



Lafia

Journal of Education



ISSN. 2714-514X
2814-1903

Volume 5 No 2, 2023

A Publication of Faculty of Education
Federal University of Lafía

Copyright © 2024: LAFIA JOURNAL OF EDUCATION (LJE)

Published in Nigeria by:
Faculty of Education, Federal University of Lafia, Lafia.

ISSN: 2714 – 514 X (Print)
2814-1903 (Electronic)

All rights reserved.

No part of this publication should be reproduced or transmitted in any form, or by any means electronic or mechanical, including photocopying, recording or by any information storage and retrieved system without written permission from the copyright owner.

Disclaimer:

The opinions, views, assertions and findings expressed in the LAFIA JOURNAL OF EDUCATION (LJE) are those of the contributing authors. The Faculty of Education, Federal University of Lafia clearly states that the opinions, findings and illustrations in this journal are the responsibility of the contributors and therefore accepts no liability in whatever form or manner for act of plagiarism or inaccurate opinion or assertions in the journal.

ALL CORRESPONDENCE TO

Managing Editor
Adaka T. Ahon, *Ph.D, FCILEd*
Department of Special Needs education and Rehabilitation Sciences
Faculty of Education
Federal University of Lafia, Lafia
Nasarawa State
a.terfa@education.fulafia.edu.ng
+2348058430226

Printed in Nigeria by:
Nats Printing Enterprise
natsprintsmkd@gmail.com
09041883898

TABLE OF CONTENTS

Assessment of Secondary School Students' Perception of the Use of Spaced Learning Strategy in Teaching Reading in Jalingo Local Government Area, Taraba State, Nigeria Victoria Lekyong & Chinwe A. Muodumogu	1
Entrepreneurship Competencies of Business Education Students for Establishment of Small Scale Enterprises in Bauchi State Dr. Victoria A. Enemali	11
Roles of Librarians in Promoting Health Information Literacy Jacob K. Opele, Abdulraheem J. Wankasi, Titilola A.B. Abdussalam & Ikeoluwa J. Fagbami	22
Impact of Corona Virus Disease 2019 (COVID -19) Pandemic on Management of State Universities in North Central, Nigeria Dr. Akuta Ngodoo, Dr. Ahon I. Tyokura & Dr. Azever J. Inyuran	43
Connection Between Quality Education and National Security: Why Investing in Education is Crucial for a Safer and Prosperous Country? Isah U. Hassan, Lamin B. Muhammad & Samir A. Muktar	54
The Roles of Computer Based Testing Examination on Learning Outcomes of Undergraduate Students of Nigerian Universities and Curriculum Delivery Badamasi Mudi, Emmanuel O. Musa & Dr. Lega A. Ezekiel	64
Single Parenthood, Polygamy and Family Socio-Economic Status as Predictor of Adolescent Delinquency among Senior Secondary School Students in Oredo Local Government Area, Edo State. Iyamu I. Florence PhD & Imasuen, Kennedy PhD	74
Influence of Administration of Public Universities on National Development in Benue State, Nigeria Florence N. Uzu PhD, Winifred D. Anikpa PhD & Austine B. Ngbegha	87



ROLES OF LIBRARIANS IN PROMOTING HEALTH INFORMATION LITERACY

¹Jacob K. Opele, ²Abdulraheem J. Wankasi, ²Titilola AB Abdussalam &
¹Ikeoluwa J. Fagbami
¹Federal University Oye-Ekiti
²University of Ilorin Library

Abstract

This desk review examines the roles of librarians in enhancing health information literacy among the general public. The study asserts that librarians have a vital function in facilitating access to trustworthy health information, instructing individuals in information-seeking skills, promoting health literacy, and advocating for community health initiatives. Additionally, librarians curate and provide access to a diverse array of health resources to ensure that individuals can obtain accurate and current information. They also educate individuals on effective methods for searching and evaluating health information. Furthermore, the study highlights librarians' active promotion of health literacy by raising awareness about the significance of comprehending health information and its impact on personal well-being. Librarians collaborate with healthcare professionals, community organizations, and educational institutions to develop health literacy programs and initiatives. The paper further emphasizes that librarians serve as advocates for community health initiatives, actively participating in local health campaigns, organizing health fairs, and conducting outreach activities. The study concludes that librarians' efforts play a significant role in empowering individuals to make informed decisions about their health and enhancing overall health outcomes within the community.

Keywords: Librarians, Health Information Literacy, Health literacy promotion, community health initiatives

Introduction

Health literacy refers to the ability of individuals to access, understand, and use health information to make informed decisions about their health (Rudd et al., 2023), (Hwang et al., 2012). It is widely acknowledged that health literacy plays a crucial role in improving health outcomes and reducing disparities in healthcare access and utilization (Shojaei & Masoumi, 2020). However, studies have shown that many individuals, particularly those from disadvantaged backgrounds or

with limited education, struggle with health literacy (Kearns & Whitley, 2020). Notwithstanding, health information literacy plays a crucial role in empowering individuals to make informed decisions about their health. Librarians have a significant role to play in promoting health information literacy among the population. This desk review aims to explore the roles of librarians in promoting health information literacy in Nigeria.

According to the literature, these individuals with disadvantaged backgrounds and limited education are often more vulnerable to low health literacy and socioeconomic factors, educational disparities, and limited access to healthcare resources which can contribute to lower health literacy levels in these populations (Bayisa et al., 2021), (Schwindt et al., 2016), (Sørensen et al., 2015), (Berkman et al., 2011). Thus, providing health information in plain language and using clear, concise, and easily understandable language is crucial. Besides, avoiding medical jargon and complex terminology helps individuals with limited education comprehend health information more effectively. Additionally, using visual aids, such as diagrams, pictures, or videos, can enhance understanding of health information literacy. Also, recognizing the diverse backgrounds, cultural norms, and language proficiency of individuals with disadvantaged backgrounds and tailoring health communication to their specific needs and preferences is important.

It is also germane that considering culturally appropriate materials, translation services, or interpreters to ensure effective communication (Stahl & Maznevski, 2021). In addition, Librarians relate health information to real-life situations that individuals can easily understand and relate to. Also, there is a need to emphasize practical skills that individuals can apply in their daily lives. Hence, providing step-by-step instructions, demonstrations, or hands-on activities to enhance learning and retention for the citizenry regardless of their sociopolitical affiliation is essential (Von Krogh et al., 2011). For instance, teaching medication management skills using pill organizers or demonstrating proper handwashing techniques can be beneficial for all kinds of people in society. In addition, Interactive and participatory approaches, such as group discussions, role-playing, or interactive workshops, can facilitate active learning and engagement among people. More importantly, Librarians should endeavour to encourage individuals to ask questions, share experiences, and actively participate in their healthcare decision-making process. Too, recognizing that individuals with limited education may have challenges with numeracy skills, which can affect their understanding of health information that involves numbers,

measurements, or calculations. This group of people should be provided with adequate support by explaining numerical concepts in simpler terms, using visual representations, or providing practical examples that highlight the relevance of numeracy skills will help to a large extent.

It is also critical to collaborate with community organizations, social service agencies, or local support groups that work with disadvantaged populations (Thoma et al., 2018). These partnerships can help identify specific health literacy needs, develop tailored interventions, and provide ongoing support to individuals with limited education. Furthermore, empowering individuals with disadvantaged backgrounds to take an active role in their healthcare. Encourage self-advocacy, provide tools for navigating the healthcare system, and support the development of self-efficacy in managing their health. Promote the importance of asking questions, seeking clarification, and seeking additional support when needed. Therefore, addressing health literacy in individuals with disadvantaged backgrounds and limited education requires a comprehensive, patient-centred approach (Faux et al., 2018). Thus, by recognizing their unique needs, tailoring communication strategies, and promoting empowerment, it is possible to improve health literacy outcomes and reduce health disparities in these populations.

Librarians have traditionally been known for their expertise in organizing and providing access to information (Delam & Eidi, 2020). In recent years, there has been a growing recognition of the important role that librarians can play in promoting health literacy (Kim & Oh, 2021). Libraries are community hubs that provide free access to a wide range of health information resources, including books, journals, databases, and internet access. Librarians are trained information professionals who can assist individuals in locating reliable and understandable health information, navigating healthcare systems, and developing health literacy skills. However, despite the potential of librarians to contribute to health literacy, there is a need for further research to explore and understand their specific role in this area. While some studies have highlighted successful health literacy initiatives implemented by librarians (Levin-Zamir & Bertschi, 2018), there is still limited knowledge about the overall impact of librarians' efforts on improving health literacy outcomes (Cho et al., 2008). Additionally, there is a lack of standardized approaches and best practices for librarians to follow when promoting health literacy (Kapel & Schmidt, 2021), (Omotunde & Alegbeleye, 2021).

From the background, it could be deduced that Librarians have the potential

to significantly contribute to improving health literacy levels and empowering individuals to make informed decisions about their health. Through their expertise in information organization, outreach efforts, collaborative partnerships, and ongoing evaluation, librarians can create a supportive environment that fosters health literacy and helps individuals navigate the complex world of health information.

Roles of Librarians in Promoting Health Information Literacy

Literature (Mnzava & Katabalwa, 2017); (Chimah & Ezenwuzor, 2023) have shown that librarians often can contribute to health information literacy in various ways such as those presented here:

Information Provision: In all educational and information centres, Librarians serve as gatekeepers of health information, providing access to reliable and up-to-date resources. They also curate collections of health-related materials, including books, journals, databases, and online resources, ensuring that users have access to accurate and evidence-based information

Reference and Research Assistance: Librarians assist users in locating and retrieving health information. They provide reference services, helping users navigate through various resources and databases to find relevant information. Librarians also offer research assistance, guiding users in conducting effective searches and evaluating the credibility of health information sources (NAZIR, 2015).

Health Literacy Education: Librarians play a vital role in educating users about health literacy (Chachar et al., 2019). They conduct workshops, training sessions, and information literacy programs to enhance users' understanding of health information and improve their information-seeking skills. Librarians also collaborate with healthcare professionals to develop educational materials and programs that promote health literacy (Chory et al., 2021).

Digital Literacy: In today's digital age, librarians assist users in developing digital literacy skills necessary for accessing and evaluating online health information (Siddique et al., 2023). They teach users how to critically evaluate websites, identify trustworthy sources, and navigate health-related online platforms. Librarians also promote the use of health-related mobile applications and other digital tools for accessing health information (Chadwick et al., 2022).

Outreach and Community Engagement: Librarians actively engage with the community to promote health information literacy. They organize health fairs, community outreach programs, and awareness campaigns to raise awareness about the importance of health literacy and provide access to reliable health information. Librarians also collaborate with healthcare organizations, schools, and community groups to deliver health literacy initiatives (Albright & Crow, 2021); (Harrison et al., 2017).

Curating and Providing Access to Health Information: Librarians curate and maintain collections of reliable health resources, both in print and digital formats, to ensure individuals have access to accurate and up-to-date information about various health topics (Asatiani et al., 2021). They acquire books, journals, databases, and online resources that cover a wide range of health-related subjects, catering to the diverse information needs of the citizenry (McPhail & Gurbutt, 2020). Librarians organize and provide easy access to quality health information, empowering individuals to make informed decisions about their health.

Teaching Information-Seeking Skills: Librarians are skilled in teaching information-seeking skills, including how to effectively search for and evaluate health information (Baayel & Asante, 2019). They provide guidance on using databases, online resources, and other tools to find reliable health information. Librarians teach individuals how to critically evaluate the credibility and relevance of health information, ensuring that they can make informed decisions about their health (Michael et al., 2014).

Promoting Health Literacy: Librarians actively promote health literacy by raising awareness about the importance of understanding health information and its impact on individual well-being (Luo et al., 2022). They collaborate with healthcare professionals, community organizations, and educational institutions to develop health literacy programs and initiatives. Librarians conduct workshops, seminars, and training sessions to improve health literacy skills among individuals of all ages and backgrounds (Zionts et al., 2010); (Mnzava & Katabalwa, 2017)

Advocating for Community Health Initiatives: Librarians serve as advocates for community health initiatives by actively participating in local health campaigns and programs (Abramson et al., 2012). They collaborate with healthcare providers,

public health agencies, and community organizations to promote health education and awareness (Awe, 2020). Librarians organize health fairs, wellness programs, and outreach activities to engage the citizenry and provide access to health information.

The Extent of Librarians' Involvement in Promoting Health Information Literacy

Libraries organize a wide range of health literacy programs that cater for the diverse needs and interests of their communities:

Health Workshops: Libraries conduct interactive workshops on various health topics, such as nutrition, mental health, chronic disease management, healthy ageing, and preventive care (Ubogu, 2019). These workshops may include presentations by healthcare professionals, hands-on activities, group discussions, and Q&A sessions. The aim is to provide individuals with practical knowledge and skills to make informed decisions about their health (Yebowaah & Plockey, 2017).

Health Information Sessions: Libraries offer information sessions where librarians present on how to access reliable health information resources (Alasad et al., 2015). They demonstrate the use of databases, online health portals, and other resources that provide evidence-based information. These sessions help individuals develop information-seeking skills and learn how to critically evaluate health information.

Health Fairs and Expos: Libraries may organize health fairs or expos in collaboration with local healthcare providers, community organizations, and public health agencies. These events feature booths or stations where participants can receive health screenings, consultations, and information on a wide range of health topics (Luz et al., 2020). Librarians play a role in coordinating the event, curating health information resources, and providing guidance to attendees.

Book Clubs and Reading Programs: Libraries host book clubs and reading programs focused on health-related books and literature. These programs provide opportunities for participants to engage in discussions, share insights, and learn from each other's experiences (Finlay & Bates, 2019). Librarians may facilitate book club meetings, provide discussion guides, and curate reading lists that cover

topics such as illness narratives, health memoirs, self-help books, and wellness literature (Adewole & Opele, 2019).

Health Literacy Classes: Libraries offer structured health literacy classes or courses designed to enhance individuals' health literacy skills (Levin-Zamir & Bertschi, 2018). These classes cover topics such as understanding medical terminology, interpreting lab results, finding reliable health information online, and improving communication with healthcare providers. Librarians may develop and teach these classes, incorporating interactive activities and practical exercises.

Children and Youth Health Programs: Libraries focus on promoting health literacy among children and youth through programs tailored to their age groups (Opele et al., 2015). These programs may include story time sessions featuring health-themed books, interactive workshops on nutrition and physical activity, and health education programs delivered in collaboration with local schools (Moody, 2022). Librarians engage children and youth in age-appropriate activities that foster health knowledge and positive health behaviours.

Community Health Campaigns: Libraries initiate community health campaigns to raise awareness and promote specific health issues (Jorm, 2012). These campaigns may revolve around topics like immunizations, smoking cessation, mental health awareness, or healthy lifestyle choices. Librarians play an active role in planning and implementing these campaigns, coordinating community resources, and distributing health information materials.

One-on-One Health Information Consultations: Libraries may offer one-on-one consultations with librarians who specialize in health information (Jorm, 2012). During these consultations, individuals can discuss their specific health information needs or concerns, and librarians can provide personalized guidance and support. This approach allows for a more individualized and confidential interaction, ensuring that individuals receive tailored information and assistance (Carpenter et al., 2007).

Health Screening Events: Libraries sometimes host health screening events in collaboration with local healthcare providers (Lenert & McSwain, 2020). These events offer free or low-cost screenings for conditions such as blood pressure,

cholesterol levels, glucose levels, and body mass index (BMI). Librarians help promote these events, provide information about the importance of screenings, and connect individuals with appropriate resources based on their screening results.

Mobile Health Services: In some cases, libraries partner with mobile health units or health organizations to bring healthcare services directly to underserved communities (Nokuthula Sibiyi & Ramlucken, 2021). These mobile units may offer services such as vaccinations, basic health check-ups, preventive screenings, and health education. Librarians actively participate in these initiatives by providing health information resources, organizing community outreach activities, and facilitating access to care (Klocek et al., 2019).

Multilingual Health Resources: Libraries recognize the importance of providing health information in multiple languages to serve diverse populations (Miranda-Escalada et al., 2020). They curate and make available health resources in languages that are prevalent within their communities. Librarians work to ensure that individuals with limited English proficiency can access health information in their preferred language, promoting equitable access to essential health knowledge.

Partnerships with Community Organizations: Libraries form partnerships with local community organizations, such as clinics, hospitals, nonprofit agencies, and advocacy groups, to jointly develop and deliver health literacy programs (Riege & Lindsay, 2006). These collaborations enable libraries to leverage the expertise and resources of other organizations, reaching a broader audience and addressing specific health needs within the community (Opele, 2020). Librarians serve as liaisons between the library and partner organizations, facilitating effective collaboration and program implementation.

Technology Training: Libraries recognize the increasing importance of digital health literacy. They offer technology training programs that help individuals develop skills in using digital tools and resources for health purposes (Rafi et al., 2022). Librarians provide instruction on topics such as navigating health websites, utilizing health apps, accessing telehealth services, and understanding electronic medical records. These training programs empower individuals to harness the potential of technology for better health outcomes.

Health Literacy Outreach: Libraries actively engage in outreach efforts to promote health literacy beyond the physical library space (Albright & Crow, 2021). Librarians participate in community events, visit schools, senior centres, and other community venues to provide health information, conduct workshops, and raise awareness about available health resources. These outreach initiatives extend the reach of libraries' health literacy programs and ensure that information reaches individuals who may not typically visit the library.

Librarians as Information Navigators: Librarians possess valuable skills in information organization, retrieval, and evaluation. They can help individuals navigate through the vast amount of health information available, ensuring that they find accurate, reliable, and understandable resources. Librarians can guide users in using databases, online resources, and other tools to locate relevant health information tailored to their specific needs.

Health Literacy Programming: Libraries often organize health literacy programs and workshops to educate their communities. These programs may include sessions on topics such as understanding medical terminology, interpreting health research, managing chronic conditions, and making informed healthcare decisions (Sambo et al., 2017). Librarians play a critical role in designing and delivering these programs, ensuring that they are accessible, relevant, and engaging for diverse audiences.

Partnerships and Collaboration: Librarians actively collaborate with healthcare professionals, community organizations, and public health agencies to promote health literacy. They may work alongside nurses, doctors, and health educators to provide health information and support in clinical settings or community outreach programs (Awe, 2020). Librarians also participate in collaborative initiatives aimed at improving health literacy, such as developing health information literacy curricula for schools or creating resource directories for specific health topics.

Addressing Health Disparities: Health literacy is closely linked to health disparities, as individuals with low health literacy face greater challenges in accessing and utilizing healthcare services effectively (Awogbami, Popoola A., 2020). Librarians, through their commitment to equitable access to information, can play a vital role in reducing health disparities by actively reaching out to

underserved populations, tailoring resources to their specific needs, and providing culturally sensitive health information.

Professional Development: Librarians continuously update their knowledge and skills through professional development opportunities related to health literacy (Uganneya et al., 2013). They attend conferences, workshops, and training sessions to stay informed about current health information resources, emerging technologies, and evidence-based practices in health literacy promotion. This commitment to professional growth enables librarians to provide up-to-date, accurate, and relevant health information services to their communities.

The above illustrates the diverse range of health literacy programs offered by libraries. Suggesting that Librarians have the flexibility to tailor their programs to the unique needs and interests of their communities, ensuring that individuals have access to accurate health information and the skills to apply that information to improve their health and well-being.

Perceived Barriers and Challenges faced by Librarians in their Efforts to Promote Health Information Literacy

Authors in different settings have raised concerns over the age long challenges facing library operations in the developing and underdeveloped countries (Borgman, 1999); (Oduwole Adebambo Adewale, 2012); (Sambo et al., 2017); (Omotunde & Alegbeleye, 2021). Librarians face several barriers and challenges in their efforts to promote health information literacy. These challenges can vary based on the specific context and resources available, but some common barriers include:

Limited Funding: Libraries often operate with limited budgets, which can hinder the development and implementation of health literacy programs and initiatives (Bilson & Markwei, 2019). Insufficient funding may restrict the acquisition of up-to-date health resources, hinder staff training opportunities, and limit outreach efforts to underserved communities.

Limited Staffing and Expertise: Many libraries have limited staffing, and librarians may have competing responsibilities beyond health literacy promotion (Singh, 2019). A lack of dedicated personnel with expertise in health literacy can hamper the development and implementation of effective programs. Librarians may require additional training to enhance their knowledge and skills in health literacy and stay abreast of evolving health information.

Access to Reliable Health Information: Accessing reliable and up-to-date health information can be challenging for librarians (Ongbali et al., 2021). The rapidly evolving nature of healthcare, the vast amount of health information available, and the need to evaluate the credibility of online sources can be overwhelming. Librarians must constantly navigate through a sea of information to provide accurate and trustworthy resources to their patrons.

Health Disparities and Language Barriers: Libraries often serve diverse populations with varying health literacy levels and limited English proficiency (Chen, 2019). Addressing health disparities and language barriers requires librarians to provide culturally appropriate resources and services. However, limited resources in multiple languages and the need for translation and interpretation services can pose challenges.

Digital Divide and Technological Barriers: The digital divide, where some individuals lack access to digital technologies or have limited digital literacy skills, can hinder librarians' efforts to promote health literacy online (Glowacki et al., 2021). Providing access to computers, internet connectivity, and digital literacy training becomes essential to bridge this divide and ensure that individuals can effectively utilize online health resources.

Evaluation and Measurement: Assessing the impact of health literacy initiatives can be challenging for librarians. Measuring health literacy outcomes and determining the effectiveness of programs requires appropriate evaluation tools and methodologies. Limited resources and expertise in evaluation can hinder librarians' ability to demonstrate the impact of their efforts.

Collaborative Partnerships: Establishing and maintaining collaborative partnerships with healthcare professionals, community organizations, and public health agencies can be challenging. Developing effective partnerships requires time, effort, and coordination. Lack of awareness of librarians' roles in health literacy and limited opportunities for collaboration can impede their ability to reach a wider audience.

Despite these challenges, librarians continue to play a leading role in promoting health information literacy. Therefore, overcoming these barriers requires advocacy for increased funding, professional development opportunities, and recognition of the critical role librarians play in supporting

health literacy. Collaboration and partnerships among librarians, healthcare professionals, and community stakeholders can help address these challenges and create sustainable solutions to promote health literacy for all.

The Way forward

Effective health information communication techniques play a vital role in improving health information literacy (Usak et al., 2020), (Oladapo et al., 2021), (Jan et al., 2022). Literature has shown that the following techniques will help to improve citizens' health literacy

Use of Plain Language: Plain language involves using clear, concise, and jargon-free language that is easily understood by the (Jam et al., 2018) target audience. Health information materials, including brochures, pamphlets, and patient education materials, should be written in plain language to ensure accessibility (Ongbali et al., 2021). This involves avoiding complex medical terminology and using everyday language that resonates with the intended audience.

Visual Aids: Visual aids, such as infographics, diagrams, and illustrations, can enhance understanding and retention of health information (Chenane, 2012). Visuals help to simplify complex concepts and provide a visual representation of key information. They can be particularly useful for individuals with low health literacy or limited language proficiency (Locoro et al., 2017).

Storytelling and Personal Narratives: Storytelling is a powerful communication technique that can engage and connect with individuals on an emotional level (Wang et al., 2019). Sharing real-life stories and personal narratives can make health information relatable and memorable. It helps individuals understand the impact of health conditions, treatment options, and lifestyle changes in a meaningful way (Opele & Okunoye, 2019).

Interactive and Multimodal Approaches: Interactive and multimodal approaches actively engage individuals in the learning process. This can include interactive workshops, group discussions, role-playing exercises, and hands-on activities (Stoffberg & Blignaut, 2013). Employing multiple modes of communication, such as combining written materials with audiovisual components or incorporating interactive digital tools, can enhance comprehension and facilitate active learning.

Use of Analogies and Metaphors: Analogies and metaphors can be used to explain complex health concepts in a relatable and understandable manner(Daim et al., 2006). Drawing parallels to familiar situations or objects can help individuals grasp abstract or technical information. Analogies and metaphors can make health information more accessible and facilitate comprehension.

Tailoring of Health Information: Tailoring health information to the specific needs, preferences, and characteristics of the target audience can enhance relevance and engagement(Cline, 2001). This can involve considering cultural factors, language proficiency, educational background, and health literacy levels when designing materials or delivering health messages. Personalizing health information increases its perceived importance and facilitates better understanding.

Use of Multiple Communication Channels: Employing a variety of communication channels increases the reach and accessibility of health information(Moreno et al., 2020). This includes utilizing traditional channels like printed materials but also leveraging digital platforms, social media, videos, podcasts, and mobile applications. By utilizing diverse channels, health information can reach individuals through their preferred medium, increasing the likelihood of engagement and comprehension.

Active Listening and Empathetic Communication: Effective health communication involves active listening and empathetic communication skills on the part of healthcare providers(Faronbi et al., 2017). Active listening involves paying attention, clarifying information, and responding to patients' concerns and questions. Empathetic communication helps build trust, establish rapport, and address the emotional aspects of health, which can enhance patient understanding and engagement.

Conclusion

This paper argued that health information literacy is a critical determinant of health outcomes and healthcare quality. This kind of literacy is influenced by individual skills, healthcare systems, and social determinants of health. Hence, addressing health information literacy requires a multi-dimensional approach, including interventions at the individual, system, and community levels. The paper concluded that further research is needed to explore innovative strategies,

evaluate interventions, and promote health information literacy programmes in diverse populations. It was recommended that by improving health information literacy, individuals can be empowered to make informed decisions, navigate the healthcare system effectively, and achieve better health outcomes.

References

- Abramson, E. L., McGinnis, S., Edwards, A., Maniccia, D. M., Moore, J., & Kaushal, R. (2012). Electronic health record adoption and health information exchange among hospitals in New York State. *Journal of Evaluation in Clinical Practice*, 18(6), 1156–1162. <https://doi.org/10.1111/j.1365-2753.2011.01755.x>
- Adewole, O. G., & Opele, J. K. (2019). *Demographic Change Industry-Specific Innovation Patterns in Nigeria/ : the Implication for Knowledge Management Practices*. 04(02), 25–32.
- Alasad, J., Abu Tabar, N., & AbuRuz, M. E. (2015). Patient Satisfaction With Nursing Care. *JONA: The Journal of Nursing Administration*, 45(11), 563–568. <https://doi.org/10.1097/nna.0000000000000264>
- Albright, E. A., & Crow, D. A. (2021). Capacity Building toward Resilience: How Communities Recover, Learn, and Change in the Aftermath of Extreme Events. *Policy Studies Journal*, 49(1), 89–122. <https://doi.org/10.1111/psj.12364>
- Asatiani, A., Malo, P., Nagbøl, P. R., Penttinen, E., Rinta-Kahila, T., & Salovaara, A. (2021). Sociotechnical envelopment of artificial intelligence: an approach to organizational deployment of inscrutable artificial intelligence systems. *Journal of the Association for Information Systems*, 22(2), 325–352. <https://doi.org/10.17705/1jais.00664>
- Awe, T. P. (2020). *Health Records Management Practices and Patients ' Satisfaction in Selected University Medical Centres in South-West , Nigeria*. August, 106–114. <https://doi.org/10.20448/807.6.2.106.114>
- Awogbami, Popoola A., J. K. O. and T. P. A. (2020). Health Records Management Practices and Patients' Satisfaction in Selected University Medical Centres in South-West, Nigeria. *Global Journal of Social Sciences Studies*, 6(2), 106–114.
- Baayel, P., & Asante, E. (2019). Faculty information seeking behavior in an ICT environment: A study of Koforidua technical university. *Library Philosophy and Practice*, 2019(May).
- Bayisa, L., Tadesse, A., Mulisa, D., Turi, E., & Tolosa, T. (2021). Behavioral factors associated with delayed ART initiation among people living with HIV/ AIDS (PLWH) in Nekemte referral Hospital, Western Ethiopia. *International Journal*

- of *Africa Nursing Sciences*, 14(November 2020), 100280.
<https://doi.org/10.1016/j.ijans.2021.100280>
- Berkman, N. D., Sheridan, S. L., Donahue, K. E., Halpern, D. J., & Crotty, K. (2011). Low health literacy and health outcomes: An updated systematic review. *Annals of Internal Medicine*, 155(2), 97-107. <https://doi.org/10.7326/0003-4819-155-2-201107190-00005>
- Bilson, A. P. K. E., & Markwei, E. D. (2019). Impacts of Information and Communication Technology on Libraries in Ghana: A review. *Library Philosophy and Practice*, 2019.
- Borgman, C. L. (1999). What are digital libraries? Competing visions. *Information Processing and Management*, 35(3), 227-243. [https://doi.org/10.1016/S0306-4573\(98\)00059-4](https://doi.org/10.1016/S0306-4573(98)00059-4)
- Carpenter, I., Ram, M. B., Croft, G. P., & Williams, J. G. (2007). Medical records and record-keeping standards. *Clinical Medicine, Journal of the Royal College of Physicians of London*, 7(4), 328-331. <https://doi.org/10.7861/clinmedicine.7-4-328>
- Chachar, A. S., Younus, S., & Mian, A. I. (2019). Use of Twitter to build mental health literacy among medical students and primary care physicians. *South-East Asian Journal of Medical Education*, 13(1), 3. <https://doi.org/10.4038/seajme.v13i1.56>
- Chadwick, D., Ågren, K. A., Caton, S., Chiner, E., Danker, J., Gómez-Puerta, M., Heitplatz, V., Johansson, S., Normand, C. L., Murphy, E., Plichta, P., Strnadová, I., & Wallén, E. F. (2022). Digital inclusion and participation of people with intellectual disabilities during COVID-19: A rapid review and international bricolage. *Journal of Policy and Practice in Intellectual Disabilities*. <https://doi.org/10.1111/jppi.12410>
- Chen, M. (2019). The Impact of Expatriates' Cross-Cultural Adjustment on Work Stress and Job Involvement in the High-Tech Industry. *Frontiers in Psychology*, 10(October), 1-10. <https://doi.org/10.3389/fpsyg.2019.02228>
- Chenane, Y. N. (2012). No : N' %o „ v e P . ^ a ' 0 - NÄ_hOWO_0 (W... [0šbŸ€k0J0Q0<0eP. ^æ·#· c' jk0æ·Y0<0qQRceEi · R· gTitle. October 2018.
- Chimah, J. N., & Ezenwuzor, L. N. (2023). Health information literacy and health informatics/ : imperatives for medical librarians and healthcare practitioners. 6(1), 67-73.
- Cho, Y. I., Lee, S. Y. D., Arozullah, A. M., & Crittenden, K. S. (2008). Effects of health literacy on health status and health service utilization amongst the

- elderly. *Social Science and Medicine*, 66(8), 1809-1816.
<https://doi.org/10.1016/j.socscimed.2008.01.003>
- Chory, A., Nyandiko, W., Martin, R., Aluoch, J., Scanlon, M., Ashimosi, C., Njoroge, T., McAteer, C., Apondi, E., & Vreeman, R. (2021). HIV-Related Knowledge, Attitudes, Behaviors and Experiences of Kenyan Adolescents Living with HIV Revealed in WhatsApp Group Chats. *Journal of the International Association of Providers of AIDS Care*, 20, 1-11.
<https://doi.org/10.1177/2325958221999579>
- Cline, R. J. W. (2001). Consumer health information seeking on the Internet: the state of the art. *Health Education Research*, 16(6), 671-692.
<https://doi.org/10.1093/her/16.6.671>
- Daim, T. U., Rueda, G., Martin, H., & Gerdts, P. (2006). Forecasting emerging technologies: Use of bibliometrics and patent analysis. In *Technological Forecasting and Social Change* (Vol. 73, Issue 8, pp. 981-1012).
<https://doi.org/10.1016/j.techfore.2006.04.004>
- Delam, H., & Eidi, A. (2020). WhatsApp Messenger role in Coronavirus Disease 2019 (COVID 19) Pandemic. *Journal of Health Sciences & Surveillance System*, 8 (4) , 1 8 3 - 1 8 4 .
https://jhsss.sums.ac.ir/article_46964.html%0Ahttps://jhsss.sums.ac.ir/article_46964_4155ca81e3fcfb9bb0d0fbbba50003a.pdf
- Faronbi, J. O., Adebawale, O., Faronbi, G. O., Musa, O. O., & Ayamolowo, S. J. (2017). Perception knowledge and attitude of nursing students towards the care of older patients. *International Journal of Africa Nursing Sciences*, 7, 37-42.
<https://doi.org/10.1016/j.ijans.2017.06.004>
- Faux, M., Wardle, J., Thompson-Butel, A. G., & Adams, J. (2018). Who teaches medical billing? A national cross-sectional survey of Australian medical education stakeholders. *BMJ Open*, 8(7), 1-8.
<https://doi.org/10.1136/bmjopen-2017-020712>
- Finlay, J., & Bates, J. (2019). What is the Role of the Prison Library? The Development of a Theoretical Foundation. *Journal of Prison Education and Reentry*, 5(2), 5.
- Glowacki, E. M., Zhu, Y., Bernhardt, J. M., & Magsamen, K. (2021). Technological capital within aging United States-based populations/ : Challenges and recommendations for online intervention uptake Technological capital within aging United States-based populations/ : challenges and recommendations for online intervention . *Journal of Applied Communication Research*, 0(0), 1-21. <https://doi.org/10.1080/00909882.2021.1885051>

- Harrison, A., Burrell, R., Velasquez, S., & Schreiner, L. (2017). Social Media Use in Academic Libraries: A Phenomenological Study. *Journal of Academic Librarianship*, 43(3), 248-256. <https://doi.org/10.1016/j.acalib.2017.02.014>
- Hwang, H. G., Han, H. E., Kuo, K. M., & Liu, C. F. (2012). The differing privacy concerns regarding exchanging electronic medical records of internet users in Taiwan. *Journal of Medical Systems*, 36(6), 3783-3793. <https://doi.org/10.1007/s10916-012-9851-1>
- Jam, F. A., Singh, S. K. G., Ng, B.-K., & Aziz, N. (2018). The Interactive Effect of Uncertainty Avoidance Cultural Values and Leadership Styles on Open Service Innovation: A Look at Malaysian Healthcare Sector. *International Journal of Business and Administrative Studies*, 4(5), 208-223. <https://doi.org/10.20469/ijbas.4.10003-5>
- Jan, A., Parah, S. A., Hussan, M., & Malik, B. A. (2022). Double layer security using crypto-stego techniques: a comprehensive review. *Health and Technology*, 12(1), 9-31. <https://doi.org/10.1007/s12553-021-00602-1>
- Jorm, A. F. (2012). Mental health literacy; empowering the community to take action for better mental health. *American Psychologist*. <https://doi.org/10.1037/a0025957>
- Kapel, S., & Schmidt, K. (2021). A student-focused checklist for creating infographics. *Reference Services Review*, 49(3-4), 311-328. <https://doi.org/10.1108/RSR-07-2021-0042>
- Kearns, A., & Whitley, E. (2020). Are housing and neighbourhood empowerment beneficial for mental health and wellbeing? Evidence from disadvantaged communities experiencing regeneration. *SSM - Population Health*, 12(August), 100645. <https://doi.org/10.1016/j.ssmph.2020.100645>
- Kim, S., & Oh, J. (2021). *The Relationship between E-Health Literacy and Health-Promoting Behaviors in Nursing Students: A Multiple Mediation Model*.
- Klocek, A., Šmahelová, M., Knapová, L., & Elavsky, S. (2019). GPs' perspectives on eHealth use in the Czech Republic: A cross-sectional mixed design survey study. *BJGP Open*, 3(3), 1-12. <https://doi.org/10.3399/bjgpopen19X101655>
- Lenert, L., & McSwain, B. Y. (2020). Balancing health privacy, health information exchange, and research in the context of the COVID-19 pandemic. *Journal of the American Medical Informatics Association*, 27(6), 963-966. <https://doi.org/10.1093/jamia/ocaa039>
- Levin-Zamir, D., & Bertschi, I. (2018). Media health literacy, Ehealth literacy, and the role of the social environment in context. *International Journal of Environmental Research and Public Health*, 15(8), 1-12.

- <https://doi.org/10.3390/ijerph15081643>
- Locoro, A., Cabitza, F., Actis-Grosso, R., & Batini, C. (2017). Static and interactive infographics in daily tasks: A value-in-use and quality of interaction user study. *Computers in Human Behavior*. <https://doi.org/10.1016/j.chb.2017.01.032>
- Luo, A., Qin, L., Yuan, Y., Yang, Z., Liu, F., Huang, P., & Xie, W. (2022). The Effect of Online Health Information Seeking on Physician-Patient Relationships: Systematic Review. *Journal of Medical Internet Research*, 24(2). <https://doi.org/10.2196/23354>
- Luz, C. F., Vollmer, M., Decruyenaere, J., Nijsten, M. W., Glasner, C., & Sinha, B. (2020). Machine learning in infection management using routine electronic health records: tools, techniques, and reporting of future technologies. *Clinical Microbiology and Infection*, 26(10), 1291-1299. <https://doi.org/10.1016/j.cmi.2020.02.003>
- McPhail, L., & Gurbutt, D. (2020). the Impenetrable Community of Practice: the Lived Experience of Student Nurses and Their Ict Use in Clinical Practice. *INTED 2020 Proceedings*, 1, 1448 - 1456. <https://doi.org/10.21125/inted.2020.0484>
- Michael, E., Makarfi, A., Goshie, R. W., & Jimada, A. (2014). An Overview of Users Information Seeking Behaviour on Online Resources. *IOSR Journal of Humanities and Social Science*, 19(1), 09-17. <https://doi.org/10.9790/0837-19190917>
- Miranda-Escalada, A., Gonzalez-Agirre, A., Armengol-Estapé, J., & Krallinger, M. (2020). Overview of automatic clinical coding: annotations, guidelines, and solutions for non-English clinical cases at CodiEsp track of CLEF eHealth 2020. *CEUR Workshop Proceedings*, 2696, 22-25.
- Mnzava, E. E., & Katabalwa, A. S. (2017). The role of libraries in promoting health literacy for combating non-communicable diseases in Tanzania. *International Journal of Development and Sustainability*, 6(7), 443-450. <http://libhub.kiox.org>
- Moody, K. L. (2022). Healthcare utilization and the quality of life of children and adolescents with sickle cell disease. *Pediatric Blood and Cancer*, 69(8), 1-8. <https://doi.org/10.1002/pbc.29685>
- Moreno, Á., Fuentes-Lara, C., & Navarro, C. (2020). Covid-19 communication management in Spain: Exploring the effect of information-seeking behavior and message reception in public's evaluation. *Profesional de La Informacion*, 29(4), 1-16. <https://doi.org/10.3145/epi.2020.jul.02>
- NAZIR, T. (2015). Use and adequacy of e-resources by the Research Scholars and

- students of the University of Kashmir in Science & Social Science faculties. *Brazilian Journal of Information Science*, 9(1). <https://doi.org/10.36311/1981-1640.2015.v9n1.08.p135>
- Nokuthula Sibiya, M., & Ramlucken, L. (2021). Willingness and feasibility of utilising short messaging services (SMS) as reminders of follow-up care to mental health care users in the uMgungundlovu District, KwaZulu-Natal. *International Journal of Africa Nursing Sciences*, 14, 100294. <https://doi.org/10.1016/j.ijans.2021.100294>
- Oduwole Adebambo Adewale. (2012). Utilization of library and Information and communication technology tools in medical research. *International Journal of Science and Technology Education Research*, 3(1), 1-6. <https://doi.org/10.5897/ijster11.034>
- Oladapo, Y. O., Opele, J. K., & Adeoye, M. O. (2021). Social Media Use For Medical Information Sharing Among Medical Officers In Nigeria: Implication For Librarianship. *Library Philosophy and Practice*, 2021(October), 1-16.
- Omotunde, O. I., & Alegbeleye, G. O. (2021). Talent management practices and job performance of librarians in university libraries in Nigeria. *Journal of Academic Librarianship*, 47(2), 102319. <https://doi.org/10.1016/j.acalib.2021.102319>
- Ongbali, S. O., Akinyemi, A. A., Afolalu, S. A., Leramo, R. O., & Ombugadu, M. G. (2021). Sustainability of Infrastructural Projects in Nigeria: A Critical Review. *IOP Conference Series: Materials Science and Engineering*, 1107(1), 012126. <https://doi.org/10.1088/1757-899x/1107/1/012126>
- Opele, J.K., & Okunoye, O. O. (2019). A Study of Knowledge Management (KM) Practices of Health Information Management Practitioners in Tertiary Hospitals in Nigeria. *Sumerianz Journal of Social Science*, 2(12), 256-263.
- Opele, J. K. (2020). Knowledge management practices, interprofessional collaboration, information technology application and quality health service delivery in federal tertiary hospitals in nigeria b M a y . <https://doi.org/10.13140/RG.2.2.24381.90081>
- Opele, J. K., Iyanda, D. F., & Opele, A. M. (2015). A Study of Commonly Shared Knowledge among Postgraduate Students in. *Elixir Educational Technology*, 85(2), 34443-34447.
- Rafi, M., Jian Ming, Z., & Ahmad, K. (2022). Estimation of the knowledge management model for performance measurement in university libraries. *Library Hi Tech*, 40(1), 239-264. <https://doi.org/10.1108/LHT-11-2019-0225>
- Riege, A., & Lindsay, N. (2006). Knowledge management in the public sector: Stakeholder partnerships in the public policy development. *Journal of*

- Knowledge Management*, 10(3), 24-39.
<https://doi.org/10.1108/13673270610670830>
- Rudd, R. E., Anderson, J. E., Oppenheimer, S., & Nath, C. (2023). Health Literacy: An Update of Medical and Public Health Literature. *Review of Adult Learning and Literacy: VOLUME 7: Connecting Research, Policy, and Practice*, 7, 175-204. <https://doi.org/10.4324/9781003417996-6>
- Sambo, A. S., Usman, A. S., & Rabiou, N. (2017). Prisoners and their information needs: Prison libraries overview. *Library Philosophy and Practice*, 2017(1).
- Schwindt, R. G., McNelis, A. M., Lay, K., & Bentley, M. (2016). Students' Perceptions of a Tobacco Education Intervention. *Archives of Psychiatric Nursing*, 30(2), 167-169. <https://doi.org/10.1016/j.apnu.2015.08.007>
- Shojaei, S. F., & Masoumi, R. (2020). *The Importance of Mental Health Training for Psychologists in COVID-19 Outbreak*. 7(2), 2019-2020. <https://doi.org/10.5812/mejrh.102846>. Letter
- Siddique, N., Ur Rehman, S., Ahmad, S., Abbas, A., & Khan, M. A. (2023). Library and information science research in the Arab World: a bibliometric analysis 1951-2021. *Global Knowledge, Memory and Communication*, 72(1-2), 138-159. <https://doi.org/10.1108/GKMC-06-2021-0103>
- Singh, A. (2019). Smart Library Management System using QR code. *Methods for Research and Dissemination Association for Computing Machinery, Auto ID*, 5. https://portfolios.cs.earlham.edu/wp-content/uploads/2020/05/SLMS_paper_adarsh.pdf
- Sørensen, K., Pelikan, J. M., Röthlin, F., Ganahl, K., Slonska, Z., Doyle, G., Fullam, J., Kondilis, B., Agraftiotis, D., Ueters, E., Falcon, M., Mensing, M., Tchamov, K., Van Den Broucke, S., & Helmut Brand. (2015). Health literacy in Europe: Comparative results of the European health literacy survey (HLS-EU). *European Journal of Public Health*. <https://doi.org/10.1093/eurpub/ckv043>
- Stahl, G. K., & Maznevski, M. L. (2021). Unraveling the effects of cultural diversity in teams: A retrospective of research on multicultural work groups and an agenda for future research. *Journal of International Business Studies*, 52(1), 4-22. <https://doi.org/10.1057/s41267-020-00389-9>
- Stoffberg, E. M., & Blignaut, A. S. (2013). A case for multimodal training of electronic databases at a higher education institution. *South African Journal of Libraries and Information Science*, 74(1). <https://doi.org/10.7553/74-1-1253>
- Thoma, B., Murray, H., Huang, S. Y. M., Milne, W. K., Martin, L. J., Bond, C. M., Mohindra, R., Chin, A., Yeh, C. H., Sanderson, W. B., & Chan, T. M. (2018). The impact of social media promotion with infographics and podcasts on research

- dissemination and readership. *Canadian Journal of Emergency Medicine*, 20(2), 300-306. <https://doi.org/10.1017/cem.2017.394>
- Ubogu, J. (2019). Causes of delinquent acts among library users: A case study of the Delta State University Library, Abraka. *Library Philosophy and Practice*, 2019.
- Uganneya, S., Ape, R., & Ugbagir, N. (2013). Factors inhibiting the performance of agricultural research libraries and information services in Nigeria. *Library Philosophy and Practice*.
- Usak, M., Kubiatko, M., Shabbir, M. S., Dudnik, O. V., Jermisittiparsert, K., & Rajabion, L. (2020). Health care service delivery based on the Internet of things: A systematic and comprehensive study. *International Journal of Communication Systems*, 33(2), 1-17. <https://doi.org/10.1002/dac.4179>
- Von Krogh, G., Ichijo, K., & Nonaka, I. (2011). Enabling Knowledge Creation: How to Unlock the Mystery of Tacit Knowledge and Release the Power of Innovation. In *Enabling Knowledge Creation: How to Unlock the Mystery of Tacit Knowledge and Release the Power of Innovation*. <https://doi.org/10.1093/acprof:oso/9780195126167.001.0001>
- Wang, Z., Wang, S., Farinella, M., Murray-Rust, D., Riche, N. H., & Bach, B. (2019). Comparing effectiveness and engagement of data comics and infographics. *Conference on Human Factors in Computing Systems - Proceedings*. <https://doi.org/10.1145/3290605.3300483>
- Yebowaah, F. A., & Plockey, F. D. D. (2017). Awareness and use of electronic resources in university libraries: A case study of university for development studies library. *Library Philosophy and Practice*, 2017(June).
- Zionts, N. D., Apter, J., Kuchta, J., & Greenhouse, P. K. (2010). Promoting consumer health literacy creation of a health information librarian fellowship. *Reference and User Services Quarterly*, 49(4), 350-359. <https://doi.org/10.5860/rusq.49n4.350>