

**AN EVALUATION OF INFORMATION LITERACY PROMOTION PROGRAMMES
IN ACADEMIC LIBRARIES: A SURVEY OF NYERI COUNTY**

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This Research Project has been submitted to Kenyatta University in partial fulfillment of the requirement for the award of a Master's Degree in Library and Information Science.

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DECLARATION

This research project is my original work and has not been presented for award of a degree in any university/institution for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics , pictures or tables have been borrowed from other sources , including internet , these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

I dedicate this project to my dear wife, Nancy Wanjugu Kamau for her tremendous support emotionally, spiritually and financially during the period of study.

I also dedicate it to my children: Oscar and Valerie, for the great support and understanding they offered to me during the two years of my post graduate studies and for sacrificing your rightful parenting time.

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ABBREVIATION AND ACRONYMS

DeKuT	Dedan Kimathi University of Technology
IFLA	International Federation of Library Association
IL	Information literacy
K.U	Kenyatta University
KEMU	Kenya Methodist University
KIM	Kenya Institute of Management
KNUST	Kwame Nkurumah University of Science and Technology
UNESCO	United Nations Educational, Scientific and Cultural Organization
UON	University of Nairobi

ABSTRACT

The purpose of this study was to carry out an evaluation of information literacy promotion to find out the gains so far realized and also chart a way forward. In line with this the researcher looked into the promotion methods employed in academic libraries such as user orientation, seminars and workshops, library website, library open day, printed materials and library taught unit. The research explored the promotion strategies and the challenges associated with them. The research adopted a descriptive research design and the population was one hundred and fifty (150) academic librarians from both middle level colleges and universities located in Nyeri County. The study incorporated all the academic librarians from the region. This enabled the researcher to ensure all the colleges and Universities in the region were adequately represented as the study population was not so large. Data were collected by use of questionnaire method which had both closed and open ended questions. At the end of this study the researcher hoped to find out how promotion would be carried out to effectively realize full utilization of the library resources. The study findings show that, lack of information literacy instruction and inadequate internet access points are the difficulties faced by librarians at a great extent while giving services to users. Majority, 80.1 percent of the libraries engage in information literacy promotion activities. All the librarians felt that making information literacy a policy is ideal. Further majority of the librarians are in the forefront to enhance information literacy in their respective academic libraries so as to ensure that users are in possession of the right information on their academic and research needs. The study concluded that information literacy is an important component of any academic library system because of its role in users academic achievement and lifelong learning. Based on the findings and conclusions of the study, the study made the following recommendations; that Information literacy should be incorporated in the university curricular in such a way that every student of the college would undergo such a program. It is also recommended that management of university colleges and middle level colleges should influence attitudes, policies and methods which foster information literacy education. In other words, management should commit itself to providing the infrastructure necessary for the implementation of information literacy program on academic institutions. Finally, a study to be carried out on the correlation between library instruction and research skill improvement during four years of undergraduate education.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Introduction

This chapter gives background information to the study and highlights the problem areas that the researcher intended to study. The researcher sets the objectives of the study and shows how significant the study on the challenges of promoting information literacy in academic libraries is to the Kenyan academic society. The research questions, the purpose of the study, justification of the study, significance of the study, scope of the study, limitation and delimitation of the study, assumptions of the study and definition of terms were also underscored in this chapter.

1.1 Background to the study

According to (Bruce, 2004), information literacy (IL) emerged with the advent of information technologies in the early 1970s, and has grown from strength to strength to become recognized as the critical literacy for the twenty-first century; to the point that it is considered and sometimes interpreted as the overarching literacy most needed for twenty-first century living. As a result, over the last several decades, academic librarians globally have actively engaged in propagating Information Literacy to faculty and students alike.

Peacock (2001) asserted that librarians initially focused on basic user education of the library's services and resources, but starting in the mid-90s, the increasing availability of technologies for delivering information in multiple formats led to rapid proliferation of published and electronic information materials often referred to as the 'information explosion'. Peacock (2001) is also of the view that this information explosion led to a growing demand for librarian assistance from faculty who were facing the new challenge of teaching concepts, resources and skills related to

the research process yet they existed outside their disciplinary boundaries. In the same regard, Bundy (2003) reflected on the issues which were driving curricular and pedagogical change in progressive universities and suggested the need for stronger curricular, pedagogical and information literacy partnerships between teachers and librarians. Library interactions with users and some empirical researches (Peacock, 2001; Bruce, 2004; Bundy 2003) therefore reinforce the need for wider set of abilities on the side of library researchers than ever before when grappling with the current information environment. This is evidenced by evolvement of the library training terminology from the traditional “bibliographic instruction” or “user education” to “information literacy.”

The concept of information literacy has evolved over time and although libraries have put concerted efforts to promote it, there are still challenges hindering the full realization of its benefits (Strong, 2007). University libraries have been at the forefront in promoting information literacy amongst their users basically because of the central role they play in the training and research missions that are critical in university education. However, due to the information explosion and the fact that it is no longer possible to contain users within the four walls of the traditional library setting, it has been greatly difficult to offer them the much needed guidelines. The libraries of today are no longer static repositories of published information in print but are rather active initiators of new collecting areas, new publishing paradigms, and new preservation formats; a shift that continuously impacts on the concept of promoting information literacy (Bell, 2014)

In Africa the concept of information literacy is relatively new as compared to the global arena. Most countries do not have an elaborate user education programme, while others are developing courses on IL(Malliari & Nitsos, 2008). For example in Nigeria most of the institutions of higher

learning have greatly advanced in the area of information literacy developing elaborate programmes for their clients to enhance their knowledge and skills in the use of information. It is becoming an increasingly strategic issue that most Nigerian universities now place emphasis on learning and teaching methods that will deliver the skills students need to become employable after graduation from the university (Baro & Zuokemefa, 2011). On his part (Agyen-Gyasi, 2008) in his study identified some problems facing the user education programme at the Kwame Nkrumah University of Science and Technology (KNUST) Library Ghana. They are students' apathy to user-education programmes, lack of personnel in the libraries, training need of librarians, irregular internet connectivity and financial constraints. In South Africa, the Library and Information Association of South Africa (LIASA) has since started to address how best to lobby for the integration of IL in the curriculum. Good progress has been made by drawing on policy directives for advocacy purpose and to position libraries as partners with academics in the teaching and learning process, making explicit the links between information literacy, graduate skills and lifelong learning (Mnkeni-Saurombe, 2014).

In like manner, closer home Lwehabura (2008) identified a number of factors hindering the IL delivery in Tanzania universities. They are lack of clear IL policy, inadequate time, the teaching of IL as a stand-alone course on a voluntary basis and non-involvement of teaching staff. Similarly, Lwehabura and Stilwell (2008) pointed out that, to a large extent, IL instruction is weak in terms of its effectiveness in imparting IL knowledge and skills in Tanzania. Among the reasons given are: no dedicated IL policy to guide IL practice; lack of awareness among students about the IL instruction sessions; instruction sessions are affected by time constraints because IL is not allocated official time university academic timetables; attendance by students is voluntary and as a result not all students take advantage of the sessions that are in place; lack of resources

such as computers and CD-ROMs to support hands-on-practice; and information skills sessions are not integrated into the curriculum.

In the Kenyan context as depicted by Kavulya (2003) he observed that there is failure on the part of librarians to push IL to the fore as a function of the university. The information literacy programmes seems somewhat uncoordinated and lacks a clear focus as is common with other university programmes, he therefore asserts there is need for librarians' to put up a spirited effort to integrate the information literacy programmes in the university programmes in Kenya and to develop a curriculum to teach university students on how best to handle information and at its best this programme should be handled by librarians (Kavulya, 2003a). In this study Kavulya revealed that Universities are engaging in information literacy activities, students still have difficulties in finding, critically evaluating and using information.

With this kind of background in place and in a bid to assist students directly, librarians are often forced to go a notch higher to promote information literacy. This includes: developing course-specific information sources such as web pages; offering individual and small-group consultations on assignments; reviewing proposals for research projects and suggesting strategies and resources; and teaching courses that enhance students' research skills in parallel with assignments in students' other courses as adjuncts.

1.2 Statement of the Problem

Academic library users both faculty and students rely on individual skills acquired through continuous training and self-instruction to achieve their objectives of their study. Those skills are vital for library users to effectively utilize the library resources both digital and conventional. Instruction and research in the twenty-first century rely on individual skills and on the best information accessible to students and researchers. Information literacy encompasses more than

good information-seeking behavior. It involves abilities to recognize when information is needed and then to phrase questions designed to gather the needed information. It includes evaluating and using information appropriately and ethically once it is retrieved from any media, be it electronic, human or print (Anafo & Filson, 2014).

Information explosion arising from widely varied bibliographic databases with varying user interfaces require elaborate training to enable library users to effectively exploit existing resources. There is need for academic librarians to do an assessment of the literacy skills of their library users to determine their training needs. Evidence from (Kavulya, 2003a) indicate that academic librarians in Kenya have not realized full utilization of the existing print and electronic resources meaning there is need to probe reason for underutilization to avoid wastage of resources that have otherwise spent a lot of to purchase and maintain.

1.3 Purpose

This research aimed at evaluating information literacy promotion in academic libraries in Nyeri County in attempting to find possible solutions to these challenges.

1.4 General Objective

The aim of this study is to survey the challenges of promoting information literacy in academic libraries in Nyeri County.

1.4.1 Specific Objectives

The specific objectives included the following:

- i) To identify challenges users face in accessing the academic library and its resources in Nyeri County

- ii) To investigate the promotion strategies and methodologies adopted by academic libraries for information literacy in Nyeri County
- iii) To find out the factors affecting the promotion of information literacy in academic libraries in Nyeri County
- iv) To assess the effect of policy and management support on the promotion of information literacy in Nyeri County.
- v) To assess the role of academic librarians in promotion of information literacy in Nyeri County.

1.5 Research Questions

This research was guided by the following research questions:

- i) Which are some of the challenges users face in accessing the academic library and its resources in Nyeri County?
- ii) What promotion strategies and methodologies have been adopted by academic libraries for information literacy in Nyeri County?
- iii) What factors affect the promotion of information literacy in academic libraries in Nyeri County?
- iv) How does policy and management support effect on the promotion of information literacy in Nyeri County?
- v) What is the role of academic librarians in promotion of information literacy in Nyeri County?

1.6 Significance of the Study

In recognition of the enormous value of Information Literacy training in institutions of higher learning, the Commission for University Education (CUE) Universities Standards and Guidelines (2012) require that all universities integrate information literacy in their academic programmes.

Therefore, in order to meet this requirement, the promotion of information literacy is no longer an option but rather a mandatory function of academic libraries that must be conducted alongside other core functions of the library. This is so because the delivery of information literacy instruction to students is the only way to maximize the use of print collection, electronic resources and the internet as an indispensable information resource.

Through identifying and studying the challenges faced by academic libraries in promoting information literacy, this study might bring to light the critical areas that libraries need to pay more attention to and also help in establishing how best academic libraries could improve their information literacy skills; most importantly how they could ensure that all instructions are promoted to ensure they are best understood by their patrons.

1.7 Theoretical Framework

This study borrowed the Critical Literacy Theory by Paulo Freire. The Critical Literacy Theory is based on the idea that the focus of education should be the transferring of information from one source (e.g. teachers, books, and computers) to another (the student). Rather than just being passive receivers, this theory encourages information consumers to critic the information they come across before accepting it. This therefore, requires librarians to teach library users the tools to use in order to read critically and individually in order to determine what individuals should do with the information they ingest.

In the light of information literacy, the Critical Literacy Theory requires that in defining information literacy, a separation of the two terms ‘Information’ and ‘literacy’ is made. As such, if information is defined as the “raw material” used to solve problems and to create individual understandings and identities; and literacy as consisting of ‘many literacies’; each type of literacy being unique to its setting in a way that is similar to Howard Gardner’s Theory Of Multiple Intelligences. In this case therefore, when the two definitions are combined, information literacy becomes the ability to be a self-sufficient learner who asks questions, and is able to develop a unique interpretation of the given information. An example is academic literacy which is “the ability to read, interpret, and produce in academia” (Elmnorg, 2006).

By basing this study on the Critical Literacy Theory; the mission for academic libraries in promotion of information literacy does not need to emphasize on defining information literacy but rather on developing ways to teach and widely promote information literacy amongst library users. This Theory allow for users to question every piece of information they come across for its worth academically; thus it is perfectly in line with this study which aimed at emphasizing the importance of library users offering a critic to available body of information and therefore putting it to effective use .

1.8 Conceptual framework

Figure 1.1 Conceptual framework

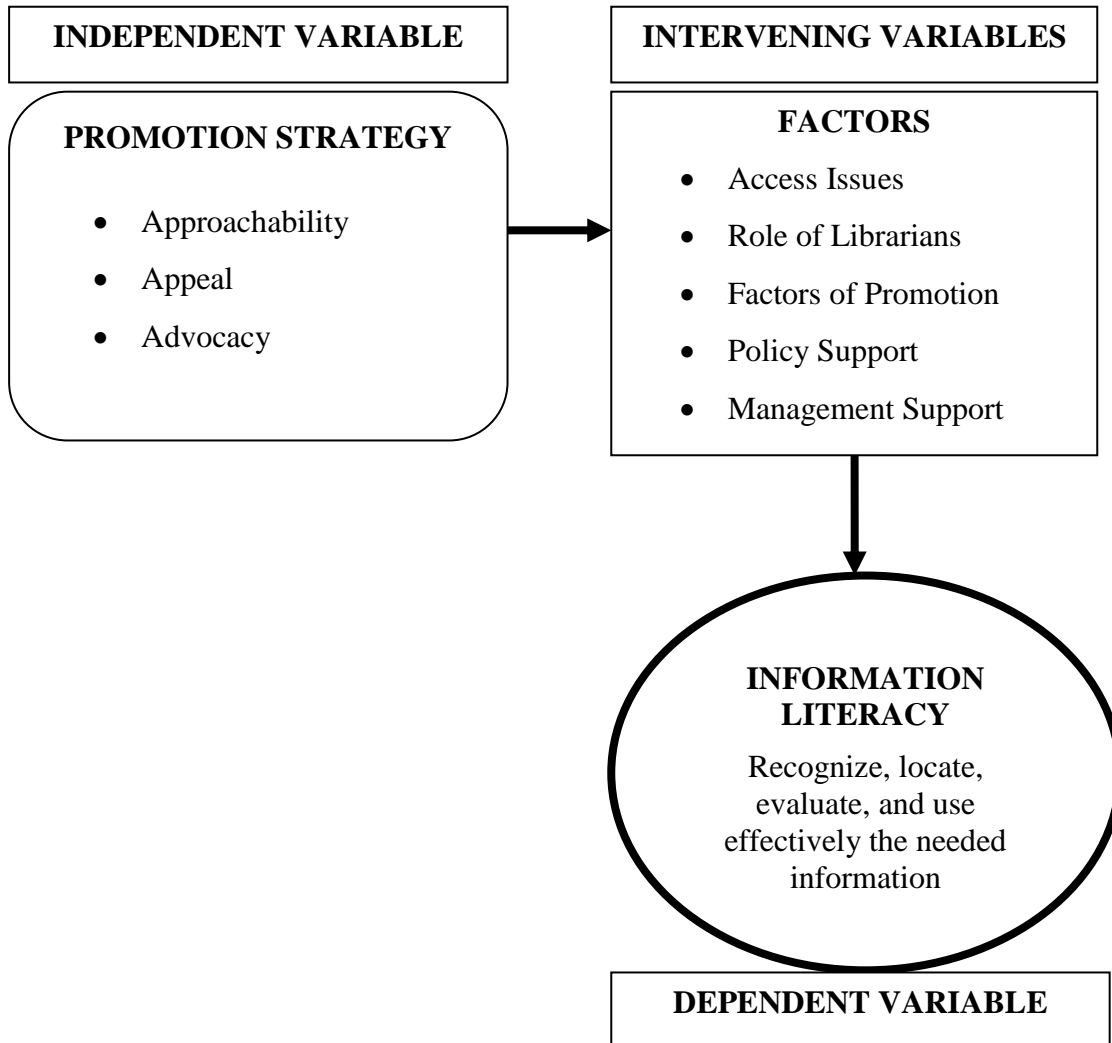


Figure 1 Conceptual Framework

Source: Author 2015

Promotion strategy was an independent variable of this study because the success of information literacy in the different academic libraries will heavily rely on how well it is carried out as a function that results to approachability, appeal and advocacy for information literacy programs within their environments of operation. Approachability herein refers to the steps undertaken to

dissolve stereotypes and encourage positive interaction and experiences through engaging activities with regard to different aspects of information literacy. Appeal on the other hand refers to the specific qualities of the information literacy program that cause users to like or even think about it, and finally advocacy are the acts and processes that the key players undertake to fully support the cause of information literacy in academic libraries.

The intervening variables are all the factors that in one way or the other affect the effectiveness of information literacy programs within the setup of the different academic libraries thereby resulting to different challenges. These variables lie in between the function of promotion and information literacy and they include: access issues mostly pegged on the internet infrastructure in the case of electronic resources; the place of librarians and the role they play in delivery of information literacy that is relies on the extent of their knowledge, technical know-how and skills; management support in terms of policy implementation, efforts towards library staff development and sufficient budgetary or financial allocations to support the implementation and sustenance of the information literacy programs.

The above two categories of variables have great influenced the effectiveness of promoting and creating awareness for information literacy which was the dependent variable of this study.

1.9 Study Limitations and Delimitations

The study adopted a descriptive research design, involving the use of semi-structured and open-ended questionnaires as the primary method of data collection. It basically involved a preliminary investigation of the challenges of promoting information literacy in academic libraries. Due to the extensive nature of agents of information literacy education the researcher limited his study to academic librarians in Nyeri County in this study. The researcher therefore expected that the study sample only represented small proportion of the entire population of the possible respondents in Kenya. Therefore, research studies with much larger sample size were required in future to ensure appropriate generalization of the findings of future studies in the same area of study.

Data collection was confined only to Nyeri County by the researcher's choice of topic and also by constraints in time and financial resources that would allow collection of data from other counties across the country. The replication of the study in different counties of Kenya would therefore enable better generalization of the findings of this study and bring bigger benefit to the whole country in relation to the topic under study.

1.10 Scope of Study

The focus of this study was the librarians' working in academic institutions within Nyeri County. Currently, Nyeri County is the home of two fully fledged universities which are Karatina University and the Dedan Kimathi University; as well as satellite campuses for Kenyatta University, Kenya Methodist University, Nyeri Catholic University College and University of Nairobi's Extra Mural Centre. There are also other middle level colleges including Kenya

Institute of Management-Nyeri, Nyeri Polytechnic College, Kenya Medical Training College-Nyeri, Outspan Medical College, Mathenge Technical Institute, Brade Gates College of Poultry, Kagumo and Kamwenja Teachers Training Colleges. The researcher was only interested with how best the librarians in these institutions promote information literacy to their clients and the challenges they have encountered in their endeavors to promote information literacy.

1.11 Operational Definition of Terms

Literacy-A person is literate when he has acquired the essential knowledge and skills which will enable him to engage in all those activities in which literacy is required for effective functioning in his group and community.

Information literate person—a person who can use effectively the available information to complete a task at hand, he is able to use information know when information is needed, seek for it and evaluate it.

Information Literacy-the ability to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.

Information Literacy Education-Information Literacy Education encompasses knowledge of one's information needs and the ability to identify, locate, evaluate, organize and effectively use information to address issues or problems at hand.

A **library**-is a collection of sources, resources, and services, and the structure in which it is housed; it is organized for use and maintained by a public body, an institution, or a private individual.

An **academic library**- is a library which serves an institution of higher learning, such as a college or a university. These libraries serve two complementary purposes: to support the school's curriculum, and to support the research of the university faculty and students.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter reviews the literature related to promoting information literacy in academic libraries. The researcher provided divergent views as well as major key concepts in the study as reviewed from past and recent local, regional and international research relevant to the study highlighting the following objectives: challenges of accessing academic library resources; information literacy promotion strategies and methodologies in academic libraries; factors affecting the promotion of information literacy in academic libraries; effect of policy and management support on promotion of information literacy and lastly the role of academic librarians in promotion of information literacy.

2.1 Information Literacy concept

An extensive amount of literature has been published on IL and the concept is defined differently by different authors; also related terms such as information competency, computer literacy, literacy, media literacy, network of internet literacy and digital (information) literacy have been created to emphasis different aspects of the phenomenon (David Bawden & Robinson, 2013). Many people mistake IL for information technology literacy, computer literacy, or library literacy skills. IL goes beyond these other sets of skills. Information technology skills enable an individual to use computers, software applications, databases, and other technologies to achieve a wide variety of academic, work-related, and personal goals. Library literacy skills on the other hand, are concerned with how to retrieve, evaluate, and use information resources in the library. IL skills focus on contents, communication, analysis, searching, and evaluation, independent of particular technologies(Fawley & Krysak, 2012).

(Thomsett-Scott & Reese, 2012) researched the skills of the students perceived as essential to their university career and noted the gap between the student's perceptions of the IL skills needed for university and the skills library and academic staff expected them to have. They pointed out that, those who come in contact with students agree that lifelong learning skills, including IL skills, are essential. He recommended that embedding the skills into the curriculum is a strong way to develop them in students. They can be taught the skills in a variety of ways within the curriculum and have them constantly reinforced throughout their academic career.

In a report written on behalf of the National Commission on Libraries and Information Science, Zurkowski (1974) used the term information to describe the "techniques and skills" known by the information literate "for utilizing the wide range of information tools as well as primary sources in molding information solutions to their problems". This was the first time the term information literacy was used, although there was no clarity in the definition or the meaning of the term itself because it made direct reference to another term that in itself needed to be defined, i.e. the information literate. Subsequently, a number of efforts were made to better define the concept and its relationship to other skills and forms of literacy. For example, an important milestone in the development of the concept of information literacy was the establishment of the American Library Association's Presidential Committee on Information Literacy, whose 1989 final report outlined the importance of the concept. In this report, the term information literacy was defined as the ability "to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" and highlighted information literacy as a skill essential for lifelong learning and the production of an informed and prosperous citizenry (ALA, 1989).

A few years later, Shapiro & Hughes (1996) further defined information literacy as "a new liberal art that extends from knowing how to use computers and access information to critical reflection on the nature of information itself, its technical infrastructure and its social, cultural, and philosophical context and impact." In 1998, the American Association of School Librarians and the Association for Educational Communications and Technology further established specific goals for information literacy education, defining some nine standards in the categories of "information literacy", "independent learning", and "social responsibility".

Although other educational goals, including traditional literacy, computer literacy, library skills, and critical thinking skills, were related to information literacy and important foundations for its development, information literacy itself was emerging as a distinct skill set and a necessary key to one's social and economic well-being in an increasingly complex information society (Zurkowski, 2002). One aspect of these definitions remained the same throughout the years; and it is the fact that information literacy had to be possessed by individuals and most cases these individuals were library users or students. This therefore gave rise to the need by librarians to actively promote information literacy amongst users.

Subsequently, in 2003, the National Forum on Information Literacy, together with UNESCO and the National Commission on Libraries and Information Science, sponsored an international conference in Prague with representatives from some twenty-three countries to discuss the importance of information literacy within a global context. The resulting Prague Declaration described information literacy as a "key to social, cultural and economic development of nations and communities, institutions and individuals in the 21st century" and declared its acquisition as "part of the basic human right of lifelong learning".

As the volume of information and the methods of accessing, organizing, and utilizing it continue to increase, the skills necessary to find and use that information effectively also increase in complexity. The library profession has long worked to promote the knowledge and skills necessary to be effective consumers of information. The American Library Association (ALA) and the Association of College and Research Libraries (ACRL) have actively promoted information literacy as necessary for an informed society, in general, and especially for students in institutes of higher education (American Library Association, 2008).

Most recently there have been different forums to discuss the concept of information literacy a case in point being a Conference on Information Literacy (ECIL 2014) that was held in Dubrovnik, Croatia with the aim of establishing the strides that have been realized so far in the global arena in the implementation of IL programmes. The conference with participants drawn from information professionals across the globe discussed among others the achievements in the IL field and the effect it has had in promoting utilization of information resources in the library and also pinpointed the success so far realized in IL programmes. The conference which highlighted the importance of IL in enhancing access summarized it as the most important literacy in empowering people and in supporting development in society. (Bell, 2014)

2.2 Information literacy promotion strategies in academic libraries

The most important aspect of information literacy is asserted in Harrod's Librarians' Glossary and Reference Book (2005), through the declaration that it may actually be considered "a basic human right" (p. 351). In this line of thought therefore, it may be concluded that by the time they join university or college, students should have attained a certain minimum level with regard to their information skills, in the same way as they are expected to have achieved particular standards in terms of literacy and numeracy. The emphasis on information literacy as

a student entitlement therefore places a special onus on staff to allocate a proper priority to its profile within their institution(Shenton, 2012).

It is perhaps this notion that makes some faculty and administrators naively believe that all undergraduates come to campus as information literate individuals since they already are able to use computers and the Internet (Germain, 2007). However, this ideal is never the situation with many users in academic libraries who often assume that they can make use of any freely available material accessible via the Internet without necessarily acknowledging the original creators. Unlike the faculty and administrators, librarians are well aware that there is more in IL than just surfing search engines, IM'ing, and word processing.

Mullen (2013) observes a changing reality in the library of today; a library that it is going through a technologically driven metamorphosis such that it has broken through the traditional brick and mortar glass ceiling, and is no longer confined within walls. The library today has found, and continues to find, innovative ways to move online and offer patrons convenience and value. This shift necessitates the library to envision an information literacy promotion strategy that will allow it to adapt and utilize technology to achieve change amongst its users.

Bruce (2004) observes that the IL initiative needs to be strengthened at all levels by promoting it as a vehicle for enhancing critical enquiry and self-directed learning, and as a foundational element of a broader focus on lifelong learning. Therefore, attention to information literacy should clearly be rewarded through funding and grant schemes. In Mullen's (2013) view, the promotion strategy should meet at least three critical tests: approachability, appeal and advocacy. A combination of these three tests will enable the library's information literacy program to offer unique service and product experience to users including books, music, magazines and movies. Appeal refers to the rise of the libraries to a new level of striving to be more than a resource or

lending institution. They are evolving into market leaders and trend-setters, all while offering digital services like eBooks, educational databases and job assistance programs that help their communities. When the world continues to become more global and digital, many libraries are finding ways to maintain a personal and local approach that ensures every neighborhood can explore globally while residing locally.

In the light of the above mentioned argument and on a review of the literature on information literacy reveals its importance in academic libraries. It is believed that improving users' knowledge of libraries' collections and services could be a motivating factor for more usage of the library. Instruction in library use – also referred to as reader education, information literacy, bibliographic instruction, reader instruction, library instruction and information literacy—is defined as various programs of instruction, education and exploration provided by libraries to users to enable them to make more effective, efficient and independent use of information sources and services to which these libraries provide access. This therefore makes the marketing of IL a very critical task of an academic library(David Bawden & Robinson, 2013).

Promotion is geared towards attracting new customers by promising them superior value and keeping current customers. Sound promotion is critical to the success of every service provision. In order for librarians to achieve their goal of providing information literacy it is a paramount that they adopt the right promotion methods to reach out to new and already existing clients, this is in the face of current explosion of information,

There are promotion methods that have commonly been used for information literacy in academic libraries over time. The first Literacy promotion method is printed media. Here librarians prepare written materials to reach and influence their target client (market). These materials include brochures, articles and library newsletters and magazines. Audiovisual

materials such as films, slides and sound programs and video and audio CDs are increasingly being used as communication tools for promotion purposes. Corporate identity materials can also be used by academic Librarians to create a corporate identity that the public immediately recognizes for example logos, business cards, uniforms, all become instruments for promotion when they are attractive, distinctive and memorable.

The second literacy promotion method is online services. This includes the web, social media and the internet. Librarians are increasingly using the online services with detailed Information on their services to promote information literacy amongst their clients. Some are going as far as using mass-media advertising to drive consumers to their websites and provide them with detailed information about their products and services, encourage them to participate in online promotions, or allow them to make use of them.(Durante & Wang, 2012) As the digital revolution continues, and as the world continues to become a global village marketers will be making greater use of the Internet in their global as well as local information literacy programs. However, they will also face some challenges with respect to the way they approach global marketing and branding. As more consumers worldwide have access to the same information and same brands via the World Wide Web, many marketers will have to rethink their strategies of producing the same product under different names and tailoring promotions to local markets. It is predicted that marketers will use more global brands and promotional campaigns to take advantage of the worldwide exposure that is available through the Internet.(Li, Leung, & Tam, 2007, p. 5)

The third literacy promotion method is education; this is through the use of library orientation and having a taught unit in institutions of higher learning curriculum. New entrants to the university require more than basic orientation to the way information is organized, accessed and

used (Johnson, Anne Marie, 2013). According to Kavulya 2003 university libraries in developing countries, including Africa, provided library orientation for new users as training of students in the efficient use of their collections and services. There is a need, however, for a programme of continuing library instruction which is linked to student course work and assignments, which will provide the basis for gradual development of expertise in systematic information search, organization and use as part of discovery and creation of knowledge. University culture needs to include teaching on the conception and value of information in learning and daily living; its use as it affects lecturers and students as a support to the core business of the university and as a critical contributor to the quality of the university's product, and lifelong learning.

(Rasaki, 2013) remarked that the IL course requires the student or person knowing, how to clearly define a subject or area of investigation, selecting the appropriate terminology to express the concept or subject, formulating a search strategy, analyzing the data collected for value, relevancy, quality, suitability, and subsequently turning information into knowledge. She recommended in her study on the course content that, it should include literature searching for dissertations/projects/theses, use of e-journal, and the use and importance of search engines and techniques.

Adoption of IL as credit-earning course as Chan (2003) reckons the following problems with informal user education: the programs were not accorded any official status and this did not receive the support of students or academic staff; students were not given any hands-on experience, meaning that there was no formal assessment of the effectiveness of the programs; the programs were too short to be really effective; as most students had no or very limited experience with library use and resource-based learning, they did not think it worthwhile to expend time and effort to learn to use the library Selematsela, & du Toit (2007) in their study

recommended that for the IL skills instruction to be effective, instruction librarians seriously need to have understanding, knowledge and skills regarding the dynamics involved in the teaching of IL skills. The scholars, proposed a competency framework for implementation as a management tool for designing key performance areas for instruction librarians.

Baro (2011) explained that library professionals and their associations therefore, need to use evidence-based advocacy to governments and educators that the information divide, not the digital divide is the crucial issue of the information age. In a world that is dominated by information needs, issues and considerations, accepting the fact that IL is required for a person to function effectively as an individual in an increasingly global society seems axiomatic. IL has been described as the umbrella literacy, and thus, it seems logical that all institutions in developing countries should have formalized information policies and strategies with IL at their core. It also seems obvious that teachers, academics and educational administrators in institutions in Africa should by now accorded IL the highest resource investment priority. The reality is, of course, still far removed from the potential as it can be seen from this study that only a hand full of institutions have succeeded in incorporating the course “IL” in their library-school curriculum to produce information literate graduates.

Other than the above mentioned strategies to promote IL initiatives, Germain (2007) points out to one highly overlooked, but noteworthy, outreach opportunity; that is through academic fairs or what is addressed in the study as library open days. Depending on the type of event, these fairs draw in attendees who want to learn more about a particular topic, such as strategies for securing a job or finding the best resources for educational success. Academic fairs are usually set up by college administrative branches (e.g., finance), academic departments (e.g., library), service units (e.g., health center), or student associations (e.g. Alumni). One of the advantages of academic

fairs according to Germain (2007) is that they tend to have a target audience and can be tailored to that specific population; but can still highlight IL resources and services for specific subject areas, populations, or interests. For example, at a library book fair, the library can promote its Web-based information literacy tutorial, which teaches users when and how to use the OPAC, as well as other research databases.

For information literacy to take its rightful place in the curriculum, librarians seem to agree on the need for cooperation between themselves and the faculty. This kind of partnership is already taking place in many universities (Correia & Teixeira, 2003).

The McFarlane Report (JISC '1994) considers teaching functions as consisting of orienting, motivating, presenting, clarifying, elaborating and confirming. All these styles used for instructional services by faculty influence the role which the library has to play in providing support to student learning. However, without library and information professional's (LIP's) appreciation of the complexity of interaction involved in these methods, the role of the academic library as an academic support will be superficial at best. Mbambo & Roselle (1996) state that LIP's partnership with faculty should originate from the university mission, well-articulated information values, expectation on the teaching function, and the role of the library as a contributor to student learning and as an academic support.

For librarians to succeed as teachers of information literacy, library administrations will need to play an active role in modifying professional roles. Administrators will have to create an environment where librarians can address scholarly information in all formats so that the whole information spectrum is presented, especially electronic information, and librarians will have to work to expand their direct role in teaching information literacy. While both of these changes are

evolutionary, together they constitute a new paradigm for libraries and higher education (Johnson, Anne Marie, 2013).

2.3 challenges of promotion of IL in academic libraries

2.3.1 Computer Literacy of library users

To use electronic information effectively, the library user must be computer-literate. Information technology literacy is the essential knowledge needed to use a computer and all the other applications that are associated with the computer effectively. Shenton (2012) noted that as remote access to electronic information becomes more rapid, many academic libraries have begun to offer internet literacy instruction to their users. In this study Shenton notes that computer knowledge is key to proper utilization of available information both digital and conventional. The study reveals that there is need for librarians to play a bigger role particularly in ensuring that their clients have the right prerequisite skills to enable them access the available resources. This position was corroborated by (Agyen-Gyasi, 2008) in his study on information literacy at the Kwame Nkrumah university of science and technology (KNUST) Library, when he asserted that today's students need computer literacy as a part of information literacy; hence the introduction of computers into information literacy at the KNUST Library. This is in contrast to the findings of Fidzani (1995) in his study of information literacy in academic libraries in Southern Africa, where he found that none of the libraries he examined included instruction in the use of the internet in their information literacy programs. There is a growing need to support users in the form of training to provide them with skills needed for effective exploitation of online resources.

Eisenbergetal (2004) also remarked that using information in variety of formats requires literacies beyond the basic ones. To negotiate complex information formats one must be skilled in other literacies like visual media and computer network. In his own study of web resources for medical

research, Omekwu (2010) found that medical researchers are sometimes frustrated when using the web, which may be due to inadequate training in information searching skills usually offered through a user education program. However, he averred that libraries should offer researchers information retrieval, IT competence and internet skills in the form of information literacy to enable them make use of the library effectively. Reid (cited in Alakpodia,2010) also reported that users of electronic information today are people who have advanced levels of critical thinking and technological skills that will allow them find appropriate information using a computer—hence the need for university libraries to incorporate computer literacy into their information literacy programs. This is essential, especially in an automated library such as the Nimbe Adedipe library. Without effective and holistic user education there will be barriers to accessing information, especially in an academic environment.

2.3.2 ICT Infrastructure and IL

The ICT infrastructure and access is paramount to the successful implementation of information literacy particularly in the academic library of the twenty first century which has digitized most of its resources. So as to achieve the objectives of the IL programmes being implemented in academic libraries and to realize the full benefits associated with it there is need for proper ICT infrastructure as a vehicle to enhance access of the resources available.

Information technology is key in the provision of library services, libraries are continually encountering difficulties of maintaining technological currency despite rising costs and shrinking budgets against the expectation to provide services to a technologically savvy clientele (Maitaouthong, Tuamsuk, & Tachamanee, 2013). There has been tremendous technological advancement in how products and services are offered in academic libraries all over the world and for any library to remain relevant; it certainly has to move with these changes in technology.

For example, the age of card catalogues that distinguished and defined the library is long gone and has been perfectly replaced by the use of Online Public Access Catalogues (OPACS) that have a far reaching effect on access and use of libraries resources because they can be searched online, thus with just a little training, anyone who can get their hands on a search bar in an OPAC can actually locate an information resource in the library. Another example is the advent of electronic resources such as Electronic books (E-books) and Electronic journals (E-journals) that can be accessed and downloaded for later use by users through various internet technologies. More and more users are slowly but surely learning to appreciate this new direction thus forcing many libraries to get on the electronic platform as well.

According to Gerhan and Mutula (2005) in a study of bandwidth bottlenecks at the University of Botswana, found that substantial delays were experienced when students sought direct connection to the Internet, with six out of seven (85.7 percent) database inquiries requiring more than a minute of waiting after clicking the mouse; 17 out of 27 (62.9 percent) academic-related searches of the Web requiring more than 2 minutes of waiting; and four out of seven (57.1 percent) recreational uses also requiring more than 2 minutes. Moreover, quite a number of students were confined at their computers for more than 2 minutes per mouse click; many were even kept waiting for more than 5 minutes. On the use of the Internet by students, the study found that respondents cited four reasons for their low use of Internet; in decreasing frequency of reporting they were: insufficient numbers of computers available, inadequate training, slow response time and restrictions in time allocated to each user.

Over the last ten years, many universities have witnessed a sharp increase in the frequency and the purposes to which campus computers are put to use. Numbers of computers are now evident

in library and classrooms. Electronic classrooms are appearing. However, slow response time when online has not improved much, despite the fact that the campus network has been upgraded from copper wires to fiber-optic cable. Any gains that would have been achieved have been eroded by increases in the numbers of computers available, thus drawing further on computing resources and quite likely degrading response times further.

2.3.3 Academic librarians level of IL Knowledge and skills

Academic librarians need to have prerequisite knowledge and skills to be able to guide the library users effectively. Different authors have implored in their studies the importance of librarian's knowledge and skills in the provision of information literacy this is driven by the fact that they need to have an in depth understanding of the needs of their clients and be able to help them achieve their academic dreams.

In their paper, the authors quote a 2003 article by Osagie in which he states the objectives of information literacy to be the following: First to enable users to use the library catalogues independently in any library with particular reference to author/title and subject catalogues; Secondly to enable users to understand the classification schemes in any library so as to be able to locate materials (books, journals, audio-visual materials, etc.) with little or no problem; Thirdly to be able to see library catalogues as indexes to the entire collection and use them as such; and Fourth to enable users to see the library as repository of knowledge that determines the success of the students' academic program, because it is not possible for an individual to have the collection of a library.

Information literacy is a topical issue and is prevalent in the library and information science (LIS) literature. Information literacy is a survival skill in the Information Age. The society is

transforming, therefore there is need to understand how academic librarians and libraries deal with the realities of the Information Age. Information literacy is becoming a more important part of education. It is also a vital part of university - level education (Association of College and Research libraries). Library programs are fostering information literacy by integrating the presentation of information literacy skills with the curriculum. Librarians in academic institutions often are required to teach the concepts of information literacy to their patrons (students, staff and other library users) to become information literate. Librarians should prepare programs to the faculty to facilitate their students' mastery of information literacy skills so that the faculty can in turn provide information literacy learning experiences for the students enrolled in their classes, (Association of College Research Libraries, 2007).

There is need for librarians to have the understanding of the skills and knowledge levels of the entrants into academic libraries. This is evidence from various authors, for instance Moahi (2003) expressed concern that students at all levels of study in all programmes at the University of Botswana had difficulties in their learning arising out of inability to: find information resources needed to undertake their studies effectively; use the relevant tools to locate information and knowledge; critically evaluate, analyze and examine the information coming their way; and develop a reading culture. In addition, the students were generally indiscriminate users of information. Moahi further noted that most students were not effectively making use of the resources offered to them by the library, as reflected in low reservation statistics. A study of the level of information literacy competencies amongst library and information studies students at the University of Botswana (Mutula, Wamukoya, and Zulu, 2005) revealed that most students had an attitude of unwillingness to learn and read; displayed lack of proficiency in English language; were not competent in questioning what they were taught and largely added little value

to the learning process. Moreover, students generally showed inability to provide reviews of papers; cite documents appropriately; demonstrate competency in report-writing skills; express themselves clearly and correctly; use correct spellings; demonstrate competency in search strategy formulation; and demonstrate respect for copyright laws.

The situation is no different in Kenya as depicted by (Kavulya, 2003) where new students join universities and other institutions of higher learning with very limited idea of how to access and use information. Young people generally have restricted access to reading materials due to very poorly developed school and public library systems and book collections in primary schools (Odini, 2000). Most first year students in Kenyan Universities have been found to lack the sophisticated skills that are needed to exploit the library's research potential. They feel intimidated by the complexity and size of a large library; and lack of awareness of the services and resources available in the university library (Mutula, 2010). In the university setting the learning is structured so as to create a student-centred learning environment where inquiry is the norm and the focus is on critical thinking and problem solving. Stress is placed on extensive and intensive reading as well critical and the integration of information from various sources. This presents fresh students with a totally new challenge that they may never overcome unless sound instruction is provided to ensure that they master information skills. Not being accustomed to exploring, discovering and retrieving information from library sources, students waste a lot of time going through the wrong sources and using retrieval tools on trial and error basis (Strong, 2007). Therefore the selection and finding of information sources needed for academic tasks is often confusing and rather incomprehensible until the new student is shown how the system works.

Generally university libraries in Africa have, since their inception suffered from a lack of adequate professional human resources leading to an imbalance in development. This is based on the fact that for the librarians to guide such clients in their academic endeavors they need to have a deeper understanding of the IL programmes. In Kenya, whereas concerted efforts were put into building collections that responded to the needs of both students and faculty, training users in information access and use received little or no meaningful attention (Njuguna, 1981).

2.3.4 Social Media and IL

There is no denying the fact that social media is playing a fundamental role and has a far reaching effect on the promotion of information literacy in academic libraries. In a paper titled *'Information literacy and Web 2.0: is it just hype?'* Godwin (2009) purposed to demonstrate that Web 2.0 provides an exciting set of tools for librarians to help their students become more information-literate. Godwin (2009) was of the view that information overload and Web 2.0 have led librarians to adopt practices labeled as Library 2.0. Information literacy can be the key to affecting the learning attitudes and characteristics adopted by the users by providing new, interactive ways to engage them(Špiranec & Zorica, 2010).

Social media environments and online communities are innovative collaborative technologies that challenge traditional definitions of information literacy. Metaliteracy is an overarching self-referential frame work that integrates emerging technologies and unifies multiple literacy types. This redefinition of information literacy of generally understood information competencies and places a particular emphasis on producing and sharing information in participatory digital environments(Mackey & Jacobson, 2010).

Petit (2010) in a paper titled *'Social networking and web 2.0 in information literacy'* also discusses free online and Internet tools that can be adapted by librarians for use with library

instruction and information literacy training, with a focus on social media and Web 2.0 technologies, including social networking websites such as Facebook and Twitter, blogs, RSS, wikis, and video sharing because many students already use these technologies and are readily engaged with the library when the technologies are incorporated into library websites and classes. Petit (2010) also addressed some of the challenges in using these technologies, especially in countries with oppressive governments.

2.4 Effect of policy and management support on promotion of IL.

Information literacy has many parts to it, ranging from information literacy to library orientation and bibliographic instruction, and information technology literacy. Information literacy is the ability to recognize one's information needs, i.e. when it is needed, and how to locate, evaluate, effectively use and communicate information in its various formats. As observed by the researchers, trends of teaching information literacy to students in Nigeria university libraries make use of library orientation and bibliographic instruction. Library orientation and bibliographic instruction introduce library users to how well they can use the available resources and services provided by the university library and how-to use the various reference sources and retrieval devices in the university (Baro & Zuokemefa, 2011). There is therefore need for introduction of policy measures in order to reap maximum benefit from the implementation of information literacy programs in institutions of higher learning.

According to Weiner (2011), information literacy meets the threshold of becoming a policy priority for institutions and societies because it has become recognized as a critical skill for educational and workplace success, engagement in lifelong learning, and civic participation; and thus qualifies to be considered for allocations of financial and human resources. In fact, Weiner (citing Shakespeare, 2008) argues that information is a critical component of policy making

because those involved in policy “have limited time and capacity and they use information, especially statistical information, to simplify, rationalize, and explain their beliefs for policy options,” thus creating need for information literacy to qualify in the realm of policy discussion.

A policy is a set of principles and strategies that are laid down to guide the implementation of a mission or course of action. Policy, according to Nassimbeni (2001), serves to formalize and publicize the values that determine the practice and its legitimacy. In his study Lwehabura identified a lack of IL policy as one of the barriers that affect effective implementation of IL. None of the four universities involved in the study had a formal, clearly stated or defined IL policy. Lack of IL policy was identified as the most significant problem by 43.5 percent of the 25 librarians involved in the study (Lwehabura & Stilwell, 2008).

The importance of having an IL policy in order to effectively implement IL programmes has been stressed by various authors such as Bruce (2004) and Kavulya (2003). Bruce (2004) observes that policies at institutional, national and international levels are crucial because they direct and support the adoption of IL education. In addition they provide guidelines for other basic requirements regarding levels of information technology infrastructure and the structure of IL programmes in general. Without a defined IL policy, IL will continue to be offered out of concern by a few individuals, mainly librarians, who are interested in it. In such a situation it is unlikely that efforts to teach IL knowledge and skills will be effective. Lack of an explicit IL policy providing guidance and directives on how information literacy activities should be conducted has resulted in some existing IL programmes not being allocated official time within university time- tables. The teaching of IL is also conducted without a formalized programme, with inadequate resources and attended by students on a voluntary basis only. The problems associated with the lack of an IL policy has also been noted by (Kavulya, 2003) who observes

that in the case of Kenyan universities, inadequate support by their parent organizations, in terms of both policy and materials are among the barriers facing IL'. As professionals who advocate IL developments, librarians have the challenge and responsibility to cooperate with other partners in their institutions to ensure an IL policy is formulated and adopted by their respective institutions. This step would do much to ensure that IL education and training activities are being undertaken under specific defined guidelines.

2.5 Role of academic librarians in promotion of IL

According to Kavulya (2003b), the ability to access, evaluate and use information is a prerequisite for lifelong learning, and a basic requirement for the information society. At the university level, students are expected to conduct independent exploration in diverse disciplines and topics and therefore, irrespective of their areas of study, they need to use information effectively. They should not only master the skill of finding information in print format or electronic formats, but also be able to evaluate and use it competently both in their study activities as well as in their later lives. It is at this point that the role of the librarian in developing significant, attractive, strategic and sufficient instructional materials to aid the students in finding and using information comes into play.

In Africa, Nigeria appears to have developed a significant number of academic library instruction programs. For example, Nwoye & Anafulu (1973) gave details on a required course on library skills at the University of Nigeria. The course was taught by librarians and was a part of the general studies curriculum of the university. Once the course was instituted, the use of the reference room in the library increased dramatically showing the positive effect the course had on library skills and attitudes. Ajibero (1995) described how academic library instructions were a standard service offered by many Nigerian universities. As such, he concluded that patrons

would expect and desire a continuation of these programs into the 21st Century and libraries needed to fund them. Matenje (1995) detailed how library orientation was conducted at Chancellor College in the University of Malawi.

Academic library instruction in Southern African nations is explored by Fidzani (1995). A variety of programs are found in nations such as South Africa, Lesotho, Swaziland, Botswana, Namibia, and Zimbabwe. The programs in South Africa appear to be the best developed and have the greatest acceptance. The instruction programs in the less developed countries are newer and still trying to establish themselves. Sayed & De Jager (1997) focused exclusively on the nation of South Africa. They described the progress of a major information literacy project being carried out by five academic institutions.

The primary focus of the study is to emphasize the need for the academic librarians to play a bigger role in the promotion of IL programme, this is lacking in most universities and college libraries , hence the research will seek to establish the role of academic librarians as agents of IL education in academic institutions and the challenges they are facing in promoting information literacy in their respective academic libraries.

Although there seems to be a steady progression in the higher education community's interest in information literacy, the question remains as to whether and how the concepts of information literacy will evolve over the next decade. Presently, librarians remain at the forefront of information literacy as the key drivers to this important concept, they are challenging institutions to adopt formal programs for instructing and assessing information literacy concepts and reaching out to faculty to collaborate in these areas. They assert that the knowledge and skills that compose information literacy involve much more than just library research skills. As such, these skills require greater input and direction by teaching faculty. Such widespread attention

would seem to give information literacy a place of prominence in college and university curricula, Reyes, V (2006). Institutions of higher education have their own discretion about whether and how to incorporate information literacy into their curricula. Most universities offer information literacy in an ad hoc manner; teaching faculty participate to varying degrees, even within the same institutions or same departments.

Librarians should emphasize information literacy instruction and their need to teach library users in encouraging access and use of academic library resources (Keag, 2002). Although not as a separate entity, this emphasizes on the greater need to have the library as a key arm of the academic enterprise, to work in synergy with other arms to hold together and achieve the key objectives of academic enterprises, i.e. research and training. Librarians, being custodians of information will overcome the challenge of access and use through close interaction with users in a formalized way of training such as in class setup. The role of the librarian in academic enterprise in an academic setting is simply a view the librarians can also teach; teach in areas that are directly affected by the effective and efficient use of information resources and other library services, for example in research.

There is need for the librarians to take a much bigger role in ensuring that the IL programme and policies are developed and implemented. this will serve as a very important score card for the library as it will enhance efficient utilization of library resources both digital and conventional. It will also enhance the teaching of the library and information science course as it will advocate for the enhancement of the course content this is as noted by, Shapiro & Hughes (cited in Cunningham & Lanning, 2002)

The role of librarians in teaching of IL in their curriculum is of paramount importance and thus the librarians should continue to play a bigger role,(Shapiro & Hughes, cited in Cunningham & Lanning, 2002).

2.6 Faculty and academic librarians collaborations in IL

Some academic institutions have not yet realized the true nature of information literacy as one of the core skills that the labour market expects from everyone graduating from tertiary institutions. Academic librarians must assume the responsibility for creating opportunities for students to acquire this skill, during their library user education. For information literacy to take its rightful place in the curriculum, librarians seem to agree on the need for cooperation between themselves and the faculty. This kind of partnership is already taking place in many universities Tovote (2003) refers to the recognition of such a need in Nordic academic libraries where, as is already common practice in the UK, US and Australia, new functions are being given to academic libraries and the academic libraries themselves are increasingly being recognized as crucial pedagogical resources. Many libraries have strategies to promote development of information literacy (library user education). Several Australian universities are good examples where information literacy programmes and activities have been particularly strengthened, especially since the publication of Australian information literacy Standards, referred to above. They explicitly mention information literacy as one of the important graduate attributes. This ensures that university management and academics take information literacy seriously (Webber, 2003a, p. 44). In this context, the library at Queensland University of Technology deserves to be highlighted for its advanced work relating Australian standards to the curriculum within the university ([www.library.qut.edu. au/infolit/](http://www.library.qut.edu.au/infolit/)). The library provides a wide range of services to assist students to develop information literacy skills for assignments/coursework. Furthermore,

library professionals, through collaborative planning, have a long tradition of working with academics in the development and delivery of teaching, learning and research activities that convey information concepts and skills. Other academic libraries with important information literacy activities in Australia are: University of South Australia, Adelaide; Griffith University, Queensland; and the University of Queensland. Some of these have, as part of their information literacy programmes, online teaching modules; librarians work with academics to embed information literacy in the curriculum (Webber, 2003a, p. 44-45). There is therefore an agreement that academic librarians need to work hand in hand with the faculty to ensure success of IL programmes. This is informed by the fact that though in western countries such collaborations have been achieved the situation is quite different in Africa where such great collaborations are yet to be achieved (Kavulya 2003).there is need to have forums where faculty and librarians will discuss and deliberate on the way forward concerning the IL programme.

2.7 Challenges of access of academic library resources

In order to realize full utilization of library resources clients' needs to fully access the available resources. The Scholarly Publishing and Academic Resources Coalition (SPARC) argues that students often run into access barriers while to trying to do research, forcing them to settle for whatever they can get access to, rather than what they actually need. Therefore, they end up losing already limited access to core academic research – research essential to a complete education (SPARC, 2010). This loss is as a result of difficulties faced by most users in their attempts to access and use library resources.

Prior to this view by SPARC (2010), a report was published by the Association of College and Research Libraries in 2002 and titled 'top issues facing libraries: a report of the focus on the future task force (Hisle, 2002). This report identified the seven major challenges faced by the

modern day academic libraries as: recruitment, education, and retention of librarians; role of the library in academic enterprise; impact of information technology on library services; creation, control, and preservation of digital resources; Higher education funding and lastly; support of new users.

Keag (2002) critically analyzed this report by the Association of College and Research Libraries in 2002 and concluded that amongst the seven top issues facing libraries; five critically examined the difficulties of accessing academic library resources by various stakeholders (Keag, 2002).

The challenge of chaos in scholarly communication in this report focused on changes to copyright laws, challenges to fair-use in digital collections, consolidation of the information industry, and increasing Internet use by student and faculty researchers, "the apparent lack of commitment by the commercial information industry to future access of information will be an ongoing challenge for librarians. Sisule (2011) observes that the work of librarians has always relied on the idea that copyright is not an absolute right and that it is subject to certain public interest limits; thus allowing libraries to encourage multiple use per book copy vis-a-vis the expected single use per book copy. In recent decades that have been characterized by great technological advancements in the commercialization, access and use information, the international copyright system has responded to technological change (particularly digitization) and globalization by expanding rights and providing better tools for enforcement such as the technological protection measures (TPMs). This has meant that new rights or obligations emerge to control access at a time when, with technology, one could imagine universal access or what librarians fondly refer to as open access.

On the challenge of support of new users; the report details difficulties in providing resources to new user groups, particularly students, due to organizational patterns of academic libraries

(Maitaouthong et al., 2013). When new students come on board in an academic institution, the first forum of interaction is provided through what is commonly referred to as orientation; a process whose objective is to allow students to get a general glimpse of what happens around the university they are joining. In many institutions, this is a week-long program that is mostly run on a tightly packed schedule that tries to achieve this stated objective in the shortest period of time. The result of this is that key areas, such as the library which require much more time than provided to acquaint users end up suffering. Many students often miss the chance to become oriented in the library during this week of orientation because of varied reasons; and yet they never get any other chance to get the same training. In other cases, the library is allocated the last session of the orientation when the students to be trained are either very tired or no longer interested in the orientation; and is never ever given any other opportunity with the same students. This therefore leaves librarians in the dilemma to "observe the general and growing lack of literacy among students, along with flexible ethics that tolerate plagiarism and copyright violations and show a general lack of respect for scholarship and research(Maitaouthong et al., 2013).

2.8 Main Research Gaps

The importance of information literacy cannot be over emphasized as evidenced in the literature reviewed in this study. The studies underlined in this chapter have clearly shown there is a need to do a thorough research on the area of information literacy promotion in order to find out the strides already realized in Kenya. Though the study will focus on Nyeri county academic libraries the study has a potential to be generalized in the Kenyan context. It is also paramount to state that information literacy is a key concept to information providers thus the need to do an extensive evaluation of how it is being promoted.

The study focuses on evaluating information literacy promotion in academic libraries. Most of the study underscored in this study have focused on the challenges of information literacy but the aspect of promotion have not been stressed thus in this study the researcher aims at filling this gap.

The researcher will focus on the literacy promotion strategies with the view of evaluating how effective they have been in realizing the goals set out in their policy guidelines.. The researcher hopes to put into perspective what has not been looked into.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter explains the methodology the researcher used when collecting data, the research design, target population, sampling design, Data collection instruments and data presentation methods used.

3.1 Research Design

Mugenda & Mugenda (2012) describe a research design as the strategic plan that a researcher uses to establish the outline and key features that have to be followed in the course of a research study. In this case, the descriptive research design was deemed most appropriate to help the researcher gather information concerning the ideas and feelings of respondents with regard to the challenges of promoting information literacy in academic libraries in a survey of Nyeri County. The Educational Portal (2014) states that descriptive research methods are used when the researcher desires to describe specific behavior as it occurs in the environment and traditionally it involves three main categories: observation, case studies, and surveys. In the view of Mugenda and Mugenda (2012) a descriptive design is limited to geographical scope therefore was logical, easy and simple to conduct, and it also guides the researcher on the type of scientific packages to be used during the analysis of data and to assist on the issues to focus on. Therefore the researcher used the descriptive design on justification that it helped to identify the challenges of promoting information literacy in academic libraries and the type of interventions that could be designed and implemented to reduce these challenges in Nyeri County. This design was ideal because it allowed for collection and reporting of data the way the situation is on the ground without manipulation of findings.

3.2 Study Area - Nyeri County

Nyeri County is one of the 47 counties in Kenya; formally the Nyeri District of Central Province of Kenya. According to the county's fact file, Nyeri County is a socio-economic hub of the central region and a rich agricultural home to over two million inhabitants. It is in this population rich environment that hosts two fully fledged universities; Karatina University and the Dedan Kimathi University of Technology have been established. Nyeri County is also home to satellite campuses for Kenyatta University, Kenya Methodist University, Nyeri Catholic University College and University of Nairobi's Extra Mural Centre. There are also other middle level colleges including Kenya Institute of Management-Nyeri, Nyeri Polytechnic College, Kenya Medical Training College-Nyeri, Outspan Medical College, Mathenge Technical Institute, Consolata Medical college-Mathari, Brade Gates College of Poultry, Kagumo and Kamwenja Teachers Training Colleges.

3.3 Target Population

The target population (parent population) of the study therefore consisted of all the librarians of academic institutions from Nyeri County. These librarians were drawn from a total of 14 academic institutions: the 2 fully fledged universities, the 4 satellite campuses and the 8 middle level colleges in Nyeri County. This brought the target population to 150 librarians in Nyeri County academic libraries. The research was carried out amongst the librarians in academic institutions in the region. Care was taken to incorporate academic institutions with as diverse characteristics as possible in their organizational structures. This took into consideration public and private academic institutions of different sizes from the region. This was useful in forming a basis on which the researcher attempted to draw comparisons and contrasts in analyzing the challenges of promotion of information literacy in academic libraries.

3.4 Sampling Strategy

Considering the small size of the population in question the researcher purposed to do a study on the whole population as this made the study truly representative. This also enabled the study to be truly generalizable and ensured that the research was of much help.

3.5 Sample Size

Mugenda and Mugenda (1999) define a sample as a smaller group taken from the targeted population and argue that it must be enough to represent the salient characteristics of the accessible population and hence the target population. Gay (cited in Mugenda and Mugenda, 1999) suggests that for descriptive studies, 10% of the accessible population is enough for a representative sample (p. 42). However, in order to raise more respondents and to achieve better and more conclusive results, the researcher chose to use the whole population to attain the desired results this is informed by the fact that it is possible to do a research on the whole population. To attain the desired sample size, the list of all librarians totaling to 150 was drawn from all the universities, university campuses and middle level colleges.

Table 3.1 Sample Frame

Name of institution	Number of librarians
Karatina University	30
DeKuT	30
KEMU-Nyeri	10
K.U–Nyeri	7
UON–Extra Mural Centre	5
Nyeri polytechnic college	15
Mathenge technical college	3
Brade gates college of poultry	5
Nyeri Catholic University College	10
KIM –Nyeri	5
Kagumo Teachers College	5
Kamwenja teachers college	5
KMTC-Nyeri	5
Outspan medical college	10
Mathari medical college	5
Total Population	150

3.6 Data Collection Instruments

A questionnaire was used as the main data collection instruments. The researcher designed a questionnaire consisting of a series of questions open ended and closed ended questions and other prompts for the purpose of gathering information from respondents. The reason for using the questionnaire as data collection instrument is because it assisted in the collection of information from the respondents without affecting their schedules of work since they were able to answer the questions at their own free time. This gave the researcher the advantage to collect a large amount of data within the time limit (Orodho, 2003). Since the target population of the

study was assumed considerably literate in the field of librarianship, the researcher does not face the challenge and disadvantage of the sample being unable to interpret and respond to the questions as required. The researcher also used interview schedule to enable him get firsthand information from the chief librarians of various academic institutions under study.

3.7 Validity and Reliability

The rationale for the pilot testing mentioned earlier was to ensure validity and reliability of the measurement instrument that is the questionnaire. The pilot testing was carried out at Dedan Kimathi university library.

3.7.1 Validity

According to Neuman (2003), Validity suggests the truthfulness and refers to the match between a construct, or the way a researcher conceptualizes the idea in a conceptual definition, and a measure. In order to improve validity, the researcher validated the value content of the instrument then modifications were made where necessary. Information gathered was also crosschecked with other secondary sources to ensure authenticity and accuracy. The researcher also used triangulation, which is the use of different data collection methods to gather the same information in this case the researcher used both the questionnaire and interview guide to fill the information gaps.

3.7.2 Reliability

Reliability enhances dependability, accuracy and adequacy of the instrument through piloting. According to Mugenda & Mugenda (1999) argue that reliability is a measure of the degree to which a researchers' instrument yields consistent results or data after repeated trials. To ensure reliability, Test-re-Test method was used. This involved administering the questionnaire at an

interval of one week to the same group and then comparing the two scores. The reliability index for the instrument was calculated.

3.8 Data Analysis and Presentation

Data was analyzed using descriptive statistics. It was then presented in tables, graphs and pie charts. In order to accomplish this, the process of data analysis followed the steps presented by Menian (1998). The first step was to organize the data in topical order so that it was presented in a descriptive manner. Next step involved classifying the data into categories, themes and types. The formal step involved making conclusions, developing models or generating a theory. Qualitative and quantitative methods were used for data analysis; Qualitative generated questions were organized into themes, categories and types pertinent to the study. This also helped identify information that was relevant to the research questions and objectives. The quantitative approach on the other hand was used on aspects that were quantified like age, mean and numbers.

3.10 Issues Related to Research Ethics

The researcher informed the respondents through telephone calls or personal contact and explained clearly the purpose of the study to them. In addition, the researcher instituted the following measures to curb the possibility of any unintended harm to respondents or his institution of research: the researcher maintained the privacy and confidentiality of the information gathered by not mentioning the respondents by name except for those who give consent for the use of their names in writing the report. The researcher was also very carefully observed and respected individual values and opinions. The researcher tried to learn and behave in a way that does not belittle the respondents by acknowledging their contributions and opinions. The researcher also chose appropriate terms to use and explain the value of his research so as to protect himself, his supervisors and University from public criticism or possible

litigation. The researcher also avoided all manner of academic dishonesty including plagiarism and or misrepresenting facts to suit personal biases by citing and correctly referencing all his sources of information.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The chapter contains the findings of the study based on the specific objectives. It also provides the interpretation and discussion of the findings. The study was an evaluation of information literacy promotion in academic libraries in Nyeri County, Kenya.

4.2 Instrument return rate

The study target population was drawn from a total of 15 academic institutions: the 2 fully fledged universities, the 4 satellite campuses and the 9 middle level colleges in Nyeri County. This brought the target population to 150 librarians in Nyeri County academic libraries. Also the chief librarians/librarians in-charge of the academic institutions were also targeted; they were a total of 15 chief librarians. Therefore 150 questionnaires were administered to the respondents. Out of the 150 librarians' questionnaire, 126 were returned, a response rate of 84 percent. Nine chief librarians/Librarians in-charge were available for the interviews with the researcher, 60 percent response rate. Thus the study realized to total response rate of 81.8 percent. This response rates were sufficient and representative and conforms to Mugenda and Mugenda (2008) stipulation that a response rate of 50 percent is adequate; 60 percent is good and 70 percent and over is excellent for analysis and statistical reporting. This commendable response rate was due to extra efforts that were made via personal calls and courtesy visits to remind the respondents to fill-in and return the questionnaires.

4.3 Respondents profile

This study first sought to find out the gender, age distribution, academic qualification, institution distribution, section of work and type of job to establish an insight on the study respondents' characteristics.

To find out respondents characteristics in regard to gender, the study sought to establish librarians' gender distribution. The findings were presented as shown in Table 4.1.

Table 4.1 Respondents' gender distribution

Gender	No. of respondents	Percentage count
Male	26	20.6
Female	100	79.4
Total	126	100.0

Information contained in Table 4.1 shows that, there were more female librarians than males (79.4 percent and 20.6 percent respectively. This was an implication that majority of librarians within the County were female. The findings also concurred with information obtained in an interview with the chief librarian Dedan Kimathi University of Technology whose institution was among them that had drawn more respondents for this study, stated that more females than males took up the librarian profession unlike other 'technique' minded careers. These findings are in line with Maack (1998) who stated that women formed the majority of students in formal librarian training programs. This was at a time when many Americans still believed that women were unsuited for professions such as law or medicine and few women trained for them. Being

librarians allowed women to “transcend confining stereotypes of womanhood without rejecting traditional gender roles or family responsibilities”.

The study then sought to find out on the age distribution of the respondents and presented the findings as shown in Table 4.2.

Table 4.2 Respondents’ age distribution

Age in years	No. of respondents	Percentage count
20 and below	0	0.0
21 - 30	21	16.7
31 - 40	54	42.9
41 - 50	51	40.5
Total	126	100.0

Table 4.2 shows that majority of the librarians in academic institutions in the county are aged over 31 years (83.3 percent). This was an indication that there were more elder personnel in the professional than the younger generation. This could imply that majority of them are not better placed to embrace information literacy as technology is heightened at younger ages. The findings concur with Deyrup (2015) stated that ageism and technological advancement appeared to be largely intertwined problems among academic librarian, and the majority of their credited technology is a major reason for their career advancement.

The study then sought to establish the respondents’ academic qualification and presented the findings as shown in Table 4.3.

Table 4.3 Librarians' level of education

Academic qualification	No. of respondents	Percentage count
Certification	8	6.3
Diploma	19	15.1
Graduate	85	67.5
Postgraduate	14	11.1
Total	126	100.0

The study findings revealed that the librarians had attained different levels of academic qualification with most of them graduates in library studies as their highest academic qualification. This was an implication that librarians in academic libraries had attained training thus they were eligible to enhance information literacy in their various institutions.

The study further distributed respondents in different universities, satellite campuses and middle level colleges in Nyeri County, to enhance uniform ratio representation. Table 4.4 shows the respondents target and response.

Table 4.4 Respondents distribution by institution

Name of institution	Number of librarians targeted		Number of librarians who responded	
	F	%	F	%
Karatina University	30	20.0	30	20.0
DeKuT	30	20.0	24	16.0
KEMU-Nyeri	10	6.7	8	5.3
K.U–Nyeri	7	4.7	7	4.7
UON–Extra Mural Centre	5	3.3	4	2.7
Nyeri polytechnic college	15	10.0	13	8.7
Mathenge technical college	3	2.0	3	2.0
Brade gates college of poultry	5	3.3	3	2.0
Nyeri Catholic University College	10	6.7	8	5.3
KIM –Nyeri	5	3.3	5	3.3
Kagumo Teachers College	5	3.3	3	2.0
Kamwenja teachers college	5	3.3	5	3.3
KMTC-Nyeri	5	3.3	2	2.0
Outspan medical college	10	6.7	7	4.7
Mathari medical college	5	3.3	4	2.7
Total Population	150	100.0	126	84.0

Information contained in Table 4.4 shows that majority of the librarians targeted for the study responded positively with majority of the institutions returning all the research tools forwarded to them. However Kenya Methodist University had two of the unreturned questionnaires whilst the Dedan Kimathi University of Technology and University of Nairobi's Extra Mural Centre had one questionnaire each. This was an indication that middle level colleges realized a 100 percent response spearheading their university campuses respondents.

To establish the sections librarians worked in so as to find out that the study respondents were in position to give relevant data on information literacy, Table 4.5 shows the sections in which the respondents worked in the academic libraries.

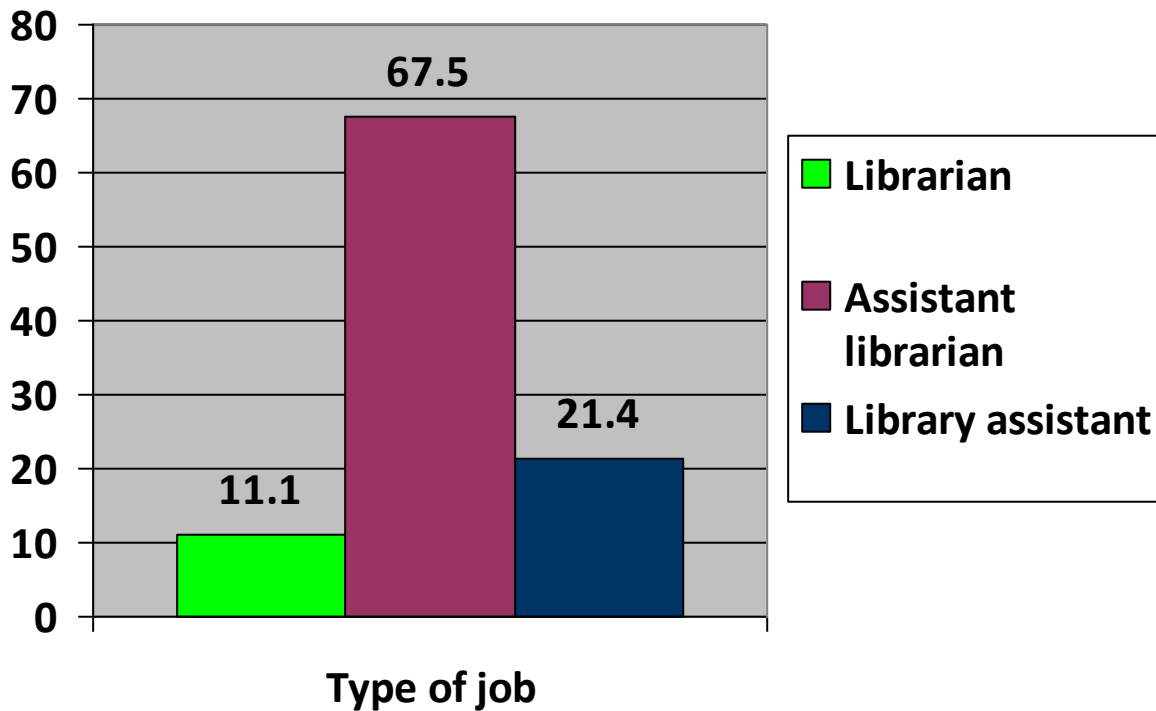
Table 4.5 Librarians' section of work

Work section	No. of respondents	Percentage count
Reference	75	59.5
Book binding	4	3.2
Audio-visual	5	4.0
Systems	7	5.6
Circulation	35	27.8
Total	126	100.0

Table 4.5 shows that majority of the respondents worked in reference section (59.5 percent) this was an indication that they were better placed to give information on how swift they promote information literacy in academic institutions. The findings also imply that the personnel engaged in the study were capable of giving relevant data as to access, utilization and promotion of information literacy programmes.

The study then sought to find out on the type/nature of jobs held by the respondents and presented the findings as shown in Figure 4.1.

Figure 4.1 Librarians' nature/type of job



The study findings revealed that majority of the respondents (67.5percent) were assistant librarians while the other 21.4 percent were library assistant while a further 11.1 percent were librarians. This was an indication that the study only engaged personnel who were directly in contact with the user thus warranting validity of the first hand responses on the findings.

4.4 Difficulties of access and use of academic library resources

Access and utilization of academic library resources is one of the major ways of promoting information literacy. To identify difficulties users face in accessing the academic library and its resources in Nyeri County (Objective One), the study sought to find out on the types of

information held in the libraries in the academic institutions. Table 4.6 presents the findings on the types of information held.

Table 4.6 types of information resources held in libraries

Resource materials	No. of respondents	Percentage count
<i>Print Books</i>	126	100.0
<i>Periodicals</i>	124	98.4
<i>Audio Visuals (CDs, DVDs and Tapes)</i>	95	75.4
<i>Electronic Books (E-books)</i>	120	95.2
<i>Electronic Journals (E-Journals)</i>	90	71.4
<i>Special Collections</i>	76	60.3
<i>Archives</i>	2	1.6
Mean	90	71.8

N = 126

Data shown in Table 4.6 shows that, academic institutions' libraries in Nyeri County have different types of information resources at very high percentages (71.8 percent average). This was an indication that the academic libraries were well equipped with information resources so as to enhance information literacy. This was also reported by most of the interviews conducted with chief librarians in middle level colleges in Nyeri – that, academic libraries were in possession of different kinds of media to enhance their relevance in the bid to promote

information literacy to the academic users. This has therefore made the academic institutions to adopt various ways of information storage to meet the needs of their increasing clientele.

The study further sought to find out whether librarians get users who have difficulties in accessing information resources in their facilities. Nevertheless all the librarians were affirmative of this notion on availability of users with difficulties in accessing information resources. Thus the study sought to the extent to which various difficulties faced by librarians giving services to users. The findings were as shown in Table 4.7.

Table 4.7 The extent to which librarians face various difficulties while serving users

Difficulties	Great extent		Moderate extent		Little extent		Not at all	
	N	%	N	%	N	%	N	%
<i>Poor Faculty-Librarian Relations</i>	0	0.0	30	23.8	9	7.1	87	69.0
<i>Lack of Information Literacy Instruction</i>	110	87.3	16	12.7	0	0.0	0	0.0
<i>User's Computer Illiteracy</i>	30	23.8	35	27.8	39	31.0	22	17.5
<i>Unreliable Bandwidth</i>	72	57.1	0	0.0	26	20.6	28	22.2
<i>Insufficient Bandwidth</i>	80.0	63.5	19	15.1	30	23.8	77	61.1
<i>Inadequate Internet Access Points</i>	107	84.9	0	0.0	0	0.0	19	15.1

N = 126

Information contained in Table 4.7 shows that, lack of information literacy instruction (87.3) percent and inadequate internet access points (84.9) percent are the difficulties faced by librarians to a great extent while giving services to users. In addition, majority of the librarians cited, insufficient bandwidth (63.5) percent and unreliable bandwidth (57.1) percent were also

hindrances to the access of information resources. User's computer illiteracy and poor faculty-librarian relations did not affect access of information in their institutions to a great extent though the percentage (17.5 percent) that indicated that they had no challenges at all is considerably low. Moreover the chief librarian Karatina University stated that technological gap among librarians characteristics hinder their ease acquaintance in information literacy in line with other computer literacy that hinder promotion of information literacy. This was an implication that though there are challenges faced in academic libraries as far as information literacy is concerned; infrastructure resources seemed to be less a challenge in the libraries. These findings concur with Maitaouthong et al., (2013) on the challenge of support of new users; the report details difficulties in providing resources to new user groups, particularly students, due to organizational patterns of academic libraries.

The study then sought to find out the extent to which librarians agree to difficulty factors in access and use of information resources by users. The findings were as shown in Table 4.8.

Table 4.8 Factors in addressing the difficulties in access and use of information resources by users of academic libraries

Factors under consideration	Strongly agree		Agree		Disagree		Strongly disagree	
	N	%	N	%	N	%	N	%
<i>Good faculty-Librarian Relations are critical to access and use of library information resources</i>	90	71.4	0	0.0	16	12.7	20	15.9
<i>Information Literacy Instruction is critical in ensuring optimal access to IR</i>	77	61.1	49	38.9	0	0.0	0	0.0
<i>User's Computer Literacy</i>	120	95.2	6	4.8	0	0.0	0	0.0
<i>Reliable/Sufficient Bandwidth</i>	87	69.0	39	31.0	0	0.0	0	0.0
<i>Adequate Internet Access Points</i>	87	69.0	9	7.1	30	23.9	0	0.0

N = 126

Table 4.8 shows that good faculty-librarian relation and user's computer literacy scored highly at 71.4 and 95.2 percent respectively in agreement from the librarians to be factors that promote information literacy in academic libraries. These factors were also backed by all the chief librarians interviewed as they indicated that that good faculty-librarian relation among high technological factors shed light into promotion of information literacy among librarians in academic libraries in academic literacy to ease users' access to resources. This shows that these factors create positive atmosphere between the librarians and the users boosting information literacy.

4.5 Information literacy promotion strategies and methodologies in academic libraries

To investigate the promotion strategies and methodologies adopted by academic libraries for information literacy in Nyeri County (Objective Two), the study sought to determine the respondents understanding of the term ‘information literacy’ so as to find out whether the librarians were aware of the concept of information literacy. The respondents understanding on information literacy were as shown in Table 4.9.

Table 4.9 Respondents’ understanding of information literacy

IL Aspects	No. of respondents	Percentage count
Quality access and use of information	19	15.1
Ability to trace and use information	87	69.0
Equipping users with information	20	15.9
Total	126	100.0

According to the respondents 69.0 percent of the librarian’s information literacy is the ability to trace and use information, others (15.9 percent) and (15.1percent) indicated that information literacy was equipping users with information and quality access and use of information. This findings were an indication that the all the librarians had valid concept of the term information literacy therefore it was presumable that they were able to exercise their duties as required in the promotion of information literacy. The chief librarians/librarians in charge also indicated that information literacy entails access and use of information resources.

The study further sought to establish whether the librarians thought it was important for libraries to engage in promotion of information literacy to users. Consequently, all the respondents overwhelmingly agreed to this notion. This prompted the research to find out whether their libraries engage in information literacy promotion activities. The findings were as presented in in Figure 4.2.

Figure 4.2 Librarian engagement in information literacy promotion activities

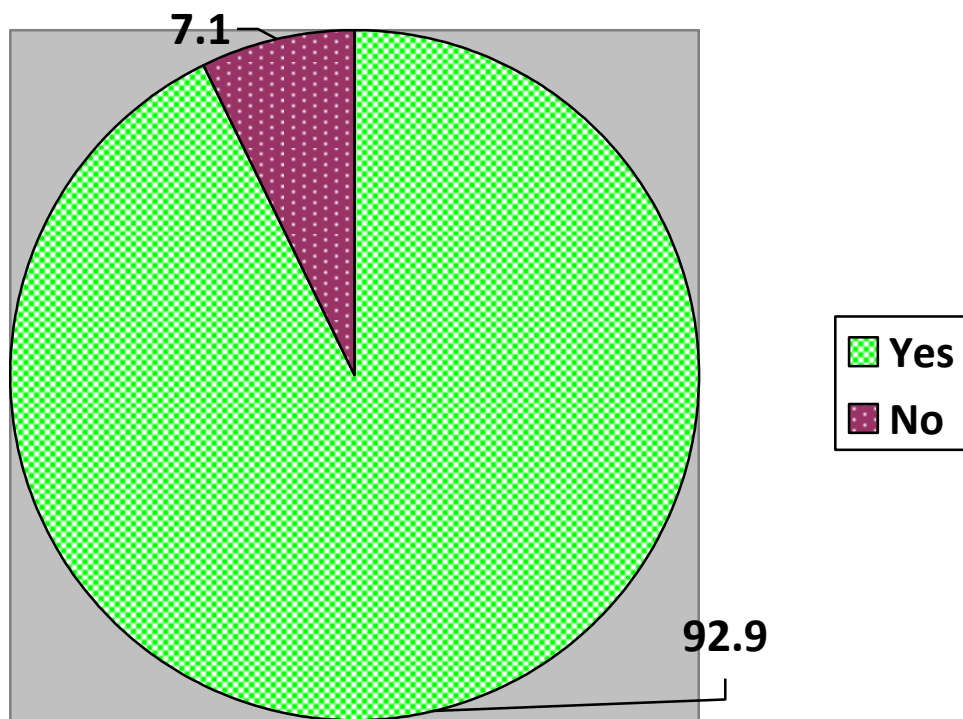


Figure 4.2 shows that 92.9 percent of the libraries engage in information literacy promotion activities. This revealed that majority of the academic libraries are in the forefront to engage in information literacy promotion activities to users. This was also a notion that received very high agreement from the chief librarians interviewed since all of them stated they both them and their staff in academic libraries actively engage in activities organized to promote academic literacy.

The study then sought to find out some of the strategies employed by the libraries to promote information literacy and presented the librarians' responses as shown in Table 4.10.

Table 4.10 Strategies employed by academic libraries to promote information literacy

Strategies under consideration	N	%
<i>Word of Mouth (user to user strategy)</i>	126	100.0
<i>Print Media (fliers, brochures, articles, newsletters, magazines)</i>	113	89.7
<i>User Education (Orientation and Training)</i>	126	100.0
<i>Online Notices (websites, social media and the internet)</i>	80	63.5
<i>Academic Fairs (Library Open Days)</i>	40	31.7

N = 126

Table 4.10 shows that librarian respondents highly agreed to the strategies employed by academic libraries to promote information literacy with user to user strategy and user education scoring 100 percent support. This was an indication that information literacy was easily passed on in interactive engagement of the faculty and the librarians as well as medium hand outs to enhance access and utilization of information to the users. These findings are in agreement with data obtained from the 4 chief librarians/librarians in charge in satellite campuses within the county who stated that organization of library open days heightened the relation between the faculty and the librarians bonding their common goal in access and use of information.

4.6 Factors affecting the promotion of information literacy in academic libraries

To find out the factors affecting the promotion of information literacy in academic libraries in Nyeri County (Objective Three), the study provided the respondents with factors that affect the

promotion of information literacy in academic libraries. The extents to which they agreed or disagreed were as shown in Table 4.11.

Table 4.11 Factors that affect the promotion of information literacy in academic libraries

Factors under consideration	Strongly agree		Agree		Disagree		Strongly disagree	
	N	%	N	%	N	%	N	%
<i>Faculty-Librarian Relations</i>	87	69.0	0	0.0	39	31.0	0	0.0
<i>ICT Infrastructure</i>	120	95.2	6	4.8	0	0.0	0	0.0
<i>User's Computer Literacy</i>	117	92.9	9	7.1	0	0.0	0	0.0
<i>Information Literacy Knowledge and skills</i>	113	89.7	13	10.3	0	0.0	0	0.0
<i>Social Media</i>	100	79.4	6	4.8	20	15.9	0	0.0

N = 126

Table 4.11 shows that, librarians indicated that different factors affect promotion of information literacy. For instance, 79.4 percent of the respondents strongly agreed that social media affect promotion of information literacy though 31.0 percent of the librarians disagreed that faculty-librarian relations influence promotion of information literacy. This was an indication that different approaches can be utilized to promote information literacy in academic libraries. It was also worth noting on an interview with the chief librarians who stated that improved user computer literacy was key to interactive engagement in access and use of information while librarians embrace use of ICT infrastructure even on social media to promote information literacy. The data agrees with Weiner (2011), who states that information literacy meets the threshold of becoming a policy priority for institutions and societies because it has become recognized as a critical skill for educational and workplace success, engagement in lifelong

learning, and civic participation; and thus qualifies to be considered for allocations of financial and human resources.

4.7 Effect of policy and management support on promotion of information literacy

To assess the effect of policy and management support on the promotion of information literacy in Nyeri County (Objective Four), the study sought librarians’ opinion on whether information literacy should be made a policy for all academic libraries. Moreover, all the respondents affirmed this notion, showing that all librarians felt that making this policy was ideal on the promotion of information literacy. Further the study sought to find out the extent to which having information literacy policy influence aspect that support promotion in academic libraries. The librarians’ responses were as shown in Table 4.12.

Table 4.12 Aspects that support promotion of Information Literacy as a policy in academic libraries

Support promotion	Great extent		Moderate extent		Little extent		Not at all	
	N	%	N	%	N	%	N	%
<i>Financial Support</i>	118	93.7	8	6.3	0	0.0	0	0.0
<i>Library Staff Development</i>	116	92.1	10	7.9	0	0.0	0	0.0
<i>Quality of staff (soft and hard skills)</i>	87	69.0	39	31.0	0	0.0	0	0.0
<i>Technical Quality (physical facilities)</i>	120	95.2	6	4.8	0	0.0	0	0.0
<i>Library Communication</i>	116	92.1	10	7.9	0	0.0	0	0.0

N = 126

Data contained in Table 4.12 reveals that, majority of the librarians indicated that information literacy policy would be promoted on various aspects to support promotion to a great extent. For

instance, physical facilities had a great extent at 95.2 percent. This was closely followed by the financial support and staff development. This was an indication that for effective policy to be put in place academic institutions management need to highly pool resources and library staff development must be maintained on a lifelong process. These policies would hence promote information literacy to a great extent.

4.8 Role of academic librarians in promotion of information literacy

To assess the role of academic librarians in promotion of information literacy in Nyeri County (Objective Five), therefore the study requested the librarians to indicate the role they played in the promotion of information literacy. Their responses were as presented in Table 4.13.

Table 4.13 Role played by academic librarians in promotion of information literacy

Role	No. of respondents	Percentage count
Ease access and use of information	87	69.0
Enhance technology use and knowledge	20	15.9
Improve ICT infrastructure	19	15.1
Total	126	100.0

Table 4.13 shows that (69 percent) of the librarians indicated that they are actively involved on assisting users to easily access and use information resources shelved within their capacity. This was an implication that majority of the librarians are in the forefront to enhance information literacy in their respective academic libraries so as to ensure that users are in possession of the right information on their academic and research needs. It is therefore worth noting that

librarians are in the bind to promote information literacy by effectively carrying out their roles. This is in agreement with Kavulya's (2003b), argument that the ability to access, evaluate and use information is a prerequisite for lifelong learning, and a basic requirement for the information society. At the university level, students are expected to conduct independent exploration in diverse disciplines and topics and therefore, irrespective of their areas of study, they need to use information effectively. They should not only master the skill of finding information in print format or electronic formats, but also be able to evaluate and use it competently both in their study activities as well as in their later lives. It is at this point that the role of the librarian in developing significant, attractive, strategic and sufficient instructional materials to aid the students in finding and using information comes into play.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, major findings of the study, conclusions and recommendations from the study. It also gives suggestions for further studies.

5.2 Summary of the study

The study was an evaluation of information literacy promotion in academic libraries in Nyeri County, Kenya. It was guided by the following specific objectives: to identify difficulties users face in accessing the academic library and its resources; the promotion strategies and methodologies adopted by academic libraries for information literacy; the factors affecting the promotion of information literacy; the effect of policy and management support on the promotion of information literacy and to assess the role of academic librarians in promotion of information literacy in Nyeri County. Secondary information was obtained from different scholars to provide related literature of the study which was presented as per the study objectives. Primary data for the study was collected through the use of questionnaires. The study targeted chief librarians and librarians in academic institution libraries in Nyeri county.

Descriptive survey research design was used in this study because it enabled the researcher to obtain information that describes existing phenomena by asking individuals about their perceptions, attitudes, behavior and values. Considering the small size of the population in question the researcher purposed to do a study on the whole population as this made the study truly representative

Therefore the sample population for the study was drawn from a total of 15 academic institutions: the 2 fully fledged universities, the 4 satellite campuses and the 9 middle level colleges in Nyeri County. This brought the target population to 150 librarians in Nyeri County academic libraries. Also the chief librarians/librarians in charge of the academic institutions were also targeted; they were a total of 15 chief librarians. Therefore 150 questionnaires were administered to the respondents. Out of the 150 librarians' questionnaire, 126 were returned, a response rate of 84 percent. Nine chief librarians were available for the interviews with the researcher, 60 percent response rate. Thus the study realized to total response rate of 81.8 percent. This efficient response rate was realized since the researcher personally administered the questionnaire, created rapport with the respondents and collected the instruments immediately after they were completed. Collected data was analyzed both qualitatively and quantitatively. Analyzed data was presented in frequency distribution tables. Interpretation of the research findings was done. The conclusions from the study findings and recommendations were made in line with the research objectives.

5.3 Major findings of the study

The major findings of the study as per the study objectives are as follows:

5.3.1 Findings based on difficulties of access and use of academic library resources

The first objective sought to identify difficulties users face in accessing the academic library and its resources in Nyeri County. The study findings show that, academic institutions' libraries in Nyeri County have different types of information resources at very high percentages (71.8 percent average), implying that they were well equipped with information resources so as to enhance information literacy.

The study further sought to find out whether librarians get users who have difficulties in accessing information resources in their facilities. Nevertheless all the librarians were affirmative of this notion on availability of users with difficulties in accessing information resources. While lack of information literacy instruction (87.3) percent and inadequate internet access points (84.9) percent are the difficulties faced by librarians to a great extent while giving services to users. In addition, majority of the librarians cited, insufficient bandwidth (63.5) percent and unreliable bandwidth (57.1) percent were also hindrances to the access of information resources. User's computer illiteracy and poor faculty-librarian relations did not affect access of information in their institutions to a great extent though the percentage (17.5 percent) that indicated that they had no challenges at all is considerably low.

Moreover, good faculty-librarian relation and user's computer literacy scored highly at 71.4 and 95.2 percent respectively in agreement from the librarians to be factors that promote information literacy in academic libraries. These factors were also backed by all the chief librarians interviewed as they indicated that that good faculty-librarian relation among high technological factors shed light into promotion of information literacy among librarians in academic libraries in academic literacy to ease users' access to resources. This shows that these factors create positive atmosphere between the librarians and the users boosting information literacy.

5.3.2 Findings based on information literacy promotion strategies and methodologies in academic libraries

The study sought to establish the promotion strategies and methodologies adopted by academic libraries for information literacy in Nyeri County (Objective Two). First the study sought to determine the respondents understanding of the aspect 'information literacy' so as to find out whether the librarians were aware of the concept of information literacy. According to 69.0

percent of the librarian's information literacy is the ability to trace and use information, others (15.9 percent) and (15.1percent) indicated that information literacy was equipping users with information and quality access and use of information. This indicated that the all the librarians had valid concept of the term information literacy therefore it was presumable that they were able to exercise their duties as required in the promotion of information literacy. The chief librarians/librarians in charge also indicated that information literacy entails access and use of information resources.

The study further sought to establish whether the librarians though it was important for libraries to engage in promotion of information literacy to users. Consequently, all the respondents overwhelmingly agreed to this notion. This prompted the research to find out whether their libraries engage in information literacy promotion activities. The findings revealed that 92.9 percent of the libraries engage in information literacy promotion activities. This revealed that majority of the academic libraries are in the forefront to engage in information literacy promotion activities to users. This was also a notion that received very high agreement from the chief librarians interviewed since all of them stated they both them and their staff in academic libraries actively engage in activities organized to promote academic literacy.

Librarians highly agreed to the strategies employed by academic libraries to promote information literacy with user to user strategy and user education scoring 100 percent support. This was an indication that information literacy was easily passed on in interactive engagement of the faculty and the librarians as well as medium handouts to enhance access and utilization of information to the users. These findings are in agreement with data obtained from the 4 chief librarians in satellite campuses within the county who stated that organization of library open days heightened

the relation between the faculty and the librarians bonding their common goal in access and use of information.

5.3.3 Findings based on factors affecting the promotion of information literacy in academic libraries

The third objective of the study sought to find out on the factors affecting the promotion of information literacy in academic libraries in Nyeri County (Objective Three). The study findings revealed that majority of the librarians indicated that different factors affect promotion of information literacy. For instance, all respondents strongly agreed that social media affect promotion of information literacy though 15.9 percent of the librarians disagreed that faculty-librarian relations influence promotion of information literacy. This was an indication that different approaches can be utilized to promote information literacy in academic libraries. It was also worth noting on interview with the chief librarians who stated that improved user computer literacy was key to interactive engagement in access and use of information while librarians embrace use of ICT infrastructure even on social media to promote information literacy.

5.3.4 Findings based on effect of policy and management support on promotion of information literacy

The study sought to assess the effect of policy and management support on the promotion of information literacy in Nyeri County (Objective Four). Therefore, the study sought librarians' opinion on whether information literacy should be made a policy for all academic libraries. Moreover, all the respondents affirmed this notion, showing that all librarians felt that making this policy was ideal on the promotion of information literacy. Further the study sought to find out the extent to which having information literacy policy could influence aspect that support promotion in academic libraries. Data from the study reveals that, majority of the librarians

indicated that information literacy would be best promoted if various aspects to support promotion are made a policy this is to a great extent as per the study.

5.3.5 Findings based on the role of academic librarians in promotion of information literacy

To assess the role of academic librarians in promotion of information literacy in Nyeri County (Objective Five), therefore the study findings reveals that 69.0 percent of the librarians indicated that they are actively involved on assisting users to easily access and use information resources shelved within their capacity. This was an implication that majority of the librarians are in the forefront to enhance information literacy in their respective academic libraries so as to ensure that users are in possession of the right information on their academic and research needs. It is therefore worth noting that librarians are in the bid to promote information literacy by effectively carrying out their roles.

5.4 Conclusions from the study

Information literacy is an important component of any academic library system because of its role in users' academic achievement and lifelong learning. Consequently, it is argued that a deficiency in information literacy skills has a negative impact on academic achievement, as well as personal and professional development. It can also be concluded that the majority of the users are not able to access relevant information because of lack of skills in terms of concept identification, search strategies, information sources, proper use of library catalogue and ethical and legal use of information.

Academic libraries are the major learning channel with important roles to support the educators' teaching and students' learning, particularly in supporting worthwhile and efficient use of

information sources. However, the ability of libraries to perform these roles effectively and achieve their goals in the development of information literate students depends on the involvement and support of various quarters. Library administrators should take the role to prepare the infrastructure necessary for the integration of information literacy and should support the librarians' duty to teach information literacy and organization of various activities to promote knowledge and understanding of information literacy among educators.

Changes in accreditation policies and in external requests for accountability provide an opportunity for academic librarians to participate in the assessment of institutional effectiveness. Much has been done in research and practice in higher education evaluation on which academic libraries can base assessment programs. To help in the process, more publications about the assessment efforts of all kinds of libraries are needed, as is a profession-wide consensus on outcome measures.

5.5 Recommendations from the study

Based on the findings and conclusions of the study, the study made the following recommendations;

- i. Information literacy should be incorporated in the university curricular in such a way that every student of the college would undergo such a program.
- ii. It is also recommended that management of university colleges and middle level colleges should influence attitudes, policies and methods which foster information literacy education. In other words, management should commit itself to providing the

infrastructure necessary for the implementation of information literacy program on academic institutions.

- iii. Another recommendation is that student's learning advisors and subject advisors should encourage students under them to cultivate and sustain the interest in undertaking information literacy programmes.
- iv. The academic libraries should be adequately staffed and funded so that librarians would assist students to search for information electronically.
- v. Lecturers should integrate information literacy assignments into the teaching and learning process.
- vi. The nature and range of resources and media which need to be available and accessible should match with the number of students in the academic institutions.
- vii. Academic institutions should need a paradigm shift from the teaching-centered to a learning-centered. Students in particular must be ready to become active information seekers and critical thinkers.
- viii. Faculty members need to be retrained to become excellent facilitators in the learning process while Librarians must also be retrained to respond correctly to the various information needs of students.

5.6 Suggestions for further research

The study suggests further research on the following;

- i) A similar study to be replicated in other sub-counties in Kenya so as to compare the study findings

- ii) A study to be carried out to find out on how librarians can maximize the transferability of skills from one class to another, or one campus to another.
- iii) A study to be carried out on the correlation between library instruction and research skill improvement during four years of undergraduate education?

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APPENDICES

Appendix I: Letter of Introduction to the respondent.

Joseph Kamau Migwi
P.O Box 27725-00100
Nairobi.
Contact; 0720841372

The Librarian,
Name of the Librarian: _____

Dear Respondent,

RE: AUTHORITY TO CONDUCT RESEARCH:

I am a graduate student of Kenyatta University pursuing a **Master's Degree in Library and Information Science**. I am currently carrying out a research on **Evaluation of Information Literacy promotion in Academic Libraries: a survey of Nyeri County**. I humbly request you to participate in this research by answering the questionnaire as provided below. Your assistance through responding as honestly as possible and to the best of your knowledge in this questionnaire will go a long way in making this study a success. Your responses will be treated with confidentiality and will only be used for this Academic Research. Your names will only be mentioned through your consent; otherwise no names will be used.

Thanks for your assistance and co-operation

Sincerely

Joseph Kamau Migwi

E65/OL/20032/2012.

Appendix II: Questionnaire for librarians

Dear Sir/Madam,

I am Joseph Kamau Migwi, a post graduate student pursuing Master Degree in Library and Information Science, Kenyatta University. I am conducting a research on ‘**AN EVALUATION OF INFORMATION LITERACY PROMOTION IN ACADEMIC LIBRARIES: A SURVEY OF NYERI COUNTY**’. I hereby request your support by responding to this questionnaire as honestly as possible. Kindly note that your participation is voluntary and you can withdraw at any stage without any consequences whatsoever. Also note that the information you will provide will be treated with utmost confidence and only for the purpose of this study.

Instructions: Tick (√) in the box provided for the most appropriate response and use the spaces provided for any extra information needed.

SECTION A: RESPONDENTS PROFILE

1. **Gender:** Male Female
2. **Age (in years):** 20 and below 21-30 31-40 41-50
51 and above
3. **Level of education**
Certificate
Diploma
Graduate
Postgraduate
4. **Institution:**
5. **Section of Work:**
6. **Nature/Type of job:**

SECTION B: DIFFICULTIES OF ACCESS AND USE OF ACADEMIC LIBRARY RESOURCES

7. What types of information resources does your library hold? (*Tick on all if they apply*)
Print Books

- Periodicals*
- Audio Visuals (CDs, DVDs and Tapes)*
- Electronic Books (E-books)*
- Electronic Journals (E-Journals)*
- Special Collections*
- Archives*
- Any Other* _____

8. In your experience, do you get users who have difficulties in accessing any of the above listed resources? *(Tick appropriately)*

YES NO

9. If YES, are any of the following difficulties you encounter as you give service to users? *(Selects extent to which these difficulties are encountered in your institution by checking the correct choice below. GE = Great extent, ME = Moderate extent, LE= Little extent NA = Not at all)*

Difficulties	GE	ME	LE	NA
<i>Poor Faculty-Librarian Relations</i>				
<i>Lack of Information Literacy Instruction</i>				
<i>User's Computer Illiteracy</i>				
<i>Unreliable Bandwidth</i>				
<i>Insufficient Bandwidth</i>				
<i>Inadequate Internet Access Points</i>				

10. How important are the following factors in addressing the difficulties in access and use of information resources by users of academic libraries when you give service? *(Selects appropriate answer by checking the correct choice below. SA = strongly agree, A = agree, NS= not sure, D= disagree. SD = strongly disagree)*

Factors under consideration	SA	A	NS	D	SD
<i>Good faculty-Librarian Relations have helped users to access and use library information resources</i>					
<i>Information Literacy Instruction is critical in ensuring optimal access to IR</i>					
<i>User's Computer Literacy</i>					
<i>Reliable/Sufficient Bandwidth</i>					
<i>Adequate Internet Access Points</i>					

SECTION C: INFORMATION LITERACY PROMOTION STRATEGIES AND METHODOLOGIES IN ACADEMIC LIBRARIES

11. What is your understanding of the term Information Literacy?

12. Do you think it is important for libraries to engage in promotion of Information Literacy to users?

YES NO

13. Does your library engage in information literacy promotion activities?

YES NO

14. If YES, what are some of the strategies employed by your library to promote information literacy? (*mark in the order of 1, 2, 3, 4, 5; where 1 is most important and 5 least important*)

Word of Mouth (user to user strategy)

Print Media (fliers, brochures, articles, newsletters, magazines)

User Education (Orientation and Training)

Online Notices (websites, social media and the internet)

Academic Fairs (Library Open Days)

SECTION D: FACTORS AFFECTING THE PROMOTION OF INFORMATION LITERACY IN ACADEMIC LIBRARIES

15. In your view, do any of the following factors affect the promotion of information literacy in academic libraries? (*Selects appropriate answer by checking the correct choice below. SA = strongly agree, A = agree, D= disagree. SD = strongly disagree*)

Factors under consideration	SA	A	D	SD
<i>Faculty-Librarian Relations</i>				
<i>ICT Infrastructure</i>				
<i>User's Computer Literacy</i>				
<i>Information Literacy Knowledge and skills</i>				
<i>Social Media</i>				

SECTION E: EFFECT OF POLICY AND MANAGEMENT SUPPORT ON PROMOTION OF INFORMATION LITERACY

16. In your opinion, should Information Literacy be made a policy for all academic libraries?

YES NO

17. How is having Information Literacy as policy in terms of the following aspects that support promotion: (*Selects extent to which these policy support promotion in your institution by checking the correct choice below. GE = Great extent, ME = Moderate extent, LE= Little extent NA = Not at all*)

Support promotion	GE	ME	LE	NA
<i>Financial Support</i>				
<i>Library Staff Development</i>				
<i>Quality of staff (soft and hard skills)</i>				
<i>Technical Quality (physical facilities)</i>				
<i>Library Communication</i>				

SECTION F: ROLE OF ACADEMIC LIBRARIANS IN PROMOTION OF INFORMATION LITERACY

18. What Role can academic librarians play in promotion of information literacy?(*describe in your own words*)

Thank you for taking your time to fill-in the questionnaire. I hope I will be able to shed light on the information literacy promotion in academic libraries.

Appendix III: Interview Guide for Chief librarian

1. Institution: _____
2. Number of support staff: _____ Males _____ females
3. What types of information resources does your library hold?
4. Do you find the information resources in your library adequate to hold the user capacity?
5. In your experience, do you get users who have difficulties in accessing any of the above listed resources?
6. Are your support staff able to assist users easily access resources in the library?
7. Kindly state how important are the following factors in addressing the difficulties in access and use of information resources by users of academic libraries when you give service?
 - a. *Good faculty-Librarian Relations have helped users to access and use library information resources*
 - b. *Information Literacy Instruction is critical in ensuring optimal access to IR*
 - c. *User's Computer Literacy*
 - d. *Reliable/Sufficient Bandwidth*
 - e. *Adequate Internet Access Points*
8. What is your understanding of the term Information Literacy?
9. Do you think it is important for libraries to engage in promotion of Information Literacy to users?
10. Does your library engage in information literacy promotion activities?
11. If YES, what are some of the strategies employed by your library to promote information literacy? (**mark in the order of 1, 2, 3, 4, 5; where 1 is most important and 5 least important**)

Word of Mouth (user to user strategy)

Print Media (fliers, brochures, articles, newsletters, magazines)

User Education (Orientation and Training)

Online Notices (websites, social media and the internet)

Academic Fairs (Library Open Days)

12. In your view, do any of the following factors affect the promotion of information literacy in academic libraries?

- a. *Faculty-Librarian Relations*
- b. *ICT Infrastructure*
- c. *User's Computer Literacy*
- d. *Information Literacy Knowledge and skills*
- e. *Social Media*

13. In your opinion, should Information Literacy be made a policy for all academic libraries?

14. How is having Information Literacy as policy in terms of the following aspects that support promotion:

- a. *Financial Support*
- b. *Library Staff Development*
- c. *Quality of staff (soft and hard skills)*
- d. *Technical Quality (physical facilities)*
- e. *Library Communication*

15. What Role can academic librarians play in promotion of information literacy?(*describe*)

Thank you for taking your time to participate in this interview. I hope I will be able to shed light on the information literacy promotion in academic libraries.