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Information Literacy Programmes in University Libraries: A Case Study

Abstract: This is a case study on information literacy (IL) practices in university libraries in Nigeria, the UK and the US. An online questionnaire was used for data collection. University libraries in the UK and US provide IL training in all the areas mentioned compared to university libraries in Nigeria. There are differences between university libraries in UK, US and Nigeria in IL training delivery methods. However, barriers such as lack of facilities, lack of understanding of IL, students' nonchalant attitude towards attending IL sessions, and low acceptance of the online approach were identified as factors militating against librarians' efforts when advocating and providing IL training in the university libraries in Nigeria, while barriers such as lack of time allotted for teaching IL skills, students tendency to be apathetic and bored, and a lack of understanding of what IL is were mentioned by the libraries studied in the UK and US. To have effective IL training programmes, university authorities in developing countries should see the need to provide the necessary facilities such as computers with stable Internet access in university libraries, regular power supplies, and training of librarians on IT. Most of all, librarians should collaborate with other stakeholders in their institutions to ensure an IL policy formulation and implementation in their institutions.

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Introduction

Students must be taught the skills to continue learning independently long after they are out of university campuses. To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed in-

formation (Cunningham and Lanning 2002). Information literacy is defined by the American Library Association as "a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use it effectively" (American Library Association 2004, 1). Doyle (1992) defined an information literate person as one who:

– recognizes that accurate and complete information is the basis for intelligent decision making;
– recognizes the need for information;
– formulates questions based on information needs;
– identifies potential sources of information;
– develops successful search strategies;
– accesses sources of information including computer-based and other technologies;
– evaluates information;
– organizes information for practical application, integrates new formation into an existing body of knowledge; and
– uses information in critical thinking and problem solving.

According to Kavulya (2003, 218) "most first year students in Kenyan universities lack the sophisticated skills that are needed to exploit the library's research potential, they feel intimidated by the complexity and size of a large library." Mwige cited in Kavulya (2003, 218) stated, that "students not being accustomed to exploring, discovering and retrieving information from library sources, waste a lot of time going through the wrong sources and using retrieval tools on trial and error basis.

Information literacy skills are very important for students of tertiary institutions in Africa and other developing countries as most of them give evidence of lack of the necessary information skills. Students enroll at universities and other higher institutions having or showing very little or no basic library use, computer literacy, and information searching skills (Idiodi 2005; Machet 2005). This problem emanates from students being educated in environments in developing countries with poor learning facilities such as lack of well equipped school libraries with computers and failure to identify the school library (if it exists) as a learning resource. Several articles from differ-

ent African countries have reported on this regrettable situation (Odini 2000; Obajemu 2002; Dike and Amucheazi 2003). This paper therefore aims at comparing information literacy practices in university libraries in developing and developed countries. Findings will help university libraries in developing countries to implement new techniques to equip undergraduate students with information literacy skills.

Literature Review

Theoretical Framework on Information Literacy

Several frameworks and models have since been developed on information literacy in different countries. Some of them are: the Standing Conference of National and University Libraries (SCONUL) (1999) in the UK, the Association of College and Research Libraries (2000) in the USA, the Council of Australian University Librarians (CAUL) (2001), the Library and Information Association of New Zealand Aotearoa (LIANZA) (2002), and the National Institute of Library and Information Science (NILIS) (Wijetunge and Alahakoon, 2005) in Sri Lanka. This study focuses on the five information literacy standards reviewed by the Association of College and Research Libraries (ACRL) (2000) and approved by the Board of Directors of the ACRL. They are:

– Standard One: The information literate student determines the nature and extent of the information needed.
– Standard Two: The information literate student accesses needed information effectively and efficiently.
– Standard Three: The information literate student accesses needed information and its sources critically and incorporates selected information into his or her knowledge base and value system.
– Standard Four: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
– Standard Five: The information literate student understands many of the economic, legal, and social issues surrounding the use of information and uses information ethically and legally.

Information Literacy Programmes

In a world so dominated by information needs, issues and considerations that information literacy is required for a person to function effectively as an individual in an increasingly global society seems axiomatic. Information literacy has been described as the umbrella literacy, and thus it seems logical that all international, national and local governments should have formalized information policies and strategies with information literacy at the core. It also seems axiomatic that teachers, academics and educational administrators should by now have accorded information literacy the highest pedagogical and resource investment priority. The issue of the information divide at the local and global levels is much more complex than to be susceptible to one technological solution. The real issue is the information literacy divide. In an information intensive society, the most critical divide will be between those who have the understanding, skills and knowledge to operate effectively in that society and those who do not. This constitutes the information literacy divide. Information literacy creates awareness among people in terms of information practices that are effective in personnel, business and political life. It also empowers people to learn outside the formal structures of an academic environment (Bruce 2002). Information literacy is a broad term that combines a number of literacies that include library literacy, media literacy, computer literacy, Internet literacy, research literacy and critical thinking skills (Rader 2009).

Emphasizing the importance of information literacy, Shenton and Jackson (2007) stated that information literacy is fundamental to the success of learners in discharging their academic responsibilities. Fafeita (2005), in a study on information literacy practices among librarians employed in Technical and Further Education (TAFE) in Australia, revealed that librarians are providing programmes that focus on the training of information skills relating to the use of libraries, the Internet and databases. Corrall (2007) in his survey of strategic engagement with information literacy in universities in UK revealed that information literacy teaching is embedded within 75 percent of the undergraduate and postgraduate taught course curricula and the aim is to achieve 100 percent penetration.

Writing on "Information literacy skills among female students in Kuwaiti high schools" Rehman and Alfaresi (2009) stated that the "majority of Kuwaiti high school students are deficient in their information skills." According to these scholars, "a clear majority of the students did not have the basic skills such as catalogue searching and use, the selection and use of information sources was also found to be weak" (Rehman and Alfaresi 2009, 614). Arp and Woodard (2003) are of the view that information literacy cannot be taught only once. It must be taught and practiced in multiple ways. They stated that students need to repeat seeking, evaluation, and gathering information

from multiple sources. Information literacy in the educational environment supports, promote and enhances teaching and research as well as creating a learning culture that encourages institutions to produce graduates with the capacity and desire for lifelong learning (Bundy 1998).

International Library Associations and Information Literacy Development

Information literacy practitioners have worked through professional associations to promote the concept and its application, by developing definitions, models and standards. The American Library Association led the way; The American Library Association has of course issued many materials on information literacy including its 2001 'A library advocate's guide to building information literate communities (American Library Association, 2004). However, Australian and British organizations also now have high profiles in the field (Association of College and Research Libraries 2000; Council of Australian University Librarians 2001; Armstrong *et al.* 2005).

International organizations within and beyond the information profession are also involved. The International Federation of Library Associations and Institutions (IFLA) produced guidelines on assessment of information literacy and on its role in lifelong learning (International Federation of Library Associations and Institutions 2004; Lau 2006). More significantly, UNESCO has sponsored two meetings of experts in 2003 and 2005, which issued important statements known as the Prague Declaration and Alexandria Proclamation (Horton 2006). The second meeting emphasized the developments of relevant strategies, at national, regional and local levels, urging governments and others to support 'vigorous investment in information literacy and lifelong learning strategies' to promote the development of the information society (Garner 2006).

One library association which seems to have addressed information literacy in a national information policy context is the Library and Information Association of New Zealand Aotearoa (LIANZA) (2002). It has, significantly, also addressed it in an indigenous Maori context, Maori representing about 16 percent of the now multinational New Zealand population. What LIANZA has achieved through identification of the issues, the explication of a library-led national information strategy and political connections and adroitness, is something of a model for other library associations. The LIANZA position paper on information literacy which informs the knowledge equity element of the national information strategy

notes that: information literacy – the ability to access, process and use information effectively is a key enabler for New Zealand society as a whole. Information literacy provides the foundation for the following:

– effective participation in democracy;
– achievement in all areas and levels of formal education and lifelong learning;
– the development of an innovative, knowledge-based economy and the production of new knowledge;
– social and cultural inclusion;
– community and individual employment; and
– individual capability to manage the challenges of information complexity and information overload. (Library and Information Association of New Zealand Aotearoa 2002)

Information Literacy Interventions in Africa

Librarians and other academics in the educational institutions of various countries have introduced IL programmes that are intended to impart the needed IL skills that would enable students to become effective and efficient information users. However, in many African countries, information literacy interventions have not yet been seriously considered or implemented (Lwehabura and Stilwell 2008). Idiodi (2005) in her study on approaches to information literacy acquisition in Nigeria stated that, the major factor militating against promoting higher levels of information literacy is lack of a concerted effort by academic libraries in the pursuit of a programme. Reasons given for this on the library's part are: lack of funding, inadequate staffing, disruptions in the academic calendar, and inadequate support from the parent institution. Information literacy studies in Nigeria have revealed that there is high level of computer illiteracy among Nigerian librarians, thereby, leading to a shortage of personnel for IT-supported information literacy training (Idiodi 2005; Alakpodia 2010).

For example, Alakpodia (2010) studied the information literacy skills among librarians in Delta State University, Abraka, Nigeria, and reported that the librarians are handicapped in trying to keep abreast with the new trend of librarianship. Her study revealed that the librarians lack computers to work and even where they are available have no Internet connectivity. She recommended that universities in Nigeria should have information literacy policies just like universities in the developed world. This may be why Baro and Asaba (2010, 18) in their study on Internet connectivity in university libraries in Nigeria stated that, "for university libraries to deliver effective and efficient services to its clients including information literacy

programmes, they must all have stable Internet connectivity in their libraries." Baro (2011) conducted a study on information literacy education in library schools in Africa to ascertain whether librarianship education is taking a leading role in the development of information literacy in our universities. The study revealed that only a few library schools have successfully integrated an information literacy course as a stand-alone course in their curriculum.

Writing on information literacy in four Tanzanian universities, Lwehabura and Stilwell (2008) revealed that information literacy is still new in university curricula. They identified challenges hindering the effectiveness of IL practice, such as: lack of adequate resources; lack of an IL policy; lack of proactive solutions among librarians; the need for adequate library staffing and training; and collaboration between librarians and teaching staff in IL activities.. Information literacy in developing countries needs to be developed to suit specific needs and the local environment. Aiyepeku, Atinmo, and Adernoye (2002, 3) have proposed that the goal of an IL programme in Africa should be to help "inculcate a lifelong habit of identifying an information need and efficiently searching for, and using, indigenous, oral, print, electronic and other sources of information to satisfy that need and thereby enhance personnel, community and national socio-economic interest." Baro, Endouware, and Ubogu (2011) reported in their study that the students in the College of Health Sciences in Niger Delta University lack the information literacy skills needed to use information resources effectively both in print and electronic formats. The researchers recommended collaboration among librarians in medical libraries and faculty members to develop information literacy programmes to equip students in the medical field with the needed skills in this digital age.

In Ghana, a study on the user education programme at the University of Ghana identified challenges such as an inadequate number of qualified staff to instruct students during orientation, and inadequate time allocated to the programme (Dennis 2003). Similarly, Dadzie (2007), in her study on assessing the readiness of Ghanaian universities for information literacy, identified a number of problems hindering the implementation of IL programmes at the University of Ghana and the University of Cape Coast. They are: lack of university commitment to the project; inadequate information about what IL is; unwillingness of the various departments already handling components of the IL programmes to collaborate with each other to form a campus-wide project; unwillingness to accept innovations in curriculum planning; inadequate technological infrastructure/computers, inadequate electronic resources; and inadequate human resources.

According to Lwehabura and Stilwell (2008, 184) "lack of an explicit IL policy providing guidance and directives on how information literacy activities should be conducted, has resulted in some existing IL programmes not being allocated official time within university timetables." A success story from the University of Botswana library on IL intervention is that the former information skills programme which was provided at an informal level has now changed into a formal, examinable two-credit module, integrating information literacy skills with computer skills, under the General Education Course (GEC) area 2 (Computing and Information Skills) course in 2002, and was made mandatory for all first year students (Lumande, Ojedokun, and Fidzani 2006). Higher education librarians in South Africa are moving towards inculcating skills of 'graduateness' in addition to traditional bibliographic skills, thereby accepting some of the responsibility for meeting the demands of the twenty-first century graduates (De Jager and Nassimbeni 2005). Kavulya (2003) observed that, in spite of scattered efforts, majority of students are forced to pass through the university system without ever mastering the art of information retrieval and use.

Methodology

The study examined information literacy practices in six university libraries: two from Nigeria, two from the US, and two from the UK. In order to make the universities and respondents that participated in the survey anonymous, the various universities are represented as University Library A, B, and so on. University Library 'A' and University Library 'B' represent the two university libraries in Nigeria, University Library 'C' and University Library 'D' represent the two university libraries in the UK, while University Library 'E' and University Library 'F' represent the two university libraries in the US.

A questionnaire was sent to the e-mail addresses of 20 librarians from 20 leading universities, 7 from Nigeria, 7 from the UK, and 6 from the US. This was done through e-mail attachment in January 2011. The e-mail addresses were collected from institutional websites. The universities were selected from the 2012 World University Web Ranking of the top 100 universities and colleges in Africa (http://www.4icu.org/topAfrica/) and the world (http://www.timeshighereducation.co.uk/world-university-rankings/2012-13/world-ranking). After several reminders were sent to the librarians, 8 librarians willingly responded to the questionnaire, four from universities in Nigeria, two from the UK and two from the US. In order to be uniform,

Table 1: Information Literacy Training Provided in University Libraries

University Libraries	Library tours/ Orientation Sessions	Introductory information skills classes	Advanced searching skills	Research Skills	Topic-specific information skills	Referencing and citation	An overview of what IL is
University library A.	√	√	×	×	√	√	×
University library B.	√	√	×	√	×	√	×
University library C.	√	√	√	√	√	√	×
University library D.	√	√	√	√	√	√	√
University library E.	√	√	√	√	√	√	×
University library F.	√	√	√	√	√	√	√

two each from the three countries were used for the analysis. The two universities selected for the study were among the top ranked universities in Nigeria. It was assumed that each respondent reported the IL practices of that institution's library. Although, the number of universities that participated in the survey is very small, librarians in developing countries can adopt any area to improve their information literacy programme.

The questions were kept simple to encourage responses (see the Appendix). Questions 1-2 asked respondents for their biographical data such as name of institution, staff position, and qualification. Out of the six respondents, three held positions as Reference Librarians, Two as Head of Readers' Services, and one as an ICT Librarian. All six respondents held master's degrees in Library and Information Science. Other items in the questionnaire covered aspects related to information literacy skills training. Seven particular training methods were chosen in line with the five information literacy standards. The aim was to know the extent to which university libraries are training students to acquire skills related to the IL standards formulated by the Association of College and Research Libraries (ACRL). Copies of the completed questionnaires that were sent back to the researchers through e-mail attachment were downloaded, printed and used. No attempt was made at quantitative data analysis.

Results and Discussion

Librarians' Understanding of Information Literacy

Question 5 asked librarians to describe their understanding of information literacy. Definitions were provided by librarians from three libraries on their understanding of information literacy. The respondents from University library A and B see information literacy as "a set of skills required to locate, identify and evaluate information and use it effectively to communicate intelligently"; and the "ability to recognize when information is needed and act effectively and efficiently on the need." Definitions such as: "I see information literacy as embodying the skills that allow a student to recognize an information deficit, construct a sensible strategy to seek that information, know what sources to go to (and how to use them), evaluate the quality of resources that they find and to re-use the information found to construct new knowledge in an ethical manner" and "being able to use successfully information tools like library catalogues, bibliographies (online and printed) and successfully access the materials using computer databases, e-resources etc." emerged from respondents in university libraries C and D. While respondents from university libraries E and F defined information literacy as "the ability to know when information is needed and the ability to locate, evaluate and use needed information effectively." "Information literacy is a set of knowledge and skills that are useful for library patrons in order to utilize library and/or information resources in a skillful and successful manner."

Three out of the six definitions contain common elements such as locate, retrieve, evaluate, and use information. It is not surprising that differences exist in the understanding of the concept of information literacy by librarians. The library literature shows that there is no universally accepted definition of the concept information literacy.

Information Literacy Training Provided in University Libraries

Respondents were asked to indicate the information literacy training provided at their library. The responses (Table 1) reveal that the university libraries are engaging

Table 2: Training Delivery Methods

University Libraries	Face-to face in library training room	Face-to-face in venue external to library	Online	Mixture of face-to-face
University library A.	√	√	×	×
University library B.	√	√	×	×
University library C.	√	√	√	√
University library D.	√	×	√	√
University library E.	√	√	√	√
University library F.	√	√	√	×

in different information literacy training activities. But, university libraries in the UK and the US are seen to have been providing IL training in all the areas as compared to university libraries in Nigeria. This might be because of lack of facilities and personnel to handle IL training in the libraries as suggested by the findings of Idiodi (2005), Alakpodia (2010), Baro (2011), and Baro and Zuokemefa (2011) on the shortage of personnel and facilities for IL training in university libraries in Nigeria.

Definition of Information Literacy Used as a Framework for Programme

Respondents were asked to indicate which of the definitions or frameworks of information literacy they use to base their training. The question was intended to determine whether training is based on a recognized definition or framework of IL. Out of the six respondents, four responded to that question, and three out of the four (university libraries E and F in the US and university library A in Nigeria) indicated that their information literacy training is based on the Association of College and Research Libraries (ACRL) definition or framework. While, one respondent (university library C in the UK) indicated that their information literacy training is based on SCONUL's 7 Pillars (Standing Conference of National and University Libraries 1999).

It is not surprising that three university libraries out of the four based their training programmes on the American Library Association definition or framework. It is one of the most widely used definitions or frameworks in the library literature.

Training Delivery Methods

Respondents were asked to indicate the method of delivery used in their library (Table 2). Responses from university libraries C and D in the UK, and responses from university libraries E and F in the US reveal that information literacy training is provided face-to-face in library training rooms, as well as through an online approach, while responses from university libraries A and B in Nigeria show that they only provide IL training through face-to-face in a library training room or venue external to library. The reasons for some university libraries, mostly in the African region, not using the online approach might be lack of IT personnel, lack of facilities, and power failures. Earlier studies by scholars like Dadzie (2007), De Jager and Nassimbeni (2005), and Baro (2011) have identified these problems as factors hindering use of the online approach in delivering IL training in Africa. In order to move forward, university libraries in Nigeria should implement new techniques such as online delivery methods to improve their IL programs. These techniques have been successful in the US and UK (Wallace, A. 2007; Wallace, V. 2007).

Assessment Methods Used to Evaluate Student Outcomes

Respondents were asked to indicate which assessment methods were used to evaluate student outcomes of information literacy programmes. The responses (Table 3) show that four out of the six university libraries used collaborative learning exercises in class, multiple choice questions, and peer and self review to assess students' training outcomes. Assessment methods such as essays, short answers, and quizzes are not indicated as methods used by the librarians in the university libraries, probably due to their complexity. Issa, Blessing, and Daura (2009) recommended that various methods should be developed for teaching and assessing the information literacy skills of students, which may include: one-on-one instruction, interactive classes, online tutorial, as well as building assignments around research situations.

Table 3: Assessment Methods Used

University Libraries	Quizzes	Collaborative learning exercises in class	Essays	Multiple choice questions	Short answers	Peer and self review
University library A.	×	×	×	√	×	×
University library B.	×	√	×	√	×	×
University library C.	×	√	×	×	×	√
University library D.	×	√	×	×	×	√
University library E.	×	√	×	√	×	×
University library F.	×	×	×	×	×	√

Table 4: Librarians' Willingness to Share IL Instruction Materials

University libraries	Lessen plan	Training activities	Assessment activities	Online programmes
University library B.	√	√	√	×
University library C.	×	√	×	√
University library D.	√	√	×	√
University library E.	×	√	×	√

Table 5: Level of Integration of IL into the Curriculum

University Libraries	Integrated well into curriculum	Integrated into some subject units	Not integrated at all
University library A.	×	√	×
University library B.	×	√	×
University library C.	×	×	√
University library D.	×	√	×
University library E.	√	×	×
University library F.	×	√	×

Sharing Information Literacy Programmes and Instruction Materials

Respondents were asked their willingness to share IL programmes and instructional materials with other librarians in other university libraries (Table 4). Out of the six respondents, four showed their willingness to share instruction materials. The respondent from university library B in Nigeria indicated the willingness to share lesson plans, training activities, and assessment activities with other librarians. The respondent from university library C in the UK, indicated willingness to share training activities and online programmes with other librarians, and added – "all materials we produce are available on our webpages." The respondent from university library D in the UK indicated that they are willing to share their lesson plans, training activities, and online programmes with other librarians. Finally, the respondent from University library E in the US indicated willingness to share training activities and online programmes.

Sharing of information literacy training programmes will help to foster the development of IL in university libraries in Africa and other developing countries to help librarians save time preparing such instruction materials from scratch.

Integration of Information Literacy into the School Curriculum

Respondents were asked to indicate the extent to which IL is integrated into the curriculum. Responses (Table 5) from university library A, B, D, and F indicate that information literacy is integrated into some subject units, i.e. IL is embedded in subject assignments in their various universities, while responses from university library E show that IL is integrated well into the curriculum. Librarians mostly in developing countries like Nigeria need to be proactive in advocating the integration of IL skills into the curriculum. In other words, librarians need to lead the

Table 6: Involvement of Teachers in Programme Development

University Libraries	Programmes are developed in partnership with teachers	Programmes are developed in consultation with teachers	Programmes are developed without input of teachers
University library B.	√	✗	✗
University library C.	✗	√	✗
University library D.	✗	√	✗
University library E.	√	√	✗
University library F.	✗	√	✗

way by advocating for a standalone course on information literacy in their universities. An earlier study by Baro (2011) revealed that only a handful of library schools in Africa have a standalone course in information literacy in their curriculum.

Involvement of Teaching Staff when Developing Information Literacy Programmes

Respondents were asked to indicate whether teachers were involved in the development of IL programmes. Out of the six respondents, five responded to that question (Table 6). Responses from university library C, D, E and F revealed that their programmes are developed in consultation with teachers. While responses from university library B and E revealed that their programmes are developed in partnership with teachers. For successful IL programme development and delivery, they should be developed in partnership with teachers. This finding is in agreement with earlier findings by Kavulya (2003), Hearn (2005), Idiodi (2005); Dadzie (2007), Lwehabura and Stilwell (2008), and Baro, Edouware and Ubogu (2010). Similarly, Kuhlthau (2001, 4) states that "collaboration between librarians and teaching staff is crucial because instructional work in IL can be undertaken cohesively with teachers as experts in the content and context and librarians as experts in the resources and process." Issa, Blessing, and Daura (2009) concluded that information literacy skills have not taken the desired firm root among University of Ilorin students. The authors added that, the little that is presently being taught involves mainly the librarian without the partnership of the faculty members. Partnerships and collaborations between librarians and teaching staff are seen as the key to successful integration of IL within the total university educational system.

Methods Used in Promoting IL in University Libraries

Respondents were asked to mention the various methods they used in promoting IL in their university. The responses reveal that different methods have been used by librarians to promote IL. The responses from university library A and B in Nigeria shows that IL is been promoted in their universities through library orientations to users, teaching use of the library, library publications, and notices. Responses from university library C reveal that the main method of promotion of IL is direct liaison with academic staff. Responses from university library D revealed that IL is promoted at induction sessions. He wrote, "all students attend a preliminary session at induction and other sessions are held throughout their first term." Responses from university library E explained that the library contacts incoming students, and communicates with professors about bibliographic instruction, while the respondent from university library F mentioned that they are in the planning stages of incorporating information literacy components in all composition courses.

Barriers Faced When Advocating IL Programmes

Librarians were asked to provide comments on the barriers they face when advocating or providing IL programmes in their universities. Responses from university library A in Nigeria showed that their IL efforts have been hindered by lack of cooperation from faculty members: "Lack of collaborative support from teaching staff as regards library services and use; university system of according teaching of the course 'use of library' to non-library staff (staff of a different faculty entirely) thus making majority of the student user un-informed about the library." From university library B in Nigeria, the respondent mentioned problems like lack of online delivery and poor students' attendance during library sessions. This reinforced the earlier find-

ings of Issa, Blessing, and Daura (2009) that the information literacy programme at the University of Ilorin, Nigeria is faced by problems such as: limited Internet facilities for the users, overcrowding, and lack of adequate teaching facilities.

The respondent from university library C in UK mentioned lack of time allotted to teaching information literacy skills. The respondent from university library D in UK mentioned the nonchalant attitude of students towards attending IL sessions, "students often do not see the value and only when they want to do essays later do they realize they should have attended sessions (I'm on enquiry desk at this minute) and a student said she needed training in using the catalogue-but she didn't bother going to the induction." The nonchalant attitude of students, teachers and management reinforced the earlier findings by Idiodi (2005), Dadzie (2007), and Baro and Zuokemefa (2011).

The respondent from university library E in US mentioned that the students tend to be apathetic and bored. The respondent from university library F in the US mentioned a general lack of understanding of what information literacy is on the part of the librarians as one of the barriers facing the IL programme. In his words, "lack of understanding of what information literacy is and how it can best prepare students to learn and work in an information and technology focused society." The study revealed that IL programmes are faced with challenges such as lack of facilities, lack of understanding of IL, and students' nonchalant attitude towards attending IL sessions. These findings are in agreement with the findings of Kavulya (2003) who noted that the main barriers that university libraries in Kenya face in providing IL programmes are lack of both financial and human resources, inadequate support by their parent organizations, in terms of both policy and materially, and computer illiteracy among Kenyan librarians, hence a shortage of personnel to provide IT training. Librarians have the challenge and responsibility to collaborate with other partners in their universities to ensure an IL policy formulation and implementation in their universities.

Conclusion

This study compared the information literacy practices in six university libraries. The sample size is small, for that reason it is difficult to draw conclusions generally. From the definitions given, it is clear that librarians have different understandings of the concept of information literacy and some university libraries base their IL train-

ing on the American Library Association's definition and competency standards. In order to arrive at an acceptable framework or model suitable to the local needs of Africa librarians base their training, the researchers therefore suggest organizing a national and regional conference on information literacy to deliberate on the possible standard or model to adopt. For example, the National Institute of Library Information Science (NILIS) organized a regional workshop in collaboration with IFLA-ALP to create awareness of information skills for learning. The outcome of the conference was the development of Empowering Eight (E8), an Information Literacy Model to suit the local needs of the South and Southeast Asia region (Wijetunge and Alahakoon 2005).

University libraries in the present study were seen to be mainly providing training on areas like library tours/ orientation sessions; introductory information skills; advance searching skills; research skills; and referencing styles. The study revealed that IL delivery methods in university libraries in the UK and the US are both face-to-face in a library training room and online, while the IL delivery method in university libraries in Nigeria is only through face-to-face in a library training room or a training room external to library. The online approach is probably not adopted because of a lack of IT personnel in the libraries and lack of facilities. One major solution to the problem in Nigeria of lack of personnel in university libraries familiar with IT is for the Nigerian Library Association to organize frequent workshops on information literacy and the e-library. If this is done, it will equip librarians either in the libraries or teaching in the library schools with the skills that will help them train students to become information literate. For example, the Librarians' Registration Council of Nigeria (LRCN) in collaboration with the United States Mission, Nigeria organized a workshop on e-Library Services held from April 17-19, 2012 at Kogi State Polytechnic, Lokoja. Participants in that workshop no doubt were equipped with IL skills, according to Okojie (2012, 3), the Registrar/Chief Executive Officer of LRCN, who commented that, "our Continuous Professional Development (CPD) programmes are meant to bridge the skills gaps, especially in the e-library services."

Some barriers were identified by this study as factors militating against advocating and providing IL training in university libraries in Nigeria. These factors include lack of interest on the part of students, teachers, and management; inadequate human resources to handle IL training; lack of facilities; low acceptance of online IL delivery approach; and absence of an IL policy. To have an effective IL programme, the researchers suggest that university authorities in Nigeria and other developing countries should

see the need to provide the necessary facilities: computers with Internet connectivity in university libraries, regular power supply, training for librarians on IT, and most of all, librarians should collaborate with other stakeholders in their institutions to ensure an IL policy formulation and implementation in their institutions. In this way, inculcating IL skills to students in line with the Information Literacy Competency Standards can now be achieved in university libraries in developing countries to enable them bridge the info-divide between the developed and the developing world.

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Appendix: Questionnaire – Information Literacy Skills Programme in University Libraries: An International Comparison

The Library
Niger Delta University
Wilberforce Island
Bayelsa State.
Nigeria.
8th Jan. 2011.

Dear Sir/Madam,
I am a Librarian conducting a research on the above mentioned topic. I therefore solicit your help by providing answers to the following set of questions. I promise that the information obtained through this excise will be strictly used for academic purpose.
Thanks for your anticipated co-operation.

1. Name of institution/Country...................................
2. Staff position..
3. Qualification ....
4. Staff present section in lib. ....
5. Describe in your understanding of information literacy (in less than 60 words
6. Please indicate the information literacy training that is provided at your academic library (Yes to all that apply)
    → Library tour/orientation session [ ].
    → Introductory information skills (library catalogue instruction
     introduction to library website) [ ].
    → Advanced searching skills [ ].
    → Research skills[ ].
    → topic-specific information skills [ ].
    → Referencing styles [ ].
    → An overview of what information literacy is [ ].
    → Other (please specify).
7. Do you have a definition of information literacy that is used as a framework for your training programme?
    → Yes, based on American Library Association Definition [ ]
    → Yes, based on Chartered Institute of Library and Information Professionals (CILIP) definition [ ].
    → Yes, based on New Zealand Information Literacy Framework [ ].
    → Yes, based on researchers e.g. Doyle, Breivik [ ].
    → Other (please specify).
8. Please indicate the method of delivery used by you or other library staff.
    → Face-to-face in library training room [ ].
    → Face-to-face in venue external to the library e.g. lecture theatre,
        classroom [ ].
    → Online, (e.g. web based) [ ].
    → Mixture of face-to-face and online[ ].
9. Please indicate assessment measures used to evaluate student outcomes of your information literacy programme (Yes to all that apply).
    → Quizzes [ ].
    → Collaborative learning exercises in class [ ].
    → Essays [ ].
    → Multiple choice questions [ ].
    →Short answers [ ].

→Peer and self – review [ ].

→Others (please specify)

10. Are you willing to share your information literacy programme/instruction materials with other academic libraries? If yes, please indicate.

→ Lesson plans [ ].

→Training activities [ ].

→ Assessment activities [ ].

→Online programmes [ ].

→Others (please specify)

11. Is information literacy integrated into the curriculum offered at your school?

→ Integrate well into curriculum (IL skills are developed incrementally in the curriculum) [ ].

→ Integrated into some subject units (IL is embedded in subject assignments) [ ].

→ not integrated at all [ ].

12. Are teaching staff involved with the development of information literacy programmes? (**Yes to all that apply).**

→ Programmes are developed in partnership with teachers [ ].

→ Programmes are developed in consultation with teachers [ ].

→ Programmes are developed without input of teachers [ ].

13. Please report how information literacy is been promoted at your university

14. What barriers do you encounter when advocating or providing information literacy training at your university