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Assessing the Information Literacy Skills of Education Students in a Multi-Campus Institution

NASIR KORANTENG ASIEDU

C.K.TEDAM UNIVERSITY OF TECHNOLOGY AND APPLIED SCIENCES, NAVRONGO,
nasiedu@cktutas.edu.gh

FLORENCE PLOCKEY

UNIVERSITY FOR DEVELOPMENT STUDIES, TAMALE, fplockey@yahoo.com

GODSLOVE ADJEIWAA KORDIE

UNIVERSITY FOR DEVELOPMENT STUDIES, TAMALE, godsadjei@gmail.com

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Assessing the Information Literacy Skills of Education Students in a Multi-Campus Institution.

Abstract

This study seeks to assess the information literacy skills of undergraduate students in one of Ghana's multi-campus universities. This became necessary as there was the need to know whether the students had understood or not the concepts of the information literacy programme after it had been introduced and taught, two years ago. Using the survey approach, 327 first year diploma and degree students were selected to participate in the study. $\chi^2 \leq 0.05$ is also used in the study to test the existence of associations between interested variables. The results of this study revealed that majority of the students have become fully aware of what plagiarism is and its implications on their academic lives; it was further disclosed by the study that a large number of students have also realized the need to always evaluate information before using it. Based on the findings, this study therefore recommends that higher learning institutions who are yet to introduce the information literacy programme should not hesitate to do so and it should be added to the academic curriculum and taught as a course with credit hours assigned to it.

Keywords: Information Literacy, Digital Natives, University for Development Studies, literacy

Introduction

The complexity of this digital era coupled with the abundance of information makes it necessary for information professionals to impart the needed knowledge and skill required for retrieving and evaluating information into library users/patrons before any available information at their disposal is consumed. Assessing and evaluating information is one of the most important skills students who have attained university going age or who are already in

the university need to possess in this era. Unfortunately, such skill has eluded some university students in Ghana and consequently, has made it difficult for the country to produce the best graduates for the job market in terms of their ability to critically analyze, evaluate, and use information to achieve a particular purpose. Information as a concept has been severally defined. The commonest of it defines it as data that has been processed. The ability to process data and use it for the purpose required of it deals with how literate an individual is in the field of information literacy (Dadzie 2007).

The act of acquiring information literacy skills is very necessary in all aspects of life since it is a skill that ensures lifelong learning and also produces analytical minds. It is a program that African higher learning institutions need to incorporate into their academic curriculum since it teaches when, where and how to evaluate and use information ethically. Literature indicates that the program is mostly run by libraries. This shows that the library's academic duty goes beyond just working within the confines of the library. The information literacy program according to studies indicate that it has come to stay and this era is the right time for all to embrace and accept it for the betterment and growth of human development as the world ages and produces a lot of information for human consumption (Ahenkorah-Marfo and Teye 2010; Zanin-Yost 2012)

It must however be noted that, the information literacy concept goes beyond library instruction or user education whereby through organized orientation, students or library patrons are taken round the library and then taught few things about the library. It is a full package that do not only teach users how to use the library but rather teaches to imbibe in them a certain social responsibility as well (Ahenkorah-Marfo & Teye 2010).

The perception that the so called "digital natives" are already conversant with the use of computers and the internet because they were born in this digital era and so makes them information literates also needs to be looked at critically. The fact that this group are

computer literates do not automatically make them information literates. It should be noted that computer literacy is just an aspect of information literacy and that not all computer literates can effectively and efficiently evaluate and use information to accomplish a specific task. Digital natives in this case are the ones who are supposed to be engaged vigorously in this information literacy program since it is assumed that their evolution is characterized by their natural ability to use and manipulate the computer and the internet. On the other side of the argument, not all children born within this period are part of those so-called digital natives, the deciding factor deals with those who are technologically inclined (Šorgo et al. 2017).

The University for Development Studies Library in an attempt to cement its role as academic partner to the various Faculties and Schools decided to introduce the information literacy program for the first time in 2017/2018 academic year. Students in the Faculty of Education were the first to start the program and still remains the only faculty engaging its students actively in the information literacy program. It has been two years since the program was mounted and it would be fair if students are assessed to find out the impact of the introduction of the course on their academic writings and academic lives as a whole. It is therefore against this backdrop that this study is conducted by the researchers.

University for Development Studies, Faculty of Education

Several reasons and pressure from some stakeholders and educationist from the 1920s to the 1990s pressurized the government of Ghana to establish an institution of higher learning in the northern part of Ghana to bridge the gap between the north and the south. Individuals who had a say in the society also added their voice to it. Various attempts were made by governments who had the opportunity to rule the country to establish a university in the northern region of Ghana but these attempts did not yield any better results until the time of Flt. Lt. Jerry John Rawlings that eventually in 1993, under the Provisional National Defense

Council Law (PNDCL) 317, the way was paved for a university to be established in northern region (Bening 2015).

The University for Development Studies was then established and officially started admitting its first batch of students in the year 1993. The northern regions of Ghana are made up of the Upper West region, Upper East region and the northern region. A campus was created in each of the three regions to serve the community and the people of Ghana as a whole. The Wa campus was created to serve the people of Upper West and Ghana in general, similarly in the Upper East region, the Navrongo campus was created to serve similar purpose and then Tamale and Nyankpala campuses were also established in the northern region to serve same purpose like all the other campuses. This in effect shows that the university runs a multi-campus system. As the university expanded, lots of courses were introduced which led to the creation of several faculties and schools which among them is the Faculty of Education. The present Faculty of Education was first established as Faculty of Education, Law and Business at the Wa Campus. In February, 2013, it became a Faculty on its own with the name Faculty of Education without the Law and Business and was later moved to the Tamale Campus. The Faculty runs several programs in Diploma, Bachelor degree, Masters and PhD (Thompson, Akeriwe, and Aikins 2016).

The Faculty admits a lot of students every year under their Diploma and Degree program. It has several departments. Namely; Department of Basic and Early Childhood Education, Department of Development Studies Education, Department of Educational Foundation, Agriculture Education, Department of Mathematics & Science Education and Department of Social Science Education. The main aim for the establishment of the university is to train students to help in the development of the country in some specific areas (Bening 2015).

Purpose of the Study

The purpose of this study is to assess the information literacy skills of students of University for Development Studies, Tamale, Ghana. For the purpose of this study, only Basic & Early Childhood Education and Development Education students would be assessed.

Objectives of the study

The following are the specific objectives of the study:

1. To assess the information searching skills of the students
2. To examine the information evaluation skills of the students
3. To ascertain students' awareness on the legal and ethical implications of information use
4. To examine the library literacy skills of students
5. To assess students' knowledge on fair use and plagiarism

Research Questions

1. Do Education students of University for Development Studies have the needed skills to effectively search for information?
2. Do Education students of University for Development Studies have the needed skills to effectively evaluate information and its sources?
3. Are Education students of University for Development Studies aware of the legal and ethical implications of information use?
4. Do Education students of UDS have the necessary Library skills to use the Library effectively?
5. Do Education students of University for Development Studies have adequate knowledge on fair use and plagiarism?

Literature Review

Digital natives according to available literature refers to those born in the digital era and as a result are very competent in the manipulation and use of information communication

technologies. The term as popularly known was coined by Marc Prensky in the year 2001 (Watson 2013).

In the view of Watson (2013) although individuals born around the digital age could be classified as digital natives, there are differences in how digital native they are. One such difference is where the person was born or the nationality of the person. A perfect example is, persons born in the more advanced countries in this digital period are going to be more superior and sophisticated as compared to their counterparts in the less developed world.

Digital natives are identified by their ability to use technological devices without necessarily going through the manuals of such devices (Koutropoulos 2011). They are also known to be new generation of students who have already mastered and acquired the skills in operating information communication technologies and as a result rely so much on it to be informed; they prefer quick access to receiving and sending information and also loves to multi-task; they also prefer to communicate mostly online (Kennedy et al. 2008). All these are attributes of digital natives which make them unique from digital immigrants and any other group found in the world. With these fine characteristics of digital natives revealed by literature, it is only fair that their information literacy skills are assessed.

Information literacy as a concept has been variously defined. One of such definitions refers to it as a set of abilities that expect individuals to be able to know when information is needed, to be able to locate information, to be able to evaluate information and to be able to know the economic, legal and ethical use of information. There are several literacies linked to the information literacy concept. Among them are media literacy, computer literacy and library literacy or instruction. The acquisition of all these skills make an individual a complete information literate (Chen and Lin 2011).

The act of getting the right information to solve one's information needs critically depends on how knowledgeable an individual is in conducting effective searches and also being able to filter information to arrive at the quality one. Searching for quality information is a skill that needs to be acquired. Literature indicates that although students may start their searches by first consulting google, those who are aware of the existence of academic databases end up using them to finally get what they want. Studies have also revealed that students largely use google in all their searches before they end up using academic databases. Additionally, google scholar was also revealed as one of those platforms used by students (George and Foster 2013; Asher and Duke 2012; Head 2013).

A study conducted by Asher and Duke (2010) on the topic "Information literacy and first year students" indicated that, the use of databases that were inappropriate or less helpful in relation to the kind of course offered by students was very common. This in effect shows the importance of the information literacy course and the need for it to be taught so that students would be properly exposed to the right or correct databases meant for their various courses.

According to studies conducted on information literacy, people find it difficult in coming out with search terms as well as organizing the whole search process; this as a result prevents them from conducting effective searches (Tsai 2009 cited in Kurt and Emiroglu 2018; Walraven, Brand-gruwel and Boshuizen 2008).

Nikolopoulou & Gialamas (2011), revealed in their study conducted on 250 undergraduate students in Greece that students prefer to use Google more than the academic databases for their various assignments and research works. The study further revealed that students evaluate the information they find on the internet before using them. Students also noted that they do this by looking at the importance of that information and how easy it is to understand it before they use it in their works.

As intellectuals or academicians, it is always incumbent on us to exhibit great knowledge on the legal and ethical use of people's information whenever we decide to use it in our works. A survey conducted among 365 university students made up of undergraduates and postgraduates in Pakistan revealed low level of students' awareness on plagiarism or ethical use of information. The study further revealed that students were not aware of the existence of a plagiarism policy in their institution (Ramzan et al. 2012).

In a different study conducted by Madray (2007), it was revealed that majority of students who were freshmen in Long Island University after a pre-test were not aware of plagiarism and seem to have no idea what it is. However, it should be noted that copyright and plagiarism are two different concepts altogether. Plagiarism is an act of "stealing" someone's information and presenting it as yours whereas copyright is a law that protects the intellectual properties of authors or original thoughts or ideas of people.

The use of anti-plagiarism software, citing sources correctly and quoting appropriately are all measures used to avoid plagiarism. It is therefore important that students are introduced to all these to prevent them from plagiarizing and even abusing the copyright laws (Maswabi and Sethate 2011). Owusu-Acheaw and Larson (2014), conducted a study among Business students of Koforidua Polytechnic, Ghana, to enquire about the effective use of the Library's resources. The study indicated that majority of the students had some form of challenges accessing or retrieving library materials from the shelves. The study on the whole indicated how students lack knowledge on the use of the library and stressed on the need for academic institutions to incorporate the information literacy program into their curriculum.

Research Methodology

This study adopted the survey approach. With this method, a total of 327 first year students offering degree and diploma program in the Faculty of Education were all selected to

participate in the study. The first years were selected by the researchers because they were the first group of students who were engaged in the information literacy course when it was accepted and introduced by the University.

Additionally, only students in the Departments of Development Education, Early Childhood and Basic Education Studies were selected. This is because they were the departments that agreed to run the course for their students in the 2017/2018 academic year. It must also be noted that there was no sampling technique employed in the study, all the 327 students were selected to participate in the study. Table 1 gives a breakdown of the number of participants in the two departments that took part in the study.

Table 1: Number of respondents

Department	Number of students	Total number of students
Development Education	215	
Early Childhood Education & Basic Education Studies	112	327

Data Collection

Questionnaires (Paper-based closed ended questionnaires) were distributed to students to seek their opinions on the study. The assistance of the course representatives in the Departments was sought in the distribution of the questionnaires to the students. The course representatives assisted the researcher to collect the questionnaires after they had been answered.

The students were however informed about the procedures involved in the research and most importantly notified that any information provided by them would be kept confidential and used solely for academic purposes.

On the whole, the researchers used four weeks to administer the questionnaires to the students. Out of the 327 questionnaires that were sent out only 250 were retrieved representing a response rate of 76%. According to Babbie (2010) a response rate of 50 per cent is good for analysis.

Data Analysis

Data collected from the respondents were subjected to a thorough analysis with the support of the Statistical Package for the Social Sciences (SPSS). In addition to this, the collected data were analyzed in accordance with the objectives of the study.

Respondents from both Departments were asked to provide information about their biographical data and that included their age, gender, department and whether they are degree or diploma students. The following tables present the biographical information about the respondents.

Table 2: Gender of Respondents

Gender	Frequency	Percentage
Male	133	53.2
Female	117	46.8
Total	250	100

The results from *Table 2* shows that out of the 250 students, 133 respondents (53.2%) were males whilst 117 respondents (46.8%) were females. On the whole there were more male respondents than their female counterparts.

Table 3: Age Category of Respondents

Age	Frequency	Percentage
18-20	77	30.8
21-24	118	47.2

25 and Above	55	22.0
Total	250	100

Table 3.0 reveals that 77 (30.8%) of the respondents were between the ages of 18 and 20. 118 (47.2%) were in the age range of 21 and 24 and those within the range of 25 and above were 55 representing a percentage of 22.0. This also indicates that high number of students who participated in the information literacy course from both departments were between the ages of 21-24 years.

Table 3.1: Type of Student

Type of Student	Frequency	Percentage
Diploma	127	50.8
Degree	123	49.2
Total	250	100

Table 3.1 shows that out of the 250 respondents from both departments, 127 were diploma students representing a percentage of 50.8 whilst 123 were degree students also representing a percentage of 49.2. The results further indicate that there were more diploma respondents in the study than their colleagues in the degree field.

Table 3.2: Respondents' Department

Department	Frequency	Percentage
Development Education Studies	169	67.6
Basic and Early Childhood Education	81	32.4
Total	250	100

The results from *Table 3.2* show that 169 (67.6%) respondents offering courses in degree and diploma belonged to the department of Development Education Studies whilst 81(32.4%) were from the department of Basic and Early Childhood Education.

Level of Knowledge about Library

One of the main objectives of the study was to find out students' level of knowledge about the Library and how the library system works. With this, several questions were posed to them and the results are presented under the following sub objectives.

How are library materials shelved?

Respondents under this sub objective were asked to respond to the question; how are Library materials shelved in the Library by choosing the correct response among a number of provided answers or alternatives. Among the provided answers were; Author, ISBN, Call Number and I don't know. The results across the two Departments indicated that the best way of shelving materials in the Library is by using the ISBN, this surprising and wrong answer from students in the Department of Basic and Early Childhood Education and Development Education recorded a high percentage of 51.9 and 55.6 respectively. The correct answer which is supposed to be Call Number received the second-best response of 19.8% and 30.8% respectively. See Table 4.1

Table 4.1: Responses on how materials are shelved in the Library

Department	Basic and Early Childhood Education		Development Education	
	<i>Frequency</i>	<i>Percentage</i>	<i>Frequency</i>	<i>Percentage</i>
Author	13	16.0	15	8.9
ISBN	42	51.9	94	55.6
Call number	16	19.8	52	30.8
I don't know	10	12.3	8	4.7
Total	81	100.0	169	100.0

This response however implies that although several of the respondents had the question wrong, a slender majority of the respondents were able to answer the question correctly.

How books are identified in the library's collection

Another sub objective about testing the level of respondents' knowledge on the Library was to find out from them how one can identify books from the Library's collection. Just like the other questions, respondents were asked to select the best answer from a pool of possible alternatives which were, Library Catalogue, Internet, Bibliography and I don't know. The results across the two Departments revealed that to be able to identify a particular material in a Library's collection effectively and with ease one may have to consult the Library Catalogue. This correct answer provided by students from Basic and Early Childhood Education and Development Education received a high score of 64.2% and 66.9% respectively. Internet as one of the answers received a percentage score of 14.8 and 17.9 whilst Bibliography recorded 11.1% and 6.5%. Correspondingly, the alternative "I don't know" also had 12.3% and 4.7%. Table 4.2 present the results.

Table 4.2: Responses on how books are identified in the Library's collection

Department	Basic and Early Childhood Education		Development Education	
	Frequency	Percentage	Frequency	Percentage
Library catalogue	52	64.2	113	66.9
Internet	12	14.8	29	17.1
Bibliography	9	11.1	11	6.5
I don't know	8	9.9	16	9.5
Total	81	100.0	169	100.0

On the whole, it can be deduced from the results that students to a larger extent can always find their way around the Library without any help from library staff.

Location of magazines and print journals in the Library

The third sub objective was to find out from respondents which of the Library’s Sections can one find information on magazines and print journals. This question was asked to test their knowledge about the various sections found in the Library and the kind of work done by each section.

Responses on Location of magazines and print journals in the Library

Respondents from both Departments answered the question posed to them correctly when they were asked to indicate which department in the library could magazines and print journals be found. Over 30.9% and 37.3% across cases indicated that the Periodic Section of the Library is the place where such materials mentioned about can be found. This also goes to show that students have fair knowledge about the various Sections in the Library. (see Table 4.3)

Table 4.3: Responses on Location of magazines and print journals in the Library

<i>Department</i>	<i>Basic and Early Childhood Education</i>		<i>Development Education</i>	
	<i>Frequency</i>	<i>Percentage</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Periodical Section</i>	25	30.9	63	37.3
<i>Institutional Repository Section</i>	13	16.0	26	15.4
<i>Cataloguing Section</i>	19	23.5	43	25.4
<i>I don't know</i>	24	29.6	37	21.9
<i>Total</i>	81	100.0	169	100.0

Level of knowledge on searching for information

As part of the main objectives of the study there was the need to find out respondents' level of knowledge on searching for information. Under this section, respondents were asked to provide answers to some questions relating to this objective. These are found in subsections 5.1 and 5.2.

Information search technique familiar with and use most

This question was asked to find out their search techniques and the search strategy they use most. Table 5.1 present the results

Table 5.1: Responses on Information search technique familiar with and use most

<i>Department</i>	<i>Basic and Early Childhood Education</i>		<i>Development Education</i>	
	<i>Frequency</i>	<i>Percentage</i>	<i>Frequency</i>	<i>Percentage</i>
Boolean	35	43.2	113	66.9
Phrase Search	19	23.5	24	14.2
Simple Keyword Search	22	27.1	9	5.3
Truncation	5	6.2	23	13.6
Total	81	100.0	169	100.0

The result across cases show that respondents from both Departments use Boolean operators whenever they are searching for information from an academic database. This finding had the highest scores of 43.2% and 66.9%. respectively. This result indicates that respondents have the requisite skill or knowledge in conducting searches on scholarly materials.

Fastest way of searching for information

Respondents at this point were asked to indicate the fastest way they will use to search for information they have little or no knowledge about. This question demanded that they rank their responses in order of importance with 1 being the most important and 5 being the least important. The results are presented in the Table 5.2.

Table 5.2: Responses on Fastest way of searching for information

	Ranks & Frequency					Std. Deviation
	Most important	More important	Important	Less important	Least important	
Consult Google first	95	57	55	32	11	1.209
Consult Academic Database that deals with the subject first	60	76	64	40	10	1.137
Consult online books	64	69	63	44	10	1.166
Visiting the library to use the library materials	50	44	59	91	6	1.189

The findings show that respondents from both Departments of Faculty of Education at any given day will first consult Google if they have little or no knowledge about a particular subject before, they will consider looking at other sources.

Ethical use of Information

The study at this level wanted to find out how knowledgeable respondents are with regards to ethical use of people's intellectual property. Table 6.1 present the results

Table 6.1 Responses on Ethical use of Information

STATEMENT	FREQUENCY				
	<i>Strongly agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly disagree</i>
Copying verbatim and citing the source is still plagiarism	79(31.6%)	48(19.2%)	41(16.4%)	38(15.2%)	44(17.6%)

Citing a source wrongly is plagiarism	54(21.6%)	83(33.2%)	46(18.4%)	23 (9.2%)	44(17.6%)
Paraphrasing from a text and citing is plagiarism	70 (28%)	63(25.2%)	60 (24%)	35 (14%)	22 (8.8%)
Failing to put a quote into quotation marks and not acknowledging the source is plagiarism	85 (34%)	53(21.2%)	45(18%)	57(22.8%)	10 (4%)

On a scale of 1-5 (Strongly Agree, Agree, Neutral, Disagree and Strongly disagree) where one is strongly agree and five is strongly disagree, respondents were asked to share their views on several statements about ethical use of information.

Respondents were asked to indicate the extent to which they agree or disagree with the statement “Copying verbatim and citing the source is still plagiarism”. The results across the Departments showed that a slender majority 50.8% agreed (31.6% strongly agreed and 19.2% agreed) whereas 32.8% of the respondents disagreed (15.2% disagreed and 17.6% strongly disagreed). Interestingly, 16.4% decided to remain neutral and so they neither agreed nor disagreed to the statement. This result therefore indicates that a significant number of respondents who agreed with the statement are right.

Regarding the statement “Citing a source wrongly is plagiarism”, 54.8% (21.6% strongly agree and 33.2% agree) of the respondents across the Departments agreed whilst 26.8% disagreed (17.6% disagree and 9.2% strongly disagree). 18.4% opted to neither agree nor disagree with the statement. The result implies that more than half of the respondents who agreed to the statement are correct.

The statement “Paraphrasing from a text and citing is plagiarism”, had 53.2% of the respondents across the Departments agreeing (28% strongly agree and 25.2% agree) whereas 22.8% of them disagreed (14% disagree and 8.8% strongly disagree). 24% of the respondents

remained neutral on the statement. The overall implication of this is that, the few numbers of respondents (22.8%) who disagreed and strongly disagreed to the statement are correct.

		Opinion on one's ability to locate library materials				Total
		Library catalogue	Internet	Bibliography	I don't know	
Ability to locate materials without help from any library staff	Yes	114	24	13	8	159
	No	51	17	8	15	91
Total		165	41	21	23	250

$$X=20.339, df=6, \text{Asymp. Sig.} = 0.002 \quad X^2 \leq 0.005$$

The last question on ethical use of information was centered on the statement "Failing to put a quote into quotation marks and not acknowledging the source is plagiarism". This statement had 55.2% of respondents agreeing (34% strongly agree and 21.2% agree) whilst 26.8% disagreed (22.8% disagree and 4% strongly disagreed). 18% of the respondents decided to stay neutral. An inference could therefore be made that majority of the respondents who responded in favor of agree and strongly agree are right.

Table 7.0: Responses on one's ability to locate library materials by Ability to locate materials without help from any library staff

The study at this stage decided to find out if respondents are sharing genuine thoughts on questions being posed to them about their level of knowledge on the Library and also whether they understood clearly what was taught under the information literacy course. The study decided to do this by cross tabulating the questions, one's ability to locate library materials by ability to locate materials without help from any library staff. These questions were chosen randomly. Chi-square test ($X^2 \leq 0.05$) was then applied to test the existence of any relationship between the two and the result indicated that there is a positive correlation between the two variables at a significance level of 0.002. Further analysis shows that respondents who answered "Yes", we can locate relevant materials in the library without any help from library staff indeed got the answer right when they were asked that to be able to identify books in the library's collections, you may have to search through what. As many as 114 respondents gave the answer "library catalogue".

Discussion

The main aim of this study was to assess the information literacy skills of Education students in University for Development Studies, Ghana after it had been introduced some two years ago. The survey approach adopted by the study has resulted in several findings from which this section seeks to discuss.

Information literacy as already established by literature indicates how important it is for Higher Education Institutions to offer and make sure it is incorporated into the academic curriculum designed for students. This, it is believed would ensure or lead to the attainment of lifelong learning.

One of the objectives of this study was to test the knowledge level of students on what we call "Library literacy". Several questions were asked under this objective. Majority of the test

questions that were asked were provided with correct answers by students but the most pressing among them was the need to find out whether students had an idea on how materials in the library are arranged on the shelves.

The most common answer given by students was that the ISBN is what the library uses to arrange materials on the shelves. The most likely explanation for this wrong answer could be that students did not take the practical explanation of how things work in the library seriously or they did not understand the whole practical concept and also failed to ask further explanations. This particular finding supports Acheaw and Larson's (2014) study which indicated that students lack knowledge on the use of the library. It also affirms Chen and Lin's (2011) study that, the acquisition of all the skill component of information literacy is necessary in ensuring that one becomes a complete information literate.

Additionally, this study also revealed that students are able to use the Boolean search operators whenever they are conducting searches with the academic databases. This even shows that students have basic knowledge and experience on how to use computer because to be able to conduct searches whether basic or advanced you should first of all be a computer literate. This finding has also confirmed that indeed the Education students are digital natives and as opined by Koutropoulos (2011), digital natives should be able to use information communication technology tools.

Unsurprisingly, the results of the study also revealed that, large number of the students indicated that whenever they are in need of information, they always consult google first before they turn to other sources. The most possible explanation for this could probably be that they may want to read around whatever they are searching for and google does that well by giving you several options to go through to get the basic understanding of what you are researching on. This finding corroborates the studies of (Asher and Duke 2012; Head 2013;

George and Foster 2013) who indicated in their different studies that students largely use google in all their searches before they end up using academic databases.

There was the need for the study to also assess or test students' knowledge on ethical use of information. With this, several questions were posed to the students about plagiarism. The findings showed that students have fair knowledge on plagiarism and will do well to refrain from committing such academic offense. The most likely explanation for students having enough knowledge on plagiarism could be that they really appreciated the course and so decided to learn more about it so that it can have a meaningful impact on their academic writing. This result contradicts that of Ramzan et al. (2012) and Madray (2007) who revealed in their different studies that students in their institutions have either no or low level of awareness on plagiarism.

Conclusion

Based on the findings of this study, a proper assessment can now be given that, the students to a larger extent understood the concepts of the information literacy course after two years of its introduction. Although, there is more room for improvement, overall responses to the questions were not bad. It showed that they still retain the most important ideas. Above all, it's encouraging and motivating to know that at least through the course they got to know about plagiarism for the first time as asserted by them but upon introduction of the course and from findings of the test conducted, it is believed that the rate of academic dishonesty and just copying and pasting of people's works is going to be a thing of the past. The findings of the study also go to confirm that the fact that one is a digital native does not warrant or guarantee automatic status to an information literate person.

The study on this note would highly recommend that every higher learning institution in this world should not hesitate to introduce the information literacy course to its students. It should

be added to the academic curriculum of universities or colleges and should be taught as a course with credit hours assigned to it. It is also important that students are examined on it, this will let them appreciate the importance of the program and the need for them to take it seriously.

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