

LEVERAGING INFORMATION, DIGITAL, AND MULTIPLE LITERACIES AS PIVOTAL TOOLS FOR EFFECTIVE SKILLS ACQUISITION AMONG 21ST CENTURY LIBRARY AND INFORMATION SCIENCE STUDENTS

MORUWAWON Olabisi Iyabode (PhD)

Department of Vocational and Technical Education (Library and Information Science Unit), Faculty of Education, Ekiti State University, Ado-Ekiti, Nigeria
olabisi.moruwawon@eksu.edu.ng,

Abstract

The procurement of information, digital, and multiple literacies (IDMLs) are pivotal tools for effective skills growth amidst 21st century library professionals. These literacies are important for sailing the continuously developing technological informational landscape in recent time. When these literacies are integrated into teaching, learning, and research, students are provided with required ability and techniques to perform excellently in their academic activities and become expert in their field of study. This study assessed the ways or means through which LIS students acquire their literacies skills, the sources through which they acquire it, the reasons or purpose(s) for accessing and using information, the benefits derived from IDMLs and the challenges faced in acquiring these skills. The study adopted descriptive survey research design. The population of the study comprised 100 level (30 students) and 200 level (81 students) of Library and Information Science, Ekiti State University which also served as the sample. The research instrument used was a well-structured questionnaire to answer the six research questions raised for the study. The data collected were analyzed using frequency counts and simple percentage. The findings of the study showed that majority of the respondents have the knowledge of IDMLs skills to some extent. The prominent means of acquiring IDMLs knowledge were through the use of library and its resources, interaction with colleagues, school orientation, training, and online tutorials. Some of the benefits derived from acquiring the knowledge of IDMLs skills were identification of correct and suitable sources of information, a vast internet search for information, free access and exposure to information resources, proper use of print and electronic information resources. The respondents experienced some challenges in the course of acquiring the skills such as inadequate training, insufficient information expertise, lack of support from their institution, lack of sufficient IDMLs facilities, poor search challenge, unconducive environment, and lack of sufficient time. It was found from the study that majority of Ekiti State University Library and Information Science students have the knowledge of information, digital and multiples literacies' skills to some extent. Based on the findings of the study, it was recommended that institution management should organize regular literacy skills training for LIS students to improve their literacy skills, Library management should recruit more LIS experts, and make adequate provision of relevant facilities to improve the teaching of literacies skills.

Keywords: Information Literacy, Digital Literacy, Multiple Literacy, skill, Library and Information Science.

Introduction

It is pertinent that Library and Information Science (LIS) students and professionals are all round literate in order to be relevant and perform efficiently in their studies and profession. Information literacy, digital literacy, and multiple literacies have become integral parts of library and information science and necessary for the ongoing societal transformation. Information literacy is the ability of recognizing, acquiring, arranging, and examining information to achieve a specific goal. It is the ability to realize right and wrong information and to identify its sources, recent or outdated information, reliable and misguided information and unfolds its meaning correctly. Digital literacy in LIS is the skill possessed by students/information professionals to effectively use and operate digital technologies and tools to participate in technical and expertise skills, production, and dissemination of information. Multiple literacies encourages variety of learning resources and interaction among learners and as well promote individual interest and contributions. The current 21st century is marked with growth and development in all spheres of life. Information has become important in making decision globally (Dang, Igboechesi, Diyong, 2022). New information and communication technologies, social media, and web technologies are replacing old prints. Various skills such as cognitive skill, technological skills, and sociological skill are needed for effective learning among library and information science (LIS) students of 21st century to meet up with the present fast growth in technologies (Yoram, 2004). With the knowledge of Information, Digital, and Multiple

Literacy (IDMLs) skills, LIS students will be able to efficiently acquire and analyze information, use information materials, and create logical reasoning skills. IDMLs in librarianship is a global accepted issue and stand as pivotal and relevant tools. As the world is becoming a global village through the use of technologies, these literacies are becoming significantly relevant for potential information professionals to possess.

Digital and information literacies have become global and renowned terminologies in librarianship. Its importance in LIS cannot be undermined due to its influencing roles in the present era. Good performance will be recorded when LIS students give right place to information and digital literacies and develop their technological skills thereby performing excellently well and preparing themselves for the future. Having known the importance of information, and digital literacies, there is need of developing and improving LIS students' literacy skills through exposure to literacy skills, knowing, understanding, and applying it to their day-to-day studies (Asrizad, Amran, Ananda, Festiyed, & Sumarmin, 2018). Information, digital, and multiple literacies enhance better academic performance, increase productivity and problem-solving skills of LIS students. Library and information science students are taking advantage of available technology to perform adequately and make their future profession an interesting one. Library and Information Science (LIS) and Librarianship require literacy skills to function effectively in the 21st century also known as digital age. The use of technologies helps LIS students and other information providers in their

studies and online learning. Becoming digital literate is highly required at this age to provide needed information resources (Subaveerapandiyan, Priyanka, & Ugwulebo, 2022). Electronic-based services are made possible for library professionals through technology and digital skills adoption.

New waves and development in librarianship calls for adequate literacies of LIS students. Their abilities, strategies, knowledge, skills, and literacies should be well groomed for future performance. As digital literacy becomes increasingly important in the modern educational scenario, integrating technology into the curriculum is seen as a crucial strategy for improving students' competencies in navigating, evaluating, and creating digital content (Aoumeur, 2024). Creation of enabling literacy and innovative environment is paramount for their learning in this/advanced technological age. Information professional and LIS student with adequate literacy skills tend to strive professionally and academically than those with low literacy skills (English, 2016). Literacy and technologies have brought unprecedented changes in the world of learning, and communication, thereby affect the knowledge, skills and abilities of LIS students in librarianship profession (Eric, Ingrid, & Ruth, 2013). There are great transformations in LIS and librarianship due to emergence of new technologies. The technologies require some levels of skills to be possessed by LIS students and professionals. Information, digital, and multiple literacies help LIS students and librarians of 21st century to perform effectively in their studies and practices. Digital literacy aids in carrying out technological activities and skills such as e-learning, online

classes, e-library management system, e-mail, and e-books (Tang, & Chaw, 2016).

Despite the proliferation of information and digital technologies around the world, not all library and information professionals are very good in using them appropriately. This is due to lack of adequate literacy and skills. Therefore, there is need for Library and information students and professionals to develop their information, digital and multiple literacies in this 21st century in order to be good future information providers. Library services and librarianship are not taking the same shape as yesteryears. Not this alone, some LIS students and professionals are still lagging behind in information and digital literacies. They are not meeting up with the expected standard level of literacy in the 21 century because of their lackadaisical attitudes towards information, digital, and multiple literacies. To alleviate the challenges of LIS low level of literacy, all LIS students and professionals of 21st century should be encouraged to take information, and digital literacies serious and learn more about it (Asrizal, et al, 2018).

Digital Literacy: A Pivotal Tool for Skill Acquisition

Digital literacy is a kind of literacy obtained through digital technologies. It is a means of getting knowledge, skills, and competencies to access, read, and write. It is also referred to as computer literacy, digital skills, and competencies (Jackie, 2015). Jackie considered digital literacy as a skill and ability involving reading, writing, viewing, designing, critical thinking, problem-solving skill. He classified digital literacy into three main domains which are: Critical, Cultural, and Operational skills. It is a way of locating, comprehending, and

gathering information from various digital source. The rapid transformation in the world of information and communication technology demands digital skills from students and professionals that allows access to information and help them adapt to diverse situations at the same time leads to permanent changes in educational, economic, cultural and social spheres (Fernandez-Otoya, Cabero-Almenara, Perez-Postigo, Bravo, Alecazar-Holguin, Vilca-Rodriguez, 2024). Digital literacy is the ability to be aware, identify, search, use, manage, monitor, access, thoroughly examine, incorporate, communicate, evaluate, and analyze digital information (Tang, & Chaw, 2016). It encompasses the ability to effectively use digital tools, critically evaluate digital content, and engage in virtual communication (Aoumeur, 2024). According to Tang & Chaw, 2016, & Yoram, E. digital literacy involves more than mere ability to use software or operate a digital device, it includes a great varieties of complex skills which can be viewed from different perspectives which are: Cognitive, psychomotor, Social-emotional, and technical perspectives. Cognitive perspective deals with ability to seek, examine, assessing, and interpret discrete information accurately with professional expertise. Social-emotional perspective is associated with ability to rightly and socially access internet for information. Technical perspective is about information technology (IT) competency and skills. Digital literacy is more than being technologically literate but also to possess and have the expertise application of digital skills to everyday activities. Its emphasis is on proper skills needed in navigating through digital arena. Digital literacy takes different forms and shapes. It can be acquired

personally, and collectively, from home or workplace, in an organized or casual way. Digital literacy exhibits a distinct skill needed by library and information science students and professionals. This skill typifies the ability to access, use, manage, and analyze technological equipment and appliances for information services. Digital literacy is a technical-know-how ability to utilize technology accessories and fortify digital knowledge (Meyers, Erickson, & Small, 2013). It involves worthwhile attributes of information professional to generate a reliable, correct, recent, suitable, and acceptable digital information. Being able to search and apply information to real life situation, and for academic performance. LIS students have to be guided on the acquisition of digital literacy probably with search engines and other technology devices by experienced experts in order to meet up with the standard of LIS. Despite the fact that some students possess some levels of basic digital literacy, some still lack core knowledge of the library and information science digital expertise and bibliographic information system.

Liana Heitin explained digital literacy as understanding online search of digital text, images, videos, and graphics, and a means of discovering discrete content. Online search requires skills that needed to be acquired by the students and information professionals to effectively use digital technologies. Digital literacy is a way of inventing digitally in form of videos, and e-mailing, Tweets, Blogs, and as well navigating through the search engines. Also, digital literacy is acquiring knowledge to examine and use information link. It is studying to engage in suitable internet operations to bring about easy virtual communication. Some people view digital literacy as a means to an end, a great and useful phenomenon to

individual's discovery where students and professionals can bring about a conducive system, and an important dexterity experience while some see it as a threat to cultural and academic practices. Digital literacy can help in finding solution to difficult situations through expertise, and technical skills by engaging, designing, producing, and disseminating information.

Information Literacy: An Indispensable Instrument for the 21st Century Information Professionals

Information literacy is the capability of prescribing, determining, assigning, locating, and coordinating information. It is a cleverness of composing information, knowing how to generate, and comprehend information to create new ideas and autonomy. It involves the ability of retrieving information from any source and organizing it accordingly (Paul, & Anyaegbu, 2020). Information literacy is a set of actions and practices involving techniques and ability to efficiently utilize information, information resources, and information technology (<https://otterbein.libguides.com/infolit>). Information literacy is a general knowledge of information for advanced academic, legal, science, and skills to device and develop an idea for extremely important value and thought for a lifestyle in a society. It is the ability to unravel information through technology (<https://librarysciencedegree.usc.edu/>.) Information literacy skill is a fusion of library literacy, computer literacy, media literacy, technology literacy, critical thinking, ethics and communication (Paul, & Anyaegbu, 2020). Information literacy is expedient for all level and categories of people starting from basic and fundamental level to higher level with

varied skills. Information literacy is not about theory only, but about practical actions through interconnectivity by:

- ❖ Acknowledging challenging issues and formulate investigation
- ❖ Compose a design to discover information, and result
- ❖ Put up a clear and definite expression and make useful suggestion
- ❖ Search for information and make observation from print and online sources
- ❖ Examine the reputation and reliability of the sources of information

They should also be able to:

- ❖ Have useful access to information
- ❖ Assesses information accurately and skillfully
- ❖ Employ and utilize information precisely and inventively
- ❖ Capture information similar to personal endeavor and undertaking
- ❖ Grasps treaties and other innovative symbols and languages of information
- ❖ Compete brilliantly for worth in information search and awareness
- ❖ Acknowledge the quality and significance of information in an organization
- ❖ Experiment acceptable principles and device a respectful information
- ❖ Involving in a robust cooperation for information creation

Information literacy goes beyond printed sources, and resources. It can also be seen as computer literacy, network literacy, visual and media literacies (Information literacy from Wikipedia, retrieved in December, 2018). Information literacy

can be best harnessed from information providing organization. Information literacy helps in nurturing, and bringing up information literacy education in information providing organization. It serves as essential ingredient for lifelong learning skill and provide universal togetherness and direction for information literacy skill. Through information literacy, knowledge and facts can be shared among information professionals from various communities and also give room for individual involvement for information common goal. Information literacy exceeds reaching four walls of library to access print resources, it is getting access to a variety of information through different channels, operating effectively in information environment by comprehending how to discover, and engage, utilize information adequately. Information literacy is seen as an pivotal learning outcome in higher institutions in advanced nations and among its high impact educational practices (Dang, Igboechesi, & Diyong, 2022).

Multiple Literacies for Professionals and Its Implications

Literacy is the ability to transmit information or knowledge to others efficiently in any form such as creating, interpreting, evaluating, and analyzing information. Multiple literacies is the aptness to understand and expound different sources or media to acquire information. It consists of the capabilities to read, write, and seek for information. It is a modern way of global communication. Multiple literacies involve: The utilization of different technological devices, revolving round devices, exploring the internet, software, programs and graphics creation, design of diverse shapes, symbols, and

colours.

(<https://www.highperformancelearning.com>). Multiple literacies is made up of four areas which are: Digital literacy, Technological literacy, Visual literacy, and Textual literacy

Visual Literacy: Visual literacy is the way one can comprehend, estimate, view, and analyze information showed through images such as symbols, videos, pictures, and photographs. It is the ability to integrate visual performance for adequate communication of information.

Digital Literacy: Digital literacy occurs when a person can define, assess, and explain information got through discrete sources such as smartphones, websites, and internet. In academic and professional contexts, digital literacy involves accessing, evaluating, and effectively using information as a pivotal tool (Sungguh, 2024).

Textual Literacy: Textual literacy is the ability of an individual to process, print literature, and to accurately put information in writing.

Technological Literacy: Technological literacy is the capability to utilize, and navigate various technologies such as online search, websites, and social media adequately and accurately without encroaching to other's privacy. (<https://study.com>academy>lesson>). Integrating technology into learning practices is crucial in the ever evolving digital dispensation (Sungguh, 2024). Multiple literacies came into existence as a result of digital, and technological uprising in educational environment. Such technology includes television, audio broadcasting, video, motion picture production, live video conferencing, and multiplayer educational gaming etc. there has been great global transformation caused by emergence of digital technologies. The transformation has also generated new

challenges and great advancement to students and professionals in library and information science. It is a means of personal accessibility to, and dissemination of information. Multiple literacies is also known as multiliteracies, new literacies (<https://www.igi-global.com>).

Therefore multiple literacies is the integration, and development of different literacies for effective interaction in a learning environment. Multiple literacies has enormously added values to teaching and learning and most importantly to library and information profession. It has transformed the way information is being communicated from traditional way of reading and writing to technological means of communication which can be in form of symbols, graphics, design, gaming. Multiple literacies also give way for cultural, social interaction and practices for diverse learning. To be innovative and remain competitive, digitization must be integrated into teaching and learning. Thus, digital literacy encompasses a wide range of skills and knowledge needed to make effective use of digital tools by integrating them into pedagogical activities (Fernandez-Otoya, et al, 2024). Library and information science students and professionals of 21st century must adequately acquire all the needed skills and multiple literacies to perform effectively in their profession. There should be diverse collections in libraries for the promotion of multiple literacies. Library programs and plans in 21st century must exceed the ancient roles of read and write, but be that of collaboration, and construction of resources content and context (K. Mcpherson).

Problem Statement

21st century dispensation is associated with avalanche of

information. Information explosion makes students lack clarity on which source(s) to access in order acquire the needed and correct information promptly and accurately for a particular academic purpose. Information are available in both print and non-print forms, requiring students to be conversant with the means of locating, identifying, accessing, and utilizing the information as and when due. Information literacy, digital literacy, and multiple literacies stand as pivotal tools and pathfinders pointing to how, where, and when information can be searched, located, accessed, acquired, and utilized. With the advancement of technology, students require skills to access, navigate, evaluate chat, download documents, and send e-mail, but some have not embraced how to effectively locate, integrate, synthesize, and evaluate ideas and information (Dang, Igboechesi, & Diyong, 2022). Notwithstanding the information, digital, and multiple literacies available at the present day, LIS students still find it difficult to embrace the literacies in order to possess the required skills needed for their profession. Therefore, this study aimed at unravelling the importance of digital, information, and multiple literacies as pivotal tools in acquiring effective skills among LIS students in Nigerian Universities, Ekiti State University (EKSU), Library and Information Science Department being a case study.

Purpose of the Study

The purpose of this study is to examine the importance of acquiring literacy skills by Ekiti State University Library and Information Science students in the 21st century.

Objectives of the Study

The objectives of the study are to:

- 1) assess the LIS students' knowledge on information, digital, and multiple literacies
- 2) find out the means/ways through which they acquire information, digital, and multiple literacies skills
- 3) identify the sources by which LIS students acquire information, digital, and multiple literacies' skills
- 4) examine the benefits derived from information, digital, and multiple literacies among LIS students
- 5) ascertain the purpose(s) for which LIS students access and use information
- 6) identify the challenges LIS students faced in acquiring information, digital, and multiple literacies

Research Questions

The study seeks to answer the following questions

- 1) What level of information literacy, digital literacy, and multiple literacies' knowledge do LIS students have?
- 2) By what means/ways do LIS students acquire information, digital, and multiple literacies' skills?
- 3) What are the sources through which LIS students acquire information, digital, and multiple literacies?
- 4) What are the benefits derived from information, digital, and multiple literacies' skills?
- 5) For what purpose(s) do LIS students access and use information?
- 6) What are the challenges faced by LIS students in acquiring

information, digital, and multiple literacies' skills?

Scope of the Study

The scope of the study is on the information literacy, digital literacy, and multiple literacies as pivotal tools for effective skill acquisition among 21st century library and information science students, EKSU.

Methodology

Descriptive survey research design was adopted for this study. Quantitative data was collected through a well-structured questionnaire to answer the research questions that sought to know the extent of information literacy, digital literacy, and multiple literacies among library and information science students. The population for the study covered 30 students from 100 level and 81 students from 200 level of Library and Information Science Department, Ekiti State University. The questionnaire consisted of two sections; section A considered the socio-demographic data of the respondents while section B contained information on the topic of the study. The questionnaire was designed using simple percentage, Yes and No for response. It was distributed to all the respondents with 100% retrieval.

Data Analysis and Discussion of Result

Descriptive Analysis

This section clearly portrays the social-demographic characteristics of the respondents using descriptive statistics: frequency and percentage distribution of the respondents' variables.

Table 1.0: Summary of Socio-demographic information of Respondents

<i>Variables</i>	<i>Levels</i>	<i>Frequenc y</i>	<i>Percentage (%)</i>
Academic Level	100 level	30	27.0
	200 level	81	73.0
	Total	111	100.0
Age in Years	15 – 20 years	49	44.1
	21 – 25 years	56	50.5
	26 – 30 years	06	5.4
	Total	111	100.0
	Male	64	57.7
Gender	Female	47	42.3
	Total	111	100.0

Table 1.0 showed the demographic data of the respondents. Based on the results in Table 1.0, it was revealed that the total number of questionnaires administered to Library and Information Science (LIS) students of Ekiti State University were 111 (100%), out of which 30(27.0%) were administered to 100 Level and 81(73.0%) were administered to 200 Level with 100% retrieval. The age

variable of the respondents showed that most of the respondents were between ages 21-25 years with 56(50.0%), followed by ages between 15-20 years with 49(44.1%), while the least were ages between 26-30 years with 6(5.4%). Table 1.0 also showed the gender of the respondents. Majority of the respondents were male with 64(57.7%), while 47(42.3%) were female.

Level of LIS students' knowledge on information literacy, digital literacy, and multiple literacies

Table 2.0: Summary of Respondents on Assessment of LIS students' knowledge on information, digital, and multiple literacies

<i>Variable</i>	<i>High F (%)</i>	<i>Low F (%)</i>	<i>Total F (%)</i>	<i>Mean</i>	<i>S.D</i>
Level of LIS students' knowledge on information, digital, and multiple literacies	104 (93.7)	7 (6.3)	111 (100.0)	1.06	0.24

The first objective of this research was to assess the level of respondents' knowledge on information, digital, and multiple literacies. The results on Table 2.0 revealed that majority of the respondents with 104(93.7%) possess high level knowledge of information, digital, and multiple literacies. While

only 7(6.3%) respondents have low level knowledge of information, digital, and multiple literacies. This shows that most of the Library and Information Science students possess the basic knowledge of information, digital, and multiple knowledge that can assist them in accessing, analyzing and disseminating information in the

course of their learning. This result implies that very few of them were not

vast in information, digital, and multiple literacies.

Means/Ways through which they acquire information, digital, and multiple literacies skills

Table 3.0: Summary of Respondents on Means/Ways through which they acquire information, digital, and multiple literacies skills

<i>Variable</i>	<i>Yes F (%)</i>	<i>No F (%)</i>	<i>Total (%)</i>	<i>F Mea n</i>	<i>S.D</i>
Library Resources	98 (88.3)	13 (11.7)	111 (100.0)	1.12	0.32
Collaboration with students from other institution	86 (77.5)	25 (22.5)	111 (100.0)	1.23	0.42
Use of Library	96 (86.5)	15 (13.5)	111 (100.0)	1.14	0.34
Interaction with colleagues	94 (84.7)	17 (15.3)	111 (100.0)	1.15	0.36
School orientation and training	93 (83.8)	18 (16.2)	111 (100.0)	1.16	0.37
Online tutorials	88 (79.3)	23 (20.7)	111 (100.0)	1.21	0.41

Respondents were asked to indicate the means or ways by which they acquired information, digital, and multiple literacies skills. Results of the findings on Table 3.0 revealed that 98(88.3%) of the respondents acquired information, digital, and multiple literacies through library resources, 96(86.5%) acquired the skills through the use of library, 94(84.7%) acquired the skills through interaction with colleagues, 93(83.8%) of the respondents acquired the skills through school orientation and training, while 88(79.3%), and 86(77.5%) acquired information, digital, and multiple literacies through online tutorials and collaboration with

students from other institutions respectively. Basically, the results revealed that all the means/ways of acquiring information, digital, and multiple literacies had high percentages, but the highest of it was through library resources, followed by use of library, followed by interaction with colleagues, and the next on the table was through school orientation and training, followed by online tutorials, and lastly through collaboration with students from other institutions. This implies that library resources and use of library are the prominent means/ways of acquiring literacies skills among Library and Information Students.

Sources by which LIS students acquire information, digital, and multiple literacies' skills

Table 4.0: Summary of Respondents on Sources by which LIS students acquire information, digital, and multiple literacies' skills

<i>Variable</i>	<i>Yes F (%)</i>	<i>No F (%)</i>	<i>Total F (%)</i>	<i>Mea n</i>	<i>S.D</i>
Institution/Department training	96 (86.5)	15 (13.5)	111 (100.0)	1.14	0.34
University library orientation	100 (90.1)	11 (9.9)	111 (100.0)	1.10	0.30
Internet search	104 (93.7)	7 (6.3)	111 (100.0)	1.06	0.24
Library visit	103 (92.8)	8 (7.2)	111 (100.0)	1.07	0.26
Use of print information resources	97 (87.4)	14 (12.6)	111 (100.0)	1.13	0.33
Use of electronic database	93 (83.8)	18 (16.2)	111 (100.0)	1.16	0.37

Use of both print and electronic resources	99 (89.2)	12 (10.8)	111 (100.0)	1.11	0.31
--	-----------	-----------	-------------	------	------

Table 4.0 revealed the sources through which LIS students acquired information, digital, and multiple literacies. It was shown from the table that majority of the respondents 104(93.7%) sourced and acquired their literacies from internet search, followed by 103(92.8%) respondents who indicated library visit as their source of acquiring literacies, 100(90.1%) indicated University library orientation as a source of acquiring their literacies. 99(89.2%) showed that Use of both print and electronic resources were sources of

getting information, digital and multiple literacies. The next source to it was the use of print information resources with 97(87.4%), followed by institution/department training with 96(86.5%), and sources with the least percentages on the table was the use of electronic database with 93(83.8%). This may be unconnected with non-subscription of their institution to electronic database. The findings implies that the most common source of acquiring information, digital, and multiples literacies by the respondents was internet search.

Benefits derived from information, digital, and multiple literacies among LIS students

Table 5.0: Summary of LIS student Respondents on Benefits derived from information, digital, and multiple literacies.

<i>Variable</i>	<i>Yes F (%)</i>	<i>No F (%)</i>	<i>Total F (%)</i>	<i>Mea n</i>	<i>S.D</i>
Vast internet search for information	100 (90.1)	11 (9.9)	111 (100.0)	1.10	0.30
Identification of correct and suitable sources of information	103 (92.8)	8 (7.2)	111 (100.0)	1.07	0.26
Proper use of print and electronic information resources	92 (82.9)	19 (17.1)	111 (100.0)	1.17	0.38
Free access and exposure to information resources	98 (88.3)	13 (11.7)	111 (100.0)	1.12	0.32

Table 5.0 revealed the findings on the benefits derived from information, digital, and multiple literacies (IDMLs). It was revealed from the table that identification of correct and suitable sources of information was the greatest benefit derived from IDMLs with 103(92.8%), followed by a vast internet search of information with 100(90.1%), the next

benefit to it was free access and exposure to information resources with 98(88.3%). Proper use of print and electronic information resources with 92(82.9%) was the least benefit on the table. This implies that IDMLs is highly beneficial in identifying correct and suitable sources of information.

Ascertain the purpose(s) for which LIS students' access and use information

Table 6.0: Summary of Respondents on Purpose(s) for which LIS students' access and use information

<i>Variable</i>	<i>Yes F (%)</i>	<i>No F (%)</i>	<i>Total F (%)</i>	<i>Mean</i>	<i>S.D</i>
Information is accessed and used for research	108 (97.3)	3 (2.7)	111 (100.0)	1.03	0.16
Information is accessed and used for assignment	101 (91.0)	10 (9.0)	111 (100.0)	1.09	0.29
Information is accessed and used for examination	99 (89.2)	12 (10.8)	111 (100.0)	1.11	0.31
For team work	92 (82.9)	19 (17.1)	111 (100.0)	1.17	0.38
For leisure and entertainment	94 (84.7)	17 (15.3)	111 (100.0)	1.15	0.36

Table 6.0 ascertained the purpose(s) for which LIS students' access and use information. From the table, 108(97.3%) respondents indicated that information is obtained and utilized for research. 101(91.0%) indicated that information is obtained and utilized for assignment, 99(89.2%) responded that information is obtained and utilized for examination, 94(84.7%) indicated that information is obtained and utilized for leisure and

entertainment. Lastly, 92(82.9%) indicated that information is obtained and utilized for teamwork. The results from the table showed that knowledge of information, digital and multiple literacies serve many purposes generally with high percentages, though majority of the respondents believed that the highest purpose of IDMLs is to obtain and utilize information for research.

Identify the challenges LIS students faced in acquiring information, digital, and multiple literacies

Table 7.0: Summary of Respondents on Challenges LIS students faced in acquiring information, digital, and multiple literacies

<i>Variable</i>	<i>Yes F (%)</i>	<i>No F (%)</i>	<i>Total F (%)</i>	<i>Mean</i>	<i>S.D</i>
Poor search	88 (79.3)	23 (20.7)	111 (100.0)	1.21	0.41
No enough time	84 (75.7)	27 (24.3)	111 (100.0)	1.24	0.43
Insufficient knowledge of information literacy, digital literacy, and multiple literacies skills	91 (82.0)	20 (18.0)	111 (100.0)	1.18	0.39
Student lack of interest in acquiring information literacy, digital literacy, and multiple literacies skills	80 (72.1)	31 (27.9)	111 (100.0)	1.28	0.45
Insufficient information literacy, digital literacy, and multiple literacies sources	82 (73.9)	29 (26.1)	111 (100.0)	1.26	0.44
Inadequate training on information literacy, digital literacy, and multiple literacies skills	103 (92.8)	8 (7.2)	111 (100.0)	1.07	0.26
Low internet connectivity	90 (81.1)	21 (18.9)	111 (100.0)	1.19	0.39

Poor/Unconducive environment	86 (77.5)	25 (22.5)	111 (100.0)	1.23	0.42
Lack of sufficient information literacy, digital literacy, and multiple facilities	92 (82.9)	19 (17.1)	111 (100.0)	1.17	0.38
Lack of support from institution	95 (85.6)	16 (14.4)	111 (100.0)	1.14	0.35
Insufficient information literacy expertise	97 (87.4)	14 (12.6)	111 (100.0)	1.13	0.33

Table 7.0 showed the challenges LIS students faced in acquiring information, digital, and multiple literacies (IDMLs). It was revealed from the table that the highest percentages 103(92.8%) of the respondents indicated that inadequate training on IDMLs skills was the greatest challenge faced. 97(87.4%) indicated the challenge of insufficient information literacy expertise, followed by 95(85.6%) who indicated lack of support from their institution as a challenge. 92(82.9%) indicated the challenge of lack of sufficient IDMLs facilities, 91(82.0%) indicated insufficient knowledge of IDMLs skills, followed by 90(81.1%) who indicated low internet connectivity as a challenge, 88(79.3%) indicated poor search challenge, 86(77.5%) indicated poor/unconducive environment as a challenge, 84(75.7%) indicated lack of sufficient time as a challenge, followed by 82(73.9%) who indicated a challenge of insufficient IDMLs sources, 80(72.1%) indicated students' lack of interest in acquiring IDMLs skills. Summarily, the results on the table showed that majority of the respondents saw inadequate training on IDMLs skills and insufficient information literacy expertise as major challenges, and the least challenge was the student's lack of interest in acquiring IDMLs skills.

Discussion of Results

This study basically investigated the knowledge of Library and Information Science students on information, digital, and multiple literacies skills (IDMLs). Findings on the study showed that majority of the

respondents have the knowledge of IDMLs skills. The prominent means of acquiring IDMLs knowledge were through the use of library and its resources, interaction with colleagues, school orientation, training, and online tutorials. This corroborates that of Oyedipe and Popoola (2019) which opined that library professionals acquired skills through different ways. Many benefits were derived from acquiring the knowledge of IDMLs skills by the respondents such as identification of correct and suitable sources of information, a vast internet search for information, free access and exposure to information resources, proper use of print and electronic information resources. This is in line with the findings of Meyers, Erickson, and Small (2013) which opined that digital literacy often focuses not only on what it means to be digitally literate but also on the impact and benefits on human beings of not being digitally literate.

In addition, the findings showed that the main objective of acquiring and utilizing IDMLs skills by the respondents was to get information for research, assignments, to prepare for examinations, to get information for leisure and entertainment, and to utilize information for team work. Lastly, findings revealed that respondents experienced some challenges in the course of acquiring the skills despite all the benefits attached to it, some of which are: inadequate training, insufficient information expertise, lack of support from their institution, lack of sufficient IDMLs facilities, poor search challenge, unconducive environment,

and lack of sufficient time. This is contrary to the findings of Jacob (2016) which stated that most of the respondents who participated commented on the high level of support received from their instructor and the knowledge the instructor brought to the training.

Conclusion

Based on the analysis and discussion of results of the study, it was found that many of Ekiti State Library and Information Science students possessed the knowledge of information, digital and multiples literacies' skills to some extent through the use of library resources, interaction with colleagues, training and online tutorials. This assisted them to identify correct and suitable sources of information, and internet search which they used for their assignments, research work, and to prepare for examinations. Notwithstanding, the level at which they apply these skills needed to be improved upon for better performances.

Recommendation

The following recommendations were made based on the findings and conclusion of the study:

- 1 Institution management should organize regular literacy skills training for LIS students to improve their literacy skills.
- 2 Library management should recruit more LIS experts and make adequate provision of relevant facilities for the teaching of literacies skills.

References

Aoumeur, S. (2024). The role of technology in enhancing digital literacy skills among secondary school students. *International Journal of Post Axial Futuristic*

Teaching and Learning. 2(4), p203-214.

<https://journal.armorfati.id/index.php/postaxial>.

Asrizal, A., Amran, A., Ananda, F., Festiyed, R., and Sumarmin (2018). The development of integrated science instructional materials to improve students' digital literacy in scientific approach. *Jurnal Pendidikan/PA Indonesia* JP117(4), p442-450. <http://journal.unnes.ac.id/index.php/jpii>. DOI: 10.15294/jpii.v7i4.13613.

English, J.A. (2016). A digital literacy initiative in honors: perception of students and instructors about its impact on learning and pedagogy. *Journal of the National Collegiate Honours Council- online Archive*. <https://digitalcommons.unl.edu/nchcjournal/533>.

Dang, T.L., Igbechesi, G.P., & Diyong, U.J. (2022). Information literacy and academic libraries: a motivation. *International Journal of Advanced Academic Research*, 8(12), p122-133. www.ijaar.org.

Eric, M.M., Ingrid, E. and Ruth, V.S (2013). Digital literacy and informal learning environments: an introduction learning. *Media and Technology*. 38(4), p355-367. <http://dx.doi.org/10.1080/17439884.2013.783597>. DOI:10.1080/17439884.2013.783597.

<https://librarysciencedegree.usc.edu/>. <https://www.highperformancelearning.com>. Retrieved on 23rd May, 2021

<https://study.com/academy/lesson/> Fernandez-Otoya, F; Cabero-Almenara, J.; Perez-Postigo, G.; Bravo, J; Alecazar-Holguin, M.A.; Vilca-Rodriguez, M. (2024). Digital and information literacy in basic-

- education teachers: a systematic literature review. *Educ. Sci.* 2024, 14, 127. <https://doi.org/10.3390/educi14020127>.
- Information literacy from Wikipedia.the free encyclopedia. Retrieved on December, 2018.
- Jacob, A.E. (2016). A digital literacy initiative in honour: perceptions of students and instructors about its impact on learning and pedagogy.
- Jackie, M. (2015). The digital literacy skills and competences of children of pre-school age. *Media Education Studies and Research*.
- Jen Spisak (2018). Secondary student information literacy self-efficacy vs performance. Virginia commonwealth university (VCU scholars compass). <https://scholarscompass.vcu.edu/etd/5643>.
- KMC. Pherson (n.d). impact of multiple literacies in education. <https://jan.ucc.nau.edu>.
- Paul, G. (1999). An excerpt for digital literacy. *A Middle School Computer Technologies Journal*. a service of NC state university, Raleigh, NC. 2(2), <http://www.ncsu.edu/meridian/ju199/digit/index.html>.
- Paul, J.C., & Anyaegbu, M.I. (2020). Perceived impact of information literacy skills on college of education students use of library resources. *Library and Research Journal*, vol(5) p 31-37.
- Subaveerapandiyan, A., Priyanka, S., and Ugwulebo, J.E. (2022). Digital literacy skills among African library and information science professionals- an exploratory study. *Global Knowledge Memory and Communication*. Doi:101108/GKMC.06.2022.0138.
- Sungguh, P.P. (2024). Digital literacy, skills, and security: impact on digital leadership in higher education. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 8(3), p775-791. https://ejournal.uonja.ac_id/index.php/al-tanzim/index. DOI:<http://doi.org/10.33650/at-tanzim.v8i3.8538>.
- Tang C.M. and Chaw L.Y. (2016). Digital literacy: a prerequisite for effective learning in a blended learning environment. *The Electronic Journal of e-learning*. Vol(14), Issue 1.p54-65. www.ejei.org.
- URL: <https://otterbein.libguides.com/infolit>.
- Yoram, E. (2004). Digital literacy: a conceptual framework for survival skills in the digital era. *Journal of Educational Multimedia and Hypermedia*, 13(1), p93-106.