

Public Library Services & Information Literacy Level for Curriculum Implementation: A Case Study of Language Education Students in Ambrose Ali University

Odion Alufohai

Department of Library and Information Science
Faculty of Education, University of Port-Harcourt.

Peace Joan Alufohai

(PhD), Department of Curriculum and Instruction,
Faculty of Education, Ambrose Alli University, Nigeria.

ABSTRACT

The study investigated some of the public library services and information literacy level amongst students. The study was guided by four research questions and one hypothesis. The study adopted the descriptive survey designs. The population for the study consisted of all the 718 English and French language education students while the sample consisted of 168 language education students who patronize the library. The instrument used for data collection is a questionnaire titled Public Library Services and Literary Level Questionnaire (PLSLLQ). The study adopted Descriptive survey design. Statistics of the mean and standard deviation were used to answer the research questions while the Pearson Product Moment Correlation was used to answer the hypothesis. The study revealed amongst others that there is a positive relationship between the services offered in the library and information literacy level, thus revealing that when the services are poor, information literacy will also be poor. Based on the findings, recommendations were made amongst which is that the Nigerian government and stakeholders should ensure adequate funding of public library

Keywords: Public Library, Information, Literacy, Curriculum, Implementation.

INTRODUCTION

A public library can be described as an organization established, supported and funded by the local community, either through local, regional or national government, or through some other form of community organization. It provides access to knowledge, information, lifelong learning and works of the imagination through a range of resources and services. It is equally available to all members of the community regardless of race, nationality, age, gender, religion, language, disability, economic and employment status and educational attainment. Public libraries houses authentic information resources. This information resources include print, books, periodicals, computer software, facilities to access the internet etc. The primary purpose of the public library is to provide resources

and services in a variety of media to meet the needs of individuals and groups for education, information and personal development.

For libraries to remain viable in the society, there is a need for them to render efficient and effective information services such as circulation services, reference services, selective dissemination of information services, current awareness services. Circulation is the orderly movement in the form of a process of lending books to borrowers and accurately re-shelving them after they have been returned so that it can be retrieved by the next user (Khan 2013). The primary function of the circulation department is to get materials to the readers promptly. The reference services are the services provided by the reference department in a library that helps the library patrons get access to the information that they needed.

Reference department provide library users with direction to the library materials, give advice on library collections and services on various types of information from variety of sources. Selective dissemination of information services involves screening of documents, selecting information exactly tailored to meet the specific research needs of each user or a group of users and supplying the information directly to each individual or group so that users can keep abreast to the latest development in the area of his/her specialization. Current awareness services are the services rendered by the library to keep the library users abreast and informed on the new arrivals in the library.

Literacy has come to be seen as an important aspect in national development since being functionally literate is fundamental to all forms of both, successes in school and life. Thus, information literacy is concerned with the application of competencies, attributes and confidence needed to make the best use of information and to interpret same effectively (Korhonen 2010). Simply put, information literacy is the ability of an individual to accurately understand a piece of information communicated through different medium. Literacy is a set of skills and abilities which an individual needs to undertake information-related tasks, example, how to discover, access, interpret, analyze, manage, create, communicate, store and share information critically.

Curriculum is operational described as a series of planned learning experiences deliberately and purposely organized to maximize the opportunities available for individuals to actualize their inherent genetic blueprint in both formal and informal institutions. This definition according to Ehindero (2010) is rooted in an emerging conception of education as a process by which the genetic blueprint of an individual is actualized through appropriate, effective and relevant utilization of human and material resources in and out of school system. Going by Ehindero's assertion of the curriculum, utilization of the public library by undergraduate students will to a large extent assist in the effective implementation of the curriculum as the students will better equip themselves for the learning experiences before or after classroom lectures. This will actually help to better and easily implement the curriculum. Curriculum implementation is the actualization of already planned learning experiences. Ibhafidon (2009) described curriculum implementation as the translation of a complex curriculum planning (assumptions and theory) into action or practice. Simply put, curriculum implementation is the process in which the planned or officially designed course of study is translated by the teacher and other stakeholders into syllabuses, scheme of work and lessons to be delivered to students. Therefore, the use of the public library will help the students to acquire the knowledge on their own with little or no assistance from the teacher who in the

process of implementing/ cultivating the learning experiences will have a soft landing because the students are already prepared for the learning experiences. According to Oyeronke (2012) the access of information is very crucial; it accelerates the level of individual advancement as well as corporate educational development. Over the years, people have bemoaned the fallen standard of education in Nigeria, scholars have tried to find the reason for this to no avail. It is on this basis these researchers tried to ascertain the literacy level of undergraduate students in public library services and information. Therefore the statement of the problem for this study is: What is the literacy level of undergraduate students in public library services and information literacy?

REVIEW OF LITERATURE

Library services involves the totality of assistance provided by the library for its users. These services, to a large extent determine the wellbeing of the library user, educationally, emotionally or otherwise (Chukweke, Onuoha and Nnadozie 2018). This is where the importance of the use of public library services and information literacy is hinged on for the implementation of the curriculum. According to Ginika (2017), the facilities, materials, equipment and staff of the library are organized in such a way that they support learning within the educational goals of the academic institution.

Access to information leads to individual enhancement academically and otherwise. Nwabueze and Ntogo-Saghanen (2017) carried out a study on “assessment of information resources of public libraries in Rivers state Nigeria”. Survey design was used to conduct the research. The purposive sampling technique was used to select 220 library users and 10 librarians and the findings of the study revealed that public libraries in Rivers state provided adequate information resources for the users. However, awareness of resources provided by the public libraries was low. Another study conducted by Salman, Mugwisi and Moster (2017), investigated the factors hampering access to and use of public library and the results showed that awareness of services was restricted to a few services, and accessibility to the major library services was found to be a challenge to many. The study further revealed that utilization patterns indicated infrequent use of only a few services, and very low satisfaction with what is offered by the library. Still in the same study of Salman et al (2017), challenges identified include: unawareness, too few copies of materials and lack of information literacy skills.

Another study on facility awareness and use of library information products and services in Nigerian universities was carried out by Popoola (2018). The paper discussed how well university is able to render effective information services like, lending, referral, indexing and abstracting, current awareness services etc. A sample of 446 faculty members were used for the study and at the end it was found among others that there was a significant difference in faculty awareness of available library information products and services. The study also revealed that the level of knowledge of faculty staff had positive relationship with the frequency of use, consultation of the librarians, faculty status and membership of library related committees. The study of Oriogu, Chukuemeka, and Orogue-Ogbuiyi (2018) in their study on faculty aware ness, perception and use of information resources and services in a private university in Nigeria declared that the respondents are fully aware of the availability of the information in the library, but with little patronage.

Research Questions

The following research questions are used to guide this research study.

1. What is the influence of circulation service on information literacy amongst undergraduates in the implementation of the curriculum?
2. What is the influence of reference services on information literacy amongst undergraduates in the implementation of the curriculum?
3. What is the influence of current awareness services (CAS) on information literacy amongst undergraduates in the implementation of the curriculum?

Research Hypothesis

There is no significant relationship between library services and information literacy amongst undergraduates in the implementation of the curriculum.

RESEARCH METHODOLOGY

Descriptive survey design was used to carry out this study. The population for the study is all the 5187 faculty of education students in Ambrose Alli University, Ekpoma. The simple random sampling technique was used to collect 168 students who use public libraries. An instrument titled Public Library Services and Literacy level for Curriculum Implementation Questionnaire (PLSLLCIQ) was developed by the researchers to collect data for the study. The instrument was made up of two sections.

Section A contained five items of bio-data. Section B contained 15 items which solicited the respondents' information on public library services and information literacy level. Each of the items had four response alternatives ranging from Strongly Agree, Agree, Disagree, Strongly Disagree. The instrument was tested for face and context validity by 2 experts in the department of Library and information sciences and one expert from the department of curriculum and instruction. For the purpose of ascertaining the reliability coefficient of the instrument, the test-retest method of establishing reliability was used to establish the reliability (two weeks interval) and the reliability estimate yielded 0.78 at .05 level of significance.

The research instrument (questionnaire) was personally administered by the researchers who took time to explain the process of filling the questionnaire. Thereafter, the questionnaire were collected on the spot.

RESULTS

Research Question 1

What is the influence of curriculum services on information literacy amongst undergraduates in the implementation of the curriculum?

Table 1: influence of circulation services on information literacy level amongst undergraduates.

SN		$\bar{x}$	$\pm$	R	Decision
1	Circulation services	9.24	2.18	0.73	Positive Relationship
2	Information literacy	8.46	3.73		

The analysis on Table 1 shows that the correlation coefficient between circulation services and information is 0.73 which indicates a positive correlation. Thus, circulation services influences information literacy positively.

Research Question 2

What is the influence of reference services on information literacy amongst undergraduates in the implementation of the curriculum?

Table 2: influence of reference services on information literacy amongst undergraduates in the implementation of the curriculum?

SN		$\bar{x}$	$\pm$	r	Decision
1	Reference services	7.32	4.35	0.69	Positive Relationship
2	Information literacy	8.46	3.73		

The analysis on Table 2 shows that the correlation coefficient between reference services and information literacy is 0.69 which indicates positive correlation. Thus, reference services influences information literacy positively.

Research Question 3

What is the influence of current awareness services (CAS) on information literacy level amongst undergraduates in the implementation of the curriculum?

Table 3: Influence of current awareness systems on information literacy level amongst undergraduates in the implementation of the curriculum

SN		$\bar{x}$	$\pm$	r	Decision
1	Current awareness services	9.23	3.65	0.89	Positive Relationship
2	Information literacy	8.46	3.75		

The analysis on Table 3 shows that the correlation coefficient between current awareness services (CAS) and information literacy is 0.89 which indicates a positive correlation. Therefore, current awareness services (CAS) influences information literacy positively.

Hypothesis I

Public library services does not significantly influence information literacy level amongst undergraduates in the implementation of the curriculum.

Table 4: Public library services and information literacy.

SN	R	R Square	Adjusted Square	RF	Sig
1	0.581 ^a	0.682	0.504	4.642	0.000

^a Predictors: (Constant), Current awareness, Circulation services, Reference services

The null hypothesis tested at 0.05 alpha level shows that public library services and information literacy obtained a correlation coefficient of 0.581 which indicates that there is a positive relationship between public library services and information services. The adjusted square of 0.504 shows that 50.4% ($100 \times 0.504 = 50.4\%$) of the variation in information literacy is accounted for by public library services. Importantly, the F value 4.642 which is statistically significant at 0.05 alpha level was obtained ($F = 4.642, P \leq 0.05$). Consequently, the null hypothesis which states that there is no significant relationship between public library services and information literacy amongst undergraduates in the implementation of the curriculum is rejected. Thus, there is a significant

relationship between public library services and information literacy amongst undergraduates in the implementation of the curriculum.

DISCUSSION

The study revealed that there is a positive relationship between circulation services and information literacy in the implementation of the curriculum. This shows that when circulation service is poor, information literacy will also be poor. This findings agrees with Salman, Mugwisi and Mostert (2017).

The study also found that there is a positive relationship between reference services and information literacy. This shows that when reference services are poor, information literacy will also be poor. This finding disagrees with Nwabueze and Ntogo-Saghanen (2017) who declared that public libraries in Rivers state provide adequate information resources for users. Although the study went on to ascertain that awareness of resources provided by public libraries in Rivers state is low thereby leading to a decline in information literacy among the respondents.

Also, the findings of this study shows that there is a positive relationship between current awareness services (CAS) and information literacy. This implies that when current awareness services is poor, information literacy will also be poor. From the observations made in the analysis, it showed that there is a poor rendition of current awareness services, thus leading to poor information on the part of the respondents. This finding is in agreement with Popoola (2008) which declared that patrons did not have sufficient knowledge of those library products and services pertinent to their research needs. However, this finding does not agree with Oriogu, Chukwuemeka and Oriogu-Ogbuiyi (2018) who declared that respondents are fully aware of the availability of the information resources in the library.

Finally, the test on the hypothesis was done and the result indicated a weak positive linear relationship between public library services and information literacy. This means that there is a linear relationship between public library services and information literacy amongst undergraduates, an increase in the public library services may not bring a proportionate increase in the information literacy among the undergraduates.

RECOMMENDATIONS

Having gone through public library services and information literacy level amongst undergraduates, the following suggestions are made:

1. University lecturers should enlighten their students on the importance and benefits of patronizing public libraries particularly when school is not in session.
2. Government-national, state and local levels should invest into public libraries through the provisions of the necessary facilities.
3. Parents should encourage their children/wards to patronize public libraries as this will facilitate the implementation of the curriculum and also enhance the reading culture.

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