THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

Awareness, Types and Contribution of IL Programsto Students at the College Of Business Education, Dar es Salaam, Tanzania

Mubofu, C.
Assistant Librarian, Department of Library and Publications,
Mwalimu Nyerere Memorial Academy, Tanzania

Abstract:
This study was an attempt to reveal the awareness, types and contribution of Information literacy (IL) program at the College of Business Education (CBE) in Dar es Salaam. Data were collected using questionnaires and in-depth interviews. Findings revealed that the majority of the students were aware of the IL program and the main types of information literacy program were in-library orientation, individual instruction, seminar presentation and class lecture. Moreover, findingsrevealed that the contributions of ILto students were:knowledge of information sources, skills for lifelong learning, look beyond Google search engine and Wikipedia, understand the ethical use of information, academic integrity, understand the economic and legal issues,determination of the extent of information needed, evaluation of information for relevance and validity, knowledge on information retrieval and access to relevant and reliable information.The study concludes that, the high level of awareness of the IL training was largely contributed by librarians' efforts of conducting individual training to clients.The study recommends that the CBE management should take more efforts and where possible the library should be funded to enhance the use of least cited types of IL program such as departmental orientations and open tours.

Keywords: Information literacy, IL program, types of IL, awareness of IL, contribution of IL

1. Introduction

Information literacy is a necessary skill that is potential in every aspect of a person's life today. For students, information literacy skills lead to independent and student-centric learning, rather than reliance on the lecturers to provide answers to questions, problems and challenges that they come across. This in turn creates a greater responsibility towards their own learning, which helps them become active learners and thinkers who are creative and investigative (Adeyemi, 2018).In a world where unlimited amount of information is available, individuals need to develop a greater understanding of information sources and have abilities to acquire, evaluate, use and share information. To become information literate person you need to provide necessary skills, needed to become more expert learner in the college, and then, benefit students in both professional and personal activities. Sasikala (2010) noted that, information literacy skills enable students to choose the best information for important decision making. In addition, Bawden, (2001) revealed that information has become a very important resource in every sector of operation, and people rely on it for their functioning and livelihood. The workplace of the present times and the future therefore, demands a new kind of college graduates, who knows when information is needed and can access, manage and use the massive amount of information available through multiple channels such as phones, internet, email, printed documents, and web-casts (Cheuk, 2002).

The critical responsibility of librarianstoday is facilitating the empowerment of the role of information literacy. Within the college environment it is also important for students to be able to build up the foundation of information literacy by successfully transferring learning from course to another, understandings the critical and empowering role of information in a free and democratic society, and demonstrating ethical behavior and academic integrity as consumers, as well as producers, of information. Specifically designed and implemented information literacy programs by the academic libraries are instrumental in meeting the above said objectives of educational institutions (Andretta 2002).In modern times, a library is generally regarded as a repository of information in the sense that it contains both books and non-book materials systematically organized for easy flow of information for those who require them. Information service is designed to provide clients with appropriate educational, vocational and personal-social data needed to understand themselves and their environment. Information service will not only impart information but will also stimulate the students to critically appraise ideas, conditions and trends in order to device personal meanings and implications for both the present and the future (Ojo, Akintomide, & Ehindero, 2012). Nwezeh & Shabi (2011)claims that the University library as the heart of the university has no other single non human factor is as closely related to the quality of university education. The philosophy of librarianship is based on the concept of service and the provision of relevant information materials for users. Professional librarians have continued the struggle of collecting and organizing printed and other forms of recorded knowledge in order to satisfy both present and future clients.

Recent literatures indicates that scholars have written a lot on the topic of information literacy especially on awareness, challenges, types and IL contributions to students. For instance, with regard to awareness scholars such as

Ngo, Pickard and Walton, (2019) jointly conducted a study on an information literacy teaching model for Vietnam's schools. Findings revealed that low level of awareness of information literacy among students challenges the expansion of IL training programs in various schools in Vietnam. Furthermore, Ngo, Pickard & Walton (Op cit), also noted that the same factor affects the development of IL training model in secondary schools. Furthermore, Murugan, Saravanakumar and Thirumagal, (2019) conducted a study on awareness of information literacy among students of arts and science colleges in Tirunelveli. The study aimed to identify the level of awareness of information literacy among undergraduate and postgraduate students at the university. Findings revealed that undergraduate students are aware and they are able to identify the information need while the postgraduate students indicated that they were highly aware to identify when information is needed. However, the study indicated that most of the undergraduate students face the problem of inadequacy IL where as postgraduate students face inadequate knowledge of search skills while accessing internet based information resources. Adeyemi (2018) conducted a study on information literacy search skills among post-graduate students at the federal University of Agriculture in Nigeria. The study findings revealed that most of the students were aware of the information sources available in the library but they rarely used subscribed electronic resources due to lack of awareness and necessary skills to retrieve relevant information from databases.

With regard to the types of IL Mery, Newby and Peng (2012) conducted a study on performance-based assessment in an online course: comparing different types of Information Literacy Instruction. Findings revealed that the main types of IL training are the traditional face to face and the modern online information literacy training programs. Furthermore, the study indicated that students in the online based information literacy training program had higher quality references compared to those who receive traditional face to face IL training. Another scholar Lamb (2017) conducted a study on debunking the librarian 'gene': designing online information literacy instruction for incoming library science students. The author found that individualized IL training instruction was effective type of Information Literacy training program in preparing students with IL skills in higher learning institutions. Thus, it is the goal of this paper to focus on the students' awareness on IL training, types of IL training programs and contributions of IL training to students for their lifelong learning.

2. Statement of the Problem

Much about information literacy in libraries have been raised by different authors such as Nyerembe (2004), Sife (2005), Msuya (2005), Kiondo and Katunzi-Mollel (2005) and Wema (2006). It has not been clear if students especially those of ordinary colleges are really aware of the importance of library in developing their information literacy skills. There is also a concern as whether there are enough IL programs in higher education institutions in Tanzania as according to Lwehabura (2008). On the other hand, the use of internet by college students seem to raise in recent years according to Van de Vord (2010) although it is still not clear if students have the required information literacy skills to access, evaluate and use the information sources retrieved from the internet. Kazlauskienė, Bartuševičienė, & Tamulienė (2019) also noted that students nowadays seem not much relying on library services when searching for some academic information; they feel little need to make use of libraries. This situation has raised a doubt on whether the role of libraries in enhancing IL skills has been undermined by students. This situation simulates the need for this, with the view to examine the awareness, types and contribution of il programs to students at the college of business education, Dar es salaam

Objectives of the Study
- To find out the awareness of information literacy among students at CBE
- To examine the types of information literacy programs offered by the CBE library
- To determine the challenges faced by CBE library in delivering information literacy among students

Research Questions
- What is thelevel of awareness of IL program among students at CBE?
- What are the types of IL program offered at the CBE?
- What are the contributions of IL program to CBE students?

3. Significance of the Study

Findings of this study is useful to students, colleges, universities, librarians, researchers, planers, policy makers and government decision makers in improving the libraries towards enhancing information literacy among ordinary college students. Saranjit and Lennard (2004) noted that information literacy program in higher learning institutions helps library users to obtain, interpret and understand basic information and services. In addition, the study will contribute to new knowledge to the generation and contribution of libraries in enhancing the IL among students in higher learning institutions.

4. Research Methodology

This study was conducted at the College of Business Education in Dar es Salaam main campus. Generally, a mixed research approach was used in this study. The target population of this study was students and library officers from the College of Business Education. Sixty (60) students were purposely selected for this study. Five (5) library officers were the key informants and were selected based on the role they play in relation to the IL program at CBE library.Both primary and secondary data were collected for this study. Questionnaire and in-depth interview were used to collect primary data while Secondary data were obtained from both print and electronic resources such as books, dissertations and electronic

records from websites, online databases and search engines.Questionnaires were used to collect data from students while in-depth interview was used to solicit data from the library officers. Quantitative data collected were analysed using SPSS version 18 program while qualitative data were subjected to content analysis technique.

5. Findings and Discussion
Awareness of Information Literacy among Students at CBE
The study sought to study the students' awareness on information literacy program. The respondents were asked to state their awareness on IL program. As indicated in Figure 1, the majority 45(75%) of the respondents were aware of the IL program while 15(25%) were not aware of the IL program
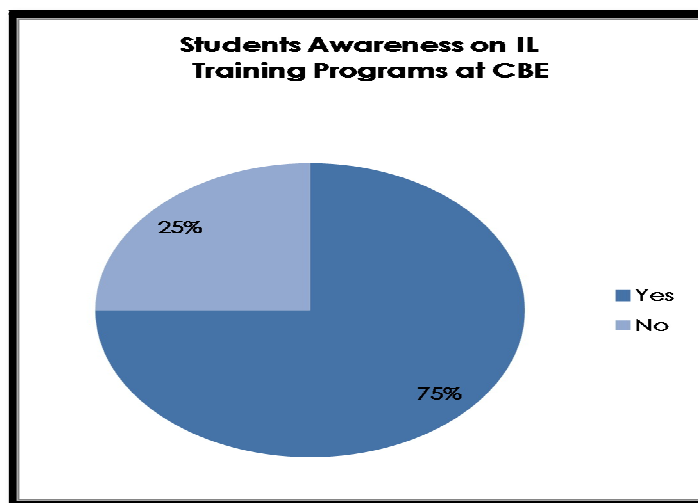

Figure 1: Students Awareness of IL Training Programs at CBE

High level of awareness on information program indicated in figure 1 might have been attributed by the librarians' tendency to orient new students to library environmentLwehabura, (2008). It was important to study this variable because by reflecting on their use of time, use of sources, and evidence of a focus in their presentation, they develop an awareness of their own information search process. In addition, Koltay (2011) argue that awareness and understanding of information provided to students and other library clients enable them to effectively, evaluate and utilize the information resources available in various information centers.Moreover, Wang & Huang, (2019)claims that information literacy awareness is the premise and foundation of improving information literacy ability. The improvement of information literacy mainly depends on the conscious, purposeful and active perception and capture of peripheral information by individuals.Koltay (Op cit)also noted that information literacy training emphasizes students on critical thinking, meta-cognitive, and procedural knowledge used to locate information in specific domains, fields, and contexts. In view of these it is therefore, important for librarians to put more emphasize on information literacy training for the benefits of library stakeholders.Furthermore, one of the interviewed staff said:

> *Most of the students and other library users like lectures are aware of the information literacy training due to the fact that library offers believe that it is through creation of awareness, users could be able to use the library resources effectively. Thus, we do train IL during orientation week and individual training to ensure that the majority of the clients are aware.*

6. Types of Information Literacy Training Programs Offered At CBE
Students were asked to indicate the types of information literacytraining used by library officers at the College of Business Education. Findings indicated that, the majority 35(58.3%) of the students said that library officers use library orientation program as a means of IL training, 11(18.3%) of the students said that library officers use introductory classes for IL training, 8(13.3%) of the students said that library officers use library tours for IL training and 4(6.7%) students said advanced classes are the only means where IL training in provided to students while only 2(3.3%) students said library officers use seminars for IL training programs as indicated in figure 2.
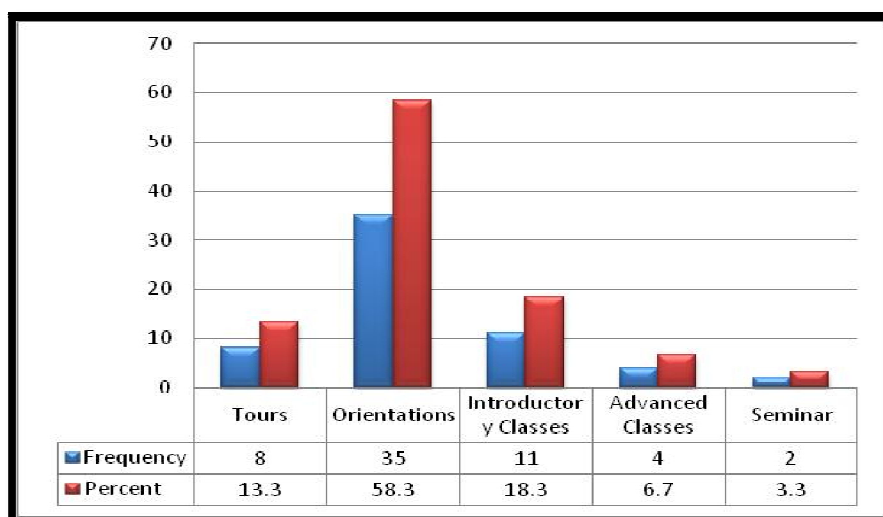
Figure 2: Types of IL Training Used By Library Staff

Although, the types of IL training used by library staff ranges from tours, orientations, introductory classes, advanced classes and seminars but the majority 58.3% of the students indicated that students' orientation was the most frequently used type of information literacy training at CBE. Findings of this study are in line with those of Ekere (2006) who maintains that, many academic libraries uses library orientation at the beginning of every new semester as the main avenue for training new library users on how to access, evaluate, retrieve and use information for academic purposes. The findings look similar to those from the interviewed library staff who was quote saying:

> *"The main type of information literacy training we use to train our clients is through library orientation when the new students join the college, the other types like library tours, introductory classes and seminars are not highly preferred due to various reasons like limited time, fund and inadequate space ".*

7. Contributions of Information Literacy Training Programsto Students

Students were asked to indicate what they think are the contributions of information literacy training programs conducted at CBE. Findings indicated that 55 (91.7%) of the students said that IL training program provides students' with knowledge of information sources, 44 (73.3%) of the students said IL training program help students to apply information literacy skills for lifelong learning, 44 (73.3%) students said the program help them to look beyond Google search engine and Wikipedia, 50 (83.3%) students said IL training help students to understand the ethical use of information, 44 (73.3%) students said IL training program help students to turn in assignments that uphold academic integrity, 46 (76.7%) student said IL program assist students understand the economic and legal issues surrounding the use of information, 47 (78.7%) students said IL training program helps them to determine the extent of information needed, 48(80%) students said IL training programs helps them knowledge to critically evaluate information for relevance and validity. Furthermore, the study shows that, 43(71.7%) students said that IL training helps them to base their papers, projects and presentations on solid information, 50 (83.3%) students said IL training contributes to students' knowledge on information retrieval and 55 (91.7%) students said IL training program contributes to students' access to relevant and reliable information as summarized in Table 1

Variables	Responses			
	Yes		No	
	F	%	F	%
Students' knowledge of information sources	55	91.7	5	8.3
students access to information	55	91.7	5	8.3
Students ethical use of information	50	83.3	10	16.7
Students knowledge on information retrieval	50	83.3	10	16.7
Students knowledge to critically evaluate information for relevance and validity	48	80	12	20
Students determine the extent of information needed	47	78.7	13	21.7
Students understand the economic and legal issues surrounding the use of information	46	76.7	14	23.3
Students to apply information literacy skills to lifelong learning	44	73.3	16	26.7
Students look beyond Google scholar and Wikipedia	44	73.3	16	26.7
Students to turn in assignments that uphold academic integrity	44	73.3	16	26.7
Students to base their papers, projects and presentations on solid information	43	71.7	17	28.3

Table 1: IL Program Contributions to CBE Students
F=Frequency   %=Percent

The most cited contributions of IL training by respondent were students' knowledge of information sources, students access to information, students ethical use of information, students knowledge on information retrieval followed by students knowledge to critically evaluate information for relevance and validity, students determine the extent of information needed, students understand the economic and legal issues surrounding the use of information.

These results agree with the findings by Kazlauskienė, Bartuševičienė, & Tamulienė, (2019) claims that the contributions of information literacy training to library users include students' getting knowledge of information sources, students access to information, students ethical use of information, students knowledge on information retrieval, students knowledge to critically evaluate information for relevance and validity as well as students being able to determine the extent of information they need.

The least cited contributions of IL training by respondents were Students to apply information literacy skills to lifelong learning, students look beyond Google search engine and Wikipedia, students to turn in assignments that uphold academic integrity and students to base their papers, projects and presentations on solid information.

8. Conclusion and Recommendation

From the results of this study it was concluded that, students have a high level of awareness about IL training conducted at CBE and this is mainly contributed by librarians' efforts of conducting individual and group training to clients and the orientation of new students to library environment. The study also concludes that the main types of IL program are in-library orientation, individual instruction, seminar presentation and class lecture.In addition, the study concludes that IL training program is very crucial to students due to its positive contribution on making them information literate. The study recommends that the CBE management should take more efforts and where possible the library should be funded to enhance the information literacy training program to users such as departmental orientations and open tours.

9. References

i. Adeyemi, B. M. (2018). Information literacy search skills among post-graduate students at the federal University of Agriculture, Abeokuta, Nigeria.
ii. Andretta, S (2002) Information Literacy for Mere Mortal in P, Layzell Ward (ed.), Continuing
iii. Bawden, D. (2001). Information and digital literacies: a review of concepts. *Journal of Documentation,* Vol. 57 ISS: 2, pp.218 – 259
iv. Cheuk, B. (2002), "Information literacy in the workplace context: issues, best practices and 28 challenges", White paper prepared for UNESCO, The US National Commission on Libraries and 29 Information Science, and the National Forum on Information Literacy, for use at the Information 30 Literacy Meeting of Experts, Prague, The Czech Republic.
v. Ekere, F. C. (2006). *Administration of academic libraries: A book of readings.* Nsukka, Enugu State: UCO Academic Publishers Nigeria Limited.
vi. Kazlauskienė, E., Bartuševičienė, I., & Tamulienė, V. (2019). The potential/opportunities for leveraging competences: the intangible assets dimension.
vii. Kiondo, E. and Katunzi- Mollel, K. (2005). Information Literacy Programs in Tanzania
viii. Academic Libraries: The Case of University of Dar es SalaamLibrary.
ix. Koltay, T. (2011). The media and the literacies: Media literacy, information literacy, digital literacy. *Media, Culture & Society*, *33*(2), 211-221.
x. Lamb, A. (2017). Debunking the librarian 'gene': Designing online information literacy instruction for incoming library science students. *Journal of Education for Library and Information Science, 58*(1), 15-26. doi:10.12783/issn.2328-2967/58/1/2
xi. Lwehabura, Mugyabuso (2008. Information Literacy Delivery in Tanzanian Universities: An Examination of its Effectiveness*: African Journal of Library, Archives and Information Science* 18(2):157-168 ·
xii. Mery, Y. & Newby, J. & Peng, K. (2012). Performance-based Assessment in an Online Course: Comparing Different Types of Information Literacy Instruction. *Libraries and the Academy* 12(3), 283-298.
xiii. Msuya, J. (2005). Information Literacy in the Eastern, Central and Southern African Region: An Overview, User Information Literacy: Case Studies from University Library Programmes in the SCANUL-ECS Region, edited by E. Kiondo and J. Msuya, Oxford: INASP, pp. 1-34.
xiv. Murugan, M., Saravanakumar, D. R., & Thirumagal, D. A. (2019). Awareness of Information Literacy Among Students of Arts and Science Colleges in Tirunelveli–A Study.
xv. Ngo, H. T., Pickard, A. J., & Walton, G. (2019). An information literacy teaching model for Vietnam's schools. *Global Knowledge, Memory and Communication*.
xvi. Nwezeh, & Shabi (2011). Students Use of Academic Libraries in Nigeria: A Case of Obafemi Awolowo University Library, Ile-Ife. *Library Philosophy and Practice (e-journal).* 602. http://digitalcommons.unl.edu/libphilprac/602

xvii.   Nyerembe, M. (2004). Understanding Information Literacy.*University of Dar es Salaam Library Journal,* Vol. 6, No. 2, pp. 65-79.

xviii.   Ojo, O. O., Akintomide, A. G., & Ehindero, S. A. (2012). Primary School Teachers' Comfortability with Generalised Teaching in Public Schools in Osun State, Nigeria. *World Journal of Education*, *2*(1), 145-153.

xix.   Saranjit, S., and Lennard, L. (2004). *Health literacy: Being able to make the most of health*. London: National Consumer Council on behalf of the Department of Health.

xx.   Sife, A. (2005). The Information Literacy Programme at Sokoine National Agricultural Library, User Information Literacy: Case Studies from   University Library   Programmes in the SCANUL-ECS Region, edited by E. Kiondo and J. Msuya,   Oxford: INASP, pp. 179-186.

xxi.   Van de Vord, R. (2010). Distance students and online research: Promoting information literacy through media literacy. *The Internet and Higher Education*, *13*(3), 170-175.

xxii.   Wang, G.& Huang, X. (2019). SPOC Path Research on Improving Teachers' Information Literacy in Private Colleges and Universities.

xxiii.   Wema, E. (2006). Developing Information Literacy Programs for Public University Libraries in Tanzania: A Case Study of the University of Dar es salaam, a Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy (Information Studies) of the University of Loughborough