
College Teachers' Involvement in the Promotion of Information Literacy

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ABSTRACT: *Information literacy is an important skill student must gain, and college teachers are major contributor to this independent lifelong learning and enhance students' library engagement. This study attempted to establish that college teachers' involvement in the promotion of information influenced students' library engagement. This assumption was verified in one of the higher educational institutions (HEIs) in the Southern part of Bukidnon, Philippines. A concurrent nested mixed method research design using one modified survey questionnaire on the constructs was the main primary source of the quantitative and qualitative data. Three hundred twenty-eight (328) students from one of the HEIs participated and assessed their respective college teachers' involvement in promoting information literacy. Participants were college students scheduled to get their modules from their teachers during the school year 2021-2022. Descriptive statistics, and regression analysis used and complemented with qualitative data from students. The study revealed that teachers' involvement is a significantly influences student engagement in the library. This study hopes to contribute to the scanty research in the Philippines that focused on the involvement of college teachers in promoting information literacy to support student library engagement.*

KEYWORDS: student library engagement, college teachers' involvement, information literacy

INTRODUCTION

Information literacy encompasses knowledge of one's information concerns and needs and the ability to identify, locate, evaluate, organize, and effectively create use, and communicate information to address issues or problems at hand. Studies have pointed out that it will make the student a better global citizen as one can participate in an informed and engaged manner in a democratic society and have a greater understanding of the world at large (Lanning, 2014). This skill of independent lifelong learning is achieved through information literacy wherein teachers educate the students on trustworthy and untrustworthy information and teach students how to identify and leverage source information when assessing multiple documents (Brante & Stromso, 2018). The information explosion provides countless opportunities for students and has dramatically altered the knowledge and abilities that they will need to be productive in the 21st

century. Students must be skillful consumers and producers of information in a range of sources and formats to thrive in the digital age.

With college teachers' involvement in promoting information literacy, the students then are more interested in information literacy since they have already the initial outlook on the topic from their teachers in the classroom. They have more anticipation in accessing library materials and sharing during class discussions and activities.

Considering the pivotal role players in information literacy such as college teachers as the frontline educator, the library as an engaging space and place of learning resources, and students as the recipient and the beneficiary, this study investigated the influence of college teachers' involvement in information literacy contributed to the students on their library engagement. The expected results hope to confirm the relationship between teachers' promotion of information literacy in their classrooms and the student's utilization of library resources and services. Additionally, this study hopes to contribute to the scanty research that focused on the involvement of teachers in promoting information literacy to support student library engagement in the Philippine setting

Framework

This study assumes that college teachers' involvement in the promotion of information literacy is associated with students' library engagement. This assumption is anchored on the theory of scaffolding by Vygotsky (1978).

Scaffolding is the practice of forming an event to facilitate the student's access to learning capability. Scaffolding is the practice of forming an event to facilitate the student's access to learning capability. It is defined as "support provided by a teacher/parent, peer, or a computer- or a paper-based tool that allows students to meaningfully participate in and gain skill at a task that they would be unable to complete unaided" (Belland, 2014). Scaffolding—is also known as scaffold learning, scaffold method, scaffold teaching, and instructional scaffolding (Rock, 2022). The use of scaffolding strategies relates to the college teachers' involvement in the promotion of information literacy. The teacher is at the front line working with students on a day-to-day basis and influencing student attitudes and behavior. Teachers get involved by initiating varied classroom activities that lead students to use library resources to answer specific information needs. Teachers get involved by providing learning experiences that encourage students to become discriminating library users and skilled creators of new knowledge through instruction related to information literacy. Teachers get involved in teaching students critical thinking skills and problem-solving throughout the student's learning experience and this leads to the development of a learner able and motivated for life-long learning (Lanning, 2014). Thus, the information skills activities the teachers initiate in their respective classes serve to promote information literacy assessment, critical selection, and participatory discourse. Critical selection: The meticulous and decisive selection of information and sources that are best suited and appropriate for search topics. Teachers develop in students the basic awareness of types and varieties of sources that are central to the course or discipline of the students and point out the relevance and how up to date the

information resources to certain topics. Students are taught how to develop strategies for managing and finding relevant sources for specific purposes (Dawes, 2017); Assessment: Determines what information is the most credible by looking for similarities in different sources and comparing and corroborating it and requires an understanding of its origin and intent. The teacher helps the student with assessment by pointing out the necessity of evaluating the reliability of the information, on how the author supports, defends, and furthers his statements, claims, and positions (Blackburn, 2019); Participatory discourse: Class participation of the students in exchanging ideas, or a formal expression of thought either oral or written. In participatory discourse, teachers enjoin students' discourse inside and outside the classroom, guiding them on how to interrogate information, synthesize, and articulate their views in response to the concepts and ideas presented in the sources that they used. Participatory discourse is all about hearing and being hearing heard, enabling students to hear others as well as be heard (Spiranec, et al. 2016). Students who are drilled in literature search and reading relevant reference sources better understand the breadth of sharing information and exhibit active interest in scholarly dialogue. It can be stated that through participatory discourse college teachers promote information literacy by enabling students to become active participants in an academic and social conversation using their searched and evaluated information (Dawes (2017).

Students' library engagement. It is described as the extensive and longtime use of digital library resources and services (Rosman, et al., 2020). It is an engagement of the students learning inside the library and through the use of library instruction. It is connecting with the student that uses the library services (Rosman, et al., 2020). Students' library engagement is their interest, passion, and invested learning inside the library and refers to a meaningful engagement throughout the learning environment. Contrary to the traditional concept of usage, library engagement evaluates the use of an information system (the library) through the three primary dimensions of affective, behavioral, and cognitive engagement (Cooper, 2014, Eliyahu, A. B. et. al. 2018). Affective engagement is students' expression of positive affect on the library activities like students enjoying their library lessons (Pieters, et. al., 2014). Behavioral engagement refers to students' active, observable involvement in academic tasks as typified by time, effort, persistence, and productivity (Sinatra et al., 2015; Skinner et al., 2014). Students are considered behaviorally engaged when they are involved in observable behavior directly related to the learning process (Skinner, 2016); Cognitive engagement, covers students' motivation and investment in their learning, the ability to self-regulate, and wish to pursue personal educational goals (Paul Ashwin and Debbie McVitty, 2015). It develops student's library engagement as the teacher applies coaching and examining student's tasks from the different perspective of information resources inside the library which encourage them (students) to a higher level of thinking

The theories and concepts discussed herein provided valuable insights that helped the researcher formed up the assumption college teachers' involvement in the promotion of information literacy influenced students' library engagement. It is within this framework that this study has been conceptualized, and Figure 1 shows the interplay of the variables in the study.

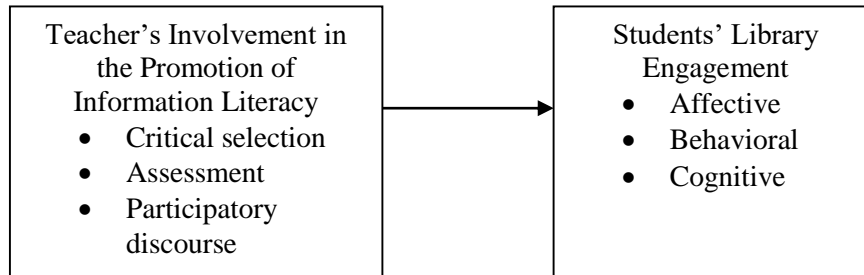


Figure 1. Schematic Presentation of the Study

Objective of the Study

This study attempted to assess the teachers' involvement in the promotion of information literacy and its significant influence on the students' library engagement.

METHODS

The study used concurrent mixed methods research design survey which was complemented with qualitative data. It adapted 5-point scaled survey instruments that were validated, and reliability tested to generate the quantitative data for the study. Table 1 shows a total of 328 college teachers in one higher education institution (HEIs) who participated in the study. Descriptive statistics and regression analysis were used to organize the data and address the objective of the study.

Table 1. Respondents Distribution

HEI	students
1	328

RESULT AND DISCUSSION

Table 2 gives the basic descriptive data, to demonstrate scale reliabilities, means and standard deviations.

Table 2. Scale Reliabilities, Means, and Standard Deviation

<i>Variable</i>	<i>Cronbach's Alpha (R)</i>	<i>Mean</i>	<i>SD</i>
1. Critical selection	.783	4.03	0.45
2. Assessment	.819	4.01	0.45
3. Participatory discourse	.775	4.07	0.55
4. Affective	.760	3.85	0.50
5. Behavioral	.755	3.79	0.52
6. Cognitive	.729	3.70	0.52

The different parts of the scale indicating the various constructs have the following Cronbach's Alpha Coefficient (R), namely: Critical selection is .783; assessment .819; participatory discourse .775, Affective, .760, behavioral, .755 and cognitive is .729. The alpha values of the five scales met the criteria for reliability. This further means that the indicators consistently measure the constructs of the study. The range of scale response is 1 to 5 where 5 is the highest indicating very high involvement for teachers promoting information literacy and very high engagement for student library engagement. The following values indicate the overall result of each construct: Critical selection (M=4.03, SD=0.45, High involved); Assessment (M=4.01, SD=0.45, High Involved), Participatory discourse (M=4.07, SD = 0.55, High Involved), Affective Engagement (M=3.85, SD = 0.50, High engaged), Behavioral Engagement (M=3.79, SD = 0.52, High engaged), and Cognitive Engagement (M=3.70, SD=0.52, Highly Engaged). The students in general were only highly engaged behaviorally, emotionally, and intellectually, while teachers were found to be highly involved.

Table 3 further shows the relationships between and among the variables of the study. The data revealed that teachers' involvement significantly influences the student's engagement in the library services dimensions.

Table 3. Regression Analysis of the Influence of Teachers' Involvement in the Promotion of Information Literacy to their Library Engagement Dimensions

Promotion Information Literacy Involvement	of Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	.899	.192		4.67	.000
Critical Selection	.235	.055	.238	4.30**	.000
Assessment	.290	.054	.295	5.35**	.000
Participatory D	.190	.043	.236	4.43**	.000
Model Summary					
R = .645 R² = .417 Adjusted R² = .411 F = 77.09** p = .000					

**significant at 0.01 level

Specifically, college teachers' involvement in promoting information literacy (critical selection, assessment, and participatory discourse) can be significantly influenced by students' library engagement (affective, behavioral, and cognitive). Furthermore, considering the specific aspects of the information literacy involvement, Assessment came out as having the highest influence on the students' library engagement indicating that for every unit increase in the assessment, there is a corresponding .290 increase in their library engagement (B= .290, t= 5.35, p = .000). Meanwhile, participatory discourse as the next highest influence on students' library engagement indicating

that for every unit increase in participatory discourse, there is a corresponding .190 increase in their library engagement ($B=.190$, $t=4.43$, $p=.000$). And critical selection as having lowest influences the students' library engagement indicating for every unit increase that corresponds .235 in their library engagement ($B=.235$, $t=4.30$, $p=.000$). This implies that college teachers possessed an ample influence in academic works and use effective learning strategies in promoting information literacy which led to an increase of academic anticipation and interests in learning goals of the students and prepared students to a persona with information literacy skilled ready to compete inside and outside the learning environment as to application in their real life.

In Problem 4. The following statements are the collected general experiences from the participants on their library engagement. As the teachers are involved in the promotion of information literacy, what are the students' experiences in library engagement?

"In terms of unfound books, our librarian helps us to find them where they belong." Participant 8.

"They will help me to find my needs if I can't look for them." Participant 11.

"Last year, when the time I was interested in a particular subject, I go to the library ask for the book and then the person in charge give us the direction and then we find it and read it... it was nice because no one disturbs us." Participant 95.

From the answers, the general library experience of students is in line with the theme "Assistance on information". The participants commented that librarians, and/or library staff are actively possessed with good and good service. The participants are well-accommodated by the personnel of the library as they cultivate their library engagement, and their comments revealed a moral view. This is one of the factors that encourage them to use the library. This finding concurs with what Okpanachi, George, and Shalom (2022) said positive behavior from supported library staff will influence the user to patronize the library.

Most of the participants commented that the library is an "inclusive learning space." A welcoming learning environment encouraged students to read for pleasure and influence the development of their research. It helped the students to feel empowered and connected as they prepare for their future academic achievements. As Herdiansyah (2017) and Hance (2020) stated that library is considered in a good shape if it can provide services that can derive satisfaction to library users, either in the field of information services or other services, and an inclusive learning environment is a winning solution for all students. It helps to shape one's tolerance and acceptance of those different from oneself. Students learn to accept their strengths and work to improve their weaknesses.

"The experience that I can share is, every time I visited the library, nothing is noisy, it is very comfortable to study, and when it comes to research library has a big help." Participant 30.

"I am comfortable going to the library because there is a quiet study area." Participant 84.

"Based on my personal experience, I like to go in the library room when I have time because the place where the library is located is very nice, so quiet and relaxing place so that I can focus on my assignments and activity." Participant 227.

"I'm satisfied during I use the library while I'm doing my research, the place is so clean and silent." Participant 321.

"My experience I learn how to search and use information from different library sources I gain and broaden general education about different fields of knowledge. I am stimulated to go to the library to look for library information resources that can help my research and enhance my knowledge." Participant 326.

"My general experience in our library while doing research is I can find a lot of sources and also I have fun when I go to the library because I can find some interesting books and I can read new books that I haven't read or not familiar to me." Participant 328.

"The experience that I can share is, every time I visited the library, nothing is noisy, it is very comfortable to study, and when it comes to research library has a big help." Participant 328.

On the one hand, the "lack of books" was noticed by the participants. These would help the library and the academic department to find means to improve areas that need to be developed so that the school can continue to enhance students' information literacy and helps the library to better understand user perception of their services which relates to the college teachers' involvement. This is allied to Gathoni's (2016) regular feedback from the clientele provides information on the clientele's needs and expectations for continuous improvement of library services.

"The general experience I had encountered in the library was a lot of books are not available. Hopefully, it will be available or complete in the future" Participant 30.

"When I visited the school library, I observed that the library is not already full of books or there are not a lot of books, not enough books, and the books that I am looking at are not in there. Hoping that the next time I visit they already have plenty of copies of that book." Participant 88.

"Based on my experience of using the library, I believe it helps me a lot in doing some research, especially on the definition of terms in coordination with this the books in the library are much old and the shelves are old too." Participant 92.

"It helps me a lot and motivates me as well, as a student, the library is very helpful, especially to those students who are doing their first research." Participant 97.

These findings indicate how the library can contribute to college students' well-being by creating a welcoming supportive environment to study and an avenue to enhance students' information literacy learning. Participants also indicate the need for the library to continue providing access to information resources and a space suitable for study and with good ventilation for study purposes.

This result coincides with the findings of the studies of Hughes (2017), Bussell (2021), and Bucy (2022) whose study revealed that students need fresh approaches to information literacy learning to strengthen their academic circumstances and would feel a sense of belonging. Moreover, students' learning can be enhanced if the facilities allow them to be physically comfortable, such as these have enough room space and that there are ample information resources available while they are studying.

It is important to recognize their needs and inconvenience so that the library and its administration would be addressed and be given an opportunity for enhancement to be well-served. Kessler (2018) and Fitzgerald (2020) believed students can become powerful advocates and visible members of the library community when the library facilities support the students where they are studying, researching, and working hard to make their services more visible and accessible to the students.

CONCLUSION

The faculty's vital role in information literacy cannot be overstated. As mentors, they influence their learners, and they can motivate the students to use the library services. It is not only the librarian who is responsible for information literacy but the teachers, too. Information literacy instruction can also be in the hands of those who teach. This may be a radical idea for some librarians, but information literacy is a topic not for librarians to teach alone. Working with faculty, librarians can reach more students.

The students themselves are likely to be more receptive and take more seriously the need to learn about this "library stuff" if their "real" faculty are delivering that message. Having faculty teach information literacy to students will help integrate information literacy across the curriculum - something that librarians, no matter how hard they try, are often unable to accomplish. Xu and Chen (2016) pointed to the ineffectiveness of one-shot library sessions compared to faculty teaching information literacy skills in a more integrated way, within the context of their classes.

The researcher concludes that there is a substantial impact that the findings show wherein persuaded students' enthusiasms to engage in library activities, develop skills and become academically equipped.

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