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Assessing the Impact of Information Literacy Skills Training of Faculty of Social Sciences
Students at Midlands State University (MSU)

BY

Elizabeth Mangundu

(N01521878K)

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Academic Supervisor

Dr. T. Machimbidza

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ABSTRACT

Midlands State University has responded to the call of teaching information literacy skills in higher education. Since 2010 the university started offering information literacy skills, however no assessment has been done to assess its impact. This research was conducted to cover this information gap. The researcher used the Information Literacy Framework for Higher Education theory as a measuring stick. The research objectives were informed by this theoretical framework. A mixed research method was used to assess the impact of the information literacy skills training at MSU focusing at the faculty of Social Sciences. The research used a survey strategy. Data was collected using questionnaires and interviews. The research sample was 263, that is 260 students and 3 librarians. The research used 5% margin error to determine the sample size. This resulted in 221 students participating in this study. Probability sampling technique was used to sample the students who have received information literacy training in the faculty of Social Sciences. The sample for librarians was purposively sampled. This resulted in 3 librarians being the sample population. The researcher used a pragmatic paradigm which allowed triangulation of data collection methods. Questionnaires were used to collect data from students who have undergone information literacy skills training. Interviews were conducted with librarians who teach information literacy skills in the faculty under study. The researcher self-administered 260 questionnaires to students and conducted 3 telephone interviews with librarians. The response rate for questionnaires was 76% and 100% for librarians. This research results revealed that the training programme had a positive impact. To ensure that students develop these skills further the researcher recommends that the training should be embedded with other modules to create a problem based learning environment.