

NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY

FACULTY OF COMMUNICATION AND INFORMATION SCIENCE

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

**AN ASSESSMENT OF INFORMATION LITERACY SKILLS AMONG FACULTY
OF SCIENCE STUDENTS AT BINDURA UNIVERSITY OF SCIENCE EDUCATION**

BY

**Tapera F. Tseke
(N013 11084D)**

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS OF THE MASTER OF SCIENCE DEGREE**

IN

LIBRARY AND INFORMATION SCIENCE

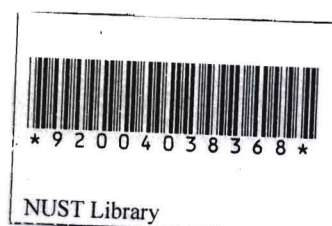
Academic Supervisor

Mr L. R. Fusire

BULAWAYO, ZIMBABWE

YEAR: 2015

LIBRARY NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY P.O. BOX 346 BULAWAYO ZIMBABWE		CLASS No.
DATE	ACCESSION	SC
11/08/16	15/815	



ABSTRACT

Information literacy skills have become an important tool for survival in this information society. With the increase of information resources, the need for information skills among university students is important for their continued access to, and retrieval of relevant information. The study sought to assess information literacy skills among undergraduate students in the Faculty of Sciences at Bindura University of Science Education upon the realization that students were not able to utilize library resources efficiently and effectively. The ACRL model (2003) was used as the framework for analysis for this study. The study adopted a mixed methods approach and used the survey research method. The study sample consisted of 163 students in the Faculty of Sciences as well as 8 Library staff members. Data from students was collected using self administered questionnaires and observations while interviews were held with library staff. The study found that the students under study lacked in depth knowledge of various search strategies used in searching for information, they were not conversant with information retrieval tools and their applications, the students also had limited knowledge on how to evaluate information sources critically and demonstrated little knowledge on what actions constituted plagiarism. Basing on these findings it was clear that the information literacy skills of undergraduate students in the Faculty of Sciences had not fully achieved the performance indicators and outcomes of the ACRL model. Recommendations were that there was need to integrate information literacy skills training to the university curriculum so that it becomes a credit earning course. The Library should partner with Faculty staff to ensure that research and information literacy skills are applied in all courses done by the students. To improve on information retrieval skills, there was need for practical training sessions on a regular basis so that students master the concepts of finding online information.