Information Literacy Practices in Two Selected Colleges of Education in Osun State

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Abstract - *The significance of information Literacy in higher education system will continue to be unraveled, though there are variations in availability, mode of operation, and the intended impact on the students. The study is uses mixed method approach of quantitative and qualitative to answer the research questions. Descriptive survey research design was adopted using simple random sampling techniques to select student respondents while purposive method was used to select one librarian.The findings revealed the various IL programmes, the process of assessment to ensure it was meeting needs of the users, level of awareness for the various IL programmes was revealed together with the participation levels of the students. Perception of usefulness and effectiveness of IL programmes was also determined along with the various challenges faced by the librarians. Some suggestions were made at the end of the work.*

Keywords: Information literary, User studies, Osun State Colleges, Higher education

Introduction

Since 1980 there has been tremendous increase in the volume of information available in the society due to the impact of information and communication technologies. This situation of excessive information availability to human existence is known as information explosion which comes with it the need to effectively manage information in order to utilise it to achieve desired goals. In an academic environment, information explosion constitutes a greater challenge to users because of the importance and attention given to information access and utilization by the academic community. Thus, to ensure effective utilization of information resources, libraries instituted Information Literacy (IL) programmes aimed at imparting the required skills needed by users to access, retrieve, evaluate, organise and utilize information for lifelong learning.

Information Literacy (IL) is 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 (ALA, 2000).   In what appears to be an all-embracing and expanded definition, International Federation of Library Associations (IFLA) during Alexandria Proclamation (2005), described IL as beacons of the Information Society, illuminating the courses to

development, prosperity and freedom. IL empowers people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals. It is a basic human right in a digital world and promotes social inclusion in all nations.

Information literacy education is important to students, researchers and information professionals due to the proliferation of electronic resources and the use of the Internet as an information source (Islam & Tsuji, 2010). Perhaps, this explains why Coonan and Secker (2011) averred that information literacy is a term that is much favoured in the library community, although overlaps with numerous other terms including academic literacies, new literacies, media literacy and digital literacy with central objective of developing critical thinking, evaluation and high level cognitive skills in students.

Information literacy assists in creating awareness of the various resources in different formats that are available in the library. It assists students in developing skills and abilities needed to navigate information environment to search, retrieve and utilize relevant information to become lifelong learners. Information Literacy helps the learners to master content, become self-sufficient and take greater control over their self-learning, and helps learners to become independent, critical thinker and life-long learner (Swapna & Biradar, 2017). The identified benefits of IL to faculty include reducing the time required for them to teach research skills, which invariably makes more time available to teach course contents; develop more effective research assignments; and obtaining better, well-developed research-related responses from students, while the students benefits include improved capability to conduct research; improved information discovery skills; understanding and avoiding plagiarism; and development of critical thinking skills through deeper learning (IL Brochure, 2018).

Consequently, academic libraries adopt different approaches and ways of imparting information literacy knowledge in their students in forms of library orientation exercise for freshmen, library tour, guide, seminars, workshops, online courses and conferences. Methods of imparting information literacy education include distribution of informational material; introductory lectures; tours and, demonstrations on information retrieval using catalogues, or journal indexes (Butuk, 2016). Integration of IL programmes into the curriculum of higher institutions is adjudged an effective way of fostering IL instructions. Evidence from research suggests that the most effective method of developing information literate students is to embed or integrate information literacy throughout the curriculum (Carr, Newton-Smith & Clark, 2011).

Background information about the colleges

Osun State Colleges of Education Ilesa and Ila Orangun were established in 1977 and 1979 respectively under the administration of old Oyo State, with the vision to be centres of excellence producing teachers who are passionate, skillful, professionals that can make impact in quality teaching, and learning and capable of influencing positively on their environments while being globally competitive. The general function of the colleges is to provide studies in education; and for the purpose of carrying out that function, it is the duty of the colleges, so far as their resources permit, to provide facilities for courses of instruction leading to the award of Bachelor's Degrees and Nigeria Certificate of Education.

Consequently the colleges run courses in Arts, Sciences, Social Sciences, Education, Vocation and Technical related disciplines for the award of National Certificate of Education

on full time and part time basis, and are affiliated to notable universities for the award of Bachelors degrees in education.   The Universities of affiliation are responsible for the academic moderation and quality control of the colleges.

To drive the academic objectives of the Colleges are well-stocked libraries with modern and relevant collections on various fields of study and local and international journals collection. As academic libraries, their mandate is to support teaching, learning and research objectives of the colleges. The college libraries subscribed to academic databases such as Ebscohost, ProQuest, JSTOR, eGRANARY Digital Library, and they have standard e-libraries that house about 300 and 500 computer workstations; powered by 20KVA Inverter and 150 KVA Generator to guaranteeing 24 hours online access for library users.

Statement of the problem

In view of the significance of IL in higher education environment which, according to Swapna and Biradar (2017), is essential to successful lifelong learning, core competency, improvement of learning and teaching, and critical literacy for an educated person in the 21st century. There has been regular complain of low or poor standard of education in Nigeria which on most cases have been linked to poor or irrelevant contents of our curriculum. Looking at the availability of information today in various platforms and at almost no cost, there is the question of what is the problem with the information literacy programmes of the Colleges of Education which is expected to rub on the performance of the teachers to provide quality curriculum content/teaching and invariably quality students? This prompted the investigation into IL practices of Osun State Colleges of Education at Ila Orangun and Ilesha with a view to determine how IL education has been embraced by the relevant stakeholders of the colleges. In other words, how are the two college libraries which are the facilitators of IL programmes handled this all important life-long training to bring about desired results in the life of their students?

Objectives of the Study

This research study is concerned with the information literacy programmes offered to library users by the Osun State Colleges of Education, Ila Orangun and Ilesa. The objectives of this study are to:
- determine the Information Literacy programmes available in Osun State Colleges of Education, Ila Orangun and Ilesa libraries;
- ascertain how Information Literacy programes are assessed in Osun State Colleges of Education, Ila Orangun and Ilesa libraries;
- evaluate students' awareness of the available Information Literacy programmes in Osun State Colleges of Education, Ila Orangun and Ilesa libraries;
- determine students' participation in Information Literacy programmes in Osun State Colleges of Education, Ila Orangun and Ilesa libraries;
- examine perceived effectiveness of Information Literacy programmes in Osun State Colleges of Education, Ila Orangun and Ilesa libraries;
- assess perceived usefulness of information literacy programmes among the students of Osun State Colleges of Education Ila Orangun and Ilesa libraries; and
- identify challenges in implementing Information Literacy programmes in Osun State Colleges of Education, Ila Orangun and Ilesa libraries.

Literature Review

Butuk (2016) assessed IL activities practiced and its effectiveness among the undergraduate of University of Eastern Africa, Kenya, anchoring it on Information Literacy Competency Standards for Higher Education especially Standard 2 (Goals and Objectives) and Standard 10 (Assessment or Evaluation), the study reported that 64% of respondents were not aware of IL activities being run by the University library. Very few students (47%) enrolled, and out of this, 52% who enrolled into such courses failed to complete the course. This implies that IL activities were not embraced and popular since beneficiaries were not aware.

Syamalamba (2011) undertaken a pre-test survey research study using questionnaire on Information Literacy Programmes for undergraduate students in India with a goal of validating an impression that some students know very little, or nothing at all, about basic library research. The study revealed that many students appeared to misunderstand or be totally unaware of the basic elements of library search. This finding confirms the study of Albertsons Library (2016) which carried out a study on assessment of the first-year students' information literacy skills and knowledge in Boise State University, and reported that the students lack basic information literacy skills and knowledge.

The above agrees with the finding of Ajiboye and Tiamiyu (2018) who conducted a study on effective assessment of IL course (ICS 102) of first year undergraduate students of Faculty of Communication and Information Science, University of Ilorin, Nigeria, adopting questionnaire for pre and post-test intervention, the study found that comparing post-test scores with the pre-test scores, there is not much evidence of the substantial increases in learning that can be attributed to the ICS 102 intervention, as measured by the items in the questionnaire. The implication is that students who had taken ICS 102 course had not acquired more information literacy knowledge over the semester.

The foregoing findings contradict Chanchinmawia and Verma (2017) study on assessment of Information Literacy Skills among Students of Academy of Integrated Christian Studies in India using a structured questionnaire, and found that majority (60%) of the respondents believed orientation programme offered by the Library would enable the users search and find their information easily and they were satisfied while 30% were highly satisfied. It further reported that the library users were familiar with various library resources, which implies that information literacy instruction is effective.

The above finding however agrees with Malanga (2017) who studied information literacy skills of first year undergraduate students of Livingstonia in Malawi using cross sectional descriptive research design, and reported that majority (85.7%) of the respondents were aware of different types of information sources with only 14.3% indicated they were not aware.

Methodology

The descriptive survey research design was adopted for the study using quantitative and qualitative research methods which helped to collect data from a large population and obtain in-depth information through interview respectively. This mixed research methods support various researches conducted in the field of information literary programme evaluation (Carr, Iredell, Newton-Smith & Clark, 2011; Hamid, Shehzad & Iqbal, 2015; Ajiboye & Tiamiyu,

2018). Consequently, qualitatively approach was adopted to address objectives 1, 2, 3 and 7, while quantitative approach was used for objectives 4, 5 and 6.

The population of the study consisted of students of the two Colleges. While Ila Orangun has a population of 6,300 NCE and B.Ed students; Ilesa has a population of 9,100 NCE and B.Ed students – all totaling 15,400.

The study adopted both simple random and purposive sampling techniques to draw samples from the population of the study. Using Yamane (1967) formula for calculating sample size, a sample of 400 was drawn. One senior level librarian per college (out of 5 and 7 librarians of Ila Orangun and Ilesha respectively) was purposively selected for interview because of their direct involvement in the handling of library literacy programmes of their colleges. Copies of the questionnaire which were distributed to students in their classrooms and the college libraries randomly at 200 copies per colleges were promptly retrieved. The selected librarians were also interviewed in their respective offices. Data obtained through the questionnaire was analysed using SPSS, while the qualitative data obtained through the interview was analysed using the thematic content analysis.

RESULTS

Research Question 1: What IL programmes are available in Osun State Colleges of Education (OSCE), Ila Orangun and Ilesa libraries?

At OSCE, Ila Orangun, the information obtained from the respondent showed that components of IL programmes available in the college library consisted of the annual library orientation organised for the new students, compulsory general study credit courses of Library Studies (SE 112) and Introduction to Library Studies (GST 112) for the fresh NCE and B.Ed degree students respectively during first semester; and practical librarianship during the course of teaching. Other aspects were distribution of Library publication containing rules and regulation governing easy access and utilization of the library resources free of charge to the fresh students during library registration. The library also engaged in students' enlightenment programme on the use of the e-resources; showcasing library services during official functions and staff congress by giving library users leaflet containing instructions on how to access the academic site while at home or their comfort zones, and computer training orientation on how to use the systems to search for information on the internet as well as access to the library academic site. The computer training also helped to protect library computer systems from being damaged by the amateur users.

At OSCE, Ilesa, the components of the college IL programmes included library orientation and teaching of use of library as a compulsory course for all students, with objective of ensuring positive impact and proficiency in the use of library, improve their reading habits and thus serves as lifelong learning for their present academic goal and future professional careers. Components of library orientation include introductory lecture, distribution of information materials for creation of awareness on library activities, library tours, shelve guide and library display. Librarians also normally extended hands of fellowship to academic staff urging them to visit libraries regularly and to give library-oriented assignments to their students as a way of encouraging library patronage. The students are examined at the end of the semester with cataloguing and classification question made compulsory to know their level of understanding of the courses.

Research Question 2: How are IL programmes assessed in Osun State Colleges of Education, Ila Orangun and Ilesa libraries?

At OSCE, Ila Orangun, the respondent asserted that for a library to achieve all set goals, such library needs to have regular assessment of IL programmes. This is necessary to correct all likely weaknesses in it and to meet up with the standards and objectives of introducing such programme. It was revealed that as a matter of routine, efforts are made to review IL educations of the college from time to time. For the beneficiaries of General Study credit course in Library studies, students are assessed at the end of semester subjecting them to practical and theoretical examinations in librarianship.

The respondent at OSCE, Ilesa, explained that during planning of annual library-use orientation programme, and prior presentation of the actual lecture, critical review of contents and modality of the programme would jointly be carried out by the library senior staff. The essence was to ensure that the content and modality meet the reality of the moment. Similarly, the contents of both the use of library and introduction to library studies as compulsory credit courses for both NCE and B.Ed degrees students are also examined from time to time to ensure that they are relevant and that new development in librarianship that could improve information skill acquisition (if any) is captured into the courses. As a semester course, students are examined at the end of the semester to test their knowledge and understanding of the course.

Research Question 3: Are the students of the colleges aware of the IL Programmes available in the libraries?

Table 1: Analysis of Students awareness of the available IL Programmes in the Colleges of Education

Item	Students Awareness of availability of ILP (N =388)					
	Aware		Not Aware		Total	
	N	%	n	%	N	%
Lecture/Library course	316	81.4	72	18.6	388	100
Workshop/seminars	138	35.6	250	63.4	388	100
Online tutorial	136	35.1	252	64. 9	388	100
Guided library tours	160	41.2	228	58.8	388	100
Slides/tape presentation	176	45.4	212	54. 6	388	100
Demonstration	214	55.2	174	44. 8	388	100
Distribution of leaflets/pamphlets	218	56.1	170	43.8	388	100
Library orientation for newly admitted students	264	68.0	124	32.0	388	100

On the level of awareness, Library course was the most popular with 81.4%, followed by Library orientation (68%), then distribution of leaflets/pamphlets (56.1%) and demonstration (55.2%). The awareness levels for others were less than 50%. On the side of not being aware, Online tutorial took the lead with (64.9%) followed by workshops/seminars (63.4%), guided libray tours (58.8%), and slides/tape presentation (54.6%). Other variables recorded less than 50% in their level of not being aware of.

Research Question 4: Do students of the colleges participate in IL programmes**?**

Table 2: Analysis of Students' level of participation in IL programmes

Item	Level of Participation N =388							
	Full Participation		Partial Participation		No Participation		Total	
	n	%	n	%	n	%	n	%
Lecture/library course	288	73.5	82	20.9	22	5.6	392	100
Workshop/seminars	132	33.6	144	36.7	116	29.5	392	100
Online tutorial	114	29.3	148	38.1	126	32.5	388	100
Guided library tours	108	27.8	136	35.1	144	37.1	388	100
Slides/tape presentation	116	29.8	100	25.8	172	44.3	388	100
Demonstrations	130	33.5	106	27.3	152	39.2	388	100
Distribution of leaflets/pamphlets	180	46.3	80	20.6	128	32.9	388	100
Library orientation for newly admitted students	236	60.8	84	21.6	68	17.5	388	100

The level of participation was rated as Likert scale of three, Lecture/Library course enjoyed the highest level of participation with full (73.5%) and partial as (20.9%), followed by library orientation for newly admitted students with full participation (60.8%) and partial participation of (21.6%). The IL programme with the highest level of non-participation was Slides/tape presentation (44.3%) followed by demonstration (39.2%).

Research Question 5: What is the perceived usefulness of the libraries information IL among the students of Osun State Colleges of Education Ila Orangun and Ilesa libraries?

Table 3: Students perception on the usefulness of IL programmes

Institution	Perception on the usefulness of ILP						Total	
	Very Useful		Useful		Not Useful		N	%
	n	%	n	%	n	%		
Preparing for examination	12	3.0	118	30.0	264	67.0	394	100
Assignments	16	4.0	128	32.0	256	64.0	400	100
Research	12	3.0	148	37.0	240	60.0	400	100
Discussion with colleagues	10	2.5	142	35.5	248	62.0	400	100
Teaching practice	12	3.0	154	38.5	234	58.5	400	100
Understanding course concept	10	2.5	120	30.1	268	67.3	398	100
Other non-academic activities	176	45.8	204	53.1	4	1.0	384	100

Student's perception of the usefulness of IL programme was measuerd on three Likert scale of very useful, useful and not useful. Other non-academic activities recorded the highest usefulness (45.8%) while all other recorded very useful level of less than 5%. on the useful scale, other non-academic activities was the most favoured with (53.1%) while others recorded less than 40% useful level. On the not useful scale, understanding course concept had the highest response of (67.3%), followed by preparing for examination (67%) and the least was teaching practice (58.5%).

Research Question 6: What is the perception of the college libraries on the effectiveness of their Information Literacy Programmes?

The respondent at OSCE, Ila Orangun opined that an ideal library needs to feel the radiant of improvement daily if such library were expected to meet the purpose of its operation. Consequently, through information literacy policy, the informant disclosed, some efforts were made to increase user population and also reduce the theft and mutilation of library resources. Such efforts were registration of users; availability of photocopy machine; applications of electronics for charging and discharging; regular statistics of users. The efforts soared up the statistics of users from all departments and feedback received considered library to be effective and efficient based on users' consultation. Circulation unit recorded at least 40 to 50 users hourly and the Electronic-library recorded 150 users and Serials and Reserve units recorded 35 to 40 users hourly.

At OSCE, Ilesa, the respondent revealed that within the framework of the forms of IL programme practiced in the college, the programmes were considered effective in improving the IL skills of the students. He however, believed there is still room for improvement if the goals of the IL programmes as being practiced in advanced countries were to be attained. To climb up the ladder of improvement, he called for more robust approaches at imparting IL instructions such as workshops and seminars to be organized from time to time targeting different categories of students to meet their literacy skill requirements. He further advocated for the integration of IL education throughout the students' curriculum in the college as being practiced in developed countries. The respondent recommended more collaborative efforts between the library and the various academic departments to ensure unity of purpose in improving the IL skills of the students.

Research Question 7: Are there challenges against implementing IL Programmes in Osun State Colleges of Education, Ila Orangun and Ilesa libraries?

At OSCE, Ila Orangun, the respondent disclosed that one of the factors militating against successful delivery of IL instructions in the college is lack of professional staff to carry out the task. Other challenges identified was inadequate funding that affects provision and maintenance of facilities, equipment and materials for students engagements and general user registration in the library. Included in the financial-induced challenges was the issue of collections of modern and relevant collections that promotes information literacy skills acquisition.

At OSCE, Ilesa, the respondent affirmed that the challenges encountered in the course of implementing IL programmes include lack of experienced and professional staff to handle IL programmes being a relatively new concept in the developing countries. He also identified challenges of insufficient time to impart IL skills in a large population of students as one or two hours orientation programme at the beginning of the semester cannot achieve desired goals and objectives of the programme. Other challenge was lack of interest on the part of the students as most of them have not been showing enough commitment to the library orientation programme. Funding was also a key challenge to provide necessary facility and materials that would aid teaching and learning of the skills especially in this digital age when access and utilization of information resources is through electronic devices.

Discussion of findings

The finding revealed that the two colleges practiced almost the same information literacy programmes of mainly library orientation, library tours, distribution of leaflets/pamphlets,

and use of library /introduction to library study as compulsory credit courses due to the fact that they have similar mandate and same functions. The various college library activities were in tune with the finding of Butuk (2016) who reported that activities such as the distribution of library handbooks with information on how to use the library effectively, library guided tours, introductory lectures, work program, etc, positively impact users in accessing and, eventually, utilizing the library resources. The two institutions wish to establish a better relationship with the academics in order to engage the students better in the use of library for their assignments.

The research findings on the available information literacy programmes of the two college libraries also corroborates the study of Baro & Zuokemefa (2011) who reported that most academic libraries in Nigeria were mainly practicing library tour/orientation session which are not sufficient to transfer IL skills to the students and that the use of library which has been integrated into the curriculum by nearly all universities is still not sufficient to equip students to function effectively in this digital age. It also affirmed Islam and Tsuji (2010) study who reported that Information Literacy programmes in African, especially developing countries such as Nigeria was practicing narrower form of Information Literacy Programmes which was described to be at infancy stage compared to developed countries such as US, UK, China and Japan where they adopted robust forms of Information Literacy programmes.

On ascertaining mode of assessing available Information Literacy programmes in the college libraries. The finding presented almost the same modality of critical review of the contents and processes of IL programmes especially as it affected Library use orientation and use of library introduced into the curriculum of the colleges. The need to evaluate became necessary as Garcia-Qusimondo (2010) puts it, when an information literacy programme is set up, it is crucial to establish an evaluation system since evaluation is a process of improvement and betterment which must be linked to quality. Consequently, the provision of basic measuring tools by the college libraries further corroborated Garcia-Quismondo's position that if an institution develops and applies an information literacy programme, it must possess the means to measure the impact and monitor the successful roll-out of the programme. The adoption of their own measuring tool without resulting to any of the established standards of information literacy programme evaluation is within the contemplation's of the objectives of such standards which provide for libraries and indeed the librarians to develop their own evaluation methods within the context of the institution's mission. The evaluation helps the institutions to include current trends or new developments or areas that requires attention to be attended to appropriately. The final examinations is also a way of measuring students performance which at the same time is a reflection of the teaching quality that the students have imbibed. The level of performance in the examination can be a yardstick to determine whether the librarian have taught.

The level of students' awareness of the available Information Literacy programmes in the college libraries is necessary in order to determine the popularity of these programmes. A programme that students are not aware is not likely to attract their attention and thereby the effort expended by the institution will only reach a limited number of students. Awareness precedes accessibility. The finding revealed that majority of the students were aware of the information literacy programmes practiced. This contradicted Butuk (2016) study who reported that majority (64%) of the students were not aware of Information Literacy activities being run by a university library. It also affirmed Malanga (2017) study who reported that majority of the respondents were aware of the different types of information sources. For other IL programmes, the level of awareness was low, this showed that there were limited

avenues for the students to explore to improve their IL skills. The other IL programmes are more of skill imparting avenues such as demonstration, workshops and seminars and guided library tours. They are hands-on model of imparting IL skills. The poor awareness could be due to so many factors such as poor publicity, wrong timing for such programmes, poor motivation of staff, inadequate staff to provide the programme, and lack of interest from the students. The online is expected to attract high awareness but was found to be low could be due to infrastructural problems like power, internet accessibility and ownership of devices by the students.

This high level of awareness does not translate to effectiveness of the programmes since students may be aware but not showing enough interest and commitment to the literacy education. The programmes may also be poorly managed to the extent that the objectives and benefits of the programmes may be in jeopardy. In the same vein, it has been established that lack of awareness is an indication of lack of effectiveness, as great awareness on the part of the students is a threshold to knowledge creation.

The students' participation levels in IL programmes of the libraries reported high level of students' participation particularly in information literacy programmes such as lecture/Library study and library orientation for new students. This is not surprising because Library study was a compulsory credit course that all students must pass before graduation. For Library orientation, students were just admitted to schools, and as such they were bound to respond and show respect for every directive and programme of the institution. This finding implies that if full participation of students in information literacy instruction were to be guaranteed then it would be necessary to make such information literacy education not only compulsory but be integrated throughout the curriculum of the colleges. This explains why experts have suggested that information literacy should be effectively embedded throughout the curriculum for students to acquire lifelong learning experience (Carr, Iredell, Newton-Smith & Clark, 2011).

The perceived usefulness of information literacy programmes among students reported a very striking response. The finding of the study indicated that majority of the students perceived information literacy programmes of the colleges not useful. The disturbing part of the finding was that the students singled out other non-academic activities as the area considered and perceived information literacy to be useful. This is an indication that the students did not find the various IL education instructions interesting. This is an indication of colossal gap in the general education and training provided in the tertiary education in Nigeria. A course like IL is being considered by students to only have usefulness for other non-academic purposes. Perhaps, the objectives of introducing IL education were not properly understood by them. It could also be assumed that the handlers or instructors of the various programmes did not impart the right knowledge for students to understand the key concept and the essence of the literacy instructions. Another disturbing dimension of the whole scenario was that as institutions producing teachers who are regarded as builders of nation, one would expect nothing but quality teaching instructions for the students. This situation calls for review of procedures and practices that would ensure a result-oriented teaching of IL instruction so that the nation could produce, according to Swapna & Biradar (2017), educated graduates of the 21st century who must be empowered with various skills and abilities such as lifelong learning skills, enquiry and research skills to carryout systematic investigation for finding solutions to complex societal problems. Other major purposes of introducing IL into tertiary education were so poorly rated below expectations. If while still in school, the future teachers to be cannot relate IL with learning and studying, it then shows that after graduation, there is

likely-hood of failing to appropriate the acquired skill towards the better performance in the course of discharging their duties.

The perceived effectiveness of the available IL programmes in the college libraries showed that IL education as effective especially because of perceived improvement in the library patronage as evidenced by users' statistics which soared up in the college libraries. No doubt there is a link between library visit and literacy skills acquisition. Consequently, this finding affirmed Carr, Iredell, Newton-Smith and Clark (2011) study which reported shifts in participants' information literacy skills using established standard of measurement when compared with the non-intervention comparison group. The argument for more robust IL programmes such as workshops/seminars and integration of information literacy programmes throughout the curriculum of the college was not a misplaced one. Such a call is in line with the practices obtainable in developed nations where information is regarded as important resources just like other factors of production. Butuk (2016) agrees that there is need to combine several approaches to assist students perfect their research skills, library skills and/or information literacy skills. Carr, Iredell, Newton-Smith and Clark (2011) also asserted that the most effective method of developing information literate students is to embed or integrate information literacy throughout the curriculum. Most of the expectations of the impact of IL is missing from the responses of the respondent. Skills like use of catalouge, reference requests, searching skills, use of electronic resources without assistance were missing. It showed that there was a limited impact of the IL on the literacy skill of the students. Though there was the problem of resource crunch which may not allow some of these skills to be taught and mastered or practice by the student since it is absent in the library

Finally, the challenges militating against implementation of information literacy programmes in the college libraries agreed with Baro and Zuokomefa (2011) who identified lack of interest by students as a factor militating against successful implementation of information literacy practice in Nigeria. Other factors reported by the authors were teachers, management, inadequate human resources to handle IL training, lack of facilities, low acceptance of online IL delivery approach and absence of IL policy were identified as factors militating against librarians' effort when advocating and providing IL training in university libraries in Nigeria. The issue of inadequate funding seems to be a universal phenomenon that affect library operations but developing countries such as Nigeria felts the impact more than the developed world. Butuk (2016) asserted that IL activities were not funded and this has a negative implication when it comes to raising money to market the IL activities by printing literature, inviting key experts, holding workshops and printing of the IL related literature for advertisement purposes. This ugly situation could impact negatively on the students' interest in information literacy education. One is therefore not surprised that one of the challenges militating against implementation of IL programmes was lack of interest on the part of the students. The poor attitude of the students could also be as a result of poor conduct of information literacy instructions.

Conclusion

This study has shown that there are still more to do in the area of IL to develop holistic students that will posses the required information skill to impart the present poor state of education in Nigeria. The modalities of running IL programme by the two colleges are almost the same without much innovation. The programmes were taught like any other programme without necessarily without adequate attention to the practical skill acquisition aspects of the programme. There was also absence of professional or highly skilled librarians in the two

colleges to handle the programme. Those who handle it can not give more than they know and once the students discovered their incompetence, it becomes an excuse for them not to take the course serious.

There was a fundamentally wrong approach from the college libraries and probably mind-set from the students to have not been able to link IL to any academic activity as having any usefulness. The myriads of challenges faced by the librarians can hamper effective passing of knowledge and skills to the students and thereby not helping the students to realise the usefulness of the programme. perceived information literacy programmes not useful. There is more to be done on so many areas for IL programme to be able to take its right place and impart with desired outcome in colleges of education in Nigeria.

Recommendations

On the basis of the findings of this research study, the following recommendations are hereby made:

1. Efforts should be intensified to regularly evaluate information literacy programmes of the college libraries so that the impact of such information skills acquisition will be properly felt by students. The use of library orientation programme for new students which normally lasted for one or two hours at be beginning of the semester must be made more meaningful, more interesting and more educative.
2. The assessment of the library must go beyond internal house and examinations to practical assessment of the students by bringing them to library or giving them assignments that will make them to practice what they have learnt. The need to standardise assessment with international standard is important so that it will not be that what is being taught is purely local and irrelevant to the students needs as their response on usefulness have indicated.
3. There is need to diversify mode of disseminating information literacy instructions in line with the international best practices. The college libraries should go beyond the present arrangement of imparting information literacy instructions. Workshops/Seminars which experts have described to be more appealing could be introduced by the colleges. They could also take a lead in the concept of integrating information literacy programmes throughout the curriculum of the colleges.
4. There is more to be done in the area of awareness of other source of acquiring IL skills as just a few were popular among the students.
5. Librarians must continue to intensify efforts in ensuring that IL programmes is embedded in other courses or seek support of other academics to enhancing the relevance of IL in the work.
6. Government and management of these colleges of education must rise to the mentioned challenges in order to achieve the aims and objective of setting up the libraries. Each of the challenges must be tackled adequately and appropriate solutions provided for them.

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