

# Information Literacy Level of Graduate Students at Al-Quds University

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## Abstract

This study aimed to investigate Information Literacy level for Graduate Students at Al-Quds University. It also aimed to identify the level of each variables: gender, specialization, study level and No. of Visiting Library. In order to achieve the aim of this study, the researcher built a Questionnaire consisting 20 items as a tool to gather data, validity and reliability made for it. Cronbachs' Alpha found with value (0.8). The Questionnaire applied to the study sample, which consisted 184 students.

The results of the study showed that the mean of Information Literacy was (2.77) and the standard deviation (0.61) which was medium, also revealed that There were statistically significant differences between the means of the level of Information Literacy among Graduate students in Al-Quds University due to gender variable in favor of male students. There are statistically significant differences between the means of the level of Information Literacy among Graduate students in Al-Quds University due to specialization variable in favor of Social Sciences. There are statistically significant differences between the means of the level of Information Literacy among Graduate students in Al-Quds University due to year of study variable in favor of freshmen students. There are statistically significant differences between the means of the level of Information Literacy among Graduate students in Al-Quds University due to number of library weekly visits variable in favor of students whose visits were three times and more

Based on the results, the researcher recommends that Faculties need to focus in university courses in all levels and specializations especially Graduate students on a clarification of the concept and skills of information literacy.

Keywords: Information Literacy Level , Graduate Students

## 1. Introduction

Information in our lives today is an essential and important resource for all members of societies, especially modern ones, more than ever. No work can be done such as planning, decision making, evaluation and development of performance, etc. without reliance on information; Scientifically and especially in an age of technological progress that relies heavily on information in the conduct of different aspects of life.

Al-Shammari (2008) is a strategic resource that increases the productivity and effectiveness of the individual and is considered a weapon in the face of competition among individuals in their different fields.

In its final report in 1989, the ALA Presidential Information on Information Commission (ALA Presidential Committee on Information) sees the information literacy as stated in (Mohammad, 2010) as the ability to determine the time needed for information and the ability to locate, evaluate and use this information Efficiently and effectively. Information Literacy is only to raise the level of individuals, especially students, to keep abreast of cognitive and scientific developments, and how to help these individuals to identify data and documents in order to reach them and use them with understanding and understanding in solving the problems they face and making sound decisions.

This lack of experience can be attributed to the lack of so called office education, which is one of the most important means to provide the individual with the skills and abilities that enable them to use conscious and useful information vessels Available in the community, and imparting skills and experiences by obtaining the material he wishes to access and research in his references (Mohammad, 2010).

#### Statement of the Problem

Information plays a prominent role in the success of the learning process at all levels of education, and is an important component of scientific research.

Thus, the problem of research attempt to disclose information Literacy among Graduate students at Al-Quds University.

Questions of the Study: The study attempted to answer the following questions:

1. What is the level of information literacy among Graduate students at Al-Quds University?
2. Do the means of information literacy differ among Graduate students at Al-Quds University due to the variables (gender, specialization, level of study, number of library visits per week)?

Hypotheses of the study: The researcher converted the second question into the following null hypotheses.

*First Null Hypothesis:* There were no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the arithmetic means of the information literacy of Graduate students at Al-Quds University due to gender.

*Second Null Hypothesis:* There were no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the arithmetic mean of the information literacy of Graduate students at Al-Quds University due to specialization.

*Third Null Hypothesis:* There were no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) between the statistical averages of the information curriculum of the Graduate students in Al-Quds University due to the variable of the academic level.

*Fourth Null Hypothesis:* There were no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) between the arithmetic averages of the information curriculum of the Graduate students at Al-Quds University due to the variable number of library visits per week.

Objectives of the study :The aim of the study was to reveal the level of information literacy among Post Graduate students at Al-Quds University. Is there a difference in the level of information literacy among Post Graduate students in Al-Quds University, according to gender, specialization, level of study.

### Significance of the study:

The importance of the current study stems from the importance of the subject of "Information Enlightenment among Graduate students at Al-Quds University. The number of studies that dealt with the topic of informational enlightenment is little to the knowledge of the researcher.

*Limitations of the study:* This study was limited to the following limits:

- Spatial boundaries: This study was conducted at Al-Quds University in Palestine.
- Time Limits: This study was conducted in the second semester of the academic year 2015/2016.
- Human Boundaries: This study was limited to post Graduate students at Al-Quds University in Palestine.
- Conceptual boundaries: This study was determined by the terms and concepts contained therein, and the results of the study were determined by the tools used.

### *Terminology of Study*

Information literacy is the identification of information needs and concerns and the ability to locate, evaluate, organize, create and use them efficiently. Communication with information to address issues and problems is the condition of participation in the information society and an essential part of human rights for lifelong learning.

### *Theoretical Framework and Previous Studies*

#### *Theoretical framework*

Information literacy is of great importance to individuals in general and to university students in particular, because they have the ability to recognize when they need information, the ability to locate them, and then evaluate them for optimal use efficiently and efficiently. In order to clarify the nature of information enlightenment, we will discuss the information enlightenment, information literacy goals, information literacy levels.

#### The concept of information Literacy

Al-Mu'ajbeh (2010) points out that the concept of information literacy refers to the knowledge and knowledge of the importance of information, its exploitation and its ability to deal with it in a timely manner and the appropriate ability to solve information problems and to meet the research needs in self-capacities commensurate with the modern requirements to reach information maturity. This definition is consistent with Ahmed's definition (2014), which states that information literacy is "a set of skills and knowledge necessary to identify information needs and concerns to help solve problems and make decisions and how to express them through the term Research to efficiently access, evaluate, organize, create and use information with others if needed.

Long Ford (1998) refers to information literacy as not office skills, nor does it need to solve information problems or computer skills, but all are elements of enhanced information literacy. An individual needs to be able to identify and access information. In all its forms and records, or to solve persistent information problems without interruption.

Jouhari and Al-Amoudi (2009) explained that information literacy is a system of capabilities that enables individuals to distinguish the time of need for information, and then to identify and evaluate it for effective use thereafter.

The Literacy individual is "the one who possesses the minimum of integrated knowledge, mastering skills, collecting knowledge from various sources, choosing the appropriate ones, and taking personal attitudes and viewpoints that express himself, helping him to interpret, forecast, and make appropriate decisions about their problems. ( Islaim 2009).

#### *Previous studies*

Lazm (2014) made A study to identify the information awareness among the university students as well as to know the differences between the scientific and human disciplines in the information awareness. The research society included the students of the Faculty of Education / University of Mustansiriya. (3841) students distributed in all scientific and humanitarian departments. A sample of this society was taken by (5%) of the original society. The sample was 200 students with 100 students from scientific departments, 100 students from the humanitarian departments, have been built New measure to measure this attribute, and search out the outcome of that respondents consciously enjoy my information as well as the superiority of scientific specialization on human specialization in the level of information awareness.

The study found that the level of the efficiency of information awareness among students according to the international standards for these competencies was high only in the evaluation criteria of the information critically. The results also revealed that there are differences in the general level of information literacy skills among Al-Quds Open University students according to the international standards And the level of the academic year for the benefit of the students in the cumulative average and the students from the level of the fourth year and the third, while the results on the other hand, there are no statistically significant differences in the level of efficiency of public information awareness among students Depending on gender and specialization.

Gutiérrez (2014) study aimed to identify the extent of knowledge of teachers in Cecil College of information literacy skills as well as the extent of exercise of these skills during the educational process, the results showed that the respondents have different looks and definitions of information enlightenment, but they stressed that the enlightenment means The ability to find information, the ability to cite sources, as well as the ability to assess the credibility of sources, and showed that students lack information literacy skills according to the teachers' point of view. The researcher recommended the need to strengthen programs that support the skills of information literacy and inclusion in the courses.

Luu and Freeman (2011) conducted a study aimed at revealing the relationship between the level of information literacy and the effectiveness of social communication and academic adaptation of university students in Canada and Australia. The study sample consisted of (422) students, half of them studying in Canadian universities, The results of the study indicate that there is a positive correlation between the level of information literacy and the effectiveness of communication and social and academic adjustment among students. The results also indicate that there are differences in the level of information literacy among students according to the variable of specialization and level Lacey for the benefit of scientific disciplines and students of high academic years, and that there are not differences due to the variables of sex and academic achievement.

Oware (2010) made a study purposed to identify the views of Graduate students on information literacy in order to understand their opinions, their expertise, their importance in academic work or research, and also to ascertain the sources on which students rely on information. The researcher used descriptive and qualitative methods and non-probability samples to obtain the necessary data. The sample consisted of science students (2007, 2008 and 2009) and enrolled in Masters of Digital Library Learning.

The results of this study showed that post Graduate students are highly dependent on the Internet for academic or research work, and agree that information literacy is important and very useful in academic and research work, and point out that it should be part of Integrates the curriculum, should also be introduced early in education to make it more effective. The researcher recommended repeating this experiment on larger samples, and replicated also at the level of doctoral students, in order to confirm the results.

Hepworth (2009) also conducted a study aimed at revealing the level of information literacy and skills of university students. In order to achieve the objective of the study, the researcher chose a sample of 98 students from the last year at Nanning University. The students also showed some difficulties such as problem identification, formulation of hypotheses and questions, identification of sources of information, development of research strategies and use of the library. The results also showed that there were no differences in the level of information literacy due to gender and Specialization.

### III. *Methods and Procedures*

A. Method The researcher used the descriptive approach to suit this type of study.

B. Population of the Study The study population consists of all (1836) male and female Graduate students in Al-Quds University in the second semester of academic year 2015/2016

C. Sample of the Study was a random sample of 184 students from postGraduate studies and 10% from the study population.

D. Variables of the study

Independent variables:

- Gender (male, female).
- Specialization (natural sciences, human sciences).
- Level (first year, second year).
- No. of visiting library (three or more, twice, once, and never).

Dependent variable

- Information literacy among Graduate students at Al-Quds University.

E. Instruments of the study

The researcher built a Questionnaire which consists 20 items

F. Statistical Analysis: The mean and standard deviations, the One Way ANOVA analysis, and the T-test of Independent Samples T Test were obtained using the SPSS.

*Conclusions:*

1. What is the level of information literacy among Graduate students at Al-Quds University?

The mean of students' responses in the information literacy Questionnaire was (2.77) and the standard deviation (0.61) was average.

2. Do the means of information literacy differ among Graduate students at Al-Quds University due to the variables (gender, specialization, level of study, number of library visits per week)?

To answer the second question, the researcher converted it into Null hypotheses

First Null Hypothesis: There were no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the arithmetic means of the information literacy of Graduate students at Al-Quds University due to gender.

It was tested using Independent Samples t-test as shown in Table (2).

Table (1): Independent Samples t-test due to Gender

Variable	Number	Mean	St. Dev.	$D_f$	t-value	Sig.
Male	90	2.92	0.70	182	3.28	0.007
Female	94	2.62	0,48			

It is clear from Table (2) that the significance level (0.007) is less than the statistical significance level ( $\alpha \leq 0.05$ ). Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted. There are statistically significant differences between the arithmetic mean levels (2.92) and a standard deviation (0.70), while the mean of female responses (2.62) and standard deviation (0.48).

Second Null Hypothesis: There were no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the arithmetic mean of the informational literacy of Graduate students at Al-Quds University due to specialization.

It was tested using Independent Samples t-test as shown in Table (3).

Table (3): Independent Samples t-test due to Specialist

Variable	Number	Mean	St. Dev.	$D_f$	t-value	Sig.
Nature	44	3.16	0.82	182	3.95	0.001
Humanities	140	2.64	0,48			

It is clear from Table (3) that the level of significance of the total score (0.001) is less than the statistical significance level ( $\alpha \leq 0.05$ ) and thus rejecting the null hypothesis and accepting the alternative hypothesis that there are statistically significant differences between the arithmetic mean levels Al-Quds University was attributed to the variable of specialization and to the natural sciences, where the arithmetic average of natural sciences responses (3.16) and the standard deviation (0.82) were computed, while the mathematical average of the responses of the human sciences was 2.64 and the standard deviation was 0.40.

Third Null Hypothesis: There were no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) between the statistical averages of the information curriculum of the Graduate students in Al-Quds University due to the variable of the academic level.

It was tested using Independent Samples t-test as shown in Table (4).

Table (4): Independent Samples t-test due to Academic Level.

Variable	Number	Mean	St. Dev.	$D_f$	t-value	Sig.
First	60	2.92	0.76	182	2.07	0.004
Second	124	2.69	0,52			

It is clear from Table (4) that the level of significance was (0.004) less than the statistical significance level ( $\alpha \leq 0.05$ ), thus rejecting the null hypothesis and accepting the alternative hypothesis that there are statistically significant differences between the arithmetic mean

the Graduate students In Al-Quds University was attributed to the variable of the academic level and for the first year, where the mean was (2.92) and the standard deviation (0.76), while the mean of second year responses (2.69) and standard deviation (0.52).

Fourth Null Hypothesis: There were no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) between the arithmetic averages of the information curriculum of the Graduate students at Al-Quds University due to the variable number of library visits per week.

The means and standard deviations due to the number of visiting as shown in Table(5)

Table (5): Means and Standard Deviations for No. of Visiting

No. of Visiting	Mean	St. Dev.
3 and more	3.12	0.76
Twice	2.69	0.56
Once	2.64	0.55
Never	2.65	0.36

Table (5) shows the existence of apparent differences between the mean of the responses of the information literacy test of the Graduate students at Al-Quds University due to the number of visiting per week. To find out the source of these differences, the One Way ANOVA was used as shown in Table (6).

Table (6): One Way ANOVA for No. of Visiting

Variance Sources	Sum of Squares	D <sub>f</sub>	Mean of Sum Squares	F-value	Sig.
Within Groups	7.18	3	2.39	6.85	0.001
Between Groups	62.97	180	0.35		
Total	70.15	183			

Table (6) shows that the significance was (0.001) less than the statistical significance level ( $\alpha \leq 0.05$ ). This indicates that there are differences between the groups. To find out the source of these differences, the post-hoc statistical analysis (LSD) as shows in table (7)

Table (7): Post Hoc (LSD)

	3 and more	Twice	Once	Never
3 and more		*0.431	*0.480	*0.474
Twice			0.049	0.042
Once				-0.006
Never				

Table (7) shows that these differences were in favor of the number of visiting (3 and more) at the expense of the rest of the groups.

*Discussions:*

What is the level of information literacy for post Graduate students at Al-Quds University? the researcher considers that the low level of information literacy among Graduate students means that there is a low level of preparation of the student scientifically correct, social and psychological.

The First Null Hypothesis was tested using Independent t-test The results showed that there were statistically significant differences between the means in favor of males. male has more time than the female

The Second Null Hypothesis was examined and indicates the existence of statistically significant differences between the means in favor of natural science. The researcher attributes this to the theoretical nature of natural science students. They understand the importance of information literacy in their specialization, especially as they are Graduate students whose studies depend mainly on the search for information

The Third Null Hypothesis was examined by using Independent t-test, indicating that there are statistically significant differences between the means, and the differences were in favor of the first year.

The Fourth Null Hypothesis was examined by calculating arithmetic means and standard deviations of the level of information literacy, as well as One Way ANOVA, which indicate the existence of statistically significant differences between the arithmetic mean of the level of information literacy. Due to the variable number of visits to the library weekly, and the differences in favor of the number of visits (three times and more).

#### *Recommendations*

The study found that students have the ability to use sources of information to meet their information needs, and that a large percentage of female students search for information in order to prepare scientific research. , And found that there is reluctance of some students to use electronic sources of information because of lack of experience in the use of modern technology. In light of the results of the study, the researcher recommends the following:

1. The need to focus on clarifying the concept of information literacy for students.
2. Include information literacy skills in the study plans.
3. Conduct periodic and systematic assessment of the level of information literacy among students.

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