

# Information Literacy Competencies of Higher Secondary Students in Kerala: Perceptions of the Teachers

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## Abstract

*This research study investigates the teachers' perceptions of information literacy(IL) at nine higher secondary schools in Thiruvananthapuram district. A questionnaire based survey was carried out for collecting data from the teachers. The findings showed that teachers are conversant with the concept of information literacy and they place importance to information literacy skills in completing a learning activity. But their rating of students' competency levels in information literacy is not high. The study assumes significance in the present educational scenario prevailing in our country since information literacy is a key competency for students which is inevitable for sustenance in the present age of information deluge.*

**Keywords:** Information literacy competencies; Teachers; Higher secondary school students; Kerala

## 1. Introduction

The characteristic of the present information society is the plethora of information and diverse and multitude of information resources. In such a scenario, every individual of a society must be equipped with essential skills, namely information literacy skills, to be conversant with the incessant growth of information. Students cannot achieve the study target without imbibing the information literacy skills. These skills empower them with the critical skills to become lifelong independent learners. The twenty first century has been proclaimed as the information age characterized by a constant barrage of information. This explosion of information makes it nearly impossible for students to learn everything needed to achieve life time success during one's years of formal schooling. Therefore, teaching students to be information seekers and information managers is a formal educational goal and necessary personal disposition.

The rapid growth and enthusiastic uptake of the internet in education, with the corresponding avalanche of available information, has seen a much wider understanding of the importance of information literacy in the academic community. Information literacy has been defined as a set of abilities 'to recognize when information is needed and have the ability to locate, evaluate and use needed information effectively (Association of College and Research Libraries,2000). Information competency is a key factor in lifelong learning. Information competency is the ability to find, evaluate, use, and communicate information in all its various formats. It combines aspects of library literacy, research methods, and technological

literacy. Information competency includes consideration of the ethical and legal implications of information and requires the application of both critical thinking and communication skills. In other words, it is a set of skills that allows the individual to identify the information need, manipulate information efficiently and make informed, intelligent, ethical decisions in academic, professional, and personal life. These competencies constitute the first step in achieving educational goals.

As the students pursue their learning from lower levels to higher education levels, the information requirements of them become diverse and complicated. At this juncture, students need mastery over information literacy skills. The higher secondary education presumes a transition stage for the students as it acts as a mediator between school education and university education. Therefore, the acquaintance and mastery over information literacy skills is inevitable in higher secondary level as it equips students with lifelong learning potentials.

This paper outlines the teachers' perceptions of students' information literacy skills/ competencies at nine higher secondary schools in Thiruvananthapuram district of Kerala State, India. The study examines the value and importance of the place of teachers on information literacy, the infusion of information literacy into curricular learning outcomes and an assessment of the competency levels of the students achieved in mastering information literacy skills.

## 2. Literature Review

Krubu, Idhalama, and Omigie, C. (2017) attempted to determine lecturers' perception of students' information

literacy skills versus students' actual information literacy levels in a specialized federal university in Nigeria. Mixed qualitative methods of open-ended written interviews with 12 lecturers and analysis of written assignment of 50 third year students Electrical and Electronic Engineering Department were employed for the study. It was observed that the information literacy level of the students is quite low even in third year while the lecturers presented an elevated impression of the information literacy levels of students, rating them as excellent/advanced. The study recommends Quality Education in Developing Countries (QEDC), 2008 strategies and QEDC theory of change to serve as point of evaluation and genuine intervention in teaching and learning. The study also recommends regular information literacy education in in-service programmes for the teaching staff to aid in enhancing their teaching capacity. The research unravels the status-quo of information literacy in the particular context and explicates the need for the ideal information literacy education.

Assessment of the information literacy skills of a sample of undergraduate teacher education students and exploration of their perceptions about those skills was made by Godbey and Dema (2017). Participants completed iSkills, an online assessment from the Educational Testing Service aligned with the Association of College and Research Libraries (ACRL) Standards, and a subsample participated in focus-group discussions regarding their test experience and perceptions of information literacy. The paper focuses on the qualitative findings from these discussions. Participants were unfamiliar with the term "information literacy" but see it as essential to their success and that of their future students, especially in the context of a diverse, urban school district.

The study conducted by Foo et al. (2014) explored Singapore secondary school (ages 13 to 16 years old) students' skills in searching, evaluating and using information. A comprehensive instrument encompassing the basic information literacy (IL) skills, as well as a new dimension of ethical usage of information and collaborative information seeking was used for data collection. A total of eight schools comprising 3,164 students participated in this study. From the test that was administered to assess the IL skills of students, the results were found to be generally unsatisfactory as each of the major categories of IL skills recorded a score that is below 50 (out of a maximum of 100) except for "task definition". For skills related to "information seeking strategies", "location & access" and "information use", the types of schools, academic streams

of study, and students' family background seemed to have significant influences.

Secondary teachers have the opportunity and the curriculum mandates to teach *information literacy skills*, yet students enter post-secondary studies with low *information literacy* proficiency. With semi-structured interviews, Smith (2013) explored eight secondary teachers' perceptions of *information literacy* and their experiences with IL as educational professionals. In many cases, teachers present the only opportunity for students to develop *information literacy* proficiency. Confusion around the phrase *information literacy* was a dominant theme as participants were unfamiliar with the term and were inconsistent in defining the scope of what it might mean. Although there are references to *information literacy skills* in the core curriculum and support documents, participants varied in their instruction and understanding of this skill set. Participants unanimously agreed that *information literacy skills*, as explained using the Association of College and Research Libraries *Information Literacy Standards for Higher Education* (ACRL, 2000), were important for their students. However, the extent of IL skills required varied by student.

McKeever (2013) focussed to research information literacy school-leaving pupils. The aim was to determine the level of IL skills they have, their views on IL, the skills required in higher education, and how the school librarian can help them develop their skills in preparation for third level study. Two hundred past pupils were contacted and asked to complete a questionnaire. Sixty responded and participated in the study. Six academic librarians from university campuses across Northern Ireland and three teachers from the researcher's workplace also participated. This research found that these past pupils generally did not know what IL was when they were in Year 14, that they were only vaguely aware of the importance of IL skills, that their skills were underdeveloped and that they over estimated their skills. Through the interviews with academic librarians, the researcher found that there are a number of IL skills expected and required in third level education.

### 3. Methodology

The purpose of this study is to review the perceptions of teachers regarding IL instruction and to assess the levels of the IL skills of the students from the point of view of teachers.

#### 3.1 Data Collection Tool

A questionnaire consisting of 19 questions was used as the tool for collecting data from the teachers of higher

secondary schools. A combination of multiple choice, ratings and open ended questions were employed in the questionnaire. The ratings questions were based on a five point scale. Survey responses are calculated for each question using Microsoft excel. The questionnaire focuses mainly on the following areas:

- i. Familiarity of the teachers with the concept of information literacy
- ii. Importance of information literacy skills in completing a learning activity
- iii. Competency of the students with information literacy skills
- iv. Types of learning activities usually assigned in classroom sessions
- v. Provision of opportunities for collaborative learning
- vi. Assessment strategies used to evaluate students' learning outcomes
- vii. Provision of opportunities to use online resources
- viii. Role of libraries in enhancing information literacy skills
- ix. Ability of present curricular objectives to promote information literacy skills
- x. Opinion about the imparting of information literacy skills.

### 3.2 Respondents

As mentioned already, the subjects of study were the teachers of nine higher secondary schools in Thiruvananthapuram district. The schools are selected on the basis of stratified random sampling. Accordingly, the schools are categorized into three strata namely, government, aided and unaided. Then from each stratum, the schools are selected on the basis of random sampling method. The higher secondary schools selected from the government sector are S.M.V. Model HSS, Thiruvananthapuram; Govt. Model HSS, Varkala; Govt. HSS, Palayamkunnu. Schools in the aided sector comprise of St. Joseph's HSS, Thiruvananthapuram; Sivagiri HSS, Varkala; Muslim HSS, Edava and those from the unaided sector consist of Navabharath HSS, Valiyakunnu; Little Flower English Medium HSS, Edava and KTCT English Medium HSS, Kaduvayil, Thottakkadu. A total of 194 questionnaires were distributed among the teachers and 150 filled up questionnaires were received back with a response rate of 77.32 percent.

The respondents who participated in the survey comprise of full time teachers who constitute the majority

(84 percent) others being guest teachers (10%), part time teachers (2%) and contract teachers (4%). There is a preponderance of females (72.67%) among the respondents. Table 1 demonstrates respondents by discipline.

**Table 1**  
**Respondents by discipline**

Subjects	Number of teachers	Percentage (%)
Malayalam	11	7.33
English	13	8.66
Hindi	10	6.67
Urdu	2	1.33
Sanskrit	4	2.67
Physics	16	10.67
Chemistry	15	10
Mathematics	18	12
Computer Science	12	8
Botany	9	6
Zoology	9	6
Commerce	10	6.67
Economics	8	5.33
Statistics	6	4
History	7	4.67
<b>Total</b>	<b>150</b>	<b>100</b>

It is clear from the teachers that Mathematics teachers outnumber others, followed by Physics, Chemistry, English, Computer Science and Malayalam.

## 4. Results and Discussion

### 4.1 Familiarity with the Concept of Information Literacy

Taking into consideration the fact that all the respondents are postgraduates in their subjects with B. Ed degree, the essential qualifications for becoming teachers in higher secondary schools, a question was posed in order to understand, to what extent the teachers are conversant with the concept of information literacy. This question analyses the level of understanding of teachers about the concept information literacy. The responses are presented in Table 2.

From the analysis, it can be seen that while majority (62%) of the respondents are conversant with the concept of information literacy, 24.67% have heard about it don't

**Table 2**  
**Familiarity with the concept of information literacy**

Option No.	Option	No. of teachers	Percentage
1	Never heard of Information Literacy	19	12.67
2	Heard of Information Literacy, but don't know about it	37	24.67
3	Quite conversant with the concept of Information Literacy	93	62
4	Attended Information Literacy programs	0	0
5	Work with librarian on building Information Literacy skills in my students	1	0.66
<b>Total</b>		<b>150</b>	<b>100</b>

know what it is. About 13% have never heard about it. At least there is one person who has taken the initiative to build up IL skills in students.

#### 4.2 Importance of Information Literacy Skills in Completing a Learning Activity

Information literacy skills are essential for the students for the successful completion of a learning activity. Therefore, a question to analyze the teachers' conceptions about the importance of information literacy skills in completing a learning activity was included. Some 19 skills which form part of the information literacy were listed along with a five point scale. The list of skills was prepared by going through the standards and outcomes prescribed by various agencies in the education sector. The list of skills is given below:

- ❖ Questioning skills (for clearing doubts)
- ❖ Ability to select appropriate resources (types of books, websites)
- ❖ Ability to use appropriate resources and visual sources
- ❖ Ability to record information (e.g. note making, bullets, copy & paste, key points, ideas) from sources
- ❖ Ability to understand, read text with understanding, to use skim, scan and highlighting techniques
- ❖ Ability to select appropriate information for task in hand
- ❖ Ability to connect with information already known, including appropriate terminology
- ❖ Ability to organize information for task, including condensing, summarizing, paraphrasing and synthesizing
- ❖ Ability to present and share knowledge and understanding gained from others

- ❖ Ability to understand audience and user needs
- ❖ Ability to recognize the need for information
- ❖ Ability to acknowledge sources by giving references
- ❖ Ability to critically evaluate results of information related task(subject- specific where necessary)
- ❖ Ability to identify facts and give examples
- ❖ Ability to evaluate the reliability of sources
- ❖ Ability to develop own opinions, make decisions, gain new knowledge
- ❖ Ability to develop awareness of information resources
- ❖ Ability to use software applications to present information
- ❖ Ability to understand the chronology or make links between facts.

The responses received from the teachers are portrayed in Table 3.

While examining the responses tabulated in the table, it can be seen that more than seventy percent of the respondents (except, of course, Sl. Number 6 -- Ability to select appropriate information for task in hand) accorded high value ('very important') to the skills forming part of information literacy listed in the table. On an average, 81.33 percent of the respondents considered the various skills as 'very important' and 14.91 percent treated them as 'important'. In other words, more than 96 percent of the teachers attach value to various facets of IL skills. Those who consider them as 'somewhat important' constitute a minuscule of the total. The overall conclusion is that majority of teachers give prime importance to information literacy skills in completing a learning activity.



**Table 3**  
**Importance of information literacy skills in completing a learning activity**

Sl. No	Information Literacy Skills	Importance of information literacy skills in completing a learning activity				
		Very Important	Important	Somewhat Important	Not too important	Not at all important
1	Questioning skills (for clearing doubts)	134 (89.33%)	16 (10.67%)	0	0	0
2	Ability to select appropriate resources (types of books, websites)	126 (84%)	21 (14%)	3 (2%)	0	0
3	Ability to use appropriate resources, and data sources and visual sources	122 (81.33%)	26 (17.33%)	2 (1.33%)	0	0
4	Ability to record information (e.g. note making, bullets, copy & paste, key points, ideas) from sources	106 (70.67%)	32 (21.33%)	10 (6.67%)	2 (1.33%)	0
5	Ability to understand , read text with understanding, to use skim, scan and highlighting techniques	112 (74.67%)	29 (19.33%)	6 (4%)	3 (2%)	0
6	Ability to select appropriate information for task in hand	103 (68.67%)	41 (27.33%)	5 (3.33%)	1 (0.67%)	0
7	Ability to connect with information already known, including appropriate technology	131 (87.33%)	15 (10%)	4 (2.67%)	0	0
8	Ability to organize information for task, including condensing, summarizing, paraphrasing and synthesizing	137 (91.33%)	2 (1.33%)	10 (6.67%)	1 (0.67%)	0
9	Ability to present and share knowledge and understanding gained from others	128 (85.33%)	21 (14%)	1 (0.67%)	0	0
10	Ability to understand audience and user needs	119 (79.33%)	23 (15.33%)	5 (3.33%)	3 (2%)	0
11	Ability to recognize the need for information	138 (92%)	12 (8%)	0	0	0
12	Ability to acknowledge sources by giving references	110 (73.33%)	28 (18.67%)	7 (4.67%)	5 (3.33%)	0
13	Ability to critically evaluate results of information related task (Subject-specific where necessary)	116 (77.33%)	30 (20%)	4 (2.67%)	0	0
14	Ability to identify facts and giving examples	123 (82%)	24 (16%)	3 (2%)	0	0
15	Ability to evaluate the reliability of sources	124 (82.67%)	25 (16.67%)	1 (0.67%)	0	0
16	Ability to develop own opinions, make decisions, gain new knowledge	132 (88%)	12 (8%)	5 (3.33%)	1 (0.67%)	0
17	Ability to develop awareness of informationresources	113 (75.33%)	30 (20%)	2 (1.33%)	3 (2%)	2 (1.33%)
18	Ability to use software applications to present information	118 (78.67%)	17 (11.33%)	9 (6%)	6 (4%)	0
19	Ability to understand the chronology and make links between facts	126 (84%)	21 (14%)	3 (2%)	0	0

**Table 4**  
**Assessment of the levels of information literacy skills of the students**

Sl. No.	Information Literacy Skills	Assessment of the levels of information literacy skills of the students				
		Excellent	Very good	Good	Satisfactory	Poor
1	Questioning skills (for clearing doubts)	7 (4.67%)	13 (8.67%)	68 (45.33%)	61 (40.67%)	1 (0.67%)
2	Ability to select appropriate resources (types of books, websites)	4 (2.67%)	16 (10.67%)	69 (46%)	59 (39.33%)	2 (1.33%)
3	Ability to use appropriate resources, and data sources and visual sources	4 (2.67%)	15 (10%)	80 (53.33%)	49 (32.67%)	2 (1.33%)
4	Ability to record information (e.g. note making, bullets, copy & paste, key points, ideas) from source	8 (5.33%)	17 (11.33%)	66 (44%)	54 (36%)	5 (3.33%)
5	Ability to understand , read text with understanding, to use skim, scan and highlighting techniques	7 (4.67%)	12 (8%)	65 (43.33%)	63 (42%)	3 (2%)
6	Ability to select appropriate information for task in hand	6 (4%)	10 (6.67%)	74 (49.33%)	58 (38.67%)	2 (1.33%)
7	Ability to connect with information already known , including appropriate technology	3 (2%)	7 (4.67%)	81 (54%)	59 (39.33%)	0
8	Ability to organize information for task, including condensing, summarizing, paraphrasing and synthesizing	8 (5.33%)	11 (7.33%)	73 (48.67%)	57 (38%)	1 (0.67%)
9	Ability to present and share knowledge and understanding gained from others	7 (4.67%)	15 (10%)	64 (42.67%)	54 (36%)	10 (6.67%)
10	Ability to understand audience and user needs	9 (6%)	12 (8%)	78 (52%)	47 (31.33%)	4 (2.67%)
11	Ability to recognize the need for information	6 (4%)	14 (9.33%)	81 (54%)	49 (32.67%)	0
12	Ability to acknowledge sources by giving references	7 (4.67%)	16 (10.67%)	65 (43.33%)	60 (40%)	2 (1.33%)
13	Ability to critically evaluate results of information related task(Subject – specific where necessary)	6 (4%)	10 (6.67%)	63 (42%)	64 (42.67%)	7 (4.67%)
14	Ability to identify facts and giving examples	3 (2%)	9 (6%)	65 (43.33%)	69 (46%)	4 (2.67%)
15	Ability to evaluate the reliability of sources	0	10 (6.67%)	64 (42.67%)	74 (49.33%)	2 (1.33%)
16	Ability to develop own opinions, make decisions, gain new knowledge	5 (3.33%)	8 (5.33%)	59 (39.33%)	75 (50%)	3 (2%)
17	Ability to develop awareness of informationresources	7 (4.67%)	15 (10%)	67 (44.67%)	55 (36.67%)	6 (4%)
18	Ability to use software applications to present information	0	2 (1.33%)	54 (36%)	77 (51.33%)	17 (11.33%)
19	Ability to understand the chronology and make links between facts	3 (2%)	9 (6%)	69 (46%)	59 (39.33%)	10 (6.67%)

**Table 5**  
**Learning activities for students**

Sl. No.	Learning activities	Number of teachers	Percentage
1	Assignments	26	17.33
2	Group discussions	41	27.34
3	Individual presentations	18	12
4	Oral presentations	8	5.33
5	Projects	48	32
6	Seminars	9	6
7	Do not require students to conduct their own search	0	0
<b>Total</b>		<b>150</b>	<b>100</b>

**4.3 Assessment of Information Literacy Skills of the Students**

Information literacy skills play a significant role in any learning process. These are the crucial skills which is inevitable for students to cope up with multitude of information sources. The proficiency in information literacy skills equips the students to pursue lifelong, independent learning and thereby enabling them to achieve the desired learning outcomes successfully. Mainly, information literacy skills comprise of navigation skills, search skills, selection skills, questioning skills, organizational skills etc. It is obvious that these skills form the mainstay of learning process of students.

Thus the measurement of information literacy skills helps the teachers to determine the level of competency of students in information literacy. Since the present competency levels of students with information literacy skills play a pivotal role in the design of an information literacy curriculum, it is essential to assess the information literacy skills of students. Therefore, the next question was aimed at finding the teachers' conceptions about the students' competency levels in information literacy. Each one of them is measured using a five point scale. Table No. 4 presents the perceptions of teachers on the levels of information literacy skills of the students they teach.

From the analysis, it is observed that majority of teachers rated the information literacy skills of students are either 'good' (average 45.89%) or 'satisfactory' (average 40.11%). It is noteworthy that only a handful of teachers remarked that their students are 'excellent' or 'very good' in information literacy skills.

**4.4 Assigning Learning Activities for Students**

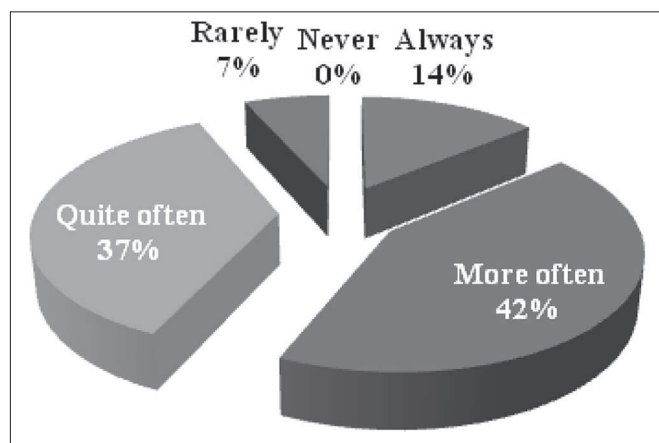
A question was posed to reveal which type of learning activities teachers prefer that require information search

using print or online sources for their students. Here, the teachers are required to choose the learning activities that they usually choose for their students.

It is clear from the table that teachers prefer projects (32%), group discussions (27.34%) and assignments (17.33%) in that order, followed by individual presentations (12%). These four options account for more than 88 percent of the learning activities assigned by teachers.

**4.5 Opportunities for Collaborative Learning**

Collaborative learning enhances information literacy competencies. So it is necessary to provide opportunities for collaborative learning in classroom sessions. A question was asked to understand the provision of opportunities for collaborative learning in classroom activities. The results are presented in figure 1.



**Fig.1.**  
**Provision of opportunities for collaborative learning**

From the figure, it is understood that 21 teachers (14%) always prefer collaborative learning while 64 teachers (42.66%) prefer collaborative learning more often. Fifty five teachers (36.67%) responded that they allow for collaborative learning quite often and the remaining 10 teachers (6.67%) replied that they rarely prefer opportunities for collaborative learning.

#### 4.6 Strategies for the Evaluation of Learning Products

Evaluation plays a pivotal role in measuring the effectiveness of a learning activity. In order to measure students' competency level in each learning activity, evaluation process has to be done simultaneously. Thus continuous and comprehensive evaluation is necessary for improving students' information literacy skills. The preferred strategies for evaluating learning products are teacher assessment, group assessment, peer assessment and self-assessment. Therefore, the next question was aimed at analyzing the strategies used by the teachers to evaluate the learning products of students. The responses are consolidated in Fig. 1.

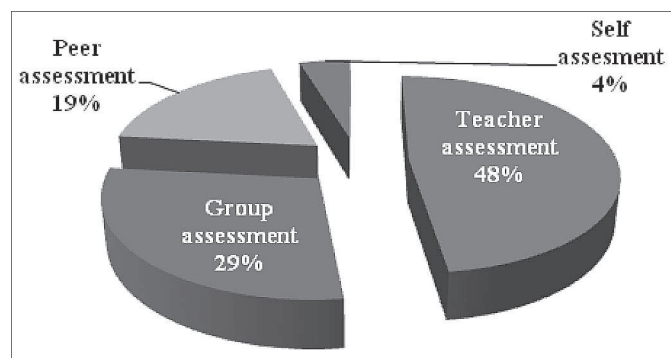


Fig. 2.

#### Strategies for evaluating students' learning products

It is revealed that the largest group of 72 teachers (48%) prefer teacher assessment while 43 teachers (28.67%) prefer group assessment. About 19% prefer peer assessment and the remaining 7 teachers (4.66%) prefer self-assessment.

#### 4.7 Provision of Opportunities to Use Online Resources

The rapid advances in the field of Information and Communication Technology (ICT) and its proliferating effect on various fields including education necessitates students to use online resources to pursue independent

learning. In the age of information explosion, it is always not possible for students to search for required information only through printed sources. So it is inevitable from the part of teachers to give enough opportunities for students to use online resources. The next attempt was to analyze the provision of opportunities given by the teachers to use online resources to pursue independent learning.

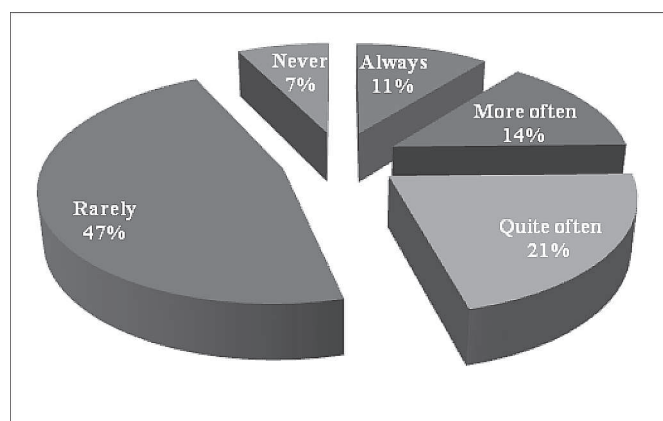


Fig.3.

#### Provision of opportunities to use online resources

Figure No. 3 illustrates the provision of opportunities given by the teachers to use online resources. Only 11 percent teachers were found to provide opportunities for students to use online resources always. While another 35% teachers are enthusiastic about providing opportunities, about 54% are not at all serious about it.

#### 4.8 Opinion on statements regarding information literacy

In order to understand the opinion of the teachers regarding information literacy concepts, the following statements were put forth.

- Students should be information literate by the time they complete school education.
- Students are information literate.
- Libraries play a major role in enhancing information literacy skills.
- Present curricular objectives have the ability to promote information literacy skills.

The opinion of teachers on these statements was measured using a five point scale. These opinions are codified and represented in Table 6.



**Table 6**  
**Opinion on statements regarding information literacy**

Sl. No.	Statement	Opinion				
		Strongly agree	Agree	No opinion	Disagree	Strongly disagree
1	Students should be information literate by the time they complete school education	45 (30%)	91 (60.67)	0	14 (9.33%)	0
2	Students are information literate	61 (40.66%)	75 (50%)	11 (7.33%)	3 (2%)	0
3	Libraries play a major role in enhancing IL skills	58 (38.67%)	85 (56.67%)	0	7 (4.67%)	0
4	Present curricular objectives have the ability to promote IL skills	15 (10%)	39 (26%)	88 (58.67)	6 (4%)	2 (1.33%)

A little more than 90 percent of the teachers either 'agree' or 'strongly with the statement that 'students should be information literate by the time they complete school education'. Similarly, an equal percentage believe that students are information literate. It is consoling to see that 95.34 percent of teachers are of the view that libraries play a major role in enhancing IL skills. It is interesting to note that 64 percent of the do not agree with the statement 'present curricular objectives have the ability to promote IL skills'.

#### 4.9 Development of Students' Information Literacy Skills

This question analyses the teachers' perceptions about the ways in which students can develop their information literacy skills. The responses of teachers are summarized in Table 7.

In order to develop IL skills of students 42% of the teachers hold the view that IL instructional sessions to support specific classes are needed. Twenty four percent think that students develop IL skills independently while 14% suggest that teachers have to develop these skills through curricular objectives. It is a good sign that at least 16% of the teachers believe that IL skills can be developed only in consultation with the librarians, a premise that is accepted all over the world. Only a small minority (4%) support online tutorials for teaching IL skills.

#### 4.10 Method of Imparting Information Literacy Skills

The next question was meant for analyzing the perception of teachers about the method of imparting information literacy skills.

**Table 7**  
**Ways to develop information literacy skills of students**

Sl. No.	Opinion	Number of teachers	Percentage
1	Students develop these skills independently	36	24
2	Peer assistance from other students	0	0
3	Teachers develop these skills through curricular objectives	21	14
4	Information literacy instructional sessions to support specific classes	63	42
5	Online tutorials teaching IL skills	6	4
6	Consultation with librarians	24	16
7	Others	0	0
<b>Total</b>		<b>150</b>	<b>100</b>

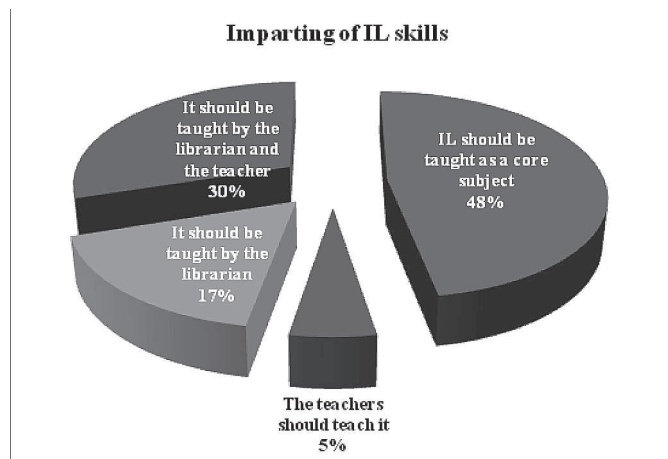


Fig. 4

#### Method of imparting IL skills

It can be seen that about 48% hold the view that information literacy should be taught as a core subject whereas 30% suggested that it should be taught by the librarian and the teacher in partnership. Seventeen percent believe that information literacy skills should be taught by the librarian.

### 5. Conclusion

Information literacy skills are the essential tools that help students successfully navigate the present and future landscape of information. Therefore, it is necessary to give more prominence to the development of information literacy skills in their school years themselves. The most significant finding from this survey is that teachers are conversant with the concept of information literacy and they place importance to information literacy skills in completing a learning activity. However, But the rating of teachers about their students' competency levels in information literacy is not high. Therefore, in order to bring them up to the required level of excellence, more prominence should be given to the development of information literacy skills. This warrants the design of an information literacy curriculum suitable for the high school and higher secondary schools in the country.

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