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INFORMATION LITERACY SKILLS AMONG UNDERGRADUATE'S STUDENTS

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ABSTRACT

Delivery of information literacy instruction to students is becoming progressively more significant due to the proliferation of electronic resources and the increased usage of the net as an information source. Information literacy has also become more and more significant in the contemporary environment of rapid technical change and proliferating information resources. However, the escalating complexity of this environment, individuals are faced with diverse, abundant information choices: in their academic studies: in the workplace, and in their personal lives. Therefore, this study purposely to identify information literacy skills in enhancing the learning process among undergraduate students in university. Information Literacy skills will assist the undergraduate's student in learning process to become advanced and efficient in using the right online resources in digital platforms. The quantitative research approach has been adopted in assessing the Information Literacy Skills (ILS) among undergraduate students for their learning process. The findings of this study revealed that majority of the students highlighted that information literacy skills are significantly important to them because their learning process has been systematically, efficient and advanced when using the right digital tools. The undergraduate student could also determine the right information resources that can be used in improving their learning process. Through these findings, this study has already contributed to the government agency especially in education in identified the level of ILS of undergraduate students nowadays.

Keywords: Library and Information Management, Information literacy, information literacy skills, learning process, undergraduate students.

INTRODUCTION

This study is to identify information literacy skills among undergraduate students, as it is one of the important elements in the learning process. Information literacy skills are one of the crucial factors to all students across curriculum. The university plays an essential role in enhancing the learning process of the university, especially in teaching and learning. However, the university student also should improve their own skill and knowledge so that can adopt the current curriculum that maybe adopt the artificial intelligence, robotic and virtual reality elements in their teaching and learning. Other than that, the university student also should know the right and credible information to receive, disseminate, use and share and apply that information for their assignment that has been given by the lecturer. With the advance of technology, information and technology are related with one another so the university student should have capabilities and abilities to recognize the information needed by them and how to locate, evaluate and use them effectively. Thus, the university student should possess a set of abilities requiring individuals to recognize when information is needed and can locate, evaluate, and effectively use the needed information. This kind of ability is known as information literacy. These abilities already have certain skills that assist the undergraduate's student in their learning process in university.

Therefore, this study would like to identify information literacy skills in enhancing the learning process among undergraduate students in university. Information Literacy skills will assist the undergraduate's student in learning process to become advanced and efficient in using the right online resources in digital platforms. It is essential to universities identify the right skills of information literacy so that they could apply and utilized those skills in learning process. Besides that, the process of learning and teaching will become smoother when the undergraduate's student could apply those skills and

knowledge during the studies in the university. This study could also contribute to the government agency especially in education in identified the level of ILS of undergraduate students nowadays.

LITERATURE REVIEW

Information literacy skills are one of the crucial factors to all students across the world. Swann (1985 & 1987) identifies that those who are uncertain about their skills tend to pursue information that is dependable with their views of themselves and interpret uncertain information in a manner that consistent with these views. Baro (2011) highlights that information is presented in unfiltered formats, raising questions about its authenticity, validity, and reliability. Doyle (1994) defines information literacy skills as a set of abilities required to access, evaluate, and use information from a variety of sources. Flywel & Jorosi (2018) mention that students are encountered with various and plentiful information selections in their academic studies. Therefore, information literacy skills among students are vital to ensure that they are able to filter the information retrieved before deciding whether to use or not to use it. Besides seeking for information from the printed sources that available in the libraries and information centres, students are also able to get their information needs from the non-printed sources like online databases, electronic journals, e-books and many other sources available these days (Hassan et al, 2020). Bawden (2001) views information literacy skills as related to “computer literacy, internet literacy, digital literacy and media literacy”. In the 21st century, students live in technology, and media-suffused situation and they are obligatory to seek plenty of information and integrate information sharing with the whole world (Partnership for 21st Century Skills, 2009).

Tang and Tseng (2013) highlight that, to ensure the students are able to succeed in the online learning environment, they must obtain critical thinking and decision-making skills, as well as the capability in evaluating information - to find out which information is correct and truthful. They added that online trainers create courses to involve students in self-regulated learning and to nurture students' skill to confirm their own learning progress. Before that, Zhang, Li, Duan and Wu (2001) in their study discover that distance learning self-efficacy, self-regulated learning skills, and information literacy skills are significant analysts of learners' general achievements in distance learning. According to Kurbanoglu, Akkoyunlu and Umay (2006), students will readily commence and effortlessly resolve their information searching complications if they are poised about their information literacy skills.

On the other hand, Oware (2010) says, information literacy skills have developed around the world as necessary skills for the 21st century. Baro and Keboh (2012) believe that this is caused by the swift progression in information and communication technologies globally. At the same time, Flywel & Jorosi (2018) mention that the active use of information by students has become essential. As informed by Lau (2006), information has turned out to be a factor that allows students at all levels to attain better results in their academic responsibility and even at work after graduation. He added that contemporary information overload entails the students to authenticate and evaluate information to prove its reliability. Ojedokun (2007) mentions, when students own suitable information literacy skills, their self-assurance and capability to work individually is enriched since they can critically think, understand the information well and make conversant decisions. Wema (2006) and Chu, Yeung & Chu (2012) say, it is vital for universities to certify that all students attain information literacy skills by participating in information literacy education into their curriculum.

RESEARCH METHODOLOGY

This study has adopted the quantitative research approach in identified the information literacy skill among the undergraduate students in university. According to Coghlan and Bryan-Miller (2014), quantitative research is the dominant research framework within the social science where it is a set of strategies, technique and assumption used to study physiology, social and economic processes through the exploration of numeric patterns. Thus, it is suitable approach in exploring and identified the information literacy skill among undergraduate study within the university. This study involves a descriptive survey research design. The population of this study covered undergraduate students from twenty-six (26) faculties and academic centers all around Universiti Teknologi MARA (UiTM) Selangor. The number of respondents that participated in this

study is 165 undergraduate students. The instrument covered information literacy skills as well as information resources. The Statistical Package for Social Science (SPSS) software already been used to analyze the data based on the objectives of this study.

FINDINGS AND DISCUSSION

Demographic of Respondents

The number of respondents who participated in this study is 165 undergraduate students within the UiTM Selangor Branch. The data show that the number of male and female are forty-two (42) male meanwhile, one hundred twenty-three (123) of female. The undergraduate student come from various faculty and college in UiTM Selangor Branch. The segmentation of respondents as following:

Table 1: Number of respondents from various faculties within UiTM Selangor Branch

	Faculty			
	Frequency	Percent	Valid Percent	Cumulative Percent
Faculty of Medicine	3	1.8	1.8	1.8
Faculty of Architecture, Planning & Surveying	2	1.2	1.2	3.0
Faculty of Film, Theater & Animation	1	.6	.6	3.6
Faculty of Education	1	.6	.6	4.2
Faculty of Accountancy	12	7.3	7.3	11.5
Faculty of Hotel & Tourism Management	1	.6	.6	12.1
Faculty of Information Management	145	87.9	87.9	100.0
Total	165	100.0	100.0	

Identify the characteristics of information literacy skills among undergraduate students

This study is conducted to identify the characteristics of information literacy skills in enhancing the learning process among undergraduate students. The data analysis described the mean scores in identifying each construct of information literacy skills characteristics in enhancing undergraduate students learning process. The findings found that many students understand the meaning of information literacy skills with the ILS (mean = 3.79, S. D. = .649) based on the score obtained. Majority of the students highlighted that information literacy skills are important to them with the ILS (mean = 4.18, S. D. = .656). Besides that, all the respondents responded that information literacy skills should be obtained by all undergraduate students to enhance their learning process with the ILS (mean = 4.22, S. D. = .647). In other words, most of the undergraduate students agreed that information literacy skills are very useful in enhancing their learning process.

On the other hands, undergraduate students know the kinds of information literacy skills in searching for information they need. The ILS for this statement is (mean = 3.84, S. D. = .692). While for undergraduate students' knowledge about how to seek for the information themselves, the result is (mean = 3.98, S. D. = .662). This showed that not all undergraduate students have enough knowledge on information literacy skills. Besides that, majority undergraduate students agreed that information literacy skill is important to them in managing their information searching. The finding was (mean = 4.14, S. D. = .680).

It is found that, having information literacy skills could help undergraduate students in doing their daily tasks, e.g.: their learning process. The finding shows the information literacy skills for this question with (mean = 4.19, S. D. = .630). Majority respondents agreed that, undergraduate students' information literacy skills could solve their information seeking problem easily in their learning process. The findings for this statement are (mean = 4.13, S. D. = .677). While (mean = 4.04, S. D = .643) findings were found for undergraduate information literacy skills could help them in formulating questions based on their information needs in their learning process questions.

On the other hand, the findings for the question related to the information literacy skills could help the undergraduate students in identifying potential sources of information in their learning process has found the (mean = 4.02, S. D = .639). While the other question on information literacy skills could help undergraduate students in developing their successful search strategies in their learning process found the result of (mean = 4.06, S. D. = .622). The findings of (mean = 4.07, S. D. = .655) is for the question on information literacy skills could help the undergraduate students in developing their successful search strategies in their learning process.

The findings also show that, undergraduate students' information literacy skills could help them in evaluating information sources they found in their learning process. The findings were (mean = 4.05, S. D. = .656). It is also shows that, undergraduate students' information literacy skills could help them in organizing information for practical applications in their learning process with the (mean = 4.09, S. D. = .688). While, for the question related to the undergraduate students' information literacy skills could help them in integrating new information from sources into an existing body of knowledge with the findings of (mean = 4.08, S. D. = .666).

Regarding the undergraduate student's information literacy skills could help them in using information sources in their critical thinking with the results of (mean = 4.08, S. D. = .629). On the other hand, respondents responded that their information literacy skills could help them in using information sources in their problem solving with the findings of (mean = 4.07, S. D.= .700). While they agreed that their information literacy skills could enhance their learning process with the (mean = 4.13, S. D. = .667).

Based on the above table, the undergraduate student's information literacy skills could help them to understand more in their learning process with the (mean = 4.12, S. D. = .670). It is found that, the undergraduate students' information literacy skills could help them in becoming more efficient in their learning process. It is also discovered that the undergraduate students' information literacy skills could help them in becoming more advance in their learning process with (mean = 4.10, S. D. = .686). While for their information literacy skills could help them in improving their grades in their studies shows (mean = 4.11, S. D. = .672).

Examine the relationship between information literacy skills and learning process among undergraduate students

To test the relationship between the variables, the factor that researchers consider in determining the significance of hypothesis is the P-Value. Thus, for the relationship between two hypotheses to be considered significant and not just merely random, therefore, the P-Value must be less than 0.05. Based on the data analyses above, it shows that the information skills and electronics resources have a significant relationship as the P-value that was reported is less than 0.05. The significant value is .000 and it is a very strong significant (Sekaran & Bougie, 2016).

CONCLUSION

Information literacy has also become more and more significant in the contemporary environment of rapid technological change and proliferating information resources. Because of the escalating complexity of this environment, individuals are faced with diverse, abundant information choices: in their academic studies: in the workplace, and in their personal lives (Anafo and Filson, 2014). In addition, information is available through multiple media, including graphical, aural, and textual, and these pose new challenges for individuals in evaluating and seeing it. The uncertain quality and expanding quantity of information pose large challenges for society (Ashoor, 2005). Hence, it is crucial for the undergraduate students bear at least good information literacy in enhancing their learning process throughout their fields at the universities.

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