

Assessing the effectiveness of information literacy integration in secondary school subjects: Perspectives from librarians

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Abstract

Purpose. This study examines the role of school librarians in promoting information literacy in secondary schools within a metropolitan city. It highlights the importance of information literacy, which involves the ability to access, evaluate, and use information effectively.

Methodology. The research, using qualitative interviews with librarians from six selected local government areas, investigates how librarians support teachers and enhance educational outcomes. Key research areas include methods used by librarians to determine teachers' information needs, the extent of consultation with teachers on new acquisitions, how librarians inform teachers about available resources, and the adequacy and usage frequency of library resources.

Results and discussion. The findings reveal varying levels of librarian engagement, with some actively collaborating with teachers and others taking a more passive approach. Challenges identified include time constraints and resource inadequacies.

Conclusions. The study emphasizes the need for better communication and resource management to support information literacy. Despite recognizing its importance, gaps exist in understanding effective librarian practices for empowering teachers and students. Recommendations include fostering librarian-teacher collaboration, updating resource collections, and increasing awareness of available resources to enhance their use in education.

1. Introduction

The ability to effectively navigate, evaluate, and utilize information is crucial for students' academic success and lifelong learning. Information literacy which is the skill set required to identify, access, evaluate, and use information effectively has become an essential component of education. Integrating information literacy instruction into secondary school subjects presents a promising approach to equipping students with these vital skills (Trebbe, 2015). Information literacy is not merely about accessing information but also entails critical thinking, problem-solving, and communication skills. As observed, Merga (2020) states that information literacy empowers students to become

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autonomous learners, capable of navigating various sources to construct meaning and develop informed perspectives.

Integrating information literacy instruction into secondary school subjects offers numerous benefits. According to [Chan \(2021\)](#), students can apply these skills in real-world contexts, enhancing their understanding and retention of subject matter. In so doing, librarians are uniquely positioned to support information literacy integration in secondary school subjects ([Lo, 2023](#)). Their expertise in information retrieval, evaluation, and citation management equips them to collaborate with subject teachers in designing and implementing instructional activities that promote information literacy. Librarians can also curate relevant resources and guide effective research strategies, thereby augmenting students' information-seeking abilities.

Despite its potential benefits, integrating information literacy into secondary school subjects poses challenges such as resistance from educators, time constraints, and the need for professional development. Addressing these challenges necessitates fostering a culture of collaboration among educators, librarians, and administrators, as well as providing ongoing support and resources for professional development. It is based on the foregoing that the study sought to investigate the effectiveness of information literacy integration in secondary school subjects from the perspectives of school librarians.

In contemporary societal discourse, the necessity of proficiently accessing, evaluating, and employing information is increasingly underscored as an essential skill set. Termed information literacy, this competency not only facilitates individuals' navigation through the abundant pool of available information but also equips them to make informed decisions, actively engage in civic activities, and achieve success in academic and professional domains. Within this framework, libraries and their personnel, notably librarians, occupy a pivotal position as enablers of information literacy. They serve as purveyors of resources, offering guidance and assistance to patrons seeking to enhance their information literacy proficiencies. As emphasised by [Saryanto et al. \(2023\)](#) and [Durodolu \(2018\)](#), comprehending the practices and viewpoints of librarians is imperative for advancing information literacy endeavors within library environments. This is because librarians are primary agents in information dissemination and are instrumental in steering patrons towards enhancing their information literacy capacities.

Being able to find, assess, and use information wisely what we call information literacy, is now more important than ever in our fast-paced, knowledge-driven world ([Lloyd, 2017](#)). Scholars like [Bruce \(1997\)](#) and organizations such as the Association of College and Research Libraries ([ACRL, 2015](#)) have shown that information literacy isn't just a technical skill. Instead, it's a set of meaningful practices shaped by the context in which people learn and work. These frameworks encourage us to think of information literacy as something that should be integrated into all subjects, not taught in isolation.

Yet in secondary schools, this ideal is not always a reality. The incorporation of information literacy into classroom teaching is still inconsistent and often overlooked ([Julien, 2016](#)). At a time when digital tools and online learning platforms are reshaping education, we need to reconsider how students are being taught to navigate the flood of information they encounter daily. Theories like the TPACK model ([Mishra & Koehler, 2006](#)) remind us that effective use of technology in education depends on a thoughtful blend of subject knowledge, teaching methods, and tech tools. This means librarians and teachers must work hand-in-hand to guide students in developing strong information habits.

While the academic world widely agrees that information literacy is vital, there's still a lot we don't know particularly about how librarians in secondary schools' view and carry out their role in supporting it. Most research so far has focused on university settings or on how students rate their own information skills ([Chu, 2012](#); [Tewell, 2015](#)). There's been little attention paid to the voices of school librarians or to how information literacy efforts

are playing out in real-world classrooms, especially in the age of digital learning and changing curriculum demands. This study steps into that gap, exploring how librarians are navigating the challenges and opportunities of helping young learners become confident, critical users of information.

Despite the widely acknowledged significance of information literacy in fostering individual empowerment, there exists a gap in understanding the precise methodologies through which librarians effectively deploy information literacy practices to empower their patrons. While the importance of information literacy and the role of librarians in promoting it are broadly recognized, there persists a gap in comprehending the specific strategies and outlooks adopted by librarians in fostering individual empowerment through information literacy (Durodolu, Nduka & Tinyiko, 2022). Furthermore, there is a pressing need for qualitative inquiry to delve deeper into librarian practices and perspectives concerning information literacy empowerment. Consequently, this study seeks to explore how librarians conceptualize and enact information literacy practices to empower students. The aim of this study is to evaluate the efficacy of integrating information literacy practices within secondary school subjects, focusing on the perspectives and practices of librarians. The study sought to provide answers to the following research questions:

This study raises several important questions about how secondary school libraries support teachers in accessing and using information resources. What methods or processes are employed to assess and determine the information resources required by teachers within secondary school libraries? To what extent does the library engage in consultation with teachers prior to making new acquisitions? Furthermore, to what extent does the library inform teachers of available information resources that can support classroom instruction? It is also essential to ask to what extent the existing information resources meet the needs of users and support their educational and research activities. Another key question is to what extent the library repackages or organizes information resources specifically to support classroom instruction in secondary schools. What types of materials are predominantly utilized in these libraries, and which subject areas make the most use of them? How frequently do teachers actually use the available information resources? Moreover, to what extent are the library's resources current and up to date? Finally, to what extent is the library connected to the internet, and how does this connectivity impact access to information and the overall support for teaching and learning in secondary school environments?

In view of the foregoing, this study holds significance as it has made notable contributions to the field of knowledge in four key dimensions. It meticulously reviewed pertinent literature on information literacy, aiming to unveil novel insights, identify research gaps, and critically analyze existing scholarship to elucidate both strengths and weaknesses in the subject area. Furthermore, the study offers several recommendations poised to enhance Library and Information Studies (LIS) practices concerning information literacy among secondary school educators. Additionally, it has advanced knowledge by proposing suggestions that have the potential to instigate policy adjustments, a process often hindered by bureaucratic complexities.

2. Methods

The research employed a qualitative methodology, utilizing interviews to gather responses from school librarians. The study took place in a metropolitan city and included a sample drawn from six out of twenty local government areas through stratified random sampling. The entire state was initially divided into six educational districts (EDs), each

containing multiple local government areas. The sampling process involved three stages: First-Stage Sampling: One local government area was randomly selected from each educational district, with each district typically comprising three or four local government areas. Second-Stage Sampling: From the selected local government areas, a few secondary schools were chosen at random. Third-Stage Sampling: A few librarians were selected from the chosen secondary schools.

For selecting the secondary schools within each educational district, simple random sampling was used. Ultimately, six schools were selected, and their school librarians participated in the interviews. Due to constraints such as funding and time, it was not feasible to survey the entire population. Therefore, a multistage sampling technique was employed to select respondents from the six educational districts. In addition, thematic analysis was used to answer the study's research questions. The qualitative data was analysed using Nvivo software, to enhance the clarity and readability of this research content AI tool was used for editing and grammatical accuracy.

3. Results and Discussion

3.1. Results

The interview conducted and direct responses on the effectiveness of information literacy integration in secondary school subjects have generated several notable responses. The analysis of the responses is below:

3.1.1. How Do You Determine the Information Resources Needed by Teachers?

When asked how they identify the information needs of teachers, librarians revealed a wide range of responses, from helpful supporters to those who felt entirely disconnected from the teaching process. These differences highlight a larger issue: many librarians operate in a grey area where their role is not clearly defined. Some feel they're expected to help, while others feel left out entirely. Role Theory helps us make sense of this, it shows how people's actions are shaped by how well they understand their job expectations, and whether those expectations are even made clear in the first place. On the other hand, the Instructional Partnership Model shows what's possible when teachers and librarians work as equals, sharing ideas, planning together, and building better learning experiences.

The responses of school librarians show a sequence of reactive, rather than deliberate, engagement with teachers in relation to information needs. One librarian echoed the sentiment that, *"It is difficult to determine what information resources are needed, since many teachers using the library do not disclose what they are reading. But if teachers cannot get what they want, they ask the librarian."* This elucidates a scenario where the librarian is prepared to support, but only in response to obvious requests, signifying a role defined more by passive service rather than proactive relationship. The absence of an organized mechanism for line of communication between librarians and teachers also creates a situation where librarians work in seclusion, relying on assumptions rather than informed guidance. This mirrors a classic case of role ambiguity, in which undefined job expectations hamper the librarian's ability to take initiative in promoting curriculum development. In contrast, another librarian stated frankly positioned, *"It is not the responsibility of the library to determine the information needs of the teachers."* This is more detached opinion indicates a serious official disconnection. Such a posture suggests that the librarian does not see themselves as part of the pedagogical ecosystem, probably motivated by a culture that sees the library as peripheral or appendage to teaching. It also clarifies the conflicting role, where efforts to participate in instructional activities may be perceived as outside the scope of their official responsibilities and duties or contradictory

with other duties. In addition to this complication, a third librarian commented, “*Not aware. Sometimes they come to the library and ask for whatever they need,*” showing lack of communication networks or collaborative systems that would enable the library to forestall or align with instructional demand. This model diminishes the library from a reactive service point, rather than a joined educational partner. Collectively, these accounts underline the urgent need for institutional restructuring, clarity in job description, enabling librarians, and a culture of cooperative engagement, to aid school libraries to evolve from inactive support units to functioning contributors in the educational process.

3.1.2. Does the Library Consult the Teachers Before New Acquisitions?

Libraries have the potential to meaningfully enhance classroom instruction, but this can only be possible when teachers are aware of the available resources. While the question of whether librarians share new and appropriate materials with all the teaching staff may seem straightforward, various responses from practitioners expose a far more complex picture. Rooted within these perceptions are themes of collaboration, communication collapse, institutional restrictions, and professional identity. Some of the librarians described proactive efforts to be connected to classroom instruction. One of them reported that regular meetings with teachers to find resources allied with curricular goals. This form of meeting underlines the librarian’s important role not just as a custodian of information, but also a pedagogical collaborator. In few instances, librarians even described their personal sacrifices, such as buying materials out-of-pocket to address certain level of deficiencies in governmental funding. While this shows profound professional commitment, it also revealed a systemic inadequacy, suggesting that official support for school libraries remains unreliable at best.

This level of endeavour associates with [Montiel-Overall’s \(2005\)](#) Instructional Partnership Model, which have supports for a co-teaching relationship between librarians and classroom educators. Within this model, the librarian’s function exceeds resource provision and becomes entrenched in instructional design, delivery, and assessment. Nevertheless, such collaboration is not widespread. Many librarians voiced their frustration about being incapable to play such roles because of institutional inactivity or lack of recognition from school leadership.

On the other hand, some interviewees revealed a striking absence of communication between libraries and classrooms. In such settings, librarians do not regularly inform teachers of new acquisitions or valuable resources. This silence does not just show a level of missed opportunities; it signifies a disconnection. Teachers remain uninformed of valuable tools, and students are disadvantaged of enriched learning experiences. Drawing on Role Theory, such a dynamic exemplifies the concept of role ambiguity, in which professionals are unsure about their responsibilities, or observe their roles as inadequate. If school structures do not allow librarians to come up with instructional partnerships, or if those potentials are not made explicit, their capability to engage eloquently with teachers is inexorably constrained.

In other settings, communication about library resources is filtered through school administrators, mostly principals. While this indirect method may function occasionally, it frequently results in disjointed or unreliable messaging. Teachers irregularly receive appropriate information, but the librarian remains peripheral to the instructional process. This situation echoes role conflict, where the librarian is downgraded to an administrative support staff function, rather than being integrated into the teaching team. Without direct, continuous dialogue between librarians and educators, collaborative planning also remains elusive, and the wider educational ecosystem suffers from a lack of cohesion.

There were also report of librarians who believed it was the duty of teachers to visit the library and freely seek out materials. While this perspective may be from practical limitations, it places an unnecessary burden on already time-pressed teachers and supervises the more strategic support. Instead of waiting for teachers to come forward, librarians could also proactively associate resource recommendations with curriculum needs or developing classroom challenges. Such modification would require a cultural transformation, one in which time and space are purposely allocated for cross-disciplinary meeting.

The recurring themes in these accounts, whether of unresolved inventiveness or silent discontinuation, focus on deeply uneven system. In schools where librarians are empowered and institutionally supported, they function effectively as instructional partners and contribute implicitly to student achievement. Nevertheless, in many situations, a lack of organizational clarity and role recognition thwarts such contributions from becoming reality.

Tackling this involves decisive action. Schools must begin by redefining the librarian's strategic role, not as a inactive provider of materials but as a functioning participant in pedagogy. This including involving librarians in curriculum development meetings, establishing consistent communication frameworks with teaching staff, and providing institutional validation for their instructional contributions.

Finally, the relationship concerning librarians and teachers cannot be left to chance. It must be fostered through careful policy, structural presence, and professional development. As the interviews make it clear, when librarians are given the opportunity to collaborate meaningfully with teachers, the eventual beneficiaries are the students. Still, such collaboration demands not only individual creativity but total support and vision.

3.1.3. Does the library inform teachers of information resources that can help classroom instruction?

Libraries play an essential role in enhancing classroom instruction by providing relevant information resources. The rationale for exploring whether librarians proactively inform teachers about new acquisitions is rooted in the desire to strengthen collaboration and improve curriculum delivery. This analysis delves into varying responses to such initiatives, reflecting diverse levels of engagement and strategies.

One librarian highlighted a proactive approach by emphasizing discussions with teachers about beneficial resources. This dialogue not only strengthens the librarian-teacher relationship but also ensures that teachers are aware of materials relevant to their instructional needs. Additionally, the mention of personal donations indicates resource gaps caused by inadequate government provision, necessitating creative strategies to bridge these deficits. This response reflects an active commitment to meeting resource needs despite systemic limitations.

In contrast, the response "No" signifies a lack of proactive communication between librarians and teachers. This absence of interaction may lead to missed opportunities for teachers to integrate new resources into their curriculum. Such a scenario underscores the need for structured communication channels and strategies to foster meaningful collaboration between librarians and educators.

Another perspective mentioned that teachers sometimes learn about resources through the principal. This indirect communication method indicates reliance on intermediaries rather than establishing direct, systematic connections. The sporadic nature of this approach, as implied by "sometimes," suggests inconsistencies that could be addressed by fostering more regular and direct librarian-teacher interactions.

A more passive approach was also evident in the response that librarians do not inform teachers directly, as they expect teachers to discover resources during their visits to the library. While this assumption places the onus on teachers, it overlooks the potential of targeted communication to highlight specific resources that may not immediately catch their attention. A proactive strategy could ensure that educators are aware of how new acquisitions align with their instructional goals.

3.1.4. How adequate are the information resources in the library?

The adequacy of information resources within school libraries emerges not only as a measure of material availability but also as a reflection of institutional priorities, professional agency, and the perceived instructional role of librarians. While the responses from teacher-librarians offer a range of views from satisfaction to concern, their insights illuminate underlying structural and systemic issues that warrant critical attention.

3.1.5.1 Resource Adequacy and Role Tensions

Respondents who viewed the library's resources as "adequate" conveyed a sense of stability and functionality. However, this perception may obscure underlying disparities in access or quality, especially when adequacy is defined through a limited or outdated lens. Role Theory ([Katz & Kahn, 1978](#)) helps explain how librarians might report adequacy based on constrained expectations of their role (as custodians rather than co-educators). When the role is narrowly defined, the threshold for what counts as "sufficient" can become correspondingly low, reflecting institutional complacency rather than genuine sufficiency. In contrast, responses indicating that resources are "below average" or "not so adequate" reveal more than dissatisfaction, they suggest systemic neglect and marginalization. These assessments reflect deeper institutional failures to embed the library within the educational mission of the school. Librarians in these contexts may experience role strain, expected to support teaching and learning without the tools, recognition, or authority to influence resource planning meaningfully.

3.1.5.2 Instructional Partnership and Structural Deficits

From the perspective of the Instructional Partnership Model ([Montiel-Overall, 2005](#)), adequate information provision should be a product of shared decision-making between teachers and librarians. However, the accounts show that where such partnerships are absent or underdeveloped, resource planning becomes reactive, fragmented, or overly reliant on external goodwill, such as donations from NGOs or philanthropists. While these partnerships signal proactive effort, they also expose a lack of institutional infrastructure to sustain resource adequacy through systemic investment. For instance, one respondent noted efforts to partner with external stakeholders to supplement deficits, illustrating initiative in the face of institutional inertia. Yet such stopgap measures reinforce a dependency model and shift responsibility away from schools themselves. This scenario reveals a contradiction: librarians are expected to ensure relevance and adequacy of resources but are rarely empowered with the institutional support or role clarity to make this possible.

3.1.5.3 Implications of Vagueness and Subjectivity

The use of vague terms like "not so adequate" or "somewhat sufficient" reveals a lack of standardized benchmarks for evaluating library resource adequacy. These subjective judgments mask the specific material gaps, whether in textbooks, digital content, journals, or internet infrastructure, that impact curriculum delivery. Without systematic

assessment mechanisms, both librarians and administrators may underestimate the extent of the problem, perpetuating a cycle of underperformance. Here, Role Theory again proves useful. Role ambiguity, when expectations around the librarian's instructional and planning functions are ill-defined, means that librarians may not feel authorized to conduct formal needs assessments or advocate for comprehensive resource development. Consequently, libraries operate in a reactive mode, servicing only those needs that teachers explicitly articulate, if at all.

3.1.5.4 Moving Forward: From Material Gaps to Structural Reform

What becomes clear from this analysis is that resource adequacy is not solely a question of materials but one of institutional alignment, role clarity, and strategic collaboration. Ensuring that libraries meet instructional needs requires more than external donations or occasional upgrades; it demands the formal inclusion of librarians in curriculum planning, acquisition decisions, and digital integration strategies. Schools should institutionalize collaborative practices such as acquisition committees, joint planning sessions, and feedback loops that empower librarians to co-lead resource development. These structures not only mitigate role ambiguity but also activate the potential of the Instructional Partnership Model, shifting the librarian from a passive service provider to an active co-educator.

3.1.5. Does the library package information resources to assist classroom instruction?

The discussion here centres on the crucial role libraries play in supporting educators by providing information resources tailored to classroom instruction. The original responses to the question, which sought to ascertain how libraries fulfil their responsibility to teachers, seem inadequate and require deeper exploration and critical reflection. Let us delve into the essence of the question and unpack the potential gaps in the responses provided.

The core of the inquiry revolves around whether libraries effectively meet the informational needs of teachers. Libraries are expected to not only house resources but also organize, package, and disseminate information in ways that align with instructional goals. This goes beyond simply providing access to books; it involves curating resources, offering professional guidance, and leveraging both physical and digital tools to enhance learning outcomes.

3.2. Analysis of the Responses

This response "Many types of cardboard are hung in the library communicating to teachers the existence of certain information.", while attempting to describe a method of information communication, raises more questions than it answers. The use of cardboard displays might hint at bulletin boards or notice boards as a means of notifying teachers about available resources. However, this method lacks modernity and may not effectively engage educators in the digital age. Moreover, it does not indicate how such displays align with teachers' instructional needs or whether they provide actionable, curriculum-specific information.

This response "No.", is unhelpfully terse and dismissive. It fails to engage with the question or provide insights into how the library approaches the packaging and dissemination of information. Such a response might suggest a lack of understanding or implementation of relevant library services, but without further elaboration, it remains unproductive.

Like the previous response "No.", this answer is overly simplistic and does not add

value to the discussion. It leaves significant gaps in understanding, offering no context or analysis of whether or why the library might be failing in its role.

Although affirmative "Yes.", this response lacks the depth and specificity needed to be meaningful. It does not detail the methods or strategies employed by the library to package information resources in a way that aids teachers. For example, does the library provide curated teaching kits, create digital repositories, or offer professional development sessions for educators? Without such information, the response remains superficial.

3.2.1. What type of material is mostly used, and in which subject areas?

In discussing about how libraries communicate the availability of information resources to teachers, one participant noted, "Many types of cardboard are hung in the library communicating to teachers the existence of certain information." This statement indicates a dependance on physical, perhaps manually prepared displays, likely referring to bulletin boards or posters, as a method of alerting educators to existing materials. While this method may serve a basic communicative purpose, it appears outmoded in the context of present-day educational environments progressively driven by digital engagement. The use of cardboard signage raises questions about the library's capability to deliver timely, appropriate, and curriculum-aligned information to teachers in a form that is both accessible and engaging. It also remains uncertain whether these displays are purposefully curated to support teaching needs or if they basically offer generic announcements.

In sharp contrast with this minimal yet descriptive comment are numerous one-word responses such as "No" and "Yes", which echo an absence of elaboration. For example, the curt "No" fails to clarify whether the respondent believes there are no methods in place for information packaging, or if they simply lack awareness of such practices within the library. The ambiguity leaves the researcher unable to ascertain whether the deficiency lies in implementation or perception. Similarly, another respondent's "Yes", while superficially affirming the presence of information packaging strategies, provides no insight into the nature, scope, or effectiveness of these methods. It prompts critical questions: Are there curated resources tailored to subject-specific curricula? Does the library offer digital toolkits, thematic bibliographies, or teacher-targeted newsletters? Without additional context, such responses contribute little to the understanding of how effectively libraries support teaching through information packaging.

Taken together, these responses indicate a potential disconnect between library services and the instructional needs of educators. Where some respondents offer vague affirmations or negations, others reference antiquated methods of communication, suggesting that strategic information dissemination may be lacking or underdeveloped. This underscores the importance of not only modernizing communication channels, such as through digital platforms, collaborative teaching aids, or interactive databases, but also ensuring that both librarians and teachers are engaged in a mutual understanding of the tools available to support learning and teaching.

3.2.2. How frequently do teachers use the information resources in the library?

The exploration of teachers' engagement with library resources offers valuable insights into their usage patterns and the potential challenges they face in leveraging these resources. Rather than presenting the findings as isolated data points, a cohesive discussion allows for a nuanced understanding of the responses and their implications.

A common theme among the responses is the suggestion that teachers often do not use the library frequently due to competing priorities and demanding schedules. This points to the need for institutional strategies to mitigate time-related barriers. Providing digital access to library resources or integrating library services into their routine tasks

could help address this challenge. The teachers who indicated regular use of the library highlight the positive impact of accessible and relevant resources. This segment underscores the importance of high-quality resources that align with the curriculum and teaching needs. Further exploration of their behavior could provide a model for fostering greater library engagement across the teaching staff. Responses such as "No idea" reflect a potential disconnect between teachers and the library, which may stem from insufficient awareness of available resources or their utility. This lack of connection signals the need for better promotion of library services and targeted outreach programs that educate teachers on the benefits of utilizing these resources.

The "Not so frequent" responses suggest a less active engagement with the library, perhaps due to perceived irrelevance or inadequacy of the resources. This observation raises critical questions about the library's alignment with teaching needs and its ability to adapt to modern pedagogical practices. Institutions can adopt innovative strategies to enhance teachers' awareness of library offerings. Regular workshops, newsletters, and online portals could ensure that teachers are well-informed about available resources and their application in educational contexts.

Flexible access options, such as digital libraries, mobile apps, or curated teaching resource packages, could ease the time pressures faced by teachers. By embedding library services into their daily workflows, institutions can foster a seamless integration of library resources into teaching practices. Identifying and studying the frequent users of library resources can uncover effective strategies for resource utilization. Sharing these practices through peer learning or case studies could motivate other teachers to engage more actively with the library. Regularly evaluating the library's collection to align it with the current curriculum and teaching objectives ensures that the resources remain relevant and useful. Collaborative feedback mechanisms involving teachers in the selection process could further enhance resource utilization. Teachers could benefit from professional development sessions that demonstrate the integration of library resources into lesson planning and classroom activities. Highlighting the pedagogical advantages of library usage could enhance its perceived value and utility.

3.2.3. How up to date are the resources in the library?

The reason for this question was to establish whether the resources in the libraries are up to date. This will help to determine the level of attraction to library resources for teachers. Analyzing the responses to the question "How up-to-date are the resources in the library?" provides insight into the current status of the library's resources and the potential impact on teachers' utilization of these resources. Here's an analysis of each response:

The resources in the library are up to date because recently the government supplied the library with books. Apart from that, NGOs have promised to assist the library with modern facilities. This response suggests that there have been recent efforts to update the library's resources, with contributions from both the government and NGOs. The mention of modern facilities implies a commitment to providing more than just books. Teachers may find this information encouraging, as it indicates a proactive approach to keeping the library current. This response is concise and straightforward, providing a positive assessment of the library's resources without specific details. While it communicates that the resources are up to date, it lacks information about the recent updates or the sources of these updates. Teachers may need more context to fully understand the level of currency.

This response suggests that the library's resources are somewhat current but leaves room for improvement. The use of "relatively" indicates a moderate level of currency, possibly implying that not all resources are equally up to date. Teachers may appreciate

this honesty but would likely want more details on specific areas that may need improvement. This response provides a more nuanced perspective by specifying that the curriculum-based textbooks are relatively up to date. This implies that there may be variations in the currency of different types of resources. Teachers would likely find this information helpful in understanding the specific areas where the library may need further updates.

3.2.4. Is the library connected to the internet?

The reason for this question was to ascertain whether teachers have access to information that is available on the internet. The consistent response of "No" to the question regarding access to the internet in a library suggests a few potential interpretations. Here's an analysis of possible reasons behind these responses: The library may have a strict policy that restricts internet access for teachers. This could be due to concerns about distractions, potential misuse, or a desire to maintain a focused learning environment. The institution might prioritize traditional library resources over online content. There might be technical challenges or infrastructure limitations that hinder internet access in the library. Issues such as unreliable internet connectivity, outdated hardware, or insufficient resources could contribute to this limitation. The institution may have concerns about the security and privacy of using the internet within the library. They may worry about the potential risks associated with online activities, including data breaches, malware, or inappropriate content. The school or institution may adhere to a specific educational philosophy that emphasizes traditional learning methods and materials. In such cases, they may intentionally limit access to the internet to promote a particular approach to education. Limited financial resources or competing priorities could influence the decision to restrict internet access. The institution may prioritize other educational resources over investing in robust internet connectivity and associated technologies. It's possible that the teachers are not aware of the internet access available to them in the library, or they may lack the necessary training to use online resources effectively. Improved communication and training initiatives could address this issue. The wording of the question or the context in which it was asked could have influenced the responses. If teachers interpreted the question differently or if there were misunderstandings, it could lead to a skewed perception of internet access in the library. Understanding the specific reasons behind the consistent "No" responses would require further investigation, possibly through follow-up questions, discussions, or a more detailed survey. Furthermore, it would be valuable to explore the perspectives of both teachers and administrators to gain a comprehensive understanding of the situation.

3.3. Discussion

In analyzing the responses regarding how librarians determine the information resources needed by teachers, it becomes apparent that there are varying perspectives on the librarian's role in meeting teachers' information needs. While some librarians face challenges in proactively identifying these needs due to a lack of communication from teachers, others believe it is not their primary responsibility ([De Jesus et al., 2024](#); [Paul et al., 2024](#)). However, there is the acknowledgment that when teachers encounter difficulties in finding resources, they approach the librarian for assistance. This is also in agreement with the findings of [Guo and Huang \(2021\)](#) who revealed that librarians play a significant role in literacy education. This highlights the importance of communication and responsiveness in addressing teachers' information requirements.

Regarding consultation with teachers before new acquisitions, responses indicate a range of practices, from collaborative decision-making involving teachers to centralized

decision-making by government authorities or school principals. However, responses also suggest that some libraries may not consult teachers, potentially limiting the customization of the collection to the specific needs of the institution. This validates the findings of [Trebbles \(2015\)](#).

The question of whether the library informs teachers about resources for classroom instruction reveals a lack of proactive communication in some cases. While some teacher-librarians actively discuss resources with teachers and encourage personal donations, others rely on principals or assume that teachers will naturally discover available resources. The findings also corroborate the findings of [Bernard \(2024\)](#) who indicates that librarians exchange ideas with teachers regarding its resources. These findings implied that proactive communication and collaboration between librarians and teachers are crucial for ensuring that educators are aware of and utilize relevant resources for classroom instruction.

In assessing the adequacy of information resources in the library, responses vary, with some acknowledging efforts to improve by collaborating with NGOs and philanthropists. Others perceive the resources as adequate or relatively up to date, while some indicate a lack of awareness or information about the adequacy of resources. The results of the findings are in tandem with the study of [Chowdhury and Khan \(2024\)](#) who indicated that the resources

are fairly adequate in libraries. However, regarding how the library packages information resources to assist classroom instruction, responses are brief and may not fully address the complexity of the question. The majority of the respondents mention methods such as displaying information on cardboard. This is also in line with the findings of [Chan \(2021\)](#) who found that display of contents are helpful for classroom teaching and learning experience.

4. Conclusions

The findings reveal significant insights into the current practices, challenges, and opportunities for enhancing information literacy through library resources. First, the study found that librarians face challenges in proactively identifying teachers' information needs due to limited communication from teachers. However, when teachers encounter difficulties, they do seek assistance from librarians.

In addition, the process of acquiring new books varies, with some libraries engaging teachers in discussions, while others rely on centralized decisions by principals or government supplies. It was revealed that there is a mixed approach to informing teachers about available resources, ranging from proactive discussions to passive reliance on teachers discovering resources on their own. More so, the adequacy of library resources varies, with some libraries making efforts to collaborate with NGOs and philanthropists to improve their collections. However, there are still areas needing improvement, particularly in maintaining up-to-date resources.

Findings further revealed that the responses indicate that not all libraries effectively package and communicate information resources to assist classroom instruction, highlighting an area for potential development. The study indicates that the frequency of resource utilization by teachers varies, with some using the library frequently and others citing time constraints as a barrier. However, the lack of internet connectivity in libraries is a significant limitation, hindering access to online information and resources that could support teaching and learning. The study's findings suggest that while there are proactive efforts by some librarians to enhance information literacy, there is a need for more systematic approaches to understanding and meeting teachers' information needs.

Improving communication, collaboration, and resource management can significantly enhance the role of libraries in supporting information literacy.

Based on the study's findings, it was recommended that management of secondary schools should foster better communication channels between librarians and teachers to ensure that teachers are aware of and can effectively utilize available resources. Additionally, schools should provide training for both librarians and teachers to improve their information literacy skills and their understanding of how to integrate these resources into classroom instruction. It is also important for schools to develop strategies to regularly update and diversify library resources to meet the evolving needs of the educational curriculum. Furthermore, investing in improved internet connectivity in libraries is essential to expanding access to digital resources, which can significantly enhance information literacy and support effective teaching and learning.

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