17

ASSESSMENT OF INFORMATION LITERACY SKILLS AND MEDIA LITERACY SKILLS OF ACADEMIC STAFF OF PUBLIC COLLEGES OF EDUCATION IN SOUTHEAST NIGERIA.

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Abstract

Purpose: This study evaluated the ML and IL proficiency of academic staff members at public *education colleges in southeast Nigeria.*

Design/Methodology/Approach: *The descriptive survey research design was adopted for this study. Two objectives and two research questions were formulated to guide the study. The research utilized a quantitative methodology and involved academic personnel from public colleges of education in Southeast Nigeria who were surveyed both offline and online. The instrument for data collection included a well-structured questionnaire. 725 questionnaire respondents were selected using purposeful sampling method. Version 28 of SPSS software was used for data analysis.*

Findings: *The descriptive findings demonstrated a high degree of information literacy and media literacy. The result revealed that academic staff of public colleges of education in southeast Nigeria the outcome shows that the faculty member's capacity to identify information needs (mean=4.501), locate information (mean=4.4893), evaluate information (mean=4.341), and use information (mean=4.489), were all high. Furthermore, the result also show that the academic staff possessed high media literacy skills as 4.368, for access to media content, 4.164 for analysis of media content, 4.2796 for assessing media content, and 4.3324 for communicating media messages.*

Implication: *The findings imply that the faculty members can recognize a need for information, locate it, evaluate it, and use it extensively and possess the capacity to obtain, examine, and evaluate media content, and communicate media messages effectively too.*

Originality/Value: *The study recommends that management of institutions should keep a close eye on their academic staff IL Skills and ML Skills to maximize each person's productivity. Future studies could investigate the correlation between IL and ML skills with other higher education categories in the nation to support the UNESCO 2030 agenda to provide Quality Education.*

Keywords: Media Literacy, Media Literacy Skills, Individual Work Performance, Relationship

Paper Type: Empirical research

1.0. Introduction

Individuals can learn how to utilize information literacy (IL) and media literacy (ML) to develop critical thinking abilities (Chan et al., 2017; Churchill, 2020). Information literacy and media literacy empower citizens to exercise curiosity, conduct searches, assess information critically, utilize it intelligently, and contribute to it. In the digital age, where business success depends on staff performance, ILS and MLS integration is vital. Academic staff needs knowledge, skills, and psychological capacity to teach, research, and serve the community. information literacy is a must in this digital age as nowadays there is no limit to the formats and sources of information

available in education. Proficiency in media literacy and information literacy is crucial for achieving success in professional endeavours, academic pursuits, and one's personal life. The competencies, aptitudes, and dispositions for learning that educators have determined are critical for success in the 21st-century workplace and society are known as 21stcentury talents.

Information Literacy refers to recognizing and efficiently identifying information needs, obtaining necessary information, and assessing and utilizing information (Wu, 2018). According to Lee et al. (2020), Information literacy refers to the proficiency needed to effectively find, access, and utilize diverse sources of information. Media literacy refers to the ability to explore, understand, and evaluate media content and communicate media messages effectively in a range of setting (Fedorov, 2017). As per Suminas and Jastramskis (2020), media literacy pertains to the all-encompassing comprehension, aptitudes, and pragmatic capacities required to engage with modern society efficiently through the acquisition, scrutiny, assessment, and creation of media materials across diverse media.

Higher education institutions (HEIs) rely on information and media literacy as a crucial ability that is essential for lifelong learning (Latifah et al., 2019). People could acquire knowledge and improve their critical thinking skills by developing their information literacy and media competencies (Chan et al., 2017; Churchill, 2020). Information literacy and media literacy are competency-based approaches that seek to promote critical thinking and are necessary in today's knowledge society, they both help to raise the quality of education (Bintoro & Winarsih, 2022).

To support their professional performance in the era of digitization, students and lecturers still need a fundamental comprehension of media literacy and information literacy. Being a lecturer, performance at work refers to the actions employees take on the job that are pertinent to the objectives of the organization. Organizational behaviour is interested in job performance, and the outcome plays a crucial part in evaluating the effectiveness of each employee's work.

1.1 Problem Statement.

People need to improve their information literacy skills and media literacy skills throughout their careers and acclimatise to the dynamic information environment due to the growth of the knowledge economy. Low media and information literacy has an impact on lifelong learning (Emisiko & Severina, 2018). The capacity to ascertain whether a specific piece of knowledge is required, locate it, assess it, and utilize that knowledge to a problem or issue is known as information literacy (Emisiko & Severina, 2018). The media is an essential component of daily communication and is now viewed as a time and lifestyle requirement for which students are being prepared by educational systems. Media literacy and information literacy is the ability to obtain, analyze, and evaluate information from different media channels. It encompasses skills like critical thinking, creativity, and problem-solving.

Information seeking is growing increasingly crucial, particularly for academic and research purposes. Finding trustworthy and accurate data requires the capacity to navigate the abundance of available information in libraries and online, which is why it is becoming increasingly crucial. Researchers have

discovered that many academic staff are either illiterate or lack basic information literacy skills, preventing them from using Internet resources for their work (Ahmed & Yesmin, 2019; Niwaz et al., 2020).

Academic staff with information literacy skills can access, locate, and assess a wide range of information sources. These are essential for the academician to function effectively. Nevertheless, there is a deficiency in this set of skills required for information inquiry and successful utilization in this digital age . In Nigeria, university librarian serves as academic staff to teach and guide media literacy and information literacy to lecturers and students. Academic staff in Nigerian institutions have the responsibility to teach, conduct research and engage in community service. They require access to the latest information sources to carry out these tasks successfully and efficiently and support their knowledge. They are required to possess sufficient knowledge to properly address their demands by using both print and electronic material. Lack of expertise in media and information literacy among academic staff was also deemed to be a crucial concern in getting pupils ready for a successful career, even though information literacy, which includes digital literacy, is becoming more important as a critical ability in many fields and professions (Hallam, et al., 2018). However, because they rely too heavily on libraries and the Internet to find information, most academic staff members lack awareness of the crucial significance of media literacy and information literacy skills to them for teaching, learning, and research. Library employees may become obsolete in the system and be unable to function at their best in a changing work environment without ICT capabilities. Ali and Richardson's (2018) study examined university library staff members' information literacy (IL) skill sets in Karachi, Pakistan. The average response rate to the survey was 54.17 percent, and 12 out of 24 competencies had scores below 50%. These results suggest that IL competency is typically low in the workplace. , in a study of the Electronic Information Literacy Level and Challenges among Academic Staff to Support Teaching Learning in Addis Ababa and Jimma University, Ethiopia, Belay and Bramo, (2017) reported that most of the responses strongly agreed that the challenges facing teaching and learning activities include problems locating the most appropriate information resource, problems accessing too much time necessary to explore the information resources, lack of knowledge of search techniques to retrieve information effectively and problems to retrieve records relevant to the information need. The results, however, indicate that the information literacy skills test's mean scores for each of the seven components are less than the scale's midpoint, which is set at 2.5. As a result, faculty members at Jimma and Addis Ababa universities lack IL proficiency based on the average scores across all categories (Belay & Bramo, 2017). Similarly, Ahmed and Yesmin (2019) reported a study of ILS among librarians in public universities in Bangladesh. They stated that despite having a significant education and work experience, librarians' ILS were determined to be lacking. The result was that most librarians demonstrated inappropriate and insufficient understanding of information skills. This study therefore is aimed at ascertaining the level of information and media literacy possessed by academic staff of public colleges of education in southeast Nigeria,

to enhance their teaching, learning and research activities.

1.2 Research Purpose

The study investigated the relationship between the academic staff's work performance and their possession of media and information literacy skills in colleges of education in Southeast Nigeria. It also sought to ascertain the degree of proficiency they had.

Research Objectives

1) To identify the level of information literacy skills possessed among academic staff at the Colleges of Education in Southeast Nigeria.
2) To identify the level of media literacy skills possessed among academic staff at the Colleges of Education in Southeast Nigeria

Research Questions

Drawing on the specified goals, the subsequent research questions were put forth to obtain data for the inquiry, specifically:

1) What is the level of information literacy possessed by academic staff of colleges of education in Southeast Nigeria?
2) What is the level of media literacy skills possessed by academic staff of colleges of education in Southeast Nigeria?

1.3 Limitation of the study

It assessed their proficiency in media and information literacy, the variables affecting the relationship between the academic staff of Southeast Nigeria's colleges of education's performance at work, and their knowledge of media and information. The most comprehensible limitation is the population.

Due to scheduling and financial constraints, the investigator might carry out the study within the parameters of national, state, and local colleges of education, as well as the full college of Nigeria's educational system. Consequently, the study covers the academic staff of nine public colleges of education in Southeast Nigeria and data were collected from institutions. There are roughly nine (9) state and federal educational institutions, housing about 3,200 faculty members.

Accessing and evaluating information resources in an information explosion era is a complex endeavour without the possession of requisite knowledge and skills. Hence, academic staff must be media and information literate by acquiring knowledge, skills, competencies, and psychological capacity to perform efficiently at work.

1.0. Literature Review

The main goal of earlier studies on media literacy, information literacy, and individual work performance was to provide a thorough grasp of these concepts, which includes the background, outlining the significance of each concept's component, description, and relationship with one another.

2.1 Information Literacy Skills

Understanding how to effectively gather and evaluate information is crucial for continuous learning and reaching academic milestones. It is essential for lifelong learning, particularly in education, where the transfer of knowledge is of utmost importance to foster creative, critical thinkers and lifelong learners (Durodolu & Ochalla, 2017). The enhancement of learning, skills, values, beliefs, and cultural awareness is facilitated by information literacy (Ashiver et al., 2018). The contemporary significance of IL was

underscored in 2018 by the UK's library and information association CILIP, which redefined it as the capacity for critical thought and the ability to weigh all available information before acting upon it. This idea identifies five primary contexts in which IL can be used: locating information online, comprehending our surroundings, cultivating critical thinking abilities throughout the educational process, improving employability, and locating trustworthy health information sources (Chartered Institute of Library and Information Professionals (CILIP), 2018). People can become responsible citizens and engaged members of society with this information. Various authors, scholars, and researchers have different definitions of information literacy.

Information literacy skills are crucial for professionals in various industries and are influenced by cognitive talents. Language proficiency and technical literacy are essential characteristics of information literacy. These skills are essential for the Nigerian labour force and enable users to define their information needs, plan and strategize their search for appropriate information, and critically assess and use the information found. Understanding the relationship between information sources and technology is essential for information access and literacy. Ikenwe and Aiyebelehin (2024) opined that material-literate talents include the ability to determine when and to what extent information is needed, obtain information from multiple sources, communicate knowledge to others while citing the relevant sources and carefully, logically, and thoughtfully evaluate the material with a predefined threshold for significance before retrieval. Knowing how to evaluate information from any source and use it critically and impartially is known as information literacy. It enables us to communicate fully with society and to form educated opinions as citizens. (CILIP 2018). The capacity to identify, find, and apply pertinent and essential knowledge is known as information literacy (Gupta & Gupta, 2021). Developing strong information literacy skills promotes critical thinking and the ability to generate new knowledge.

2.2. Media Literacy Skills

The information, abilities, and life skills required to engage with modern society by obtaining, assessing, and creating media messages across a variety of platforms are sometimes referred to as media literacy (Mallon, 2018; Suminas & Jastramskis, 2020). Different organizations have been concerned with Media Literacy in a vast number of ways. Foundations such as UNESCO, UNICEF, OFCOM, and NAMLE are among the major frontiers in advocating Media Literacy, others being different scholars and alike. An excessive amount of information is now available thanks to digital media technology, making it difficult for people to maintain a necessary distance from the material they are constantly exposed to. Media literacy offers methods for methodically evaluating information disseminated through mass media outlets. However, media literacy also fosters critical thinking across a wide range of academic fields, giving people the tools needed to ensure the survival of democracy. It is essential to be dependable while creating a critical distance from messages spread by mass media. Beyond media analysis, nevertheless, media literacy education keeps people's capacity to carefully consider all available information before concluding intact by fostering critical thinking abilities. The ability to access, comprehend, and evaluate a broad range of media and media content elements, as

well as to create communications in some contexts, is known as media literacy (ML). (European Commission, 2015). In the UNESCO Document, the following are the elements of media literacy:

(a) Understand the roles and objectives of the media.

(b) Acknowledge how the media carries out its mandate in certain situations.

(c) Examine and critically analyse media content.

(d) Media use for learning, intercultural communication, and democratic involvement.

(e) Create material that users have created.

Media literacy, as defined by the European Commission (2007) and referenced by Rasi et al. (2021), is the ability to utilize media, understand and evaluate different aspects of media and media environments, and produce communications in a variety of contexts. This explanation expands upon three essential components:

i Media and content access.

ii The capacity to critically analyze and comprehend media messages.

iii The ability to be creative, communicative, and productive.

The term "media literacy" describes the creative and instructive written, spoken, and visual content that is available in all forms of media, such as social media, video games, radio, television, and film. Digital literacy is included since "media literacy" includes all media (Rasi et al., 2021). According to Fedorov (2017), media literacy (ML) is the result of media education, that is, the ability to select, employ, perceive, create, evaluate, analyze, and distribute media texts (messages), as well as comprehend the political, sociocultural, and operational framework of the media.

Media literacy is a complex idea that includes moral, aesthetic, emotional, and cognitive development (Malan & Malan, 2020). Additionally, media literacy skills are made up of three building blocks: knowledge structure, skills, and personal locus. To construct solid knowledge structures, one employs their talents as tools to work on the information in media messages. Personal locus provides the motivation and guidance needed to complete the task. The purpose of the study is to assess the degree of media literacy among academic employees at educational institutions.

According to Ciurel (2016), media literacy comprises a collection of interrelated abilities that enable people to evaluate, comprehend, analyse, and critically engage with media messages. It also includes the capacity to retrieve, evaluate, and analyse language, auditory cues, and visual stimuli that impact our day-to-day existence and are fundamental to modern civilization. (UNESCO, 2013). Media literacy is the ability to obtain, analyse, and evaluate information from different media channels. It encompasses skills like critical thinking, creativity, and problem-solving. In this study, media literacy is defined as the ability of the academic staff to explore, understand, and evaluate media content in addition to communicating messages effectively in a range of setting. In today's world, individuals are obligated to possess media competence to avoid falling prey to various media manipulations and to fully engage with the

diverse realm of media culture. Media literacy has become a crucial skill for an individual to survive in the modern digital environment. It is an effective technique for encouraging critical thinking and developing media consumers who actively engage with content. It is more crucial than ever to have media literacy skills. When exposed to digital media, media literacy strengthens critical thinking abilities, empowering people to make decisions on their own about content creation, access, assessment, and analysis.

2.3. Academic staff

The basic functions and qualities of academic staff are determined…academic staff also carries out their immediate and top-priority functions at the university - this is the function of learning, teaching and research. Academic staff are essential to the operations of higher education institutions, including colleges of education. Academic staff are essential to university operations, comprising researchers, teachers, and scholars (Houston et al., 2006). They play a crucial role in university governance, participating in decision-making at national, institutional, and academic levels (Palamarchuk, 2018). Academic staff are expected to adhere to principles of good governance, including selflessness, integrity, and objectivity (Palamarchuk, 2018). Their responsibilities extend beyond teaching and research to include representation in governing bodies like the Senate and University Council (Palamarchuk, 2018). The intensification of academic work, balancing research and teaching responsibilities, and maintaining work-life balance are ongoing challenges for academic staff (Houston et al., 2006). Despite these challenges, academic staff remain essential to universities' core functions and effective governance (Palamarchuk, 2018).

2.4. Colleges of Education

Colleges of education in Nigeria are institutions established to train and produce qualified teachers for primary and secondary schools. These institutions have played a vital role in the development of the Nigerian educational system by producing quality teachers who have contributed to the growth and development of the nation. (Al-amin,2023). The NCCE is responsible for ensuring that the colleges of education in Nigeria provide quality teacher education programs that meet the needs of the country. Currently, there are over 100 colleges of education in Nigeria, both public and private. These colleges offer certificate, diploma, and degree programs in education and related fields. Many of the colleges have since been upgraded to degree-awarding institutions, and they have contributed significantly to the development of the education sector in Nigeria.

The College of Education system is one of the tripods of tertiary education in Nigeria and it has the primary role of training teachers who will be awarded the minimum teaching qualification of Nigerian Certificate of Education (NCE). This certificate qualifies one to teach in junior secondary schools and technical colleges in Nigeria and it takes three years to complete. These teachers' institutions were formally known as Advanced Teachers' Colleges and were affiliated to different universities in Nigeria. They were later transformed into Colleges of Education under the supervision of one umbrella body known as the National Commission for Colleges of Education (NCCE) established in 1989. (Onifade & Onifade,2011)

3.0 Research methodology

One important thing to keep in mind while creating a survey questionnaire is to test it.

Pre-testing has a direct impact on the questionnaire's quality and is a crucial phase (Taherdoost, 2022). The instrument was pre-tested to enhance the validity and content of the study. Pretesting is considered essential for developing survey questions and is also vital for enhancing data collecting in quality-of-life studies. (Dawadi, 2021). He reiterates that pretesting uses a range of techniques or sets of techniques. Pre-testing is used to identify any problems with the questions, confusion in the inquiries or other hindrances to collecting information through a survey.

A specific sample is used for research, and the findings are extrapolated to a broad or full target population. As stated by Shukla (2020), the term "population" in research denotes the entirety or categorization of all the entities to which the findings will be applicable. In other words, a population consists of all the entities that possess the specific characteristics being investigated and to which study findings can be applied. Sample size refers to the complete number of individuals selected from the research community. The researcher employed nonprobability sampling approach. and purposive sampling. Purposeful sampling is a set of non-probability sampling procedures that select units based on specific features needed for the sample. This study utilized a sample size calculator to determine the minimum sample size. Raosoft.com (2019), provides a 5% error margin and 95% confidence level. According to Raosoft's sample calculator, the recommended sample size is 344 academic staff from these colleges of education. Six geographical zones make up Nigeria: North-Central, Northeast, Northwest, Southeast, South-South, and Southwest. Five states make up the Southeast region: Abia, Anambra, Ebonyi, Enugu, and Imo. The study's population consists of faculty members of education colleges in Nigeria's southeast region. There are four federal and five state schools of education that make up the Colleges of Education (COE) were utilized in this study. With a population of roughly 3200, the 9 COE got from Statistics of academic employees at Nigerian education colleges, (Enwezor & Obi, 2022), of whom 344 academic employees will be the respondents in a representative sample, derived from Sample Size Calculator by Raosoft, Inc.

The survey for this research was published using the internet platform Google Forms. The survey link was opened to respondents from 17th July 2023 until 31st October 2023 (4 months). Respondents had the flexibility to participate at any point during the specified timeframe. The online forms have been submitted individually to the respondents through email. The following chapter presents the analysis's findings. The printed survey was also sent to the participants in areas with limited or insufficient network coverage with the help of colleagues. Both hard copy and online forms were used, along with an introduction, a cover letter, and a deadline for completing the questionnaire. To speed up the process of distributing and collecting the questionnaire, copies were given to the participants.

The research utilized a quantitative methodology and involved academic personnel from public colleges of education in Southeast Nigeria who were surveyed both offline and online. 725 questionnaire respondents were selected using purposeful sampling. Version 28 of SPSS was used for data analysis

4.1. Descriptive Analysis of Information Literacy Skills

In measuring information literacy skills, four dimensions were used, namely (i) need to find information, (ii) assess information, (iii) determine when information is needed, and (iv) apply information.

4.1.1 Perceived Level of Need for Information (NS)

Need skills are the capacity to assess when data and investigation are required for a Table 1.1

Descriptive Analysis for NS

		N	Minimum	Maximum	Mean	Std. Deviation	Variance
NS2	I can ascertain the information's overarching purpose for the given task.	725	1.00	5.00	4.516	0.674	0.455
NS3	I can create inquiries to direct the assigned work.	725	1.00	5.00	4.510	0.721	0.521
NS4	I can utilize multiple resources to enhance your knowledge of the task's subject.	725	1.00	5.00	4.392	0.811	0.658
NS5	I can decide on how to locate the data I require	725	1.00	5.00	4.541	0.745	0.555
NS6	I can decide which information is most relevant to my needs	725	1.00	5.	4.546	0.739	0.547
	Valid N (listwise)	**725**	**1.00**	**5.00**	**4.501**		

1.Strongly Disagree; 2. Disagree; 3. Neutral; 4. Agree; and 5. Strongly Agree

specific academic task (Malik et. al,2022). The need for information dimension was measured with five items and as illustrated in Table 5.12, the average mean value was 4.501. The five items "I can choose the information that best suits my needs." had a mean value of 4.546, the highest value, and 4.392, the lowest value. My understanding of the topic of the job can be expanded by utilizing a variety of sources.

4.1.2. Perceived Level of Location of information (LS)

Locate skills and ability to locate quality information resources from available sources (Babalola & Umar, 2021). The location of information dimension was measured with four items and as illustrated in Table below, the average mean value was 4.4893.

Of the four items "I can obtain background information by consulting an

encyclopaedia" found that the mean value was 4.309, the lowest mean value, and the highest mean value, 4.662. " I'm able to create search terms like author, title, and subject for information."

Table 1.2

Descriptive Analysis for LS

		N	Minimum	Maximum	Mean	Std. Deviation	Variance
LS2	I can use databases to find information.	725	1.00	5.00	4.401	1.006	1.014
LS3	I can use an encyclopaedia to gather background information	725	1.00	5.00	4.309	1.050	1.103
LS4	Google and Yahoo are search engines I can use to find information resources.	725	1.00	5.00	4.585	0.772	.597
LS5	I'm able to create search terms like author, title, and subject for information.	725	1.00	5.00	4.662	0.685	.470
	Valid N (listwise)	**725**	**1.00**	**5.00**	**4.4893**		

1. Strongly Disagree; 2. Disagree; 3. Neutral; 4. Agree; and 5. Strongly Agree

4.1.3. Perceived Level of Evaluation of Information (ES)

Evaluate skills consist of the ability to assess information resources, progress of work, and improvement needed (Babalola & Umar, 2021). Evaluation of information (ES) dimension was measured with seven items and as illustrated in Table below, the average mean value was 4. 341. From the seven items “I can evaluate the quality of my information-gathering process and its results.” the greatest average value is 4.484, while the lowest average value is 4.143."Using the appropriate criteria, I can assess print resources."

Table 1.3

Descriptive Analysis for ES

		N	Minimum	Maximum	Mean	Std. Deviation	Variance
ES2	I can evaluate print resources using acceptable criteria.	725	1.00	5.00	4.143	0.955	.913
ES3	I can evaluate information resources based on authority, accuracy, authority, and relevance	725	1.00	5.00	4.396	0.897	1.103
ES4	I can analyze collected information	725	1.00	5.00	4.484	0.833	.806
	Valid N (listwise)	**725**	**1.00**	**5.00**	**4.341**		

1. Strongly Disagree; 2. Disagree; 3. Neutral; 4. Agree; and 5. Strongly Agree

4.1.4. Perceived Level of Use of Information (US)

Use skills comprise the capacity to use information to finish a work or project, cite sources, and ethically use information. Five questions were used to measure the usage of information dimension; the average mean value is 4. 489, as shown in the table below. The highest mean score, 4.590, was reported for the fifth question, "I can develop new knowledge and understanding from the collected information," while the lowest mean value, 4.323, was noted. "I can communicate the outcome using proper writing and citation style".

Table 1.4

Descriptive Analysis for the US

		N	Minimum	Maximum	Mean	Std. Deviation	Variance
US1	I can develop new knowledge and understanding from the collected information.	725	1.00	5.00	4.590	0.761	.579
US2	I can use appropriate presentation software to present information.	725	1.00	5.00	4.541	0.777	.605

US3	I can use collected information in a legally accepted manner.	725	1.00	5.00	4.521	0.881	.777
US4	I can communicate the outcome using proper writing and citation style	725	1.00	5.00	4.323	0.901	.813
US5	I can compile bibliographies for a variety of sources, including books, papers, and websites.).	725	1.00	5.00	4.470	0.873	.763
	Valid N (listwise)	**725**	**1.00**	**5.00**	**4. 489**		

1. Strongly Disagree; 2. Disagree; 3. Neutral; 4. Agree; and 5. Strongly Agree

4.2. Descriptive Analysis of Media Literacy Skills (MLS)

4.2.1 Perceived Level of Access to Media Information (ACS)

Access skills involve finding, utilizing, and delivering the relevant information using appropriate media methods (Hobbs, 2010; Ashley, 2017). The dimension of "access to media information" was measured using five items, and the average mean value was 4.368, as shown in the table below. The item "I can deliberately select different media devices depending on how they work (PC, smartphone, tablet, etc.)." yielded the highest mean value of 4.575 out of the five, while the item with the lowest mean value was 3.687. "I can use a range of search engines and databases to find the information I need."

Table 2.1

Descriptive Analysis for ACS

		N	Minimum	Maximum	Mean	Std. Deviation	Variance
ACS1	I can efficiently obtain the information, music, images, or other required data via various media tools.	725	1.00	5.00	3.687	0.664	.803
ACS2	I can obtain the information I require by using a variety of search engines and databases.	725	1.00	5.00	4.513	0.820	.673

ACS3	I am proficient in using technological media equipment, such as computers, interactive whiteboards, projectors, tablets, and cell phones	725	1.00	5.00	4.517	0.813	.662
ACS4	I can deliberately select different media devices depending on how they work (PC, smartphone, tablet, etc.).	725	1.00	5.00	4.575	0.740	.549
ACS5	I can use media devices and information sources on purpose (e.g., searching the Internet and social media sites for information).	725	1.00	5.00	4.548	0.759	.577
	Valid N (listwise)	**725**	**1.00**	**5.00**	**4.368**		

1. Strongly Disagree; 2. Disagree; 3. Neutral; 4. Agree; and 5. Strongly Agree

4.2.2. Perceived Level of Analysis of Media Content (ANS)

Analyze skills involves evaluating the composition, ideas, layout, style, and order of the message critically to determine the quality, veracity, and credibility (Hobbs, 2010). Analysis of media content was measured with five items and as illustrated in Table below, the average mean value was 4.164. "I evaluate media content for the intended viewership, taking into account elements like selection options, customized online offers made possible by cookies, and the target audience for newspapers, television shows, and websites," has the lowest mean value at 3.910 among the five items. The highest mean value, recorded, is 4.392 for "I analyze media contents for the goals for which they were created and distributed."

Table 4.2.2

Descriptive Analysis for ANS

		N	Minimum	Maximum	Mean	Std. Deviation	Variance
ANS1	I analyze media content for the goals for which they were created and distributed.	725	1.00	5.00	4.392	.0.980	.918

ANS2	I communicate messages using media technologies in addition to the clear goals and meaning that readers readily understand.	725	1.00	5.00	4.230	1.027	1.057
ANS3	I can interpret information from the media ((For instance, the structure of a text, article, movie, video, etc.) or implicit versu explicit media language	725	1.00	5.00	4.263	1.799	3.241
ANS4	I can create and disseminate media (e.g., news filtering, the interaction between politics, democracy, and the media, and from source to article)	725	1.00	5.00	4.025	0.932	.870
ANS5	I assess media material for the intended viewership, considering factors like selection options, customized online offers made possible by cookies, and the target audience for newspapers, television shows, and website	725	1.00	5.00	3.910	1.017	1.035
	Valid N (listwise)	**725**	**1.00**	**5.00**	**4.164**		

1. Strongly Disagree; 2. Disagree; 3. Neutral; 4. Agree; and 5. Strongly Agree

4.2.3. Perceived Level of Assessment of Media Content (ASS)

The process of evaluating media content for objectivity and reality and determining its value or calibre is known as "assessment skill" (Eristi & Erdem, 2018). Five items were used to test the evaluation of media material, and the average mean value is 4.2796, as shown in the table below. "I understand how the media shapes people's opinions and can have negative effects like hostility or addiction'' had the greatest mean value (4.414) out of the five questions, and the lowest mean value (4.19) "I am conscious of the way I use media (copyright, unauthorized downloads, risky media usage, etc.)."

Table 4.2.3.

Descriptive Analysis for ASS

		N	Minimum	Maximum	Mean	Std. Deviation	Variance
Ass1	I can recognize harmful and cruel media content and take precautions to avoid it.	725	1.00	5.00	4.239	1.000	1.002
Ass2	I can evaluate and render a judgment on media messages or content considering ethical standards.	725	1.00	5.00	4.290	0.954	.910
Ass3	I can assess media content using a range of criteria (such as information quality, information comparability, and visual appeal).	725	1.00	5.00	4.265	0.911	.830
Ass4	I understand how the media shapes people's opinions and can have negative effects like hostility or addiction.	725	1.00	5.00	4.414	0.917	.842
Ass5	I am conscious of the way I use media (copyright, unauthorized downloads, risky media usage, etc.).	725	1.00	5.00	4.190	0.813	.663
	Valid N (listwise)	**725**	**1.00**	**5.00**	**4.2796**		

1. Strongly Disagree; 2. Disagree; 3. Neutral; 4. Agree; and 5. Strongly Agree

4.2.4. Perceived Level of Communication of Media Messages (CMS)

The ability to create media messages and spread them to others is a component of communication skills (Schmidt, 2013). Five items were used to measure media message communication, and the average mean value is 4.3324, as shown in the table 5.19. The highest mean value, 4.428, was recorded from the five items, for the item "I can assess the potential repercussions should I distribute messages containing fictitious and intentional information or pictures that are the property of others and must be shared with permission.“ The lowest mean value being 4.228 for the item "I may organize events

like blogs, discussion forums, and digital campaigns to address a range of problems or increase public awareness of a particular topic using media tools and platforms."

Table 5.19

Descriptive Analysis of CMS

		N	Minimum	Maximum	Mean	Std. Deviation	Variance
CMS1	I can assess the potential repercussions should I distribute messages containing fictitious and intentional information or pictures that are the property of others and must be shared with permission.	725	1.00	5.00	4.428	0.903	.817
CMS2	Using media tools and platforms, I may plan events like blogs, discussion forums, and digital campaigns to solve a variety of issues or raise awareness of a specific topic among the public.	725	1.00	5.00	4.228	0.967	.936
CMS3	I can produce media content, such as articles, photo or video documents, and blogs.	725	1.00	5.00	4.335	0.998	.997
CMS4	I can use media to convey and show information (e.g., organize and modify a presentation and broadcast media material via relevant channels like YouTube, blogs, and directories).	725	1.00	5.00	4.366	0.967	.937

CMS5	I can use the media to engage in public discourse (e.g., demonstrate commitment, utilizing social media, emailing companies, reader feedback, or other channels)	725	1.00	5.00	4.304	0.989	.980
	Valid N (listwise)	**725**	**1.00**	**5.00**	**4.3324**		

1. Strongly Disagree; 2. Disagree; 3. Neutral;
4. Agree; and 5. Strongly Agree

5.0. Discussion of Findings

5.1. To identify the level of information literacy skills possessed by academic staff of colleges of education in Southeast Nigeria.

The first objective is to measure the level of information literacy among academic staff, a modified 5-point Likert scale with four dimensions—identifying the need for information, locating information, analyzing information, and applying information—was used. The information literacy abilities' average overall worth of academic staff was examined. Tables 5.15, 5.16, 5.17, and 5.18 represent the results of the measures of the four characteristics of information literacy abilities. Observing the tables that illustrate the four aspects of information literacy abilities, the outcome shows that the faculty member's capacity to identify information needs (mean=4.501), locate information (mean=4.4893), evaluate information (mean=4.341), and use information (mean=4.489), were all high. This implies that the faculty members can recognize a need for information, locate it, evaluate it, and use it extensively. The results of the findings agree with the findings of Babalola and Umar (2021) who found that academic staff have a high ability to acknowledge the need for information, find it, access it, assess it, arrange it, apply it, and share it ethically. It is worth noting that none of the items measured in the four dimensions of ILS recorded below 4.00.

Based on the findings, the overall mean for recognizing the need for information is 4.501 and none of the items were recorded below 4.00. These reveal that academic staff recognize the need for information and apply the same in the discharge of their genuine roles in research, teaching, and community service. Ashiver et al. (2018) who claim that someone who is information literate can recognize the necessity of precise and comprehensive knowledge as a basis for wise decision-making. To incorporate new information into the body of current knowledge, they can also create queries based on needs, identify prospective information sources, access information sources, including computers and other technology, evaluate information, and organize information. In education, where knowledge must be imparted to produce critical, creative thinkers and lifelong learners, IL is especially important for lifetime learning (Durodolu & Ochalla, 2017).

Additionally, both academic staff and students may benefit from the knowledge and abilities included in the information literacy idea. A student's academic career will be considerably more gratifying and trouble-free if they have a firm foundation in the appropriate abilities. Instructors who possess the information literacy abilities required to teach students can develop their critical thinking, intellectual curiosity, and ability to create and consume information. The second component of information literacy skills is information finding. The study's content is with the capacity to identify reliable information sources from accessible sources (Babalola & Umar, 2021). The questionnaire offered four questions to gauge how well academic staff members could find information. The overall mean score for locating information was 4.4893. This shows that academic staff can locate the information they need from the vast resources available. The finding is like Olakunle and Olanrewaju (2019) where academic researchers are proficient in all facets of information-literate abilities. ILS's third dimension is evaluating information. Information evaluation is the capacity to evaluate information sources, progress of work, and improvement needed (Babalola & Umar, 2021). Three items were asked and the overall mean score for evaluation information is 4.341. This shows that academicians can evaluate information to discharge their duties.

The fourth dimension of ILS is the applying knowledge. In this sense, using information skills is being able to use it to finish a task or project, cite, and apply information ethically. Five items were asked, and the overall mean score is 4.489, revealing a high ability to use information for research, teaching, and community service. This implies that academic staff workers are highly skilled in recognising information needs, locating and obtaining information, evaluating information, applying information, organizing, applying, and ethically disseminating knowledge.

The findings are consistent with those of Babalola and Umar (2021) who found that academic staff have a high capacity to identify information needs, find and obtain it, assess it, organize it, utilize it, and present it responsibly, and Chen et al. (2023) who in their study report an overall score of IL of academic staffs in China to be as high as 75%.

From the discussion on information literacy skills, academic personnel possess high ILS. A user's ability to recognize, access, and apply the wealth of information available in this era of information requires that they have an ILS. This includes academic staff members. Information literate individuals are those who have mastered the process of learning, according to Carbo (2015), referencing the American Library Association (1989). They can locate information, apply it in a way that allows others to benefit from it, and understand the structure of knowledge. People who can find the information needed for every task or decision at hand are prepared for lifelong learning.

In addition to measuring information literacy, the goal of this study was to gauge academic staff members' media literacy. The study employed a questionnaire survey to gather information on media material accessibility, analysis, assessment, and communication to gauge the media literacy abilities of the academic staff. Based on the data analysis and collection, the minimum, maximum, mean, standard deviation, and variance

were noted. For each of the 20 dimensions, a 5-point Likert scale was adapted, where 1 is the lowest scale for strongly disagreeing and 5 is the highest for strongly agreeing. Media literacy was described by Erdem (2018), as the ability to locate, look through, evaluate, and share media content in a range of formats. According to McAnulty (2020), media literacy can assist in finding the information required in a timely, convenient, and appropriate manner. In this study, Media literacy is predicated on an individual's capacity to receive, process, assess, transmit, and produce texts and media in a variety of formats and genres. These days, one of the most crucial abilities is media literacy, according to (Fedorov & Mikhaleva, 2020).

5.2. To identify the level of media literacy skills possessed by academic staff of colleges of education in Southeast Nigeria

The second objective is to identify the level of media literacy among academic employees was examined and Tables 5.19, 5.20, 5.21, and 5.22 indicate that media literacy skills were higher: 4.368, for access to media content, 4.164 for analysis of media content, 4.2796 for assessing media content, and 4.3324 for communicating media messages. The finding shows that the academic staff possess the capacity to obtain, examine, and evaluate media content, and communicate media messages effectively. The results also demonstrate that academic staff members can participate and contribute towards the institution's objectives. This is consistent with Celebi & Copur (2019) study, which found a relationship between secondary school teachers' media literacy levels and their problem-solving skills. The researchers employed a quantitative correlational approach to examine the relationship across a wide range of variables. It was discovered that secondary school teachers have exceptional levels of problem-solving and media literacy.

6. Recommendation

The findings about the level of media literacy skills possessed by academic staff present an interesting point for discussion. The following recommendations are proposed:

1. Information and Media Literacy Initiatives for Education Setting.

The Federal Government of Nigeria, through the National Digital Economy Policy and Strategy (NDEPS) and the National Information Technology Development Agency (NITDA) should develop an information and media literacy standard for Nigeria will equip Nigerians to overcome the limitations in the digital age and skill development. This will help to equip the workforce with the necessary digital skills to meet the ever-changing demands of the job market, resulting in enhancing their capacity to critically evaluate news, information, and digital content. Efforts to enhance information literacy can involve hosting workshops and lectures on various topics such as internet safety, data privacy, digital media usage, and digital security. To With the right approach and commitment, along with sufficient resources, building a highly skilled nation in the digital age can be possible.

2. Providing Adequate IL and ML Facilities with Network Coverage

The Federal Government of Nigeria through Federal and State Ministries of Education should provide adequate IL and ML facilities with network coverage in

higher institutions of learning. This is crucial for academic success, for full engagement in civic life in the twenty-first century and to prepare students for the workforce. Also, academic staff need a variety of information literacy resources for effective teaching in higher education institutions to enhance effective online instruction.

3. Comprehensive Training on ILS and MLS to Academic Staff for Online Teaching and Research Activities

The findings of the study highlight the importance of information and media literacy skills in workplace settings and suggest that institutions of higher learning should consider implementing training programmes to enhance information literacy skills among their employees (Wu, 2018; Naveed et al., 2022). According to Mandang (2017), Training is a vital part of human resource investment to improve work abilities and skills to improve employee performance. Resources, tools, and technologies that support the diverse levels of information literacy training seekers must be available too. Through continuous, well-coordinated academic training programmes, training, and skills development, academics will perform their core functions creditably. To sustain academic staff information and media literacy skills, constant training of academics on media and information literacy skills acquisition is hereby recommended to provide the academic staff with key, high-level generic skills like the capacity for lifelong critical, conceptual, and reflective thinking, and attributes such as creativity and originality. Thus, the management of education colleges must constantly organize information literacy skills programs to develop information-literate academics.

7.0. Conclusion

In Nigeria, colleges of education play a crucial role in higher learning by providing individuals with the essential skills needed for successful academic careers. Professors at these institutions play a vital role in imparting necessary knowledge to students and nurturing their independence and confidence. Academics must possess strong ILS and MLS to excel in their roles as educators and researchers. These competencies allow individuals to identify their information needs, access and evaluate sources of knowledge and overcome obstacles to acquiring information. Scholars can more effectively fulfil their roles by honing these skills, not only improving their teaching and research but also cultivating critical thinking and intellectual curiosity among students.

This study investigates the utilization of ILS and MLS by academic staff in Nigeria's colleges of education to meet the current teaching and research requirements. The research aims to fill a notable gap in the existing literature. This highlights the significance of these skills in allowing scholars to obtain, organize, and evaluate information resources, which in turn shapes how others in the educational system use information.

The findings indicate that academic staff have high degree of information and media literacy skills. This indicates the importance of customized strategies to enhance MIL processing in various academic settings. The study suggests that the National Commission of Colleges of Education should consider integrating the use of information literacy skills when

assessing the performance of academic staff. To promote the production of valuable research and contribute to personal and societal development, it is imperative to prioritize continuous efforts aimed at improving information literacy skills. This research provides important insights into the probable impact of ILS and MLS on academic performance, specifically in Nigeria's colleges of education. The importance of ongoing skill development is emphasized to meet the changing requirements of higher education and to ensure that academics can effectively fulfil their roles as educators and researchers. The study's findings have broad implications that go beyond the academic realm. They provide a solid basis for future research and policy-making efforts focused on enhancing IL and ML proficiency across all levels of education.

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