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Winter 2-8-2022

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Umar, Musa Yila Mr. and Babalola, Yemisi Tomilola PhD, "INFORMATION LITERACY SKILLS OF ACADEMIC STAFF OF FEDERAL UNIVERSITIES IN NORTH EAST NIGERIA" (2022). *Library Philosophy and Practice (e-journal)*. 6920.

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INFORMATION LITERACY SKILLS OF ACADEMIC STAFF OF FEDERAL UNIVERSITIES IN NORTH EAST NIGERIA

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Abstract

This study investigated Information literacy skills of academic staff of federal universities in North-East, Nigeria. A survey design was adopted in carrying out the study. The population for this study comprised of 4258 academic staff of six (6) federal universities in North-East, Nigeria, from which a sample of 366 was drawn and used for the study. Multi-stage sampling technique was used to select the sample for the study. Simple random sampling was used to select three (3) out of the six federal universities so as to have a manageable sample size these includes; Abubakar Tafawabalewa University Bauchi, University of Maiduguri and Federal University Wukari Thereafter, stratified sampling method was used to select four faculties common to all the universities, namely faculty of Education, Science, Agriculture and Social science. The data collected were analysed using percentage, mean and standard deviation. The results of the study among others showed that information literacy skills of academic staff in federal universities in the North-East is high. The study recommended among others that Academic staff of federal universities in North-East should sustain and do more in enhancing their information literacy skills in order to reach optimal level of information literacy skills.

Keywords: Information Literacy Skills, Academic Staff, North-East, Nigeria

Introduction

The concept “Information Literacy” (IL) was first coined in 1974 Paul Zurkowski, the then chairman of National Commission on Libraries and Information Science. He used the expression to referred to the “skills and techniques” acquired by the information literate for utilizing the wide range of information tools as well as different sources in finding solutions to information problems. In an information society, information and knowledge are the central resources and access to them is very necessary for decision making. Information literacy as a concept got it foundation form American library association. The conceptual foundation made by the American Library Association (ALA) is that in order to have information literacy, a person needs to be aware of the information necessity, to be able to locate it, assess and use it efficiently. Thus American Library Association defines information literacy as a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information(ALA, 2018). While information literacy is the ability to think critically and make objective judgements about any information we find and use. Igwe and Nworu, (2018) views information literacy (IL) as a set of skills used to identify information need, access requisite information resources to solve the

identified need, critically evaluate the information accessed, synthesize the information retrieved from different sources to create new knowledge, ideas and communicate in an appropriate manner the results. It empowers citizens to reach and express knowledge views and to engage fully with society (CILIP Information Literacy Group, 2018). Krubu (2017) described information literacy as the ability to define one's information needs and then to access, evaluate, process and use retrieved information strategically. Any researcher who is unable to do this may not be as productive as expected.

Information literacy as noted by Association of College and Research Libraries (2016) is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning. For an individual to become an information literate person, such individual must possess the attributes of information literacy. When such individual has actually possessed the attributes of information literacy and can put them in practice, it is assumed that such an individual has actually acquired information literacy skills.

Anekwe and Uzoamaka (2018) stated the need for academic staff in Nigerian universities to possess web-based information literacy skills which will help greatly in improving their research productivity. This is because Nigerian academics need to join their counterparts in other parts of the globe who have taken advantage of the open access and other ICT resources tremendously to improve their research productivity. Omekwu, Ibegbulam, Aiyebilehin, Ejikeme, and Ezema (2019) opined that academic staff are expected to exhibit high level of information literacy skills by virtue of their carrier and exposure to research. This is because research process requires them to formulate need for information, identify and evaluate sources, retrieve the needed information and synthesis the information in order to create new knowledge.

The first skill an information literate person needs to possess is the skill to identify the extent of information need (Dandar, 2021). For information literate person to identify information need, it is important for such individual to adopt diverse techniques to gather information. However, several factors might influence their information need. Some of the factors identified are: range of available information sources; use of information; background motivation; individual characteristics of users and consequences of information (Okon, Etuk, & Akpan, 2014). The steps in identifying information need as noted include: recognize the need for information, identify the extent of information you need, define the information need,

decide how to find the information and initiate the search process (Bedford, 2021). Identifying information need focuses on individuals' ability to recognize and understand the level of their information need. That is, people are able to identify first a gap in knowledge, identify and define questions, transform the questions into a topic, assess his/her knowledge on the topic and use information to initiate a search. In other words, to become information literate, an individual need to continuously develop skill to articulate the type of information required (Madison College Libraries, 2020). The report of IL skills at a State University in California suggested that the skill to identify information need involves formulating and defining the research problems in an understandable and accessible manner (Udem & Anaehobi, 2020). Bolek, Kokles, Romanova and Zelina (2018) also opined that identifying information need is the ability to define the necessary information needed, nature of the information and why the information is needed. This skill also requires an individual to identify the exact research problem, type of information to solve the identified problem, itemize the specific questions and hypothesize from the problem, which provides a clear focus of what is needed (Adeniran & Onuoha, 2018). According to Belay and Bramo (2017) the ability to identify the extent of information need involves the ability to understand and articulate the scope of information needed. Identifying information need is the ability to define clear and key concepts, extensive access to information resources and formulate an effective search technique to be used to access the information (The University of New Orleans, 2016) while, Adeleke and Emearhara, (2016) opined that identifying the extent of information need is the ability to identify when there is need for information and phrase questions to provide answers to the needed information. In addition, skills to recognize and identify when information is needed and the extent it is needed provide answers to research questions (Nwosu, Obiamalu & Udem, 2015).

The behaviour of an information literate begins with recognizing that information is needed for task-related activities and to make proper decisions (Bothma, Cosijn, Fourie, & Penzhorn 2014). Therefore, looking at the concept of ability to identify information need from the perspective of problem-solving and answering research questions, an information literate should be able to identify their information need, display confidence in their ability to solve problems and know the relevant the information needed (Okon et al., 2014). Furthermore, Bothma et al. 2014) suggested that an information literate decides the type of information needed, the format of possible sources of information and the amount of information required for a task. These skills that help information literate decide the information needs are in phases. These may include how to analyse the topic; clearly understand the topic; decide what sources

to use: choose appropriate sources and use a variety of sources that are accessible. Other steps in identifying information need as noted by International Federation of Library Association (IFLA), (2014) include: recognize the need for information, identify the extent of information you need, define the information need, decide how to find the information and initiate the search process in order to locate or access the needed information.

The issue of locating/access to information resources is one of the important aspects of information literacy skills. This is because the traditional technique of locating/accessing information was characterized by some challenges, which made libraries embrace technological opportunity by introducing digital library to their users in facilitating access to global information. This traditional system of accessing information in libraries is gradually giving way to digital system, where users only require a computer connected to the internet to access information (Issa, Sereme, Mutshewa & Bwalya, 2014). In other words, information literacy skills are significant to access information in this generation of technology advancement where most of the information needed for research can be retrieved from electronic sources (Adeleke & Emeahara, 2016). This makes access to information easy to acquire information to meet a wide range of personal requirement considered as the main needs of an information society (Karimi, Ashraff-Rizi, & Hassanzadeh, 2015). However, the ability to access information is a necessary skill an information literate should possess as stated by the (ALA, 2018). In a recent research for an information literate to be able to access information, as reported by Udem and Anaehobi (2020), he/she needs to formulate a search strategy to access and retrieve useful information using search tools. Successful access, search and retrieval of information in digital format have been found to be significant and depend on the level of the ILS of a person (Odede & Zawedde, 2018). Therefore, the ability to access information can be defined as the ability to search for information, find and obtain the information from a given source (Bolek et al., 2018).

An individual does not only find resources, but also be able to access the desired information from sources of information through search tools and extract specific information from the sources (Adeniran & Unuoha, 2018). An information literate person searching for information, therefore, applies cognitive and non-cognitive skills (Bolek et al., 2018). Similarly, the ability to access information can also be defined as the ability of an information seeker and user to locate and access information wherever it is stored and access available information sources, have understanding of the unknown in order to fill a gap, access information needed both in print and digital formats using different retrieval tools (Nwosu et

al., 2015). Thus, an information literate, as noted by Bothma et al. (2014) are individuals that are able to access digital library resources needed effectively and efficiently, phrase questions in a way that information found is relevant and detailed for a task. Bothma et al. (2014) summed the activity into three as: make decisions on the technique and systems appropriate to access information, form queries based on information needs and develop search strategies for easy location of the information needed. Furthermore, access to information supports research, education and economic developments (International Federation of Library Association, 2014a, 2014b). In practical terms, therefore, the ability to access information includes: select appropriate information retrieval systems, constructs search strategies, retrieves information using varieties of methods, extracts and manages information (Association of College and Research Libraries, 2010).

An information user selects information sources that are appropriate to access the needed information from digital and print resources, design effective search techniques to search relevant information sources, recognize and regard intellectual property rights (Association of College and Research Libraries, 2010). On this note, ability to access information involves: identify appropriate type of sources for research activity, use effectively and efficiently methods to collect materials and identify gaps in knowledge (Nyarigoti, 2020). The ability to access information is also the ability of a person to locate information from wide range of information resources and access information to meet specific needs, from information resources in print and electronic resource using information access tools (Ojedokun, 2017). The steps involved to access information include the user identifies sources, develop search strategies, access the selected information sources and retrieve the located information (Laretive, 2019). An information-literate person should possess the ability to identify the resources available for exploitation, access and search appropriately the information resources (Nikou & Aavakare, 2021).). Good search strategies require an effective preparation exercise to access information. In this light, some parameters that affect quality search of information, as noted by Li, Chen & Wang (2021), are: What is wanted? (Definition of a clear and concise search objective); what information is known about what is wanted? What information access tools are available? What is known about the structure of the access tools? However, for an information literate to access information effectively, he/she should have the skills to select appropriate search strategies, as well as retrieve information in numerous ways in person or electronically (ALA, 2000). This implies that an information literate should be able to effectively and efficiently access information he/she needs to meet

the identified information need. Obviously, in access to information, an information user initiates a search process by developing tactics in selecting and retrieving information from relevant sources.

Information evaluation skill is very necessary in today's information society characterised with information overload. This skill will help an individual to select the right information from the variety of sources. Anunobi and Udem, (2014) described evaluation of information as a process whereby an information user critically and competently assessed information by focusing on analysing and examining, extracting information; generalizing and interprets information; evaluating accuracy and relevance of the retrieved information, organization of information; arranges and categorizes information; groups and organizes the retrieved information; and determines the best and most useful information. In the present information age characterised by information explosion, information is available in different format. Therefore, users have to possessed skill on how to evaluate the information collected. The available information can be evaluated based on: Authenticity – it should be found out whether the collected information is authentic or not. It can be checked by author, publisher or the institution from whom the information came in. Accuracy – it can be checked to avoid certain bias and prejudice. Up-to-date – it has to be ensured that the collected information is the current (Amna & Mumtaz, 2018).

Appropriate use of information is a critical issue in information literacy skills; after going through the above information literacy skills like need, access/locate, evaluate, the next step is to use the information in order to satisfy the purpose for which the information was sought. Using the information may also include reporting of the information in an appropriate manner or medium and by sticking to the legal and ethical considerations of intellectual property right. It is at this stage that the user applies/uses information accurately and creatively in the following ways: Finds new ways to communicate, present and use information; applies the retrieved information; learns, or internalizes information as a personal knowledge; presents the information product; understands ethical use of information; respects the legal use of information; and communicates the learning product with acknowledgement of intellectual property (Ikenwe & Anaehobi, 2020).

Bedford (2021) stated that information literacy knowledge deals with understanding of how to: recognize that accurate and complete information (textual, numeric or graphical) is the basis for intelligent decision making; determine accurately what problem or aspect of the

problem which will be resolve; define and determine what information is required for the task in terms of type of material, media and comprehensiveness; formulate questions based on information needs that help to define what content is required; identify potentially relevant and valuable primary, secondary and tertiary sources of information; develop successful search strategies in both the paper based and electronic domain for identifying secondary information; gather information and data through experiment or through secondary sources; organize and store information; interpret, analyse, synthesize, evaluate and also to critically challenge the validity of collected information; develop insights, judgments, and predictions; use effective and appropriate tools and methods for the presentation and visualization of data and findings; and adapt these cognitive and behavioural information 'strategies' to different situations and contexts.

The issue of plagiarism in the use and communication of information is alarming in today's society, in fact because of the features of the new information technologies that, as a side effect of all the benefits for information access, have also facilitated and increased the opportunities for the misappropriation of information. Although the problem of plagiarism while using or presenting information affects everyone, it has become extremely germane in the cases of scientific information, as plagiarism in the scientific research is a recurrent and relevant topic in the information literacy (Morais & Santos, 2017) and this affects the validity of the outcomes. On the other hand, one of the functions of the library is to provide information resources, as it supports the education of institution where it is situated (Severino, 2017). For this reason, academic libraries are to organize information literacy programs, that takes in to cognisant the promotion of ethical use of information. In light of this, information services providers need consider the behavioural changes of their users as well as stimulate good practices for the study, research, and communication of information. This purpose allows the library to meet the educational and informational needs of its users and stakeholders, filling the gaps of students, faculty, and educators. In this regard, the library of a higher education institution is one of the most important assets in the prevention of plagiarism by educating it user on the right way to use information.

Statement of the Problem

For academics to be more productive in research they need to possess high level of information literacy skills in order to effectively utilize the different forms of information resources available in today's information society (Simisaye & Popoola, 2019).

Objective of the study

The main objective of the study is to investigate the information literacy skills of academic staff of universities in North-eastern Nigeria. The specific objectives of the study are to:

1. find out the level of academic staff of federal universities in North East, Nigeria
2. ability to identify information need
3. find out the extent of academic staff of federal universities in North East, Nigeria ability to locates information
4. find out level of academic staff of federal universities in North East, Nigeria ability to evaluates information
5. find out the extent of academic staff of federal universities in North East, Nigeria ability to ethically use information
6. find out the level of academic staff of federal universities in North East, Nigeria ability to communicates information

Research Questions

The following research questions was use to guide the study:

1. What is the level academic staff ability to identify information need in federal universities in North East, Nigeria?
2. What is the extent of academic staff ability to locate information in federal universities in North East, Nigeria?
3. What is the level of academic staff ability to evaluate information in federal universities in North East, Nigeria?
4. What is the extent of academic staff ability to ethical use information in federal universities in North East, Nigeria?
5. What is the level of academic staff ability to communicate information in federal universities in North East, Nigeria?

Literature Review

In another study Okiki and Mabawonku (2013) investigated information literacy skills of 1,057 academic staff in Nigerian federal universities using a descriptive survey research design. The result of the has shown that academics possessed high information literacy skills, which include ability to recognize a need for information resources, distinguish potential

information resources, construct strategies for locating information, compare and evaluate information obtained from different sources, locate and access information resources, organize, apply and communicate information, and ability to synthesize and build on existing information and these had greatly influenced their teaching and research productivity.

Theoretical framework

In the search for theories that will guide this study, there was no single theory found to capture the interaction between the variables. Therefore, the study adopted information literacy model propounded by Society of College, National and University Libraries SCONUL (2011). This model placed emphasis on people's experience of using information, that is, how individuals are able to locate, analyse, evaluate and use information effectively. The seven areas or pillars of information literacy as defined by SCONUL are identify, scope, plan, gather, evaluate, manage and present. The model describes a set of generic skills and understandings.

The first stage of the pillar in the model is Identify information need. An information literate academic staff is able to identify a personal need for information, understand that information is constantly being produced, there is always more to learn and that ideas/opportunities are created by investigating/seeking information. The second pillar of the model is Scope. An information literate academic staff can assess current knowledge and identify gaps. He/she must understand what types of information are available, the characteristics of the different types of information source available to them and how they may be affected by the format (digital, print), the publication process in terms of why he/she need to publish and the currency of information, issues of accessibility, what services are available to help and how to access them for his/her research. The third pillar is Plan. This is the ability of academic staff to create strategies for locating information. Information literate academic staff understands the range of searching techniques available for finding information and the differences between search tools. He/she is able to scope their search question clearly and in appropriate language, define a search strategy by using appropriate keywords and concepts. The fourth pillar in the model is referred to as Gather. This has to do with academic staff being able to locate and access the information he/she need for research. An information literate person understands how information is organized, electronically and in print sources, how libraries provide access to resources, how digital technologies are providing collaborative tools to create and share information. The fifth pillar is called Evaluate. An information literate academic staff can review the research process, compare and evaluate information. He/she

understands the information landscape of their teaching/research context, the issues of quality, accuracy, relevance, reputation and credibility relating to information sources and the importance of citation in their research context. The sixth pillar is Manage. This is the ability of academic staff to organize information professionally and ethically. An information literate person understands their responsibility to be honest in all aspects of information handling and dissemination (e.g. copyright, plagiarism and intellectual property issues). The seventh pillar is called Present. Present is about an academic staffs' ability to apply the knowledge gained in presenting the results of their research, synthesizing new and old information and data to create new knowledge, and disseminating it in a variety of ways.

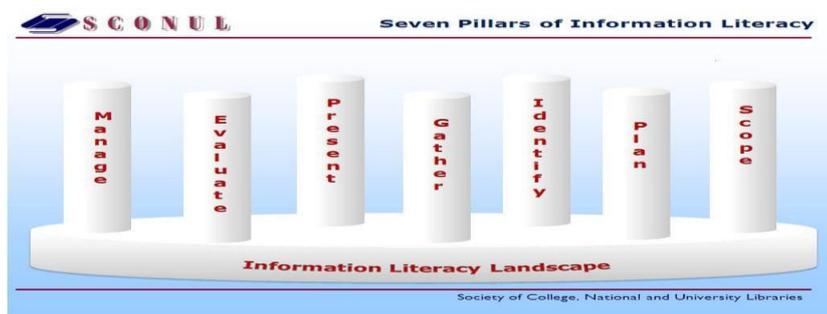


Figure 1: The Information Literacy Model by SCONUL (2011)

Relevance of the model

The SCONUL model is relevant to the present study in that it presents a framework with which to assess the information literacy levels of academic staff that is, their ability to identify information need, locate the needed information, evaluate and ethically use information resources.

Methodology

The research design adopted for this study is a descriptive survey research design. The comprised of 4258 academic staff of federal universities in North-East Nigeria. The sample size for this study consisted of 366 academic staff drawn from the institutions. Taro Yamane sampling formula was used to determine the sample size of the respondent's academic staff from the all the six federal universities in the North-east, Nigeria. Simple random sampling was used to select four faculties common to all the universities, namely faculty of Education, Science, Agriculture and Social science. The 366 sample was shared to the institutions based on proportion in the total population.

Result and Discussion

Table 1: Demographic Characteristics of the Respondents by Faculty

Characteristics	Classification	Frequency	Percentage
	Agricultural Sciences	77	23.9
	Education	83	25.8
	Social Sciences	83	25.8
	Science	79	24.5
Total		322	100

Source: Field work, 2021

The result in table 1 reveals the faculties distribution of the respondents of the study. Faculty of education and social science had the highest population 83(25.8%) each, followed by faculty of science 79(24.5%) while faculty of agriculture had the lowest 77(23.9%)

Table 2. Level of information need of academic staff

Information Literacy Skills of academic staff	Very High (%)	High (%)	Low (%)	Very Low (%)	Mean(x)	SD
My ability to (recognize a need for information)					3.37	.578
recognize a need for information and data to achieve a specific purposes is	165(51.2)	146(45.3)	8(2.5)	3(.9)	3.47	.596
define concepts of a topic for a research presentation is	133(41.3)	180(55.9)	6(1.9)	3(.9)	3.38	.573
identify which types of information that will best meet my information need is	131(40.7)	178(55.3)	13(4)		3.37	.560
identify different formats in which information may be provided is	110(34.2)	196(60.9)	13(4)	3(.9)	3.28	.583
Grand Mean					3.37	.578

Table 2 shows the result of the level of ability to recognize a need for information. The grand mean (3.37, SD=.578) indicates that the level of ability to recognize a need for information of the faculty members of federal universities in North-East is high. On the respondents indicated that their ability to recognize a need for information and data to achieve specific purpose (mean=3.47), define concepts of a topic for a research presentation (mean=3.38), identify which types of information that will best meet their information need identify different formats in which information may be provided is and identify different formats in which information may be provided is (mean=3. 3.28) were all high.

Table 3. Extent of academic staff ability to locate information

	Very High	High	Low	Very Low	Mean	SD
My ability to (locate and access information)					3.36	.563
construct keywords and related terms to search information for my research is	158(49.1)	154(47.8)	9(2.8)	1(.3)	3.46	.569
differentiate between primary and secondary sources of information is	155(48.1)	156(48.4)	11(3.4)		3.45	.563
select appropriate electronic resources is	125(38.8)	187(58.1)	10(3.1)		3.36	.541
select appropriate information search tools to access the needed information is	118(36.6)	187(58.1)	12(3.7)	5(1.6)	3.30	.615
search information resources from electronic databases by subject, title, author and date is	90(28)	220(68.3)	10(3.1)	2(.6)	3.24	.530
Grand Mean					3.36	.563

Table 3 shows the result of the level of ability to locate or access information. The grand mean (3.36, SD=.563) indicates that the level of ability to locate or access information of the faculty members of federal universities in North-East is high. On Academic staff ability to locate and access information, they indicated that their ability to construct keywords and related terms to search information for my research (mean=3.46), also differentiate between primary and secondary sources of information (mean=3.45), select appropriate electronic resources (mean=3.36), select appropriate information search tools to access the needed information (mean=3.30) and search information resources from electronic databases by subject, title, author and date is (mean=3.24) were also high.

Table 4. Level of academic staff ability to evaluate information

	Very high	High	Low	Very Low	Mean	SD
My ability to (evaluate information)					3.32	.575
select information materials based on reliability, validity, accuracy, authority, currency or bias is	136(42.2)	174(54)	12(3.7)		3.39	.559
sift information resources obtained from the Internet is	127(39.4)	184(57.1)	11(3.4)		3.36	.547
assess the quality, accuracy and relevance of information resources found on the Internet is	123(38.2)	183(56.8)	16(5)		3.33	.568
draw conclusions based upon information I got on the internet is	95(29.5)	195(60.6)	29(9)	3(.9)	3.19	.624
Grand Mean					3.32	.575

Table 4 shows the result of the level of ability to evaluate information. The grand mean (3.32, SD=.575) indicates that the level of ability to evaluate information of the faculty members of federal universities in North-East is high. On the ability to evaluate information, the respondents indicated that their ability to select information materials based on reliability, validity, accuracy, authority, currency or bias (mean=3.39), ability to sift information resources obtained from the Internet (mean=3.36) assess the quality, accuracy and relevance of

information resources found on the Internet (mean=3.33) and draw conclusions based upon information I got on the internet (mean=3.19) were also high.

Table 5. Extent of academic staff ability to use information

	Very High	High	Low	Very Low	Mean	SD
My ability to (use information)					3.26	.601
create new knowledge in research is	130(40.4)	174(54)	16(5)	2(0.6)	3.34	.602
integrate the new and prior information to support the purposes is	112(34.8)	201(62.4)	5(1.6)	4(1.2)	3.31	.565
use a range of information technology applications in carrying out an assignment is	95(29.5)	203(63)	21(6.5)	3(0.9)	3.21	.595
manipulate digital text, images, and data, as needed is	98(30.4)	186(57.8)	36(11.2)	2(0.6)	3.18	.640
Grand Mean					3.26	.601

Table 5 shows the result of the level of ability to use information. The grand mean (3.32, SD=.575) indicates that the level of ability to use information of the faculty members of federal universities in North-East is high. In the same vein, under ability to use information, the respondents indicated that their ability to create new knowledge in research (mean=3.34), as well as to integrate the new and prior information to support the purposes (mean=3.31), use a range of information technology applications in carrying out an assignment (mean=3.21) and manipulate digital text, images, and data, as needed (mean=3.18) were high.

Table 6: Level of academic staff ability to communicate information

	Very High	High	Low	Very Low	Mean	SD
My ability to (organize, apply and communicate information ethically)					3.38	.616
cite bibliographic references in research reports using appropriate style (e.g. APA, Chicago) is	190(59)	123(38.2)	5(1.6)	4(1.2)	3.55	.595
Understand of issues of copyright, plagiarism, information privacy and security in the electronic environment is	196(60.9)	105(32.6)	17(5.3)	4(1.2)	3.53	.656
apply information resources to the problem at hand is	109(33.9)	199(61.8)	12(3.7)	2(0.6)	3.29	.564
use computers and/or mobile technologies to create a multimedia presentation is	96(29.8)	189(58.7)	33(10.2)	4(1.2)	3.17	.650
Grand Mean					3.38	.616

Lastly on table 6, the respondents on their ability to organize, apply and communicate information ethically, indicated that their ability to cite bibliographic references in research

reports using appropriate style (mean=3.55), and understand issues of copyright, plagiarism, information privacy and security in the electronic environment (mean=3.53) were very high.

Discussion

The study also found that the level of information literacy skill of the faculty members is high. This finding supports that of Okiki and Mabawonku (2013) who found that academics possessed high information literacy skills, which include ability to recognize a need for information resources, distinguish potential information resources, construct strategies for locating information, compare and evaluate information obtained from different sources, locate and access information resources, organize, apply and communicate information, and ability to synthesize and build on existing information and these had greatly influenced their teaching and research productivity.

Conclusion and Recommendation

The study concludes that information literacy skills are important skills for academics in in today's world of research that is characterised by information explosion. Academic staff are expected to identify when information is need, access, evaluate information and make use of information observing the intellectual property right. The result of the study revealed that information literacy skills of academic staff is high. Based on the findings of the study on information literacy skills, the following recommendations are hereby proffered:

1. Academic staff of federal universities in North-East should sustain and do more in enhancing their information literacy skills in order to reach optimal level of information literacy skills.
2. Academic staff federal universities in the North-East should integrate their information literacy skills in to their research process so as to be more productive in their research.

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