

Comparative Study of Information Literacy Levels and Seeking Behaviour Among Teachers in Selected Public and Private Junior Secondary Schools in Ilorin Metropolis

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Abstract

The study examines Comparative study of Information Literacy Levels and Seeking Behaviour among Teachers in selected Public and Private Junior Secondary Schools in Ilorin Metropolis. The study adopted the descriptive survey research design. Stratified sampling technique was used to select one hundred teachers from private and public junior secondary schools in Ilorin metropolis. The instrument used for data was questionnaire. One hundred (100) questionnaires were administered and Ninety four (94) copies of questionnaire were completed, returned and used in the study which represent (94%) response rate. Three research questions were answered and data were analysed using descriptive statistics such tables and percentages and t-test for hypotheses analysis. The result shows that both teachers in public and private junior secondary school have to ability to recognize a need for information resources, ability to distinguish a potential information resource, ability to locate and access information resources and ability to organize, apply and communicate information. However, the finding of the study also shows that in private junior secondary school internet browsing is the major information seeking behaviour of their in respect to public junior secondary schools. Therefore teachers in junior secondary school need high information literacy skills based on their information seeking behaviour. Information literacy is considered an important element in educational and professional settings in particular, the junior secondary school. The result of this research study has raised some implications for implementation of information literacy skills programmes to improve quality of teachers in information dissemination

Keywords: Information, Information Seeking behaviour, Teachers, Information literacy level, Ilorin.

Introduction

In any field of study, information is vital for the growth and survival of every individual. This means that no individual can survive in isolation without depending on information. It is important to note that information identification, access, process, synthesis and manipulation requires some form of expertise. this is usually refer to an information literate. Otoide (2015) opined that to succeed in academics, students whether at the primary, secondary or tertiary level need information that remains the major ingredient in decision-making and assist in reducing uncertainty. Information enables teacher to meet their learning and research needs. Information facilitates decision-making, problem solving and reduction of uncertainty among students (Aina, 2004). Information literacy level of teachers is regarded as yard stick and mechanism to information seeking behaviour and this is supported by popular adage that, the more you read the more you know you do not know anything.

Ajiboye and Tella (2007) described information seeking as a process that requires an information seekers, or what might be called 'personal information structures' such as a person's cognitive abilities, his or her knowledge, skills in relation to the problem or task domain, knowledge and skills specific to a system and knowledge and skills regarding information seeking and this lead to information seeking behaviour. The authors further described information seeking behaviour as an individual's way and manner of gathering and sourcing for information for personal use, knowledge updating and development. Okiki and Mabawonku, (2013) described information literacy (IL) is the ability to define one's information needs and then to access, evaluate, process and use retrieved information strategically.

Teachers serve as agent of change to students and society. In the process of acting as "*change agents*", they need to posses some information literacy skills that will guide him/her in his information needs. Uttor (1999) defined information as data value in planning, decision making and evaluation of any programme. He goes further to note that, information is a data that have been subjected to some processing functions capable of answering user's query be it recorded, summarized, or simply collected that would help decision making.

Therefore, it can be observed that secondary school teachers play an important role in fostering the intellectual and social development of students. These teachers support their students to develop into responsible

adults that will bring growth and development to their environment. Secondary school teachers also train the minds of students, preparing them for the better future. The secondary school teacher is the agent through which the educational system operates to ensure that students gain socio-political, economic, cultural and technological awareness. Furthermore, they help in the development of various skills and competences such as inculcating the three domains; cognitive, affective and psychomotor into the students (Umunnakwe, 2013).

This study used the Seven Pillars of Information Literacy Model which was developed by the SCOUNL advisory committee on information literacy in 1999 to examine teachers' information needs and seeking behaviour. The model has seven competence levels that include the ability to recognize a need for information; the ability to distinguish the way in which the information gap may be addressed; the ability to construct strategies for locating information; the ability to locate and access information; the ability to compare and evaluate information obtained from different sources; the ability to organize, apply and communicate information to others in ways appropriate to the situation; and the ability to synthesize and build upon existing information, contributing to the creation of new knowledge (SCOUNL, 1999). This theory is related to this study because; it is expected teachers in Junior Secondary school (both in public and private schools) make use of the constructs in the theory for best information need and seeking. Due to this, this study tend to compare and contrast information literacy levels and information seeking behaviour among teachers in selected junior secondary schools in Ilorin.

Statement of the Problem

Overtime, information literacy level has being regarded as a key factor to teachers' information seeking of behaviour in Nigeria due to the fact that skills possess by teachers in information accessibility determine how teachers can provide for their needs. It has been noticed that most teachers in junior secondary school have little or no information literacy skills and this will affect their information needs and seeking behaviour as it has been established in literature (Okiki & Mabawonku, 2013). Specifically, Government Junior Secondary School teachers perceived to have little information literacy skill in comparison to private junior secondary school teachers in Kwara State especially in Ilorin metropolis and as a result of this, the study compare information literacy levels and information seeking behaviour among teachers in selected junior secondary schools in Ilorin using Okelele Junior Secondary School (public school), Faith Private Junior Secondary School and Sheik Kamaldeen Junior Secondary School (private schools), Ilorin

Research Objectives

The broad objective of this study is to compare information literacy levels and information seeking behaviour among teachers in selected junior secondary schools in Ilorin. The specific objectives are:

1. compare information literacy skills possessed by junior secondary school teachers in Ilorin metropolis; and
2. compare information seeking behaviour of public and private teachers in junior secondary school in Ilorin.

Research Hypotheses

The following hypotheses were tested at the level of significance of 0.05.

H₀₁: There is no significant relationship between information literacy skills of public and private teachers in junior secondary schools in Ilorin metropolis

H₀₂: There is no significant relationship between information seeking behaviour of public and private teachers in junior secondary schools in Ilorin metropolis

Conceptual Review

Tella and Ajiboye (2007) cited Uttor (1999) to defined information as data value in planning, decision making and evaluation of any programme. It was stated further that it is a data that have been subjected to some processing functions capable of answering user's query be it recorded, summarized, or simply collected that would help decision making. It is well understood in terms of books, journals, magazines, public and private sector documents of all kinds, whether published for mass circulation or unpublished and restricted or confidential in nature, results of research efforts which are made available to colleagues in form of reports, books articles and non-printed materials. Therefore, information is essential commodities that needed in all sectors for survival either in banks, school, legal institution etc.

According to Foster (2004), information-seeking is conceived as a process in which information needs are pursued, or in which problem-solving takes place within a context. The information-seeking process is initiated by a recognised need for information and a decision to act on it. Olumide, Adetoun, and Yemisi, (2013) information literacy is acknowledged as one of a range of knowledge, values, skills and understanding that is required for lifelong learning.

Thus, the American Library Association (ALA, 2007) defines information literacy as “a set of abilities which enable individuals to recognise when information is needed, and possessing the ability to locate, evaluate, and utilise the needed information.” Living in the information era, these abilities have become imperative in virtually all life situations, and especially in the learning/educational environment. Secondary schools are centres of learning and knowledge that prepare students for their tertiary education. Hence, teachers need to prepare them for the future ahead. To do this, they are required to have the ability to search, identify, locate, retrieve and use information independently in order to be able to function optimally in tutoring the students.

Review of Related Literature

In another study by Olumide, Adetoun, and Yemisi, (2013) on information literacy skills of arts subject teachers in Lagos State Senior Secondary Schools Nigeria. The outcome of the study reveals that relationship between teachers’ acquisition of information literacy skills and the utilization of the skills implies that the level of acquiring information literacy skills has not been influencing the use of the skills in information seeking behaviour of teachers and also teachers in Lagos State senior secondary schools have a positive perception towards the relevance of information literacy skills in enhancing their implementation of humanities curricula.

Tella and Ajiboye (2007) conducted a study on university undergraduate students’ information seeking behaviour and the implications for quality in higher education in Africa. Findings of the study revealed that major challenges facing most tertiary institutions in Africa is the provision of infrastructural facilities, especially academic support facilities such as the Internet connectivity. However, beyond the problem of facilities is the way students organise their own learning, how they sourced for the academic information needed for them to excel. In addressing the issue of quality in Africa higher education institutions, therefore, a more holistic approach needed to be adopted, rather than the isolationist, fragmented tendencies. The students who are the direct beneficiaries and users of these facilities must be factored into the quality issues. Hence, this study provides some useful insights into the way students organise their own learning and how this could help in promoting quality in higher education in the continent.

In another study by Gloria (2015) on information needs of secondary school students in selected schools in Abaraka Community. The finding of the study reveals that that information is a valuable resource in the life of every individual even secondary school students whether they live in urban or rural communities. The secondary school teacher is in need of information for their academic pursuit, health care, entertainment, friendship, religion, family care etc. They need this information for learning, knowledge acquisition, recreation, entertainment, up-to-date information personal development, academic success and research. However, inadequate information resources, poor library skills, poor information literacy skills, lack of awareness of information needs and unfamiliarity with the school library are some problems they encounter while trying to meet these information needs.

Fister (2012) also reported that secondary school students seek information for the primary purpose of learning, academic excellence/success, knowledge acquisition, recreation/ entertainment and to broaden horizon. In the study carried out by Belkin (2000) majority of secondary school students seek information for the purpose of learning, research, knowledge acquisition, recreation and up-to-date news/information. These results however do not correspond with Koft (2014), who found out that secondary school student mostly require current news, events and happenings around them to enable them get up-to-date with information for their academics, personal development and societal values.

Methodology

The study adopted survey research design. Proportionate stratified sampling technique was adopted for this study. The population of the study consists of all the teachers in Okelele Junior Secondary School (public school) (145 teachers), Faith Private Junior Secondary School (43 teachers) and Sheik Kamaldeen Private Junior Secondary School, Ilorin (37 teachers). Fifty (50) teachers from the two private junior secondary schools and fifty (50) staff from a public junior secondary school were selected. The reason for choosing the two private schools was that private junior secondary schools do not have much staff. Therefore, the sample size of the study was one hundred (100). The instrument used to collect data for this study was a questionnaire.

Data Presentation and Analysis

The analysis was done based on the research questions of the study. One hundred (100) questionnaires were administered. However, only ninety-four (94) were returned completely filled by the respondents which gives 94% return rate.

Table 1: Demographic Analysis of Respondents:

Variables	Frequency	Percentage
Gender		
Male	67	72.3%
Female	27	28.7%
Total	94	100
Age		
Age 15 – 25 years	12	12.7%
Age 26-30 years	23	24.5%
Age 31-more years	59	62.8%
Total	94	100
Marital status		
Single	22	23.4%
Married	72	76.6%
Total	94	100
Experience		
1-5 years	34	36.2%
6-10 years	23	24.5%
11-15 years	24	25.5%
16+ years	13	18.8%
Total	94	100
Educational qualification		
NCE	34	36.2%
B.ed /M.sc + PGDE	53	56.4%
M.sc/M.ed	07	7.4%
Ph.d	0	0
Total	94	100
Type of School		
Public	44	47%
Private	50	53%
Total	94	100

The table above shows the demographic response of respondents with respondents 67(72.3%) are male while respondents 27(28%) are female. This shows that majority of respondents are male. Moreover, respondents 12(12.7%) are of age 15-25 years while respondents 23(24.5%) are of age 26-30 years and respondents 59(62.8%) are of age 32 and above. In addition, respondents 22(23.4%) are single while respondents 72(76.6%) are married. Respondents 34(36.2%) have 1-5 years experience, respondents 23(24.5%) have 6-10 years teaching experience while respondents 24(25.5%) have 11-15 years experience and respondents 13(18.8%) have 16 years and above teaching experience.

Moreover, respondents 34(36.2%) have NCE as educational qualification while respondents 53(56.4%) have B.ed /M.sc + PGDE as education qualification and respondents 07(7.4%) have M.sc/M.ed as education qualification. Respondents 44(47%) are public school teachers while respondents 50(53%) are private teachers

Table 2: Information Literacy levels/skills

	Information Literacy levels/skills	Agree %	Strongly agree %	Disagree %	Strongly disagree%	Uncertain %
1	Ability to recognize a need for information resources	43(45.7%)	31(33%)	12(12.8%)	5(5.3%)	3(3.2%)
2	Ability to distinguish a potential information resources	51(54.3%)	32(34%)	6(6.4%)	3(3.2%)	2(2.1%)
3	Ability to locate and access information resources	35(37.2%)	37(39.4%)	13(13.8%)	6(6.4%)	3(3.2%)
4	Ability to organize, apply and communicate information	67(71.3%)	12(12.8%)	05(5.3%)	03(3.2%)	7(7.4%)

The table above shows response to information literacy levels/skills. The respondents 43(45.7%) agree to ability to recognize a need for information resources, respondent 31(33%) strongly agree while respondents 12(12.8%) disagree, respondent 5(5.3%) strongly disagree and 3(3.2%) uncertain. Respondents 51(54.3%) said that they ability to distinguish a potential information resources while respondents 32(34%) strongly agree, 6(6.4%) disagree, 3(3.2%) Strongly disagree and respondents 2(2.1%) uncertain.

Moreover, respondents 35(37.2%) agree that they have ability to locate and access information resources, 37(39.4%) strongly agree, 13(13.8%) disagree while 6(6.4%) Strongly disagree and 33(3.2%) uncertain. Respondents 67(71.3%) agree that they have ability to organize, apply and communicate information, 12(12.8%) strongly agree, 05(5.3%) disagree while 03(3.2%) strongly disagree and 7(7.4%) uncertain.

Research Question two: Information seeking behaviour of teachers in junior secondary school

Table 3: Information seeking behaviour of teachers

S/N	Information seeking behaviour of teachers	Public junior secondary school				Private junior secondary school			
		S. A	A.	S. D	D	S. A	A.	S. D	D
		F & %	F & %	F & %	F & %	F & %	F & %	F & %	F & %
1	Visit principal	14 (32%)	16(36%)	02(5%)	12 (27%)	12 (24%)	04(8%)	26(52%)	08 (16%)
2	Help from fellow teachers	17(39%)	21(48%)	5 (11%)	01 (2%)	14(28%)	16 (32%)	13 (26%)	07(13%)
3	Internet browsing	06 (14%)	08(18%)	24(55%)	06(14%)	26 (52%)	18 (36%)	06 (12%)	0(0%)
4	Listening to television and radio	09 (20%)	11(25%)	21(48%)	03(7%)	24(48%)	15(30%)	10 (20%)	01(2%)

The table 3 above shows response to the information seeking behaviour of teachers in public and private secondary schools in Ilorin metropolis. The respondents 30(68%) agreed that they visit principal for their information seeking while respondents 14(32%) disagreed that they visit principal for their information seeking in public junior secondary schools. Moreover, in private junior secondary schools, respondents 16(32%) agreed that they visit principal while respondents 34(68%) disagreed. This shows that majority of teachers in public junior secondary school seek the help of principal in meeting their information needs while majority of teachers in private junior secondary schools do not

Moreover, the table also shows that respondents 38(87%) agreed that they seek help from fellow teachers in seeking for information while respondents 6(13%) disagreed that teacher in public junior secondary school seek information through the help from fellow teachers and respondent 30(60%) agreed that they seek help from fellow teachers for their information seeking behaviour while respondents 20(40%) disagreed that they self help from fellow teachers for their information seeking behaviour. In addition, respondents 14(32%) agreed with internet browsing as their information seeking behaviour while respondents 30(78%) disagreed that internet browsing is not their information seeking behaviour by public junior secondary schools and respondents 44(88%) agreed that internet browsing is their information seeking behaviour while respondents 6(12%) disagreed.

Furthermore, respondents 20(45%) agreed that listening to television and radio is the information seeking behaviour while respondents 24(55%) disagreed that television and radio is the information seeking behaviour of teachers in public junior secondary schools though, respondents 39(78%) agreed that listening to television and radio is the private teachers information seeking behaviour while 11(22%) disagreed with listening to television and radio by private teachers in junior secondary school.

Test of Hypotheses

Table 4: t-test summary table relationship between information literacy skills of public and private teachers in junior secondary schools in Ilorin metropolis

Information literacy skills	No of respondents	Means	S.D	D.F	TC	T-table
Public school	50	21.03	.17	92	1.79	1.96
Private school	44	20.15	11.01			

The result in table 4 shows that t-calculated for information literacy skills and teachers in public and private junior secondary school was 1.79 which is less than the t-table value of 1.96 at 0.05 alpha level. The result was therefore not significant. Hence, the null hypothesis was not rejected. This shows that there was no significant relationship between information literacy skills of public and private teachers in junior secondary school in Ilorin metropolis.

Table 5: t-test summary table for significant relationship between information seeking behaviour of public and private teachers in junior secondary schools in Ilorin metropolis

Information seeking behaviour	No of respondents	Means	S.D	D.F	TC	T-table
Public school	50	21.4	12.10	92	1.78	1.96
Private school	44	19.12	11.11			

The result in table 5 shows that t-calculated for information seeking behaviour of public and private teachers in junior secondary schools in Ilorin metropolis was 1.78 which is less than the t-table value of 1.96 at 0.05 alpha level. The result was therefore not significant. Hence, the null hypothesis was not rejected. This shows that there was no significant relationship between information seeking behaviour of public and private

teachers in junior secondary schools in Ilorin metropolis

Discussion of Finding

The finding of the study shows that both teachers in public and private junior secondary school have to ability to recognize a need for information resources, ability to distinguish a potential information resource, ability to locate and access information resources and ability to organize, apply and communicate information. This shows that majority of teachers in the junior secondary have higher information literacy skill/levels i.e they have higher information literacy skills in relationship with information seeking behaviour. This study is supported by Okiki & Mabawonku (2013) that workshops/seminars, trial and error, help from their colleagues, and through the guidance from library staff. Also, the result shown that academics possessed high information literacy skills, which include ability to recognise 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, organise, apply and communicate information, and ability to synthesize and build on existing information and these had greatly influenced their research productivity.

Moreover, the finding of the study also shows that majority of teachers in public junior secondary school seek the help of principal in meeting their information needs while majority of teachers in private junior secondary schools do not. Although, teachers in public junior secondary school do consult fellow teachers for help while seeking for information but only few teachers in private junior secondary schools seek help from fellow teachers in their information seeking. The finding of this study is contradicting with the study by Bisto & Fourie, (2015) that teachers predominantly used traditional sources such as books, personal knowledge and experience, other teachers in their host schools and their host schools' libraries.

This warrants introduction of diverse information resources in schools, particularly electronic sources, in view of the information society, digital humanities and the information skills to which school teachers should be introduced. The value of information in teaching and learning cannot be overemphasized and therefore more efforts need to be done to improve the availability of information resources and teachers' information and digital literacy skills junior secondary schools

Furthermore, the finding of the study also shows that in private junior secondary school internet browsing is the major information seeking behaviour of their in respect to public junior secondary schools. This means that in public junior secondary schools, the use of internet browsing is not popular as their information seeking behaviour but, both public and private junior secondary schools information seeking behaviour is television and radio. Though, private teachers use television and radio as means of their information behaviour than public teachers as shown in the finding of the study.

The finding of this study is also supported by Shokeen and Kustile (2012) found that secondary school students visit the school library school counselor and head teachers on daily basis for the purpose of finding solutions to their information needs Nazli (2011) reported that majority of secondary school students use books, parents, teachers and libraries as source of information and they usually consult these information sources frequently.

Conclusion

The study concludes that both teachers in public and private junior secondary school have to ability to recognize a need for information resources, ability to distinguish a potential information resource, ability to locate and access information resources and ability to organize, apply and communicate information. The study also concludes that teachers in public junior secondary school seek the help of principal in meeting their information needs while majority of teachers in private junior secondary schools do not but teachers in public junior secondary school consult fellow teachers for help while seeking for information and only few teachers in private junior secondary schools seek help from fellow teachers in their information seeking.

This shows that teachers in public and private junior secondary have require levels/skills in information literacy though, teachers in private junior secondary information seeking behaviour is on internet browsing and television and radio in contrast to teachers in public junior secondary school where their information seeking behaviour lies most on visit to principal and helps from fellow teachers

Recommendations

This study recommends that:

1. Teachers in junior secondary schools should develop themselves on the area of ICT in order to have knowledge on how to use internet browsing in information seeking.
2. Management of public junior secondary should provide avenue to teachers to use various available information literacy skills for the information seeking behaviour
3. Private junior secondary schools management should continue with their efforts on the area of information literacy level in respect to information seeking behaviour of their teachers

4. Government should organize conferences, seminars and workshops for teachers on the area of information literacy levels/skills in the state for better information seeking behaviour behavior.

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