NAEM JOURNAL
ISSN 1997-4248, eISSN 2959-4561
Volume 17 Issue 02
Serial 34
https://Doi.org/10.59629/NAEM 20213202.1601

Understandings and Perceptions of Bangladeshi Teachers towards Information Literacy

Rajib Ahmed Faisal[1]
Dr. Mariam Begum[2]
Umme Mustari Tithi[3]
Chameli Das[4]

Abstract

This study investigates the information literacy (IL) knowledge and competencies of Bangladeshi secondary school teachers, as well as their views on incorporating IL into the curriculum. A quantitative approach was employed, using a semi-structured questionnaire distributed to 390 teachers across Bangladesh. Findings indicate that teachers generally have a limited understanding of IL and insufficient IL competencies, often overestimating their abilities. Additionally, many teachers did not receive IL training during their professional education, and the majority do not teach IL skills or collaborate with school librarians. The study concludes that the integration of IL in Bangladeshi secondary schools is hindered by inadequate teacher training, poorly structured curricula, limited resources, and linguistic barriers. However, these challenges can be addressed through collaborative efforts to enhance IL training and curriculum integration. Such interventions will equip teachers with the necessary skills to effectively teach IL, ensuring that students have access to comprehensive IL programs across all academic disciplines.

Introduction

In today's globalized world, technological advancements have drastically enhanced access to knowledge. With the world increasingly functioning as a global community, large segments of the population now have the ability to access information through both online and offline platforms. Over the past few decades, the use of online resources has grown exponentially, resulting in an unprecedented amount of information becoming widely available. However, this increased access brings challenges, particularly the risk of information overload. To manage this abundance of information effectively, individuals must develop strong information literacy (IL) skills, which are essential for evaluating, selecting, and using information efficiently.These

[1]Assistant Professor, Institute of Education and Research (IER), University of Chittagong
[2]Professor (Honorary); Institute of Education and Research (IER), University of Dhaka
[3]Associate Professor; Institute of Education and Research (IER), University of Dhaka
[4]Teacher Trainer; National Academy for Educational Management (NAEM)

challenges are particularly relevant in developing countries like Bangladesh, where the rapid expansion of internet access and digital tools has outpaced the development of comprehensive digital literacy programs in education.

Information literacy (IL) plays a crucial role in fostering problem-solving, critical thinking, and responsible citizenship. It enables individuals to become proficient learners, effective contributors to society, and confident, informed citizens. At its core, IL requires educational support, knowledge acquisition, and a sense of societal responsibility, all of which empower individuals to access, evaluate, and use information effectively (American Library Association, 1989). Without these essential components, a lack of IL skills can hinder a person's ability to navigate and apply information in their daily lives. To address this gap, education must focus on developing students' analytical, evaluative, and synthesis skills.

Strong information literacy skills are vital not only for academic success but also for navigating professional and personal challenges. IL is recognized as a critical competency in education, the workplace, and broader society (Secker, 2014). It empowers individuals to communicate effectively, make informed decisions, and adapt to the evolving information landscape. Globally, IL is increasingly seen as essential for participation in the knowledge economy and as a foundation for lifelong learning (Corrall, 2008). Scholars have also highlighted the role of IL in promoting political engagement and social justice, as it enables individuals to access, evaluate, and use information to advocate for their rights and participate in democratic processes (Smith, 2013).

Developing strong information literacy skills requires not only acquiring knowledge but also understanding one's societal responsibilities. Many modern educational programs now emphasize IL alongside critical thinking, research skills, problem-solving, and collaboration. These competencies are often integrated into the curriculum through hands-on, inquiry-based learning and collaborative projects that encourage students to apply what they learn in real-world scenarios (King, 2011). Such approaches help learners develop the skills to navigate today's complex information landscape.

One innovative approach to fostering information literacy and digital skills is tele-mentoring, where students are guided by experts, such as educators, librarians, and IT specialists, through online platforms. This instructional method is especially effective in courses that incorporate inquiry-based learning and digital media literacy (Yukawa, 2011). As the need for digital competence grows, it has become a critical skill for educators and students alike. Information literacy, with its emphasis on practical application, is now an integral part of 21st-century education, helping prepare students for the challenges of a rapidly evolving digital world (Oman, 2001).

Statement of the Problem

Teachers' perceptions of information literacy (IL) are critical, as these views directly influence their approach to teaching IL skills. While some studies have explored teachers' perspectives, the findings suggest that although teachers acknowledge the importance of IL and believe these skills should be taught to students, many do not integrate IL into their teaching

practices (Stockham & Collins, 2017). This indicates that there may be additional barriers or gaps in teacher training that prevent IL instruction. Therefore, this study investigates teachers' knowledge and understanding of IL and the factors that influence their ability to teach these skills.

Rationale of the Study

In today's knowledge-driven society, the ability to store, create, retrieve, and effectively use information is crucial. As the volume and complexity of available data increase, information literacy skills become essential for navigating the vast amounts of information people encounter daily. These skills are especially important for teachers, who must guide their students through an ever-evolving information landscape. In this context, the study seeks to understand how Bangladeshi teachers perceive IL and how prepared they are to equip students with these critical competencies.

There is growing concern about the lack of adequate information literacy (IL) skills among teachers, which directly impacts their ability to effectively teach IL to students. This gap in teachers' IL knowledge and instructional capabilities is a critical issue that has not been fully addressed in previous research. To fill this gap, the primary objective of this study is to explore how different factors—regulative (policy-driven), normative (professional standards), and cultural-cognitive (teachers' internal beliefs and understanding)—influence the information-seeking behaviors and IL competencies of Bangladeshi secondary school teachers.

Theoretical framework of the study

This study is informed by social constructivist theory, which posits that learning occurs through social interaction and collaboration, with individuals actively constructing knowledge through experience and reflection (Vygotsky, 1980). From this perspective, teachers' internalization of information literacy (IL) skills is shaped not only by direct instruction but also by their professional and social environments, including collaboration with peers, school leaders, and participation in professional development activities. Social constructivist theory emphasizes that teachers do not passively receive information but actively engage in meaning-making processes through their interactions within educational settings.

In the context of Bangladeshi secondary school teachers, this theory helps explain how teachers may internalize IL skills by participating in collaborative learning environments, where they share strategies, knowledge, and approaches to IL instruction. Teachers' existing beliefs about knowledge, learning, and technology, shaped by cultural and cognitive factors, also play a significant role in how they perceive and integrate IL into their teaching. For instance, teachers who view IL as a crucial skill for preparing students for the information-rich, digital world are more likely to prioritize its inclusion in their classrooms.

Additionally, social constructivism highlights the role of external influences, such as educational policies and professional development opportunities, in shaping teachers' understanding of IL. In environments where structured IL training or guidance is limited, such as in the Bangladeshi education system, teachers may struggle to fully develop or apply these

competencies. Therefore, by employing a social constructivist lens, this study seeks to explore not only the level of IL knowledge among teachers but also the external and internal factors that influence how they come to understand and teach these skills.

This theoretical approach provides a nuanced framework for interpreting the findings, as it recognizes the complex interactions between teachers' individual experiences, their professional communities, and the broader institutional and cultural contexts in which they operate.

Methodology of the Study

The study was conducted utilizing a quantitative research methodology. Thus, the information was collected through the administration of semi-structured questionnaires.

Sample and Sampling Techniques

The study's population was comprised of all current secondary school teachers in Bangladesh. Due to the enormous number of secondary school teachers in Bangladesh, a formal calculation of power was performed to estimate the sample size for the teacher surveys. The total number of instructors was entered into the Raosoft online sample size calculator. The margin of error was set at five percent, and the degree of confidence was set at 95%, which are the most usual requirements. This calculator suggested a minimum sample size of 370 surveys from teachers. After factoring in the 5% non-respondent error, the final respondent count was 388. After scrutinizing all of the questionnaires filled in by the respondents and removing the ones found to be incomplete, the remaining 390 questionnaires were considered for the final analysis. The sample was then selected using simple random sampling techniques.

Tools of Data Collection

The researchers used online and offline versions of the semi-structured questionnaire and sent it to each secondary school teacher from the sample. With the help of the schools' management, the questionnaire was distributed to all teaching staff. The questionnaire aimed to determine how well the participants understood IL, whether it was covered in their training courses, and whether they instructed IL in the classroom. The questionnaire utilized in this study was derived from the earlier research conducted by McKeever (2016).

Methods of Data Analysis and Presentation

Quantitative data were analyzed using Statistical Package for the Social Science (SPSS) V.26 to count the frequency of the responses.

Ethical Consideration

All participants and school principals gave consent. Before data collection, field researchers asked potential respondents to sign a consent form that outlined privacy, anonymity, and confidentiality provisions. The study's goal and confidentiality were informed to all participants. Participants were also informed that they could withdraw from the study at any time.

Limitation of the Study

This study focuses on the perceptions of secondary school teachers in Bangladesh regarding information literacy. However, it is important to acknowledge certain limitations. The findings rely on self-reported data, which may introduce bias or inaccuracies in responses. Additionally, the study is limited to secondary school educators, which may restrict the generalizability of the results to teachers at other educational levels, such as primary or tertiary education.

Findings

a. *Demographic characteristics of the respondents*

A total of 410 of the approximately 1,000 teachers who received the questionnaire completed it and returned it. There were 390 total responses because 20 of these respondents did not finish the survey. The response rate, therefore, was 39.0%.

Table 1: Cross-tabulation of the respondents' prior knowledge of IL and sources

Sources	Gender				Total (Yes)
	Male		Female		
	Prior knowledge of IL				
	Yes	No	Yes	No	
Diploma in Primary Education (DPEd)	0	0.75%	0	0.38%	0
Bachelor of Education (one year)	16.60%	20.00%	12.83%	17.36%	29.43%
Master of Education (MEd)	3.02%	8.30%	3.40%	7.17%	6.42%
Have no professional degree	2.26%	4.53%	1.89%	1.51%	4.15%
Total	21.88%	33.58%	18.12%	26.42%	40.00%

Men comprised 57.8% of the respondents, while women comprised 42.2%. The respondents' mean age was 39.62 (SD = 8.95) years, with a mean of 13.14 (SD = 9.08) years of teaching experience. Assistant teachers comprised 88.11% of the respondents, followed by headmasters (6.7%) and assistant headmasters (5.18%). Regarding their organizations, 45.32% worked in secondary schools that were partially government-run, 28.10% in non-government institutions, and 26.59% in government institutions. 42.01% of respondents said their schools were in urban areas, 36.98% were in rural areas, and 21.01% were in semi-urban areas. Their classrooms typically had 65.97 students (SD = 30.28). In terms of educational background, 74.19% of respondents hold postgraduate degrees, 24.63% hold graduation degrees, 0.59% hold higher secondary school certificates, and the remaining 0.59 % hold Master of Philosophy degrees. A total of 32.61% of respondents earned their most recent degree in the arts and humanities, compared to 28.26% from the sciences, mathematics, and technology, 18.94% from social science, 10.25% from business, 9.00% from education, and the remaining (0.93%) from other fields. When asked about their professional degrees, 67% of respondents reported that they had a Bachelor of Education (BEd), 21.6% reported that they had a Master of Education, 1.1% reported that they had a Diploma in Primary Education, and 10.3% reported that they had none at all Regarding the number of trainings on teaching-

learning that respondents had received, 41.8% had received 1–5 training, 13.8% had received 6–10 training, 2.0% had received 11–15 training, 1.4% had received 16–20 training, 0.6% had received more than 20 training, and 40.4% had received no such training.

b. *Understanding and proficiency with information literacy*

The initial query in this survey segment pertained to whether the participants possessed a comprehensive apprehension of the notion before perusing the accompanying information sheet that was furnished alongside the questionnaire. In response to the inquiry, 40.00% of participants provided an affirmative answer.

The study found that 21.88% of male participants and 18.12% of female participants had prior knowledge of Information Literacy prior to their involvement in the study. The informants who reported prior knowledge of IL were queried regarding how they obtained said knowledge during their participation in this study. According to the survey results, 29.4% of participants reported that they acquired knowledge on this topic during their Bachelor of Education degree. By contrast, a proportion of 6.12% reported obtaining knowledge about the subject during their Master's degree studies, while 4.15% indicated that they did not engage in any formal degree program but acquired information literacy skills independently.

The third inquiry within this segment pertained to how the informants discerned the competencies associated with information literacy as outlined in the provided passage with the questionnaire. Subsequently, the teachers were queried about which terminology they would employ when alluding to this particular repertoire of competencies. Participants were given the option to choose multiple statements that were applicable. The majority of the participants, 63.08%, precisely reported that they recognized the abilities as information literacy skills. According to the data, 44.00% of respondents identified the skills as communication skills, while 30.46% considered them to be research skills, and 30.15% categorized them as study skills. As per the informants' responses, a mere 12.92% identified the skills as library skills, while a minor 2.15% of the participants did not provide any terminology for these skills.

Table 2: Cross-tabulation of teachers' perceptions to identify the information literacy skills

Defined the set of skills	**Gender**		**Total**
	Male	Female	
Information literacy skills	38.15%	24.92%	63.08%%
Study skills	16.62%	13.54%	30.15%
Library skills	8.62%	4.31%	12.92%
Communication skills	29.54%	14.46%	44.00%
Research skills	20.00%	10.46%	30.46%
Don't have a name for this set of skills	0.62%	1.54%	2.15%

Among the surveyed individuals, 16.28% reported receiving formal instruction on information literacy as a component of their professional degree. Of this group, 9.30% were male. Conversely, 17.28% reported having undergone instruction in information literacy during their enrollment in a professional degree program that shares similarities with their current program but bears a distinct terminology.

Table 3: Cross-tabulation of IL training received as a part of professional training

Responses	Gender		Total
	Male	Female	
Training Received as a part of Professional Training			
Yes	9.30%	6.98%	16.28%
No	49.13%	34.59%	83.72%
Training Received under a different name			
No	46.51%	36.21%	82.72%
Yes	11.63%	5.65%	17.28%

c. *Information literacy training in the workplace*

Regarding IL skills training in the workplace, a significant majority (87.80%) of respondents reported not having received any IL training at their place of employment. According to the survey results, a subset of participants (13.31%) said having undergone instruction in these competencies under an alternative terminology.

Table 4: Cross-tabulation of IL training received at workplace

Responses	Gender		Total
	Male	Female	
IL Training Received as In-service Training			
Yes	7.14%	5.06%	12.20%
No	51.19%	36.61%	87.80%
Training Received under a different name in In-service			
Yes	49.35%	37.34%	86.69%
No	7.47%	5.84%	13.31%

d. *Recognition and comprehension of information literacy.*

The respondents were questioned about how familiar they believed secondary school teachers were with the idea of IL. Around 64.90% of the respondents provided a negative response to this particular inquiry.

Table 5: Perception regarding secondary school teachers IL

Response	Gender		Total
	Male	Female	
Yes	18.58%	16.52%	35.10%
No	39.82%	25.07%	64.90%

The following table illustrates the various justifications to substantiate affirmative and negative responses to this inquiry.

Table 6: Justifications of the secondary school teachers' IL skills inquiry

Causes	Teachers have IL knowledge	
	Yes	No
Due to their professional demand	5.56%	
Everyone is conscious	3.42%	0.43%

Causes	Teachers have IL knowledge	
	Yes	No
Information literacy is a new topic	0.43%	2.56%
Information literacy is essential for collecting information, evaluation, and information identification.	0.43%	
It is an essential skill in the modern era	6.84%	0.43%
Lack of access to technology	0.85%	0.85%
Lack of awareness		8.55%
Lack of promotional activities on information literacy		1.71%
Lack of proper training & coordination		44.44%
Most of the teachers create digital materials and complete the task of uploading and downloading the materials. The second reason is that teachers must perform many tasks online. Most of the teachers participate in various online platforms operated by government and non-governmental organizations, which is the third reason.	0.43%	
Included in the New Curriculum of 2021	0.85%	
Not included in the curriculum		1.71%
Teachers are burdened with excessive workload		0.85%
Teachers are not interested in Information Literacy		1.28%
Teachers have ICT training	8.14%	
Teachers only focus on what's in the books to help students pass the test.		0.43%
Technological advancement and easy to access them	9.83%	

e. *The inclusion of information literacy in the secondary school curriculum of bangladesh*

The perspectives of teachers regarding IL and the curriculum of secondary schools in Bangladesh were solicited. Initially, the participants were queried regarding their perception of whether the IL competencies, as stipulated in the information sheet, were encompassed within the curriculum of secondary schools in Bangladesh. Approximately 37.50% of the respondents indicated that they believed the curriculum encompassed IL skills, albeit under a different name. A notable proportion of the participants, precisely 24.39%, expressed uncertainty regarding the inclusion of the skills in the curriculum. Meanwhile, 10.06% of the respondents believed these skills were not incorporated into the curriculum. On the other hand, a significant percentage of the participants, precisely 28.05%, thought that these skills were indeed included in the curriculum and were referred to as IL skills.

Table 7: IL integration into the secondary curriculum

Existence in curriculum	Gender		Total
	Male	Female	
Included and called information literacy skills	17.99%	10.06%	28.05%
Yes, but they are not called information literacy skills	21.04%	16.46%	37.50%
Not included	5.18%	4.88%	10.06%
Not sure	14.33%	10.06%	24.39%

The next question was whether the teachers believed that their main subject addressed IL. 47.55% of respondents believed that these skills were covered in their primary subjects but weren't referred to as IL skills. 14.42% of respondents claimed that their primary subject did not cover these skills. 16.56% believed these skills were covered in their primary subjects and were referred to as IL, while 21.47% were unsure.

Table 8: Information literacy in the core subjects taught by respondents

Existence in core courses	Gender		Total
	Male	Female	
Included and called information literacy	11.04%	5.52%	16.56%
Yes, but they are not called information literacy	26.38%	21.17%	47.55%
Not addressed in the main subject	9.82%	4.60%	14.42%
Not sure	11.35%	10.12%	21.47%

When asked if they believed that IL featured more prominently in the Bangladeshi Secondary School Curriculum at various stages, 21.07% of respondents said they believed it to be the same at all levels of education, while 33.96% of respondents believed it to be more prominent at the secondary level and 34.91% believed it to be more prominent in higher education, and 10.06% believed it to be more prominent at the primary level.

Table 9: Differences in information literacy emphasis across educational levels

Incorporation in Different Levels of Education	Gender		Total
	Male	Female	
It is more prominent at the primary level	6.60%	3.46%	10.06%
It is more prominent at the secondary level	21.38%	12.58%	33.96%
It is more prominent in higher education	21.07%	13.84%	34.91%
No, it is the same at different stages	10.06%	11.01%	21.07%

Discussion

The subsequent four research inquiries have directed the present study:

a. How much do secondary school instructors in Bangladesh understand IL?

b. What do teachers think about the inclusion of IL in the curriculum?

a. *How much do secondary school instructors in Bangladesh understand IL?*

In the contemporary digital era, effectively navigating and utilizing information has become increasingly vital, making IL competencies indispensable. It is widely acknowledged that developing information literacy skills is necessary to effectively participate in modern society and succeed in school, work, and life (Corrall, 2008). The proliferation of online information necessitates cultivating robust information literacy competencies among individuals in every corner of the world. This is imperative to enable them to effectively navigate the digital terrain, acquire the ability to think critically, and become lifelong learners. It has been determined that students are not receiving instruction or developing these skills while they are enrolled in secondary education; hence, students continue to enter higher education and the working world with skills that are not fully developed (McKeever, 2013). Williams & Wavell

(2006) have found that teachers don't know much about IL. However, possessing IL skills is imperative for teachers to provide academic assistance to their students. According to social constructivist learning theory, if teachers don't know about IL, they can't help their students succeed academically by catering to their individual needs (Gecer, 2012). The present study has revealed that a considerable number of teachers exhibited a deficiency in comprehending information literacy competencies and had not undergone structured instruction in this domain. The present chapter will explicate the outcomes of the investigation, scrutinize the causes behind the insufficient level of knowledge and instruction, and propose measures to enhance the circumstances.

This study found that many teachers did not know what IL was before participating. Initial teacher education programs rarely taught IL. Most participants scored poorly despite rating their IL skills as average. Most respondents thought IL was taught, but few explicitly taught IL skills. Teacher-librarian collaboration was rare. IL's absence from instructional practices was due to time constraints, assumptions about librarians' IL instruction, and a lack of IL skill assessment.

The research revealed that a mere 21.88% of male and 18.12% of female participants had prior knowledge of IL skills before their involvement in the study. The deficiency in knowledge regarding IL may be ascribed to the absence of explicit instruction on IL competencies in the majority of teacher training curricula. The research reveals that a mere 29.4% of participants acquired knowledge pertaining to these competencies in their Bachelor of Education program, whereas a mere 6.12% of respondents gained familiarity with them during their Master of Arts studies. These findings are substantiated by research that emphasizes the insufficiency of IL instruction in teacher training curricula (Lee et al., 2012).

Furthermore, the research revealed that a noteworthy segment of teachers had categorized information literacy competencies as distinct skill sets. As an illustration, 44.00% of respondents regarded the aforementioned abilities as communication skills, while 30.46% identified them as research skills and 30.15% classified them as study skills. The lack of understanding regarding the various aspects of information literacy skills can be attributed to the absence of structured education in these competencies during their academic endeavors. According to Majid et al. (2016), teachers may lack a complete understanding of the significance of IL skills and may also face challenges in imparting these skills to their students. However, according to Williams et al.'s (2014), it has been observed that the lexicon pertaining to information literacy lacks familiarity in various domains, leading to the utilization of alternative terminology to denote the same concept.

Additionally, the research revealed that a limited proportion of teachers had undergone structured instruction in information literacy competencies. Merely 16.28% of the participants reported having obtained formal instruction as a component of their professional degree, whereas 17.28% received instruction in a professional degree program under a distinct appellation. By contrast, a significant proportion of teachers (87.80%) reported not having undergone any form of IL training in their workplace. The present study's results align with prior research that has identified a dearth of structured educational programs for teachers to enhance their information literacy competencies (Duke & Ward, 2009; Kovalik et al., 2011).

The absence of formal instruction may be explained by insufficient knowledge of information literacy competencies as a crucial element of pedagogy. The perceived lack of relevance of IL skills to specific subject areas among teachers may hinder their participation in training programs. Additionally, school leaders' prioritization of IL skills training may be inadequate, restricting teachers' access to such opportunities (Merga et al., 2021).

b. *What do teachers think about the inclusion of IL in the curriculum?*

The integration of IL into the curriculum is imperative for students' academic achievements and future employability in the current digital era (Derakhshan & Singh, 2011). This skill is deemed crucial in navigating the vast amount of information available. The third objective of this research was to examine the perspectives of secondary school teachers in Bangladesh regarding the incorporation of IL into the educational program, as well as its assimilation into various levels of education and primary subjects.

The results of the study indicate that a proportion of 37.50% of the participants acknowledged the presence of IL skills in the curriculum, albeit not being explicitly denoted as such. Meanwhile, 24.39% of the respondents expressed uncertainty regarding the inclusion of these skills. The absence of a clear understanding among teachers regarding the incorporation of IL in the curriculum is a cause for concern. According to Williams & Wavell (2006), the majority of the teachers who participated in their study held the belief that IL was integrated at various points throughout the curriculum. This underscores the necessity for additional professional development opportunities for teachers to enhance their IL competencies and effectively integrate them into the curriculum.

Approximately 50% of the participants expressed that the aforementioned competencies were being instructed, albeit not explicitly labeled as IL skills. Conversely, 14.42% of the respondents reported that these proficiencies were not covered in their primary area of study. The aforementioned discovery underscores the necessity for greater uniformity in the pedagogical approach to information literacy competencies across diverse academic disciplines. According to the findings of the research, a notable proportion of the participants, precisely 16.56%, demonstrated a proactive approach towards integrating IL skills into their pedagogical practices. This observation suggests that these individuals possess a favorable comprehension of the significance of IL skills in achieving academic excellence and enhancing career opportunities.

The results of the study indicated that 33% of the participants believed that IL skills were more prevalent in higher education, whereas another 33% believed that it was more prevalent at the secondary level. The aforementioned discovery implies that there could be a necessity to enhance the emphasis on IL competencies during the primary education phase. Moreover, a notable proportion of the participants, specifically 21.07%, expressed the view that information literacy competencies hold the same level of significance across all educational tiers. This underscores the necessity for greater uniformity in the pedagogical approach to imparting information literacy skills across diverse Key Stages.

It is evident that there is a necessity for increased professional development opportunities for teachers regarding IL skills and their incorporation into the academic curriculum (Rader, 2002). The results indicate that although certain teachers in Bangladesh possess a commendable comprehension of IL and its significance in the academic program, there exists a requirement for greater uniformity in the pedagogical approach to IL competencies across diverse disciplines and educational levels. The research findings indicate a noteworthy absence of lucidity among teachers with regard to the integration of IL competencies into the academic syllabus, a development that is disconcerting. In order to equip students with the essential competencies required to thrive in the contemporary digital era, it is imperative to prioritize the integration of IL skills into the curriculum and furnish teachers with sufficient training on the most effective methods of imparting these skills.

Contribution of the Research

This study's findings can be used to improve teachers' information-seeking behaviors and motivate them to research uninteresting topics. By minimizing theories, texts, and concepts, this study aimed to facilitate future scholarly inquiry and provide a deeper analysis of the research issue. The suggestions could form the basis for further research and practical measures to improve high school students' information literacy.

Recommendations for Fostering Information Literacy Skills

Fostering information literacy (IL) among Bangladeshi secondary school teachers and students presents several challenges, but there are clear strategies that can be implemented to improve IL skills across the education system. First, integrating IL into the national curriculum at all educational levels is essential. By embedding IL skills such as critical thinking, information evaluation, and ethical information use from an early age, students can develop the competencies necessary for navigating today's complex information landscape.

Second, teachers and librarians must receive ongoing professional development focused on IL. Regular, targeted training sessions should cover research methods, critical evaluation of sources, and the ethical use of information. Workshops and seminars, both online and in-person, should be accessible to educators across the country to ensure that IL training is consistent and widespread. Institutions should also encourage collaboration between teachers and librarians, fostering a supportive environment for the exchange of strategies and resources.

Finally, educational institutions should adapt to the evolving information environment by offering structured IL courses and modules tailored to the needs of both teachers and students. These courses should be flexible and updated regularly to address the latest advancements in technology and information literacy practices. By aligning IL with national education policies and providing teachers with the tools they need, schools can ensure that IL becomes an integral part of both teaching and learning.

Conclusion

Information literacy in Bangladeshi secondary schools presents both challenges and opportunities. Promoting information literacy in secondary school students is difficult due

to limited information resources, instructional strategies, assessment constraints, and teacher professional development. However, information literacy in the curriculum, digital libraries and online resources, teacher professional development, critical thinking and evaluation skills, and collaborative learning are being used to address these issues. Continuously advocate for information literacy in the curriculum, offer teachers ongoing professional development, and improve access to quality information resources to improve information literacy in Bangladeshi secondary schools. Critical thinking, evaluation, and collaboration skills can also help students become critical information consumers and creators in the digital age. Secondary schools in Bangladesh can better prepare students to thrive in the information-rich world and become information literate by addressing these challenges and leveraging opportunities.

Acknowledgment

The authors would like to express our sincere gratitude to the National Academy for Educational Management (NAEM) for their generous financial support through the research grant for the 2022-2023 period (Memo NO 37.04.0000.500.35.001.22.387). This study would not have been possible without their funding and continued encouragement. The authors also appreciate the NAEM Institutional Review Board for their thorough review of the research proposal and final report, ensuring that all ethical standards were met. Special thanks go to the secondary school teachers of Bangladesh who participated in this study, as well as the school administrators and education officers who facilitated data collection. Their cooperation and insights were invaluable in bringing this project to fruition.

References

American Library Association. (1989). *Presidential committee on information literacy: Final report* (d6c68ac5-a84a-4035-93ba-e887da74cb6b). https://www.ala.org/acrl/publications/whitepapers/presidential

Corrall, S. (2008). Information literacy strategy development in higher education: An exploratory study. *International Journal of Information Management*, *28*(1), 26–37. https://doi.org/10.1016/j.ijinfomgt.2007.07.002

Derakhshan, M., & Singh, D. (2011). Integration of information literacy into the curriculum: A meta-synthesis. *Library Review*, *60*(3), 218–229. https://doi.org/10.1108/00242531111117272

Duke, T. S., & Ward, J. D. (2009). Preparing information literate teachers: A metasynthesis. *Library & Information Science Research*, *31*(4), 247–256. https://doi.org/10.1016/j.lisr.2009.04.003

Gecer, A. (2012). An Examination of Studying Approaches and Information Literacy Self-Efficacy Perceptions of Prospective Teachers. *EGITIM ARASTIRMALARI-EURASIAN JOURNAL OF EDUCATIONAL RESEARCH*, *12*(49). https://avesis.kocaeli.edu.tr/yayin/d130ce0e-0e7a-49a1-b7fd-ea5e70f36a1a/an-examination-of-studying-approaches-and-information-literacy-self-efficacy-perceptions-of-prospective-teachers

King, K. P. (2011). *Instructional Design: Concepts, Methodologies, Tools and Applications* (I. R. Management Association, Ed.). IGI Global. https://doi.org/10.4018/978-1-60960-503-2

Kovalik, C., Jensen, M., Schloman, B., Tipton, M., & Kent State University. (2011). Information Literacy, Collaboration, and Teacher Education. *Comminfolit*, *4*(2), 145. https://doi.org/10.15760/comminfolit.2011.4.2.94

Lee, E. A., Reed, B., & Laverty, C. (2012). Preservice Teachers' Knowledge of Information Literacy and Their Perceptions of the School Library Program. *Behavioral & Social Sciences Librarian*, *31*(1), 3–22. https://doi.org/10.1080/01639269.2012.657513

Majid, S., Chang, Y.-K., & Foo, S. (2016). Auditing information literacy skills of secondary school students in Singapore. *Journal of Information Literacy*, *10*(1), 44. https://doi.org/10.11645/10.1.2068

McKeever, C. M. (2013). Information literacy skills in Year 14 school leaving pupils—Are they ready for third level study? *Journal of Information Literacy*, *7*(1), 99–106. https://doi.org/10.11645/7.1.1784

McKeever, C. M. (2016). *Teacher understandings and perceptions of information literacy* [PhD]. Ulster University.

Merga, M. K., Roni, S. M., & Malpique, A. (2021). School leadership and whole-school support of struggling literacy learners in secondary schools. *Educational Management Administration & Leadership*, *49*(3), 534–550. https://doi.org/10.1177/1741143220905036

Oman, J. N. (2001). Information Literacy in the Workplace. *Information Outlook*, *5*(6), 32–43.

Rader, H. B. (2002). Information literacy 1973—2002: A selected literature review. *Library Trends*, *51*(2), 242–259.

Secker, J. (2014). Broadening the scope of information literacy in 2015: Beyond libraries. *Journal of Information Literacy*, *8*(2), 1–2. https://doi.org/10.11645/8.2.1960

Smith, J. K. (2013). Secondary teachers and information literacy (IL): Teacher understanding and perceptions of IL in the classroom. *Library & Information Science Research*, *35*(3), 216–222. https://doi.org/10.1016/j.lisr.2013.03.003

Stockham, M., & Collins, H. (2017). Information Literacy Skills for Preservice Teachers: Do They Transfer to K-12 Classrooms? *Education Libraries*, *35*(1–2), 59. https://doi.org/10.26443/el.v35i1-2.316

Vygotsky, L. S. (1980). *Mind in society: Development of higher psychological processes* (M. Cole, V. Jolm-Steiner, S. Scribner, & E. Souberman, Eds.). Harvard University Press. https://doi.org/10.2307/j.ctvjf9vz4

Williams, D. A., & Wavell, C. (2006). *Information literacy in the classroom: Secondary school teachers' conceptions.* https://rgu-repository.worktribe.com/output/247593/information-literacy-in-the-classroom-secondary-school-teachers-conceptions

Williams, D., Cooper, K., & Wavell, C. (2014). *Information Literacy in the Workplace. An annotated bibliography.* (p. 38). Robert Gordon University Institute for Management, Governance & Society (IMaGeS) in association with InformAll. http://www.researchinfonet.org/wpcontent/uploads/2014/01/Workplace-IL-annotated-bibliography.pdf

Yukawa, J. (2011). *Instructional Design: Concepts, Methodologies, Tools and Applications* (I. R. Management Association, Ed.). IGI Global. https://doi.org/10.4018/978-1-60960-503-2