

# **Contribution of Information Literacy Programmes to the Academic and Research Purpose for Postgraduate Students at Kibabii University Library, Bungoma County, Kenya**

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## **ABSTRACT**

*Universities play twofold roles that are most important and these are research and academic obligations. Libraries in these institutions help them to realize these obligations and in this regard they are investing heavily in e-resources and information communication technologies. The success of any university may be judged by the research academic output and independent learning by the students. These are however possible with those students who are information literate. The purpose of this study was to assess the contribution of information literacy programmes mounted at Kibabii University Library in supporting academic and research cause of the University. Descriptive research design was adopted in the study. The target population was 650 postgraduates and 23 professional library staff. Simple random sampling and purposive sampling techniques were used to select the study respondents who comprised 65 postgraduates and 23 university library staff. Data was collected using questionnaires and interviews. The analysis of the collected data was done using descriptive statistics and the computer based Statistical Package for Social Sciences (SPSS). The findings were presented using figures, tables and charts. The collected and analyzed data was discussed and inferences made that resulted in a report. The findings indicated that information literacy programmes are available, though not all are well established; information literacy programmes are not integrated in the university curriculum, Library staff and postgraduates had requisite information literacy skills and competencies, information literacy training was done mainly during orientation of new students, information literacy programmes had many contributions which included; conducting better research, improved research skills, improved skills on evaluation of information resources, improved development of thinking skills through deeper learning, ease of evaluating internet information and ease of access and retrieval of information in the library. The perception of postgraduate students wasn't good, The study recommends that more information literacy programmes be established, training of postgraduate students should be done continuously, staff be trained regularly on different aspects of information literacy, information literacy*

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*programmes be incorporated in the university curriculum, library management to create awareness on information literacy programmes in the university.*

**KEYWORDS:** Information, Information literacy, Literacy skills, programmes, Lifelong learning.

### **1. INTRODUCTION**

The various information literacy programmes/practices in libraries are critical in assisting users in efficiently and completely using the various information services and resources available in institutions of higher learning. Information literacy, according to the Association of College and Research Libraries (2000), is a collection of skills that requires people to know what information is needed and to be able to find, assess, and use that information effectively. In all library cadres, information literacy is gradually but steadily becoming a central part of library user education. Despite its numerous meanings, the majority of non-librarians regard information literacy as a foreign word. According to Virkus and Uukkivi (2017), the spread of information literacy is primarily among information professionals and administrators, and it is not commonly or unambiguously viewed in different circles.

Globally, the provision of information services has changed dramatically in the twenty-first century, owing to the proliferation of digital information and technical advancement. As we approach the millennium, these developments, according to Rader (2012), affect all social segments and educational levels. Lifelong learning and resource-based teaching principles are being adopted by new educational institutions, especially those of higher learning (Maina, Kingori, & Njiraine, 2016). Because of the evolution of these concepts, learners, scholars, and other information service users now need higher levels of information literacy to promote lifelong learning and to materialize resource-based teaching, especially in the information age. The word "information literacy" was coined in response to the need to account for the growing amount of digital data (Maina et al., 2016).

Julien, Gross, and Latham (2018) identify citation metrics, search strategies, library use in general, Internet/World Wide Web (WWW), Online Public Access Catalogue (OPAC), open access resources, bibliographic management tools, online databases, library classification system, government documents, CD-ROM resources, and audiovisual materials as instructional topics in academic libraries in the United States. Campbell & Stevens (2006) argue that reinforcing information literacy skills through the introduction of information literacy programs improves student academic success at two separate universities in the United States. Students also linked knowledge literacy to lifelong learning, which could be seen as a positive outcome. Doctoral students in Colombia rated information literacy as either important or very important for completing a course assignment or a research project successfully (Chacón, Vivas, & Pea, 2015). In terms of output in academic and research endeavors, there is a substantial difference between a consumer who is knowledge literate and one who is not, according to this discussion. Students in Croatia claimed that knowledge literacy training would aid them in their coursework (Rubini, Strievi, & Juric, 2013). These students will be able to take on and play positions that are both responsible and autonomous. Greece has emphasized the importance of knowledge literacy programs in helping students locate and evaluate information and its origins, as well as writing academic articles, avoiding plagiarism, and respecting intellectual property rights (Nitsos & Malliari, 2008). According to Safahieh and Asemi (2010), the majority of Iranian librarians have poor computer skills, and their long experience with computers hasn't improved their computer education. Ullah and Ameen (2014) also point out that Pakistani medical libraries offer library orientation, research level skills, guided library tours, advanced information skills, and introductory information skills, among other things. Librarians and information professionals must be updated on specific information literacy skills in order to teach them to users.

According to Mansour (2017), digital information literacy (DIL) and the ability to provide DIL among librarians at academic libraries in Egypt is regarded ordinary. This implies that librarians may not be able to manage everything that requires particular information literacy capabilities. Academic institutions' instructional and research processes should benefit from information literacy programs. According to Zuokemefa and Baro (2011), thirty-six university libraries in Nigeria engage in a variety of information literacy practices, including library use, bibliographic training, database searching skills, and library tours and orientations.

In Kenya, the Kenya National Library Service (KNLS) provides new users with orientation, but it faces issues in providing relevant information literacy skills that can help users retrieve and access both electronic and print content (Maina et al., 2016). According to Muhia (2015), postgraduate students at Kenyatta University were able to present enhanced and better-worked-out assignments after receiving information literacy training. This raises the possibility that the information literacy curriculum was crucial for the postgraduate students. Much may not be realized in information literacy and imparting skills that would enable persons become autonomous lifelong learners as well as achieve their academic and research goals unless these systemic impediments to information literacy programs are addressed.

Kibabii University, like other public universities in Kenya, has invested heavily in information and communication technologies to ensure that everyone has access to information. It is their desire for all students and employees to have access to creating a learning environment, including the ability to search for, locate, and use information independently. Unfortunately, it is still unclear whether the resources invested in the Kibabii University library are yielding results. It is as a result of the foregoing discussion, that a study of the contribution of information literacy programmes for academic and research purposes is conducted at Kibabii University Library.

## **2. STATEMENT OF THE PROBLEM**

University libraries play an important function in supporting academic, teaching, and research functions at their institutions. Libraries, such as Kibabii University Library (KUL), are investing heavily in digital information resources in order to promote information and communication technology and assist universities in fulfilling their missions. University libraries in Kenya continue to invest heavily in information materials and Information Communication Technology advances in order to be relevant in the twenty-first century (Rosenberg, 2006). To achieve these objectives, library users must be trained to gain the required competences and abilities that will enable them to independently search for, locate, and use information. Kibabii University, like most public universities, has invested heavily in Information Communication Technologies (ICTs) for information literacy and associated purposes. The Kibabii University Library has spent a significant amount of money automating the majority of its library services. The Library has engaged in employee training to ensure compliance with Information Communication Technology (I.C.T). The library also receives funding from the university to ensure that it is well-equipped in terms of information literacy. The extent to which information literacy programs have aided users, on the other hand, is unknown. On the other hand, it is unclear how the information literacy programs at Kibabii University Library have influenced research and academic usage of information resources. If this condition persists, taxpayer funds may be invested in a program with an unknown return on investment. Furthermore, the much-anticipated user empowerment may not materialize. In this context, the study required to assess the value of information literacy programmes offered at Kibabii University's library to the university's academic and research purposes.

### **3. OBJECTIVE OF THE STUDY**

The study's objective was to evaluate the contribution of information literacy programmes mounted at Kibabii University's library to the university's academic and research purposes.

### **4. LITERATURE REVIEW**

“Information literacy programmes at universities and other educational institutions create the basis of information literacy among postgraduate students,” according to Virkus (2003). Postgraduate students are more likely to be information literate when there is an effective information literacy program integrated into the curriculum and incorporating the involvement of librarians and teachers. Virkus (2003) goes on to say that university information literacy programs need to be backed up by a well-developed information infrastructure, including a university library and a communications network. An assessment policy or information literacy enforcement body in the university, or library and information professionals associations across the country, all help to implement it.”

Various methodologies have been used to foster information literacy among library users, according to Virkus (2009:98) referenced by Maina (2014). For example, making a guide for understudies to use or for asset assessment, showing a class session, creating a course site giving understudies a guided visit for looking through the web, creating a task where understudies deal with a pursuit methodology suitable to an issue proclamation, delegating understudies in the presentation of their writing audits, and so on. Clearly, as Virkus (2009:98) points out and Maina mentions (2014). This generation of students can deal with the non-traditional approach to data education, and designers must examine how to best provide the various options available to these students. Designers can create a new inflow of data education instructional exercises that target the significant abilities required for all first-year recruits to become deeply rooted students by building on the robust foundation of existing instructional techniques and later introducing prospective innovations (Levy, 2009 cited by Maina, 2014).

According to Chipeta (2010), academic libraries have taken on the task of teaching their customers since they are involved in numerous sectors of higher education, research, teaching, and community service. Tshuma and Chigada (2018) investigated information literacy practices in Zimbabwean university libraries. Despite the disparities in terminology used, the participants in the study had similar views on what should be included in information literacy programs. This means that many formats and levels of information literacy are available. OPAC, online databases, information search techniques, reference and citation, evaluation of information sources, and information retrieval are among the aspects covered. This study solely gathered information from librarians, but the current study will collect information from both librarians and students.

Information literacy initiatives at 36 Nigerian university libraries were examined by Baro and Zuokemefa (2011). Nigerian university libraries engaged in a variety of information literacy practices, including library use, bibliographic training, database searching abilities, introductory information skills, and library orientations/tour sessions, according to the findings. Despite these varied approaches, university libraries were found to be primarily using library orientation courses, which are regarded to be unsuccessful in teaching users information literacy skills. Although some of the courses included an information literacy section, it was judged that this was insufficient to provide library clients with adequate information literacy abilities. Because students only read to pass their classes, the integration of information literacy as a unit among the courses did not produce the desired outcomes. The research recommended that university libraries train users on skills such as reference and citation patterns, internet searching, and database use because what was primarily done was insufficient to fully equip students with information literacy abilities to enable them to use library resources and services.

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Information literacy programs in higher education institutions bolster the educational process (Nitsos & Malliari, 2008). According to the literature, students who participate in such programs have fewer problems writing research papers, can effectively and efficiently identify reliable information sources as well as evaluate the library's services and resources, understand and can draft bibliographical references, and can write papers that are free of plagiarism. The twenty-first century is an information age, in which the educational framework is expanding and learners are required to investigate a variety of information sources in order to enhance their knowledge base. Being able to do all of these things makes IL programmes a tremendous resource. While the study by Nitsos and Malliari (2008) gives useful information regarding the contribution of information literacy, it should be noted that the data was taken primarily from permanent professors, as opposed to the current study, which will collect data from students and librarians.

In their study in the United States, Campbell and Stevens (2006) discovered that when information literacy programs are introduced, student performance improves. According to the study, there is a link between student information literacy skills and their confidence in research capabilities. This means that kids with information literacy abilities can utilize the library and its resources with confidence, and that library may be able to meet their future information requirements. The students identified IL with lifelong learning, according to the findings of the study. Students can become self-sufficient and real learners in this way. Students would be better educated and responsible citizens around the world if they had access to lifelong learning through information literacy (Campbell & Stevens, 2006). Information literacy indicates that students should not just learn skills for academic and research purposes, but also skills that will help them learn for the rest of their lives so that they can stay informed about global issues and make decisions that will help find answers. This should ideally mean that when students leave university, they will be responsible to the global community.

## **5. METHODOLOGY**

The descriptive research design was used to achieve the study's objective. The descriptive research design is used to obtain data on the existing state of phenomena and to characterize what existing in terms of variables or circumstances in a situation. This research strategy was relevant to the study since it was used to answer questions like who, what, when, where, and why, and this study was interested in answering similar questions. Descriptive design was an excellent choice for this study since it allows sections of an issue to be explored both inside and out with minimal effort, time, and cash.

The target demographic included 673 people, with 650 being postgraduate students from various schools at the university and 23 being library professionals from various departments of the library. A total of 10% from each group in the proportion that each group bears to the population as a whole were chosen using stratified simple random sampling, which provided each item in the population an equal chance of being selected from a population

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of 650 postgraduate students. According to Kothari (2005), a representative sample is defined as one that represents at least 10% of the population. A total of 65 replies were chosen from the postgraduate students. The study employed the purposive sampling method to employ all 23 respondents as a sample for library employees since it is appropriate when dealing with respondents who have similar characteristics or work in the same field. Purposive sampling allows the study to pick a random sample from the entire population. While collecting data in the field, it also saves time and money. Purposive sampling also offers the advantage of having a narrow margin of error in the data collected. The study sample consisted of 65 postgraduate students and 23 library professionals, totaling 88 respondents.

## **6. RESEARCH FINDINGS AND DISCUSSION**

### **6.1 Response Rate**

The study had a target population of 673 respondents, with 650 being Kibabii University postgraduate students and 23 being library personnel. A total of 65 post-graduate students and 23 library professionals participated in the study. A total of 88 questionnaires were issued to respondents, with 68 of them being completed and returned successfully. This was chosen for the study because it yielded a 77 percent response rate. 50 postgraduate students and 5 library staff members were interviewed, and the information gathered was combined with data gathered through questionnaires. Charts, figures, and tables were used to code, analyze, and present the data. The results on response rate are presented on Table 1 below

**Table 1: Response rate**

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Returned questionnaires for staff	15	65%
Returned questionnaires for post-graduate students	53	82%
Non-returned questionnaires from staff	8	35%
Non-returned questionnaires from post-graduate students	12	18%
<b>Total</b>	<b>88</b>	<b>100%</b>

Source: Field data (2021)

According to the findings shown in Table 1, 15 (65%) of the questionnaires were returned by staff, and 53 (82%) were returned by post-graduate students, respectively. This response rate was deemed adequate for generalizing the findings on the relevance of information literacy programmes to academic and research purposes at Kibabii University.

### **6.2 Information literacy programmes at Kibabii University Library**

The objective of the study is to analyze the information literacy programmes at Kibabii University Library. This would benefit the study in learning about the many information literacy programs offered by the Kibabii University Library. Different sets of programs were offered to the responders to help them identify the ones available at the university library.

According to the findings in table 2, 53.33% of respondents agreed that an online Public Access Catalogue (OPAC) is supplied as an information literacy program. Online databases were mentioned by 33.33 of respondents. The library provides information seeking techniques, according to 13.33 % of respondents. According to 13.33 % of respondents, the library has a reference and citation program. According to 26.67 % of respondents, the library has a program for evaluating information and its sources. According to 40% of the respondents, their library provides an information retrieval program to its users. The other set of respondents, which accounted for 60% of the total, stated that they provide general library access to consumers as part of an Information Literacy program. Eighty percent of respondents agreed that the library provides library orientation/tours to its patrons. Other information literacy

programs given in the library, such as bibliographic instructions, guided tours, demonstrations, user education, and computer literacy, were also mentioned by 20% of the respondents.

The majority of the library staff was quite familiar with four important information literacy programmes in the library, as seen by the findings above. Library orientation, general library use, OPAC, and information retrieval were among the topics covered. It is critical for library staff to ensure that they continue to emphasize other information literacy programmes in the library that do not seem to be given priority in the library. Information literacy is a goal for university libraries, according to Hart and Davis (2010) and the SCECSAL study (Institute of Development Studies and Information Training and Outreach Centre for Africa 2010). It is also a way to boosting institutional standards through boosting the quality of research, teaching, and learning. This can only be done effectively if students have the ability to locate print and electronic sources of information, as well as find essential information in a short amount of time and effectively communicate that information. Many of these programs should be adopted by Kibabii University's library in order to raise the university's academic and research standards.

**Table 2: Information Programmes at Kibabii University Library.**

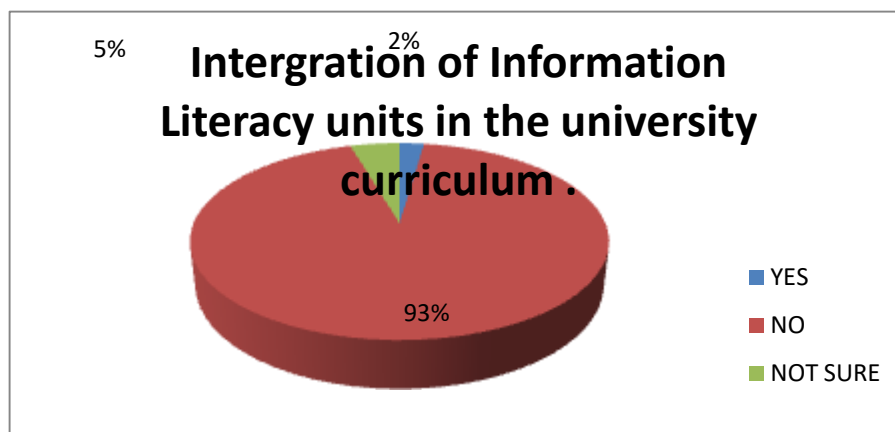
Programmes	Frequency of Response from staff	Percentage (%)
Online Public Access Catalogue(OPAC)	8	53.33
Online databases	3	20
Information Search Techniques	2	13.33
Referencing and citation	2	13.33
Evaluation of information and its sources	4	26.67
Information Retrieval	6	40
General use of the library	9	60
Library orientation/tour session	12	80
Other (specify)	3	20

Source: Field Data (2021)

### 6.3 Integration of information literacy units in the university curriculum

The study sought to find out whether information literacy units are integrated in the curriculum of the university. The study required the respondents to answer either Yes, No or Not sure. The response was a shown in figure 1 below;

**Figure 1: Integration of Information literacy units in the university curriculum.**



Source: Field Data (2021)

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The research revealed that 2% of respondents agreed that information literacy units are integrated into the university curriculum, as seen in figure 1. The large majority of responders (93 %) disagreed that the units are integrated into the curriculum. The integration of the units was questioned by 5% of the respondents. It is clear from the preceding discussion that information literacy units are not included in the University curriculum. This explains why some library users are unable to navigate the library's information resources on their own to find and use relevant information to fill information gaps.

We can agree with Eisenberg, Lowe, and Spitzer (2004), who suggested that information literacy abilities are lifelong learning skills that need a student to use abilities at higher levels of thinking on a regular basis. Information literacy skills should not be taught in isolation, but rather as part of a broader curriculum. They are most effective when taught as part of an inter-disciplinary unit or as part of a unit that addresses a genuine, real-world need or problem. They continue to point out that embracing information literacy is more than a library's responsibility; it is a problem for the entire institution. The faculty must play a key role in defining the material and integrating information literacy into the curriculum if students are to be adequately equipped for the future. As a result, the study finds that information literacy units are not integrated into university curriculum courses, and that university stakeholders and library personnel should explore include these units in university curricula. In order to equip students with appropriate academic and research abilities, information literacy must be integrated into the curriculum. The researcher also agrees with Okoye (2013), who claims that information literacy is undervalued in most countries' school curricula. He goes on to say that "Information Literacy abilities acquired, particularly during tertiary education training, are extremely important for knowledge-based development and lifetime learning, even long after they have left school."

### **6.4 Frequency of user Training on information literacy**

The study sought to know how often library users are trained on information literacy in the library. The study gave options as; on request, once a semester, continuously and free space for any comment if it will be there. The response was as shown on Table 7 below;

**Table 3: Frequency of user Training on information literacy**

<b>How often</b>	<b>Frequency of Response from Staff</b>	<b>percentage</b>
On Request	3	20
Once a semester	5	33.33
Continuously	6	40
Comment( if any)	8	53.33

Source: Field Data (2021)

According to the findings in table 3, 20% of respondents agreed that library patrons receive information literacy training on request. Training is done once a semester, according to 33.33 percent. Training is done on a continual basis, according to 40% of respondents, and training of users is always done during orientation time, when users/students report for the first time to the institution, according to the last group of respondents, who comprised 53.33 percent. Based on the responses of the respondents, we can conclude that user training occurs primarily once, during new user/student orientation at the university. Users should be educated on information literacy on a regular basis to keep up with academic and research abilities. This is stressed by Enrich and Popescu (2009), who claim that in order for students to acquire good information literacy skills, they must be exposed to frequent information literacy practices. The study also advises that librarians should follow up following training to ensure that users/students don't forget what they learned. According to Ubaga (2014), after students have been taught information literacy skills, constant follow-up is required to guarantee that they do not forget.



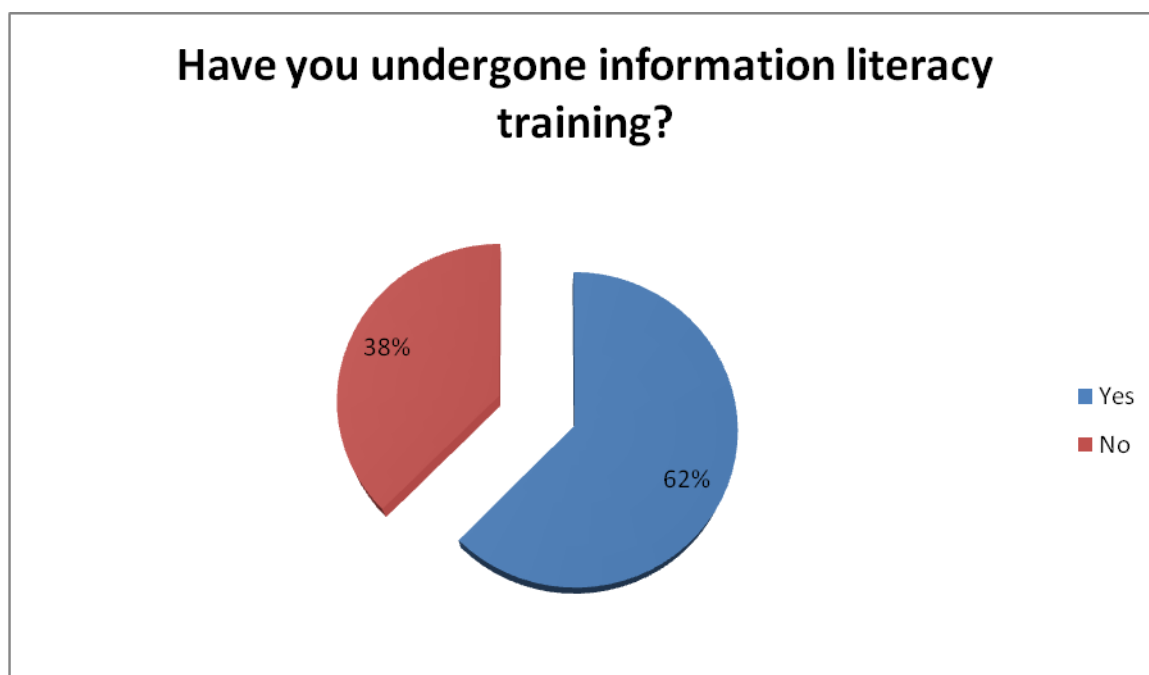
## 7. CONTRIBUTION OF INFORMATION LITERACY PROGRAMMES TO THE ACADEMIC AND RESEARCH

The objective of the study was to assess the contribution of information literacy programmes to academic and research cause of the university. The study sought to establish if information literacy programmes were of value to the university as a whole. This was done through asking respondents (postgraduate students) different questions.

### 7.1 Information Literacy training for postgraduate students

The study sought to find out if the respondents had undergone information literacy training. This was done by asking respondents to indicate Yes or No and response was as shown on figure 2 below

Figure 2: Postgraduates training on information literacy.



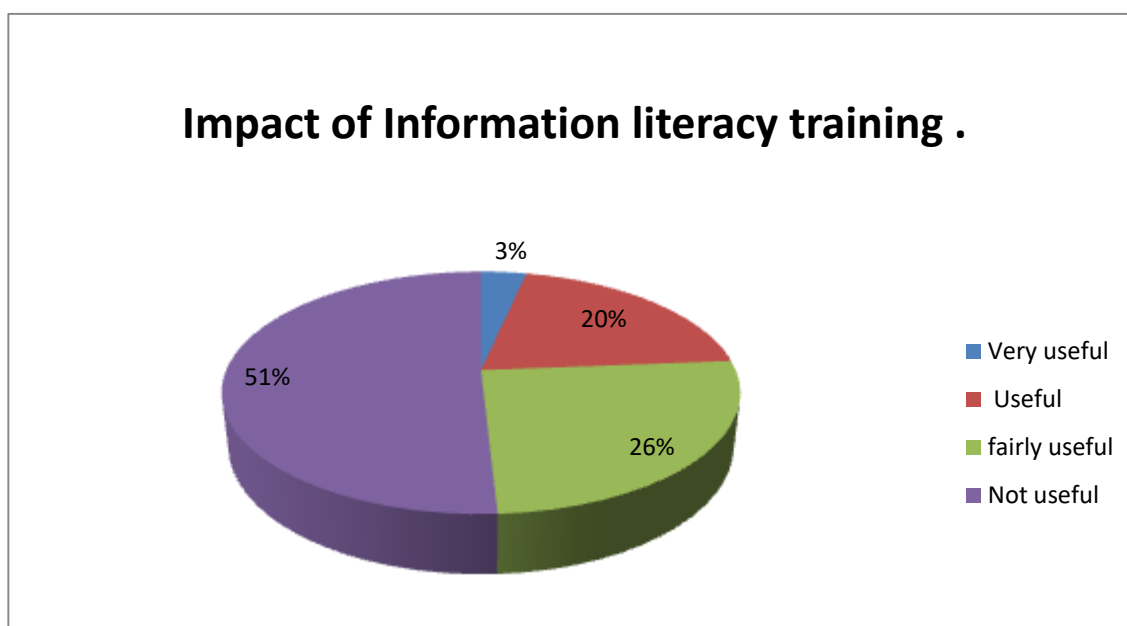
Source: Field Data (2021)

According to the study's findings in figure 2, 62 % of respondents had received information literacy training, while 38% had not. This indicates that a significant number of responders lack information literacy abilities, which is unfavorable for them. Library workers should make sure that patrons are taught these crucial skills. According to Wooliscroft (2009), every interaction with a library user should be considered as an educational opportunity, and the study agrees that users need to be trained in information literacy skills in order to be self-sufficient in matters of information search. Information literacy skills are essential for users to excel in their academic and research endeavors. As stated by the 62 % response, information literacy training is provided to users at Kibabii university library. During orientation, the respondents agreed that they were trained as they were exposed to the university's various departments and activities.

### 7.2 Impact of Information Literacy Training

The study sought to find out the impact of information literacy training on postgraduate students' academic and research work. The study required the respondents to indicate the impact. The response was as shown on figure 3 below

**Figure 3: Impact of Information Literacy Training**



Source: Field Data (2021)

According to the study's findings on figure 3, 3% of respondents claimed that information literacy training was very useful to them. The training was deemed useful by 20% of those questioned. Finally, 26% of respondents felt the training was moderately effective, while 51% stated it was not useful to them. According to the data, the majority of postgraduate students do not recognize how information literacy can help them with their academic work. This could be due to a lack of knowledge of the library's information literacy programmes. The library should raise awareness about the programmes so that postgraduate students can benefit from them because they are needed to undertake research as part of their academic journey.

### 7.3 Contribution of information literacy programmes

**Table 4: Contribution of information literacy programmes**

Contribution	Frequency	Percentage%
can conduct better research	35	51.47
More improved research skills	32	47.05
Improves skills on evaluation of information sources	18	26.47
Develop thinking skills through deeper learning	18	26.47
Easily evaluate internet information	32	47.05
Can easily access and retrieve information in the library	42	61.76
Information literacy training has no importance	28	41.18
Others	15	22.05

Source: Field Data (2021)

The study sought to find out the contribution of information literacy programmes from respondents (students). The results are presented in figure above. Table 4 shows that information literacy programmes make a significant contribution to the University's academic and research objectives. One of the contributions, as mentioned above, is that it allows respondents to perform better research, which is reflected by 51.47 % of the respondents. Another benefit is that it improves respondents' research skills, as noted by 47.05 % of the respondents. Another significant benefit of information literacy training, according to 26.47% of respondents, is that it increases skills in information

source evaluation. According to 26.47 % of the respondents, information literacy training is very significant since it aids in the development of respondents' thinking skills through deeper study. Other respondents, who made up 47.05 % of the total, felt that information literacy training is crucial because it teaches them how to analyze internet content and decide its authenticity. Material literacy training, according to the majority of respondents (61.76 %), is highly important since it makes it easier to access and retrieve information in the library. Information literacy training does not benefit them in any manner, according to 41.18 % of respondents. This is due to the fact that some of them had not received information literacy training and hence were unaware of its benefits. They would have realized the value of information literacy if they had been trained and put the skills to use. The final group of respondents, which accounted for 22.05% of the total, claimed that information literacy training had influenced them in additional ways. Information literacy, according to Amarakoon (2013), is a critical academic competence. It develops self-sufficient students who are not reliant on their tutors to 'spoon feed' them. Students/people who are information literate may evaluate material they come across and put it to the best possible use. The study concludes that information literacy has numerous benefits based on the aforementioned response. This means that Kibabii University should make sure that information literacy programmes are well-established in the library so that their students may make more use them.

### **8. INFORMATION LITERACY AREAS THAT POSTGRADUATES NEED TRAINING.**

The study sought to find out from respondents the key areas that they need training when it comes to information literacy. Table 5 below shows the findings.

**Table 5: Information literacy areas that post graduates need training**

<b>Areas for Training</b>	<b>Frequency of Response from (respondents) Students.</b>	<b>Percentage (%)</b>
User education	15	28.30
Bibliographic instructions	5	9.43
Computer literacy	25	46.17
Citation and Referencing	25	46.17
Information Databases	18	33.96
Library orientation	28	52.83
Information searching techniques	25	46.17
Information retrieval	20	37.73
OPAC	31	58.49

Source: Field Data (2021)

Respondents were questioned about specific areas of information literacy in which they felt they needed more training. The majority of respondents (58.49%) said they require training on the Online Public Access Catalogue (OPAC), 52.83 % said they need library orientation, 46.17% said they need computer literacy training, and 46.17% said they need instruction on reference and citation. 46.17% of the respondents said they needed information-searching skills training. User education is required by 28.30% of respondents, whereas 9.43% require training in bibliographic instructions, 33.96% require training in information databases, and 37.73 % require training in information literacy. According to the findings, information literacy training is very important since it teaches people how to look for information.

## **CONCLUSION**

The study concludes that; Information literacy programmes are in existence at the Kibabii University Library. However, the programmes do not provide adequate information literacy skills for postgraduate students to be successful in their academic and research activities. Online Public Access Catalogue (OPAC), Online databases, Information Search Techniques, Referencing and citation, Evaluation of information and its sources, Information Retrieval, General use of the library, Library orientation/tour session, bibliographic instructions, guided tours, demonstrations, user education, and a variety of other information literacy programmes are available in the university library.

Information literacy units are not integrated in the university curriculum. This makes the programmes not to be effective because not all postgraduate students are aware of the information literacy programmes. Integration of these programmes in the university curriculum will ensure that all postgraduate students are aware of the programmes and its significance in their academics and research.

Information literacy training at Kibabii University library is done mainly during orientation. This is when fresh/first year students join the university.

Staff and postgraduate students at Kibabii University library have requisite information literacy skills and competencies. They too need training in the following areas in order to be self reliant in information searching; User education, Bibliographic instructions, Computer literacy, Citation and Referencing, Information Databases, Information Databases, Library orientation, Information searching techniques, Information retrieval and OPAC.

Information literacy programmes has many contributions to the research and academic cause of the university.

These contributions include; conducting better research, improved research skills, improved skills on evaluation of information sources, Development of thinking skills through deeper learning, easy and effective evaluation of internet information, easy access and retrieval information in the library.

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