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Edith Nwakaego Nwokenna  
*University of Nigeria - Nsukka*

Ogechukwu Vivian Amanambu  
*Nnamdi Azikiwe University Awka Nigeria*

Blessing Chisom Umeano  
*Nnamdi Azikiwe University Awka Nigeria*

Frances Jumoke Oloidi  
*University of Nigeria - Nsukka, drjumoke.oloidi@gmail.com*

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## **Information Literacy Skills of Pre-Service Music Teachers**

**Edith Nwakaego Nwokenna<sup>1\*</sup>, Ogechukwu Vivian Amanambu<sup>2</sup>, Blessing Chisom**

**Umeano<sup>2</sup>, Frances Jumoke Oloidi<sup>3</sup>**

**<sup>1\*</sup>Department of Arts Education, University of Nigeria, Nsukka**

**<sup>2</sup>Nnamdi Azikiwe University Awka Nigeria**

**<sup>3</sup>Department of History and International Studies, University of Nigeria, Nsukka**

**Corresponding author:** Edith Nwakaego Nwokenna, Department of Arts Education,  
University of Nigeria, Nsukka

### **Abstract**

Information literacy enables students to develop critical skills that will help them to become independent lifelong learners. The information literacy skills of pre-service music teachers from public and private tertiary institutions in Nigeria's southern region were assessed in this study. In this study, a survey research method was used. The study's population consisted of all pre-service music teachers in the region. Participants received an electronic copy of the researcher-created questionnaire. A total of 450 completed questionnaires were returned by participants. This study's data was analyzed in IBM SPSS. The finding of this study revealed that pre-service music teachers had moderate level information literacy skills. The information literacy skills of female pre-service music teachers are not significantly different from the information literacy skills of male pre-service music teachers. It is strongly advised that information literacy programs be integrated into school curricula in order to improve the information literacy skills of pre-service music teachers.

**Key words:** Information literacy, Information Literacy Skills, Pre-Service Music Teachers

## **Introduction**

Since information is used and required in every aspect of our lives, the importance of information literacy skills cannot be overstated. Information literacy is a fundamental human right that entails understanding information concerns and needs, as well as mediums through which the required information can be identified, located, obtained, assessed, organized, and used ethically, efficiently, and effectively to solve problems (ACRL, 2000; Information Literacy Meeting of Experts, 2003; Johnston and Webber, 2003). Generic skills, information skills, and values and beliefs are the three main components of information literacy (Bundy, 2004). Computer skill, information technology literacy, library skills, and information skills are all concepts that influence and coexist with information literacy (Bruce, 1997). Critical skills that will help students or researchers become independent life-long learners are provided by information literacy skills. They include skills that will improve the quality of research and broaden career opportunities in the information economy; and the use of the Boolean logic operators AND, OR, NOT, in search strategies to locate and access relevant information skills in analyzing and critically evaluating research findings, skills in identifying legal and ethical issues related to information use, and skills in citation and referencing, thus acknowledging other people's work (ACRL, 2000).

Due to the abundance of information, students may not learn everything about their course of study in the year allotted for their university course; information literacy enables these students to develop critical skills that will enable them to become independent lifelong learners. Because of the rapid development of digital technologies, which has resulted in information overload, information literacy has been developed to address the problems caused by information overload while also meeting the society's information needs (Andretta, 2005). Excessive information does not inform an individual, but rather creates data smog, which can create a barrier in an individual's life. According to ACRL (2000), information

literacy allows us to deal with data smog by equipping us with the skills needed to recognize our information needs, where to locate the information needed, and how to use the information effectively and efficiently. Information literacy skills can also help with decision making and productivity, which is beneficial to society. Deep learners in society can be developed by combining information literacy skills with a learner-centered, researched-based, problem-solving, and critical thinking proactive instructing environment. Furthermore, information literacy skills are essential for success in pedagogy, the workplace, and everyday communication. There is no learning without teaching. Anyone can teach, but effective teaching is a different story. An effective teacher guides students from surface learning to deep learning and then to a higher cognitive level. Information literacy programs, similar to Bloom's taxonomy, can help students achieve a higher cognitive level in their learning.

Pre-service music teachers are defined by Teachout (1997) as music education students who have been admitted into the professional teacher education program, students who have been approved to take the music education methods course, or students who have completed the music education methods course. A pre-service music education program gives aspiring music teachers the knowledge and skills they need to teach music in the classroom. In many higher education institutions, a basic music education course sets students on the path to a career in music education. Pre-service music teachers are students enrolled in a teacher preparation program who must successfully complete degree requirements such as course work and field experience before receiving a teaching license. Their courses cover the historical foundations of the music education profession, teaching philosophy, basic educational psychology, practicums, and teaching practices. These fundamental music education courses are taken before most undergraduate courses and thus play an important role in shaping the beliefs and identity of pre-service music teachers (Mishra et al., 2012). Pre-service music teachers see music education as primarily consisting of learning an

instrument; teaching is frequently referred to by pre-service music teachers as the passing on of knowledge and sharing a passion for music (Andrew and Neryl, 2013). It is perhaps not surprising, then, that much research has found that pre-service music teachers' musician identities are strong, but their teacher identities are less developed (Thompson, 2007 Bouji, 1998; Roberts, 1991; Woodford, 2002). It is obvious that the quality of music teacher education is critical to the music education profession. The majority of research has focused on pre-service teachers' beliefs about teaching efficacy and professional commitment. Guskey and Passaro, (1994) and Wagoner (2011) demonstrate that teaching efficacy beliefs are directly related to the attitudes and behaviors that teachers exhibit. Evers et al. (2004) and Flores (2006) demonstrate that teaching efficacy beliefs are also directly related to the amount of effort put forth in a task and the degree of persistence maintained throughout. According to Erwan (2010), teaching efficacy beliefs may be a predictor of commitment and longevity in a teacher's career. There is a need for pre-service teachers to develop information literacy skills for their own success as well as to pass that knowledge on to their future students so that they can become information literate (Branch, 2003; Carr, 1998; Hinchcliffe, 2003).

Assessment of pre-service teachers' information literacy skills can assist education program planners in identifying curriculum deficiencies and strengths, as well as ensuring that educators are skilled and equipped to locate and evaluate information in their profession and incorporate information literacy into their lesson plans (Kovalik et al, 2010). This study aims to investigate the information literacy skills of pre-service music teachers in public and private universities in Nigeria's southern region. It is as an important research that can positively impact the quality of teaching music education and contribute significantly to the empirical discussion on pre-service music teachers, particularly from a developing nation perspective.

## **Objectives of the study**

The general objective of this study is to investigate the information literacy skills of pre-service music teachers. The specific objectives are to:

- (1) Identify the extent of information literacy skills of pre-service music teachers.
- (2) To know the level of information literacy skills among the pre-service music teachers about various resources and services.
- (3) To identify the search strategies of pre-service music teachers.
- (4) To know, how far they are succeeding in getting relevant information.

## **Research Questions**

**RQ1:** What is the extent of information literacy skills levels of pre-service music teachers?

**RQ2:** What are the preferred formats for accessing information amongst the pre-service music teachers?

**RQ3:** What sources do pre-service music teachers utilize to get their information?

**RQ4:** What search strategies do pre-service music teachers' use?

**RQ5:** What Citation and referencing styles are pre-service music teachers familiar with?

**RQ6:** Do pre-service music teachers know about copy writing and plagiarism?

## **Research Hypothesis**

**H01:** The information literacy skills of female pre-service music teachers are not significantly different from the information literacy skills of male pre-service music teachers.

## **Research Method**

The researchers obtained the required ethical approval for this research from the University of Nigeria's Committee for Research Ethics; this quantitative exploratory study included 450 pre-service music teachers from private and public universities in Nigeria's southern region. Each participant in this study signed a written consent form. The study sample size was determined using a single population formula in G-power statistical software

with a 95% confidence interval, a 5% acceptable error margin, and an a priori statistical power of 80% (Faul et al., 2007). The total sample size for the research was determined using a sample correction formula that took into account a 10% non-reaction rate.

The researchers met with pre-service music teachers and their representatives to discuss the study in greater detail, including confidentiality and data privacy, during a physical visit to the Faculty of Education at selected universities. We collected the email addresses of interested pre-service music teachers in order to send them the survey instrument to complete and return. The researchers developed a questionnaire with a total of 33 items for assessing the information literacy skills of pre-service music teachers. Interested students received an electronic copy of the questionnaire. Two music lecturers and one measurement and evaluation lecturer validated the questionnaire, and its internal consistency was established using Cronbach's alpha (0.77) with 30 pre-service music teachers from outside the study area. The first section of the questionnaire collected sociodemographic data on each pre-service music teacher (age, gender, educational level, and program type), and the second section contained items measuring their information literacy skills which were analyzed descriptively. IBM SPSS version 22 was used to analyze the data in this study.

## Results

Table 1: demographic data of the respondents

Gender	Male	Female		
	218 (48.4%)	232 (51.6%)		
Age	18-23	24-28	28 and Above	
	187(41.6%)	200(44.4%)	63(14.0%)	
Level	First Year	Second Year	Third Year	Fourth Year
	150 (33.3%)	97(21.6%)	100 (22.2%)	103(22.9%)
Program	Full Time	Part Time		
	370(82.2%)	80 (17.8%)		

Results in Table 1 show 450 pre-service music teachers' demographic variable that completed the study. Male Pre-service music teachers were 218 which constitute 48.4% of the respondents whereas female pre-service music teachers were 232 which represent 51.6%

of the respondents. Furthermore, the 187 of the respondents were in age bracket of 18-23 which represent 33.3%, 200 of the respondents were in the age bracket of 24-28 which represent 44.4% while 63 of the respondents were in age bracket of 28 and above which represent 14.0%. By educational level, 150 were in their first year, which represents 33.3% of the respondents, 97 of the respondents were in their second year which represents 21.6%, 100 of the respondents were in their third year which represents the 22.2% and 103 of the respondents were in their final year which represents 22.9%. Concerning program type, 370 of the respondents were full time students which constitute 82.2% while 80 of the respondents were part-time students which constitute 17.8%.

RQ 1: What is the extent of information literacy skills levels of pre-service music teachers?

Table 2: mean and standard deviation of pre-service music teachers' responses on extent of information literacy skills levels

	N	Mean	SD	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	SE	Statistic	SE
Literacy Skills	450	3.9300	.13896	1.211	.115	.834	.230

The data in table 2 shows the mean and standard deviation scores of pre-service music teachers' information literacy skills levels. Pre-service music teachers had mean score of 3.97 with corresponding standard deviation score of .138. This indicates that there was a moderate level of information literacy skills of Pre-service music teachers. The skewness value was 1.211 while kurtosis was .834. The standard deviation score of .138 showed that there was moderate variability of individuals' mean score of respondents around their group mean score.

RQ 2: What are the preferred formats for accessing information amongst the pre-service music teachers?



Table 3: Mean and standard deviation scores of the pre-service music teachers preferred formats for accessing information.

		Frequency	Percent
Valid	Digital	256	56.9
	Digital and Print	150	33.3
	Print	44	9.8

The data in table 3 showed the frequency and percentage of the pre-service music teachers preferred formats for accessing information. The data shows that 256 of pre-service music teachers which represents 56.9% of the respondents preferred digital source, 150 of pre-service music teacher which represents 33.3% of the respondents preferred digital and print and 44 of preserve music teachers which represents 9.8% of the respondents preferred print. Therefore, digital format of accessing information is the most preferred means of assessing information, followed by combination of digital and print while print only is the least preferred format of accessing information.

RQ 3: What sources do pre-service music teachers utilize to get their information?

Table 4: Frequencies and percentage of pre-service music teachers utilize to get their information.

		Frequency	Percent
Valid	Internet	309	68.7
	Library	141	31.3

Table 4 shows the frequencies and percentages of pre-service music teachers' sources of information. The data showed that 309 of preservice teachers which represents 68.7% of the respondents' source information through internet, whereas 141 of pre-service music teachers which represents 31.3 source for information through library. Therefore, majority of pre-service music teachers utilize internet as source of information.

**RQ4:** What search strategies do pre-service music teachers' use?

Table 5: Frequencies and percentages of pre-service music teachers' search strategies.

		Frequency	Percent
Valid	Keywords	119	26.4
	Field Search	144	32.0
	Truncation	132	29.3
	Boolean	55	12.2

Table 5 shows the frequencies and percentages of pre-service music teachers' search strategies. The data showed that 119 of pre-service music teachers which represents 26.4% of the respondents' uses keywords search strategies, 144 of pre-service music teachers which represents 32.0% uses field search strategy, 132 of pre-service music teachers which represents 29.3% uses truncation search strategy and 55 of pre-service music teachers which represents 12.2% uses Boolean search strategy. Therefore, majority of pre-service teachers uses field search strategies, followed by keywords, while the least is Boolean searching strategies.

**RQ5:** What Citation and referencing styles are pre-service music teachers familiar with?

Table 6: frequencies and percentages of familiar referencing styles of pre-service music teachers are familiar.

		Frequency	Percent
Valid	APA	178	39.6
	MLA	130	28.9
	Harvard	142	31.6

In table 6, the data shows the frequencies and percentages of familiar referencing styles of pre-service music teachers. Therefore, 178 pre-service music teachers use APA referencing style which represents 39.6% of the respondents, 130 pre-service music teachers use MLA referencing style which represents 28.9% of the respondents and 142 pre-service music teachers use Harvard referencing style which represent 31.6% of the respondents. Hence, majority of the preserve music teachers' uses APA, followed by Harvard while MLA is the least used referencing style.

**RQ6:** Do pre-service music teachers know about copy writing and plagiarism?

Table 7: Frequencies and percentages of pre-service teachers' knowledge of copywriting and plagiarism.

		Frequency	Percent
Valid	Copywriting	273	60.7
	Plagiarism	177	39.3

Table 7 shows the frequencies and percentages of pre-service music teachers' knowledge of copywriting and plagiarism. The data showed that 273 of pre-service teachers which represent 60.7% of the respondents know about copy writing, whereas 177 of pre-service music teachers which represent 39.3% know about plagiarism. Therefore, majority of pre-service music teachers have knowledge of copy writing while few of them have knowledge of Plagiarism.

**H<sub>01</sub>:** The information literacy skills of female pre-service music teachers are not significantly different from the information literacy skills of male pre-service music teachers.

Table 8: t-test significant analysis of difference of male and female pre-service music teachers on information literacy skills.

t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% CI	
					Lower	Upper
-.183	448	.855	-.002	.013	-.028	.023

The results of t-test statistics shown in Table 7 revealed that the information literacy skills of female pre-service music teachers are not significantly different from the information literacy skills of male pre-service music teachers,  $t(448) = -.183, p = .855$ , 95% CI:  $-.028, .023$ . Therefore, since the p-value is greater than 0.05 level of significance, the null hypothesis which states that the information literacy skills of female pre-service music teachers are not significantly different from the information literacy skills of male pre-service music teachers was accepted.

## **Discussion**

The purpose of this study was to assess pre-service music teachers' information literacy abilities. The study's findings indicate that 218 participants were male and 232 were female, indicating that female respondents were more. This contrasts with Shahzadad and Khan (2021); Asiedu et al. (2021), whose studies indicated a greater proportion of male respondents, but agrees with Anjum (2020) whose study indicated a greater proportion of female respondents. The study's findings indicated that pre-service music teachers had moderate ability to identify their information needs and locate the appropriate library resource. Sasikala and Dhanraju (2011) and Ngarigoti (2020) observed a lack of basic library skills among the majority of undergraduates at the universities studied, but Shahzadad and Khan (2021); Bartol et al. (2018) stated that they could possess strong information literacy skills because they were able to identify a need for information and seek it using a variety of methods. This study discovered that the majority of pre-service music teachers preferred digital formats over print formats. This could be due to the accessibility and convenience of digital formats. This finding contradicts Malanga's (2017) study, which found that the majority of respondents preferred both digital and print formats. Additionally, this study demonstrates that the majority of participants were familiar with the APA style of referencing but were unable to write an appropriate reference using the APA. This referencing style is consistent with the findings of Malanga (2017) in which students demonstrated a high level of knowledge of the APA referencing style but were unable to use it appropriately. The study's findings indicate that pre-service music teachers lack adequate knowledge regarding the use of search techniques and strategies. This is consistent with Sasikala and Dhanraju's (2011) observation that the majority of their study participants lack adequate knowledge about the benefits of using Boolean operators and truncation techniques when searching online sources, but differs from Shahzadad and Khan's (2021) observation that researchers

possessed adequate knowledge regarding the use of search techniques and strategies. Additionally, the findings of this study indicated that the majority of pre-service music teachers were aware of copywriting and plagiarism, which corroborated the findings of Sasikala and Dhanraju (2011); Shahzadad and Khan (2021), who discovered that respondents were aware of copywriting and plagiarism. Additionally, this study discovered that female pre-service music teachers' information literacy skills are not significantly different from male pre-service music teachers' information literacy skills.

### **Implications of study**

The following are the research's implications and limitations. The main implication of this research is that there is a need to design, improve, and implement an effective and efficient information literacy program in Nigerian institutes. In addition, expert teachers/lecturers should be used to incorporate information literacy skills into university curricula, emphasizing the importance of these skills to society as a whole. The main limitation of this research is that it was restricted to only pre-service music teachers, leaving out other pre-service teachers. It also focused on only pre-service music teachers from universities in Nigeria's southern region. Furthermore, questionnaires were used to collect survey data, and this method of data collection is prone to overestimation or underestimation of issues by respondents. It is suggested that researchers collect qualitative data on pre-service music teachers' information literacy skills, and that researchers attempt to include other pre-service teachers from other departments and regions.

### **Conclusion**

Based on the study's findings, the researchers conclude that pre-service music teachers possess moderate information literacy skills. The information literacy skills of female pre-service music teachers are not significantly different from the information literacy skills of male pre-service music teachers. It is strongly advised that information literacy programs be

integrated into school curricula in order to improve the information literacy skills of pre-service music teachers.

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