LIS Educators

Perceived Challenges by LIS educators	Librarians		LIS Educators	
	Agreed	Disagreed	Agreed	Disagreed
University's reluctance in accepting the integration of IL into the academic curriculum	41(85.4%)	7(914.6%)	20(95.2%)	1(4.8%)
The belief that teaching IL is the sole responsibility of librarians	14(29%)	34(71%)	6(28.5%)	15(71.5%)
Inadequacy of time to plan for and teach IL	13(27%)	35(73%)	12(57%)	9(43%)
Non-acceptance of Librarians as academic equals by the LIS educators	34(71%)	14(29%)	9(43%)	12(57%)
Lack of understanding of what teaching IL actually entails	26(54%)	22(46%)	13(62%)	8(38%)
Lack of interest in IL	17(35.4%)	31(64.5%)	12(57%)	9(43%)
Inadequacy of skills to teach in IL	28(53.4%)	20(41.6%)	14(66.6%)	
Librarians unwillingness to collaborate with LIS educators in the teaching of IL	13(27%)	35(73%)	17(81%)	4 (19%)
LIS educators' unwillingness to collaborate with librarians in the teaching of IL	29(60.5%)	19(39.5%)	7(33.3%)	14(66.6%)
Inadequacy of staff to teach IL	31(64.5%)	17(35.4%)	15(71.4%)	6(28.6%)
Inadequacy of facilities to teach IL	42(87.5%)	6(12.5%)	18(86%)	3(14%)

Evidence from Table 7 shows that most of the issues raised as challenges were highly rated by the librarians and the LIS educators. The table also shows the challenges as perceived by both groups of respondents. For librarians, the highest ranked challenge is the inadequacy of facilities to teach IL 42 (87.5%), followed by their perception of their university's reluctance to accept the integration of IL into the academic curriculum 41(85.4%). Another challenge as perceived by librarians is that LIS educators do not accept them as equals in the academic field 34 (71%). On the part of LIS educators, their highest ranked challenge is also their perception of their university's reluctance to accept the integration of IL into the academic curriculum 20 (95.2%), Next to this is inadequacy of facilities to teach IL 18 (86%) and a perception that librarians are might be unwilling to collaborate with them in the teaching of IL 17 (81%).

Discussions

The level of awareness of the concept of IL by librarians and LIS educators were sought in this study. Results show a high level of awareness among librarians and LIS educators. Their definition fit into the accepted major conceptions of IL. Mostly the

summary provided by Boekhorst (2003) that IL has the ICT concept, the information (re)sources concept, and the information process concept. The result also reveals that where librarians believe more in the information sources concept of IL. This concept focuses on finding information located in information sources, knowing the right information resources, how and where to obtain the information and lastly, on the competence to find and use information independently to solve problems. For LIS educators, it is more of the information technology concept of IL, where the focus is more the use of information technology for information retrieval and communication, getting the necessary skills to easily use computers and Internet and the use ICT to retrieve and disseminate information. Although both conceptions are among the popularly accepted conception in the IL literature, there is need to point out this slight difference in perceptions of the concept of IL between librarians and ILS educators because it is believed that for successful collaboration to take place there is need to display a similar understanding of IL between the collaborating parties so as to ensure that a holistic approach to IL is adopted. In this case it is believed that the perceived conceptions will enable students to benefit more from the collaboration to promote IL in state universities. This finding

supports the definition of IL by (ACRL) (2016) that the concept is “the set of integrated abilities”. This integrated ability ranges from finding of information, its sources and Bruce (2003), who observed that the complexities of the ICTs have brought about the realisation that students need to engage with the information environment as part of their formal learning process. This finding is also in agreement with a similar study done by Anyaoku (2016) that found that librarians conceptualised information literacy as a meta competence involving different information skills and abilities.

The aim of the second research question was to reveal librarians and LIS educators’ perceptions of the core skill that students should acquire from IL. The results show that their perceptions of the core skills that students should acquire from IL are similar. For both groups of respondents, students’ skills in articulating information need, accessing needed information and use of information effectively were perceived as the core skills that students should possess from IL training. This finding is in line with the submission of the most important skills students should possess listed by the University of South Carolina (2018), which include knowing when information is required (information need), knowing where to find the information (accessing information) and knowing how to organise information and consolidate all of this information (use of information). Similarly, the result provides evidence for the core skills that should be the main focus of IL when teaching students. This finding is supported by the result of Flywel and Jorosi (2018), that identifying diverse information resources was a skill that students at the University of Livingstonia in Malawi needed because they had problems with it.

Librarians see collaborating with LIS educators as an effective means of improving the advocacy for IL especially to top university management as well as a way to make teaching IL more interesting, effective and enriching. Most of them also believe that collaboration will enable them become familiar with appropriate teaching techniques. Thus, implying that collaborations between librarians and LIS educators will provide the opportunities for librarians to improve on their own teaching techniques. Also evident from the result is that most librarians rejected the negative notions that collaborating with LIS educators was unimportant and might bring about

confusion between librarians and LIS educators. It is safe to assume that librarians are favourably disposed to the idea of collaborations and believe that it will promote IL. This finding is in line with the submission made by Bruce (2002) that collaboration fosters the sharing of ideas, expertise and provides opportunities for exposure as well as enabling different professionals to be familiar with each other’s field.

LIS educators were found to be willing to collaborate with librarians to promote IL in the state universities. They expressed willingness despite the understanding that collaborating to teach IL might mean increased work schedule. Willingness is also evident in their agreement to comments such as the fact that their familiarity with the concept of IL will make it easy for them to teach it to students. Some of the educators also indicated their willingness based on remuneration for the extra work. They equally disagree to some negative assertions that IL is the sole responsibility of librarians hence the idea of not wanting to get involved was rejected. Also rejected was the assertion that there will be no benefit if they work with librarians to teach IL. The overall implication of this is that LIS educators have positive dispositions towards collaborating with librarians to teach IL. These results are in agreement with the finding of Ivey (2003) when she reported that faculty members at University of Waikato, in New Zealand displayed willingness to collaborate through their Like-mindedness, commitment, enthusiasm and innovation, while others spoke of their enthusiasm for working together, particularly when they were exploring new ways of teaching and learning. On the contrary, this result is in disagreement with the finding of Igbo and Imo (2017), that the teaching faculty showed some reservations with partnering with librarians in teaching IL because they did not either have full grasp of the procedures for developing student’s information literacy or the contributions of the librarians.

According to Ugu and Baro (2019), successful IL programmes will only be achieved only when libraries develop programmes collaboratively with teaching staff. The study participants were found to be highly agreeable on most of the areas that they can collaborate. Areas of collaboration that were similar are the teaching IL courses together, providing practical IL sessions to students and planning of an

IL curriculum. Librarians were more interested than LIS educators to collaborate in other areas such as the creation of student's IL competency assessment tool, instructors and team members in designing, teaching and implementing course assignments, being active facilitators of symposiums/workshops where students can focus on specific issues related to IL like plagiarism and referencing issues and planning students learning activities for IL. Whereas, the only aspect that found LIS educators more interested than librarians was in the aspect of advocating for IL in faculty and senate meetings. That LIS educators are willing to collaborate in this aspect may be attributed to the fact that they are more likely to attend such meetings more than librarians and this gives them a better position to advocate and get approvals from management on IL issues. These findings go on to highlight the advantages that collaboration can bring to the teaching of IL in state universities because, it shows that both groups are capable of complimenting each other to promote IL. The result confirms earlier finding by Mohhtar and Majid (2006), that the teacher and librarian can work together to develop lesson units, plan student learning activities, identify and select appropriate learning resources. Abubakar and Isyaku (2012), where they also favoured collaboration between faculty members and librarians, in the aspect of helping to develop active learning activities and assignment for students to engage the IL process.

The study revealed that most of the issues raised as challenges were highly rated by the librarians and the LIS educators. A major concern as revealed by librarians and LIS educators are inadequacy of facilities to teach IL and a perceived reluctance on the part of the university's management in integrating IL into the academic curriculum. For librarians, another perceived challenge is the non-acceptance of librarians as academic equals by the LIS educators and a lack of understanding of what teaching IL actually entails. For LIS educators, inadequacy of time to plan for and teach IL as well as lack of interest in teaching IL are some other challenges. Also revealed is an interesting perception from both groups of an unwillingness by each other to collaborate. Librarians perceive that LIS educators might not want to collaborate with them and LIS educators presume the same thing that librarians might not be willing to

collaborate with them. While the specific reason for these differing perceptions between librarians and LIS educators about each other's willingness to collaborate may not have been investigated, however the result is an indication of the possibility of miscommunication between both groups and it can be a risk to successful collaboration in teaching IL programs. These issues would be worthy of further investigation, especially if collaborative formal IL programmes are to be developed in state universities in Nigeria. The major perceived challenges to collaboration between librarians and LIS educators as revealed by these results. This study agrees with the report of Igbo and Imo (2017) where they observed that faculty staff regarded librarians as book keepers, and not teachers as a major collaboration challenge.

The findings presented from this study sheds light on the possibility that collaboration between librarians and LIS educators will be effective in helping to promote IL in Nigerian universities. There is evidence of high awareness of IL concept, similarity of opinion of the core skills that students should have from IL training, as well as high level of willingness from both groups to collaborate concerning IL Training. University management should see the need to re-design IL policies in their institutions to create conducive collaboration environment and also to support information literacy programmes by way of providing inadequacy of facilities to teach IL.

Conclusion

The need for this study arose from a lack of available literature on the perception of librarians and LIS educator's collaboration to promote IL programmes. The study has highlighted that the level of awareness of the concept of IL is high among librarians and LIS educators. Where librarian's sees IL more from the information (re)sources concept, LIS educators favoured the information technology concept more. This is believed will invariably enhance a more holistic collocation between librarians and LIS educators. The librarians and LIS educators share a similar opinion of the core skills that students should have from IL. For librarians and LIS educators there was an evident willingness to collaborate on IL and the paper identified some similarities and differences in the areas where librarians and LIS educators are willing to collaborate in the promotion of IL.

Perceived challenges to successful collaboration were also highlighted relating from inadequacy of facilities to teach IL, reluctance in having IL in the university's curriculum and an unfounded fear of unwillingness to collaborate from both librarians and LIS educators.

Finally, it can be concluded that collaboration will promote IL in state universities, and since librarians and LIS educators have similar perception about collaboration, both groups can be called upon to complement each other so that the common goal of promoting IL in state universities can be achieved. Therefore, the study is a snapshot of the possibility of a successful collaboration between librarians and LIS educators.

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