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ASSESSMENT OF DIGITAL INFORMATION LITERACY DEVELOPMENT PROGRAMMES FOR TERTIARY INSTITUTION STUDENTS IN IBADAN METROPOLIS, NIGERIA

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Abstract

Digital Information literacy (DIL) is the ability to make efficient and effective use of information sources. Information literacy includes having the skills to access information, and also to ascertain its veracity, reliability, bias, timeliness, and context. The Development of Digital Information Literacy (DIL) has been slow in comparison to changes in information communication technologies, and this remains an issue for the tertiary education sector in Nigeria. This study therefore assessed digital information literacy development programmes for tertiary institutions students in Ibadan metropolis. The study was a descriptive of the survey type. Four research questions and two hypotheses were answered and tested respectively. A total of (400) respondent drawn from three selected tertiary institutions in Ibadan Metropolis formed the sample for the study, only (315) copies of the questionnaire were retrieved. Data were collected from the respondents using researcher-designed questionnaire and it was tested for reliability using Cronbach Alpha and 0.91 and 0.76 reliability coefficient obtained at 0.05 level of significance. Descriptive statistics of Mean score, Frequency counts and Percentage distribution were used to answer research questions while hypothesis one was tested using Mann Whitney U Test and hypotheses 2 was tested using Kruskal- Wallis H-test: The results of the findings indicated that digital literacy programmes were provided by tertiary institution for tertiary institution students; and majority of the digital literacy skill are possessed by tertiary institution students in Ibadan metropolis; meanwhile male and female tertiary institution students had influence on digital literacy skill in Ibadan metropolis among others; The study concluded that majority of the digital literacy skill were possessed by tertiary institution students in Ibadan metropolis. The study established no significant difference between male and female tertiary institution students in the digital information literacy skill in Ibadan metropolis. Females were also coming up in matters concerning ICT and so should not be discriminated against. The implication is that based on the findings, it was recommended among others that Government should give the necessary supports on the procurement of all needed digital information literacy facilities. This could be in form of free excise duty, reduction in their prices and free supply of the facilities into tertiary institutions.

Keywords: ICT, digital information, literacy, gender, assessment

Introduction

One of the most influential changes in higher education is the application of Information and Communication Technologies (ICTs). These rapid changes have not affected all societies equally. In other words, the history of the use of modern ICTs in higher education is quite short but spreading at different rates in different contexts. Used in a wide sense in this study, ICTs refer to all of communication technologies such as computers, videos, and the associated hardware, networks, and software that have the potentials to be employed for educational and research purposes. This allows teachers and

learners worldwide to work with them in teaching, learning, and research (Kheiltash, 2009).

The use of these technologies in higher education systems can be strongly affected by social contexts, appreciations of usefulness, and a combination of factors that may promote or limit their use. The history of the use of ICTs in this context is even shorter than the general history of the use of modern technologies in education throughout the world. Moreover, limitations in access to ICTs, lack of support or even opposition in some levels of policy making or at specific time intervals (for example periods of political or social dissatisfaction), less openness to the global

community, and inadequate training are among the factors that can hinder the effective use of ICTs in higher institution of learning (Godazgar, 2009).

The foundation for an effective and formalized information literacy programme has been laid in Nigeria through the National Universities Commission's (NUC) Benchmark minimum Academic Standards for Under-graduate Programmes (National University Commission's, 2007). In this policy document, a two-credit unit was assigned to Use of Library, Study Skills and Information Communication Technology (ICT) under the General Studies programme. Outlined to be taught under the credit unit include 'Brief history of libraries, Library and education, University libraries and other types of Libraries, Study skills (reference services), Types of library materials, using library resources including e-learning, e-materials, and so on. Understanding library catalogues (Card, OPAC and classification, Copyright and its implications, Database resources, Bibliographic citations and referencing). Development of modern ICT, Hardware technology, Software technology, Input devices, Storage devices, Output devices, Communication and Internet services, Word processing skills and typing.

The Development of Digital Information Literacy (DIL) has been slow in comparison to changes in information communication technologies, and this remains an issue for the higher education sector (Duderstadt & Womack, 2004). There is evidence that exposure to technology alone does not adequately develop digital information skills, and more complex factors such as education and attitude must be considered (Brown, Murphy, & Nanny, 2003; Eshet-Alkalai & Chajut, 2010). Having a digitally information literate population is important socially, economically, educationally, and globally (Brown, 2002). Digital technology is such a pervasive influence in all aspects of modern living that it has become the key to meaningful participation in work and social activities (Brown, 2002). These technologies are not only important to the way we work and socialize, they also have implications for how we learn and think, to the extent that "mastery of such tools is a critical element of what we know" (Saljo, 2010). This becomes particularly significant when we take into account the widespread recognition of the importance of lifelong learning and the role digital technology might play in supporting such activity (American Library

Association, 2006; Organization for Economic Cooperation and Development, 2004). Integral part of the way they live their lives (Prensky, 2001). The digital skills of the millennium generation and those from older age groups have mostly been developed outside the formal educational system; in the home or the workplace.

A digital Literate student in higher institution of learning acquires a range of digital skills; personally, institutionally or through established formal training outside the four walls of an institution. Digital skills is a more contemporary term and are limited to practical abilities in using digital devices, such as laptops and smart phones. Acquisition of digital skills by higher institution students engage students in online communities and social networks while adhering to behavioural protocols. The student is able to find, capture, and evaluate information. Digital literacy requires the individual to understand the societal issues raised by digital technologies and possess critical thinking skills. These skills can be possessed through digital experiences that push individuals to think in a variety of ways through a multitude of media platforms. The evolution of digital media has quickly integrated into literacy Jenkins (2009).

Angus, and Sutherland-Smith (2002) argued that being digitally proficient is more than mere technical skills because it is not only necessitates knowledge about literacy per se, but also requires the integration of several specific forms of literacy. This is because in a technological society, literacy extends beyond the functional skills of reading, writing, speaking and listening to include multiple illiteracies such as visual, media, and information literacy (The Centre for Literacy.). The development of a concise definition of digital information literacy that captures these forms of literacy and satisfies the views of others in the information field is problematic. Consequently, two definitions informed this study.

The first was the Australia New Zealand Institute for Information Literacy (ANZIIL) description of information literacy as an intellectual framework for identifying the need for understanding, searching, evaluating, and using information. The second definition was that of digital information fluency developed by the 21st Century Information Fluency Project (Heine & O'Conner): Digital Information Fluency (DIF) is the ability to find, evaluate and use digital information effectively, efficiently and ethically.

DIF involves Internet search skills that start with understanding how digital information is different from print information, knowing how to use specialized tools for finding digital information and strengthening the dispositions needed in the digital information environment.

The notion of digital literacy skill is not a new one, as it encompasses some of E- learning tools that are being used in tertiary institution which includes e-mail, instant messaging, Web pages, discussion forums, video and audio content/streaming, Google drive, courseware, Adobe reader and Skype. Locke (2000) affirmed that Digital information literacy tools technology is one of the innovations in educational technology as they related to conversational exchanges among instructors, students, researchers and so on. Bruce (2002) noted that Information Literacy is a foundational approach to learning and education as an essential component of the information age. Information literacy is the ability to locate, evaluate, manage and use information from a range of sources not only for problem solving, but also for decision making and research (Ojedokun&Lumade,2005).

Julien (2002) observed that information literacy is the ability to make efficient and effective use of information sources and that an information literate person today should possess specific online searching skills, which include the ability to select appropriate search terminology, construct a logical search strategy and evaluate information appropriately. Information literacy entails individuals' ability to know when there is need for information, how and where to get the information and using such information effectively to accomplish a specific purpose (Abdulwahab & Umma, 2009). Collis and Williams, (2012) opined that information literacy augments students' competency with evaluating, managing, and using information, it is now considered as a key outcome for university students. As educational institutions are increasingly held accountable by NUC for students learning. There is therefore need to assess digital literacy development programme available for tertiary institution students. Assessment represents an important way to respond to such accountability. As educational institutions are increasingly held accountable for student learning (Association of American Colleges and Universities 2004). Educators need to consider the purpose of assessment, the criteria being measured, and the

intended outcomes before meaningful assessment methods can be achieved (Gaytan &McEwen, 2007).

Sharehu (2011) noted that assessment is a fact fading activity that describes without value judgment, conditions or situations that prevail or exist at a particular time; the process that leads to generation and analysis of comprehensive information from digital literacy skill, administration, supervision, parenting and other educational services and also supplies feedback to them as well as to policy and decision making at various levels. Assessment is the process of collecting data with questionnaire and checklist from tertiary institution students and ICT administrator to know whether digital literacy development programme are available in Tertiary institution in Ibadan metropolis. Studies revealed that males had significantly more positive attitudes toward computers than females did in instruction.

Relevant to this study is gender as a concept and as an international issue of concern and is discussed in all fields of human endeavour. Gender is referred to the roles and responsibilities of men and women and the relationships that exist between them (Saghir, Ashfaq& Noreen, 2009). Although, gender does not simply refer to women or men, but to the way their qualities, behaviours and identities are determined through the process of socialization (Saghir, Ashfaq& Noreen, 2009). In the same vein, Ewhrudjakpor (2006) explained the concept of gender as social attributes and opportunities associated with being male and female and the mutual relationships that connect them. These attributes and relationships are socially constructed and are learned through the processes of socialization while technological development serves as a forum for exploring the link between changing gender relations and technological development.

The National Policy on Education (Federal Republic of Nigeria, FRN 2014), stated that higher education is the type of education that is given to a child after secondary school education; which includes universities, colleges of education, polytechnics and monotechnic, including institutions offering correspondent courses. Higher education could also be referred to as a level of education that goes beyond secondary education. Higher education is really acquired in the universities, Colleges of Education and polytechnics. The major aims of higher

education in Nigeria as highlighted in the National Policy on Education (FRN, 2014) are; to embark on high level manpower training, inculcate proper values in undergraduates who are trained to acquire both physical and intellectual skills for self-reliance as well as promote and encourage scholarship and community services. These mentioned goals are meant to be achieved through teaching, research and communal services using various information and communication gadgets.

Issues regarding institution type have been of concern to many stakeholders in education and as an important factor that determines effective teaching and learning activities. This can be viewed from two major perspectives such as public and private. Oke and Maliki (2009) stated that public school means any school controlled and supported by the state or national government while private school is a school established, supported and controlled by religious/social organizations or other private groups/individuals. Maliki, Ngban and Ibu (2009) believed that there is a widely held view that students in private schools perform better than their colleagues in public schools in different parts of the globe; reasons, which may be, adduced to the provision of adequate learning gadgets and exposure to digital information literacy programs. That is why the researcher intends to find out the digital information literacy programs among the different categories of tertiary institution students' base on their school type.

Statement of the problem

Digital literacy has become a crucial issue in all current educational theories, and most of them recognize the enormous potential of ICTs to personalize teaching and learning processes through making them more adaptive and interactive. Education is a very socially oriented activity and quality education has traditionally been associated with strong teachers having high degrees of personal contact with learners. The importance of digital information literacy in education lends itself to more student-centred learning settings and often this creates some tensions for some teachers and students. However, with the world moving rapidly into digital media and information, the role of digital information literacy in education is becoming more and more important and this importance will continue to grow and develop in the 21st century.

In the recent time, a lot is being said on the performance of higher institution students over their information literacy or competencies to address the challenging issues posed by information overload. As such, the effect on the academic institutions is profound. To meet the ever-increasing demands for information literacy, librarians and faculty members need to acquaint themselves with the new trends. Even though, librarians, ICT administrators and faculty members differ not necessary in knowledge but in other aspects on how the knowledge is organised and shared. The exponential nature and the demand for expertise in dealing with information in workplace as part of the employability criteria call for active and effective integration of digital literacy education in the curriculum. It is in the light of this study seek to assess digital information literacy development programmes for tertiary institution students in Ibadan metropolis.

The main purpose of the study was to assess digital information literacy development programmes for tertiary institution students in Ibadan metropolis. Specifically, the study: examined digital information literacy development programmes provided by the institution for tertiary level students in Ibadan metropolis; determined the digital information literacy skill possessed by tertiary institution students in Ibadan metropolis; determined the influence of gender on digital information literacy skill possessed by tertiary institution students in Ibadan metropolis; examined digital information literacy development programmes provided by the institution for tertiary level students in Ibadan metropolis based on institution type (University, Polytechnics, Colleges of Education).

Methodology

The study was a descriptive research using cross sectional survey type. This method enabled the researcher to describe events just as they appear without the manipulation of external researchers. The population for this study were all tertiary institution students in Oyo-State. The target populations were all tertiary institution students in Ibadan metropolis. Federal, state and private owned tertiary institution participated in the study. One federal, state and private tertiary institution in Ibadan metropolis were involved. The institutions include University of Ibadan, the polytechnic of Ibadan, Mufutahu Lanihin College

of Education, Ibadan. Stratified random sampling technique was used to stratify 400 students along gender, area of specialization and institution type so as to obtain clear data for the variables of gender, institution type and area of specialization that was used for the analysis. This was done across departments in each of the faculties in the institutions.

The instrument for this study was a researchers-designed questionnaire and it was validated by three educational technology experts. The experts reviewed the questionnaire in order to determine the appropriateness, content coverage in terms of acceptability, adequacy and relevance to the stated objectives. Their comments, suggestions and corrections were used to produce a final draft of the instrument. The reliability of the questionnaire used in this study was achieved by administering twenty copies of the questionnaire on twenty (20)

undergraduate students and ten ICT administrators at the University of Ilorin. The instruments were pilot-tested on Cronbach alpha formula was used to test the reliability of the instrument and the coefficient was 0.91 and 0.76 respectively. The researchers personally administered 400 copies of the questionnaire to the respondents and was able to collect only 315 that is, 75% from the respondents. The collected data was analyzed using descriptive and inferential statistics. In analyzing the data collected, descriptive statistics was employed; Simple percentage and mean were used to analyze data for the research questions and the hypotheses were tested using Kruskal Wallis H-test and Man Whitney U-test. All hypotheses were retested at 0.05 level of significance.

Results

Research question 1: What digital information literacy development programmes are provided by tertiary institution for tertiary institution students in Ibadan Metropolis?

Table 1: Digital information literacy development programmes

S/N	Digital information Programmes	Mean	Std. Deviation	Sum
1	Management Information System	1.31	.464	413
2	Computer Appreciation	1.39	.489	439
3	Digital Information Skills	1.45	.499	458
4	Google Apps	1.48	.500	467
5	Computer Aided Programme	1.40	.491	441
6	Programming Language	1.36	.480	428
7	Information Technology	1.38	.486	435
8	Networking	1.37	.482	430
9	Data processing	1.37	.485	433
10	Others			
	Grand mean	1.25		

Analysis on digital information literacy development programmes provided by tertiary institution for tertiary institution students in Ibadan Metropolis is presented in table 1 with a grand mean score of 1.25. Such digital literacy programmes provided for tertiary institution in Ibadan metropolis such programmes includes Google Apps, Digital Information Skills, Computer Aided Programme, Computer Appreciation, Information Technology, with a mean scores of 1.48, 1.45, 1.40, 1.39, 1.38, 1.37, 1.36 and 1.31

respectively. Using a bench-mark of 0.50 and with a grand mean score of 1.25; the results revealed that digital literacy programmes are provided by tertiary institution for tertiary institution students in Ibadan metropolis.

Research question 2: What are the digital information literacy skills possessed by tertiary institution students in Ibadan Metropolis?

Table 2: Digital information literacy skills possessed by tertiary institution students

S/No	Digital Information Literacy Skills	Mean	Std. Deviation	Sum
1	Electronics mailing	3.48	.500	315
2	Videoconferencing	3.18	.745	315
3	Mobile phones	3.08	.869	315
4	Personal Digital Assistance	3.09	.847	315
5	Computer Accessories Navigation	3.23	.756	315
6	Internet Surfing	3.28	.846	315
7	Computer Operations	3.48	.076	315
8	Social Networking	3.18	.500	315
9	Electronic bulletin board	3.26	.745	315
10	Multi-media Projector	3.57	.869	315
Grand Mean		3.28		

Table 2, reveals that multi-media projector has the highest digital literacy skill possessed by tertiary institution students in Ibadan metropolis with a mean score of 3.57 followed by computer operations with a mean score of 3.48, internet surfing with a mean score of 3.28, Electronics bulletin board with 3.26, digital information literacy skill possess by tertiary others follow suit. Using a benchmark of 2.5 and with

Research question 3: How does gender influence digital literacy skill possessed by tertiary institution students in Ibadan metropolis?

Table 3: Gender Influence Digital Information Literacy skill Possessed by Tertiary Institution Students

Gender	Mean	Std. Deviation	Minimum	Maximum
Male	2.62	.1808	2.10	3.0000
Female	1.41	.492	1	2
Grand Mean	2.02			

Table 3, presents the analysis on the influence of gender on the influence of digital literacy skill by tertiary institution students in Ibadan metropolis. Ibadan metropolis.

From the results, it was revealed that the mean score on the influence of male tertiary institution students in Ibadan metropolis was 2.62 while that of their female counterpart was 1.41. The grand mean score on the influence of gender on digital literacy skill in tertiary institution in Ibadan metropolis was 2.02. The analysis shows that there is large difference in the mean score of male and female tertiary institution students. This

Research question 4: What is the influence of institution type on digital information literacy development programmes provided by tertiary institution for tertiary institution students in Ibadan Metropolis (University, Polytechnics, and College of Education)?

Table 4: Kruskal Wallis mean rank influence of students' school type on digital information literacy skill

S/N	Institution type	N	Mean rank
1	University	112	152.80
2	College	134	167.73
3	Polytechnic	69	147.54
Total		315	

Table 4, presents the analysis on the influence of metropolis. From the results, it was revealed that the student's school type on digital literacy skill Kruskal Wallis rank mean score on the influence of possessed by tertiary institution students in Ibadan tertiary institution students' school type on digital

information literacy skill from college of Education was 167.73, while from university and their Polytechnics counterparts were 152.80 and 147.54 respectively. The large differences in the mean score established that institution type has influence on tertiary institution students in digital information literacy skill in Ibadan metropolis. This implies that tertiary institution students vary by their institution type in digital information literacy programmes. Although college and university have more influence on digital information literacy programme than their polytechnics counterparts.

Research hypotheses

Based on research questions 3 and 4 research hypothesis 1 and 2 were developed. The results related to hypotheses one and two formulated for the study were as shown in subsequent tables. All hypotheses were tested at 0.05 level of significance.

Hypothesis 1: There is no significant difference between male and female tertiary institution students in digital information literacy skills

Table 5: Mann-Whitney U test of Significant Difference between Male and Female Tertiary Institution Students

Gender	No	Mean Rank	Sum of Ranks	Z	Asymp.sig(2-tailed)
Male	187	11.22	30148.50	-.769	.442
Female	128	153.29	19621.50		
Total	315				

Table 5, indicates that $U(315) = -.769$, $p < 0.05$ this means that the stated null hypothesis was rejected. This was because of the U-value of -.769 resulting in .442 significance value, which was less than 0.05 alpha value with mean ranks score of 11.2 for male and 153.29 for female. By implication, the stated null hypothesis was not established thus: there was significant difference between male and female

tertiary institution students in the digital information literacy skill in Ibadan metropolis.

Hypothesis 2: There is no significant difference between digital information Literacy development programmes provided by tertiary institution for tertiary institution students in Ibadan Metropolis based on institution type.

Table 6: Kruskal Wallis H- test of Significant Difference among University, Polytechnics and Colleges

Institution Type	N	Mean Rank	$\chi^2(2)$	Df	Asympt .sig
University	112	152.80	2.849	2	.241
Polytechnic	134	167.73			
Colleges	69	147.54			
Total	315				

Table 6, indicates that $\chi^2(2) = 2.849$, $p > 0.05$ this means that the stated null hypothesis was not rejected. This was because of the Kruskal Wallis - value of 2.849 resulting in .241 significance values, which was greater than 0.05 alpha values with a meanrank score of 112 for university, 167.73 for polytechnics and 69 for colleges. By implication, the stated null hypothesis was established thus: there was no significant difference among university, polytechnics and college of Education tertiary students in digital information literacy skills in Ibadan metropolis.

Discussion

The following conclusions were drawn from the findings of this study. There was no significant difference among university, polytechnics and college of Education tertiary students in digital information literacy skills in Ibadan metropolis and there was significant difference between male and female tertiary institution students in the digital information literacy skill in Ibadan metropolis. The findings of this study is inconsistent with the previous findings of Maliki, Ngban and Ibu (2009) whose study revealed that students in private schools perform better than their colleagues in public schools in different parts of the globe. Based on the results, the study recommends that the government should give the

necessary supports on the procurement of all the provision of adequate learning gadgets and exposure to digital information literacy programs. This could be in form of free excise duty, reduction in their prices and free supply of the facilities into higher institutions. This will help to expose all higher institution students' digital information literacy programs.

Conclusions

The study concluded that majority of the digital literacy skill were possessed by tertiary institution students in Ibadan metropolis. The study established no significant difference between male and female tertiary institution students in the digital information literacy skill in Ibadan metropolis. Females were also coming up in matters concerning ICT and so should not be discriminated against.

Recommendations

Based on the findings, it was recommended among others that Government should give the necessary supports on the procurement of all needed digital information literacy facilities. This could be in form of free excise duty, reduction in their prices and free supply of the facilities into tertiary institutions.

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