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A STUDY ON INFORMATION LITERACY SERVICES ON THE USE OF COLLEGE DIGITAL RESOURCES AMONG UNDER GRADUATE STUDENTS IN E.I.T LIBRARY

Library Science

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ABSTRACT

This research paper reports about information literacy on the use of college digital resources in EIT, Eritrea. Impact of information literacy and awareness of information literacy on the use of e-resources among undergraduate students in EIT, standards about the usage of e-resources, information literacy and the approach near alertness, use in daily basis and utilization of e-resources information literacy were similarly discussed. The findings indicate that most of the respondents agreed to the necessity of information literacy on their information seeking aspect. The data analysis shows that most of the students got their awareness from a librarian. According to the survey findings the institution of EIT barely provides training on information literacy skills. The Instructors efforts on increasing students information literacy service in Refereeing students to libraries is very much appreciated but students have never considered any collaboration with a librarian to integrate new information literacy skills on college digital library resources usage.

Introduction

The need for information literacy skills by the learners at all level in the education system and specially at higher education level has been widely documented by international bodies such as The International Federation of Library Association The United National Economic, Social And Cultural Organization, national bodies such as the society of college, national and university libraries in the United Kingdom, The American Library Association and The Association of College Research Libraries.

A superfluity if material of the incessant growth of new information technologies necessitates approaches and tool to satisfy information needs. Developing information literacy is not just about learning about specific tools, but a process that involves identifying an information need, landing and critically using Electronic Resource to meet that need, managing the information found as well as understanding the information environment.

Librarian / Teacher Collaboration

One of the findings of research on IL education of tertiary level highlighted the needs for collaboration and partnership between the librarians and faculties as a key issue (Hart and Davids, 2010). Many academicians assume that students have already acquired IL education and argue that students should not spend time on activities that do not contribute to their official assignments and study. This poses a great challenge to IL education who wishes to implement IL programs. The major recommendations of the Hart and Davids study (2010) are that more periods in the time table should be allocated to IL and that lecturers should recognize the educational role of librarians. IL as part of a university education strategy cannot be achieved by Liberians alone. Collaborative partnership between librarian and academic staff as well as support from the management is needed to accept librarians as facilitators of IL education. IL training should be the part of the institutions policy. The responsibility of IL programs as part of the educational strategy of the institution thus goes further than the library.

Electronic Learning

The graduate learning is a higher education established on undergraduate education. It is hypothetical to train student's awareness improvement skill. Other than the student learning, the graduate education seats pressure on self-governing education and reimburse ment is more helpfulness to the IT in education. If e-learning is announced to graduate learning, the graduates don't need to face to face with the teachers and specialists of the field, their skill of knowledge; study and origination will be of better-quality. At the same time, the digital libraries can deliver a quantity of digital resources to learners. What we essential is a device to establish the information resources to support students forming an information method and secure information. We use information record as the device in e-Learning system.

Currently the online has system become the greatest opportunist and resourceful means for individual announcement. The supercomputers are standard on college. The internet and the message tools have delivered an advanced raised area to study and free-thinking of the learners starting lecture hall. The digital resources are additional opportunity it available. The learners don't require making themselves to class room study and paper books; they can arrange their courses from online database of libraries. Using current IT and gain digital resources is important manner of electronic Education. That one is a new learning style which is maintained by web and in the digital resources setting the system knowledge setting, giant quantity of material resources, such as documents, material, newsflash, packages, teaching software and announcement methods, make up a joined and modest source bank.

Research Methodology

Study investigation proposal was used and an organized survey was established to gather information. It consists of twenty one questions. Questionnaire was distributed to 200 respondents but 196 students responded from Eritrea Institute of Technology, Mai Nehfi, Eritrea by printed format directly. The questionnaire has three sections: personal data use of e-library and IL skills. The survey was circulated to seven science departments, six engineering departments and two education departments. Data have been collected after the data was combined; it was analyzed using SPSS 16.0 version.

Objectives

- To help students to become fully information literates
- To find the Awareness of electronic resource from the E.I.T Library
- To find regular ideals that can be used in student learning
- To provide training in information literacy skill for the professors in EIT.
- To study on increase student awareness and knowledge of information literacy.

Table 1. Awareness of Electronic Resource

College	Yes	No	Total
Education	16	8	24
	8.20%	4.10%	12.20%
Science	100	0	100
	51.00%	0.00%	51.00%
Engineering	64	8	72
	32.70%	4.10%	36.70%
Total	180	16	196
	91.80%	8.20%	100.00%

The above table demonstrates that the analysis of the survey conducted on the under graduates awareness of Electronic Resource shows that most of the undergraduates are aware of e-resources that is about 91.80% while only about 8.20% respondents are un aware of Electronic Resource. 51.00% responded from college of Science, 36.70% responded from College of Engineering and finally (12.20%) responded from College of Education.
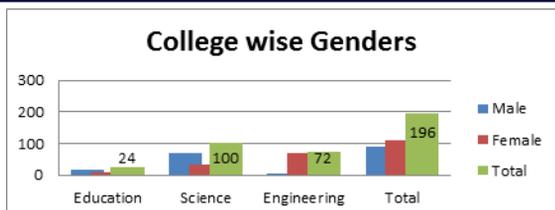
Fig.1 College wise Genders

The above the figure shows that out of 196 respondents 100 students from College of Science at that moment 72 students from College of Engineering finally only 24 students from College of Education

Table 2. Aware of Electronic Resource in ILS

College	Librarian	Dept. of Head	Class Teacher	Courses offered by our institutions	Total
Education	12	0	0	4	16
	6.70%	0.00%	0.00%	2.20%	8.90%
Science	48	4	12	36	100
	26.70%	2.20%	6.70%	20.00%	55.60%
Engineering	16	4	0	44	64
	8.90%	2.20%	0.00%	24.40%	35.60%
Total	76	8	12	84	180
	42.20%	4.40%	6.70%	46.70%	100.00%

Information literacy was not taught in the college of EIT as a course so we asked the students whether they got their literacy services from the librarian, head of the department, class professors or other courses offered by the institution. Most of the (46.70%) students felt that they got the information literacy services from the course offered by their institution, 42.20% from the librarian while 6.70% students that said they got the services from class teacher, and 4.40% from the department head the above table indicates the discussed details.

Table 3. Institution provide training in information literacy skills for teachers in EIT

College	Yes	No	Total
Education	4	12	16
	2.20%	6.70%	8.90%
Science	28	72	100
	15.60%	40.00%	55.60%
Engineering	4	60	64
	2.20%	33.30%	35.60%
Total	36	144	180
	20.00%	80.00%	100.00%

Training in information literacy skill provided by the institution scored a low score. Above table exhibits the survey analysis 55.60% of College science, 35.60% of college of engineering and 8.90% of college of Education Students responded their institution provides training in information literacy skills but a total of 80.00% said that they did not get any information literacy skills training from the institution.

Table 4. Collaborated with a librarian to integrate information literacy instruction in EIT

College	Yes	No	Total	
Education	4	12	16	
	2.20%	6.70%	8.90%	
Science	4	96	100	
	2.20%	53.30%	55.60%	
Engineering	4	60	64	
	2.20%	33.30%	35.60%	
Total	12	168	180	
	6.70%	93.30%	100.00%	
	Value	Degree of Freedom	P-Value	S/NS
Chi-Square Tests	9.804a	2	.007	NS

When asked if they have collaborated with a librarian to integrated information literacy services in the institution, a high range (93.30%) of the students said that they have never collaborated with a librarian to do so while 6.70% said that they tried to collaborate with a librarian to integrated information literacy instruction

Table 6. Orientation program Contact from EIT Library

College	1 Time	1-2 Time	2-3 Time	Total
Education	12	4	0	16
	6.70%	2.20%	0.00%	8.90%
Science	48	44	8	100
	26.70%	24.40%	4.40%	55.60%
Engineering	28	16	20	64
	15.60%	8.90%	11.10%	35.60%
Total	88	64	28	180
	48.90%	35.60%	15.60%	100.00%

The tables below display the data pertaining to the e-resource related information literacy guideline. More than half ((48.90%) of students accepts an orientation program only once in a while, the rest few (35.60%) have received a program twice or three times.

H0: E.I.T Library gives to specific information literacy services for learning among the colleges is not associatedz
H1: E.I.T Library gives to specific information literacy services for learning among the colleges is associated

Table 5. E.I.T Library gives to specific information literacy services for learning ANOVA

Information Literacy Services			Sum of Squares	DF	Mean Square	F	P- Value	S/NS
Internet searching	Between Groups	(Combined)	3.099	1	3.099	8.604	.000	S
	Within Groups		64.101	178	0.36			
	Total		67.2	179				
Use of electronic databases.	Between Groups	(Combined)	1.166	1	1.166	3.142	.080	NS
	Within Groups		66.034	178	0.371			
	Total		67.2	179				
Identification of suitable sources for information	Between Groups	(Combined)	1.96	1	1.96	5.348	.020	NS
	Within Groups		65.24	178	0.367			
	Total		67.2	179				
Formulation of search strategies	Between Groups	(Combined)	5.781	1	5.781	16.75	.000	S
	Within Groups		61.419	178	0.345			
	Total		67.2	179				
Higher Study related Information Literacy	Between Groups	(Combined)	7.84	1	7.84	23.51	.000	S
	Within Groups		59.36	178	0.333			
	Total		67.2	179				

S- Significant, NS - S- Non Significant, DF - Degree of Freedom

The above table ANOVA result shows that Internet searching, Formulation of search strategies and Higher Study related Information Literacy is associated with category since their p-values (0.000) are less than the usual threshold value of 0.05. Therefore the null hypothesis is rejected and the alternative hypothesis is accepted. It is evident from the table that Use of electronic databases and Identification of suitable sources for information is not associated with category since their p-values (0.08 and .020) are greater than the usual threshold value of 0.05. Therefore the null hypothesis is accepted and the alternative hypothesis is rejected.

Table 7. E-Resource related instruction from librarian

College	1 Time	1-2 Time	2-3 Time	Total
Education	8	8	0	16
	4.40%	4.40%	0.00%	8.90%
Science	84	12	4	100
	46.70%	6.70%	2.20%	55.60%
Engineering	60	0	4	64
	33.30%	0.00%	2.20%	35.60%
Total	152	20	8	180
	84.40%	11.10%	4.40%	100.00%

The above table indicates that according to the results more than one third (84.40%) of the students said that e-resource related instruction was only once added as part of a class according to the results of the survey.

Table 8. shows that the Paired Differences results are show that Increasing effective search strategies, Evaluating information, Organizing information for practical application, Integrating new information into an existing body of knowledge and Using information in critical thinking and problem solving is not associated with category since their p-values (.000, .001, .000, .000 and .000) are less than the usual threshold value of 0.05. It is evident from the table that Framing questions founded on information needs, Classifying possible sources of information and Accessing sources of information is not associated with category since their p-values (.020, .020 and .172) are greater than the usual threshold value of 0.05. Therefore the null hypothesis is accepted and the alternative hypothesis is rejected.

H0: Instructor efforts on increasing Students Information Literacy among the three college is not associated
H1: Instructor efforts on increasing Students Information Literacy among the three college is associateS- Significant, NS - S- Non Significant, DF - Degree of Freedom

Table 8. Paired T- Tests-Level of Information Literacy Services easily access in library

Level of ILS	Paired Differences					T	DF	P. Value	S/ NS
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Framing questions founded on information needs	-.26531	1.57904	.11279	-.48775	-.04286	-2.352	195	.020	SN
Classifying possible sources of information	-.20408	1.21494	.08678	-.37523	-.03293	-2.352	195	.020	SN
Increasing effective search strategies	-.40816	1.17963	.08426	-.57434	-.24199	-4.844	195	.000	S
Accessing sources of information	-.14286	1.46059	.10433	-.34861	.06290	-1.369	195	.172	SN
Evaluating information	-.30612	1.30016	.09287	-.48928	-.12297	-3.296	195	.001	S
Organizing information for practical application	-.46939	1.44793	.10342	-.67336	-.26542	-4.539	195	.000	S
Integrating new information into an existing body of knowledge	-.57143	1.63299	.11664	-.80147	-.34139	-4.899	195	.000	S
Using information in critical thinking and problem solving	-.53061	1.44793	.10342	-.73458	-.32664	-5.130	195	.000	S

Table 9. Instructor Efforts on increasing Students Information Literacy

H0: Instructor's efforts on increasing Students Information Literacy among the colleges is not associated
H1: Instructor's efforts on increasing Students Information Literacy among the colleges is associatedd

Information Literacy Services	Value	DF	P- Value	S/ NS
Refereeing students to libraries	.701	2	0.704	NS
Encouraging students to see the library	3.528	2	0.171	NS
Giving assignments to use e-resource	32.805	2	0.000	S
Taking the class to the library for orientation	9.810	2	0.007	NS

S- Significant, NS - S- Non Significant, DF - Degree of Freedom

The chi square results show that giving assignments to use electronic resource is not associated with category since their p-values (0.000) are less than the usual threshold value of 0.05. Therefore the null hypothesis is rejected and the alternative hypothesis is accepted. It is evident from the table that refereeing students to libraries, encouraging students to see the library and taking the class to the library for orientation is not associated with category since their p-values (0.704, 0.171 and 0.007) are greater than the usual threshold value of 0.05. Therefore the null hypothesis is accepted and the alternative hypothesis is rejected.

Conclusion
Library teaching and electronic resources are significant, essential, and beneficial. Electronic resources are the greatest resources of accomplishment for present-day and up-to-date information. Digital access to current information has converted as an importance for learners and teachers and libraries strong point to deliver this service. This study addresses one element of a larger initiative. Academicians use these electronic resources, but due to networking difficulties and deficiency of teaching they are not correctly used. The survey results, although from a small sample, indicate a common theme.

It is concluded that information literacy skills on the use of e-resources have not taken the desired firm root among EIT undergraduate students. The little that is currently acquired mostly by the librarians without the collaboration of the faculty members and the students. This problem, coupled with inadequate learning programs, internet connection, affects the students' acquisitions of the skills on e-resources and their abilities of information literacy. However, the students have acquired a certain level of information literacy, including e-resource awareness as well as necessity of information literacy on their information seeking aspect. The study examined the behavioral and attitudinal use of e-resources by EIT students. The purpose was to study the information literacy on the use of electronic resources. Hence, it is suggested that additional examination to be accompanied from more samples to added excuses or to oppose the responds of this study.

Recommendations
The institution of EIT should consider more orientation programs about e-resources and the digital library. As found from the findings of the research students are facing with time consuming and slow net barriers. We recommend that the institution should urgently improve its wireless connections by procuring all necessary facilities and also open planned wireless facility often for students to right to use the e-library and kind current use of its resources. Students, faculty, and

librarians should corporate more to integrate new information literacy skills for students.

The summarized form of the recommendations we made are:-
Librarian should organise some orientation programmes in electronic resource use for the students.

- Libraries should provide free online journals, online books and online material etc.
- Basic training in hardware and software such as Internet searching, online database and use of electronic resources should be included in the curriculum of each department.
- The library should have better furthermore acquisition offline electronic resources (CD-ROM).
- Qualified IT experts should be provided to solve the problems of networking and hardware.
- Students should be encouraged to learn more about electronic libraries and information literacy.

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