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Somaraya B. Tallolli Dr

Don Bosco Institute of Technology, Bangalore, sbtallolli@gmail.com

K R. Mulla Dr

Visvesvaraya Technological University, krmulla@gmail.com

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THE PERSPECTIVES OF ENGINEERING COLLEGE LIBRARIANS ON INFORMATION LITERACY PROGRAMMES FOR USER EMPOWERMENT

Dr. Somaraya B. Tallolli

Librarian, Dept. of Library and Information Centre, Don Bosco Institute of Technology
Kumbalagodu, Mysore Road, Bengaluru-560074, Karnataka, India,
Email: sbtallolli@gmail.com

Dr.K.R.Mulla

Librarian, Visvesvaraya Technological University, Jnana Sangama, Belagavi-590018
Karnataka, India
Email: krmulla@gmail.com

ABSTRACT

This study presents the opinion survey of the librarians about information literacy programs (ILP) impact on library users. The samples were collected through a survey of librarians working in engineering colleges affiliated with Visvesvaraya Technological University. The 82 (80.39%) librarians have been responded to the study. It has been ascertained that the Information literacy programs impact the users in mastering the complex resources, search skills, need of evaluation of the programs, influences on the electronic environment, understanding economic issues, legal decisions, social problems, resource utilization, and enhancement library usage. The opinion survey has found that Information Literacy and its assessment have played a serious role in equipping and preparing users to increase library user's skills under the engineering colleges.

KEYWORDS:Information literacy programmes, Information Literacy Assessment, Information Literacy, VTU, Engineering College Libraries

1. INTRODUCTION

Information literacy has a significant focus on all levels of educations; to sustain the educational standard, many institutions are endorsing a commitment to lifelong learning (Eisenberg et al. 2004). It becomes a basic need of every individual, Information-literate personal who is to identify the most helpful information, which is helping them to make decisions, also how and where to find a business, how to vote, and even whether to have a child or not (Mulla, 2014). It shows the prominence of information literacy's influence on personal and professional decisions. Hence, technical education is no exception to this; in today's digital information environment, technical

education offers unique access to information resources and specialized tools to enhance the learning outcome. The library professionals have been involved in training their user community in user education, library orientation, library tour, information literacy program, etc., to sustain and face the global challenges. Pavlovski and Dunder (2015) identified that information literacy skills for lifelong learning are needed for an easier way of finding and correct use of relevant information.

The growth of e-Information leads to significant changes in information literacy education (ILE). Integrating ILE for educational attainment must be an advanced way. It should make them "identify when information is needed and locate, evaluate, and use the needed information effectively" (ACRL, 2019). The persons who are information literate know where to learn, and how knowledge has been organized, how to retrieve information, and how to use data effectively, hence that other persons can learn from them (ALA, 2019). Hence, basic literacy is required to learn other forms of literacy (Kimani, 2014).

The libraries offer the Information Literacy Program (ILP) to enhance the value of learning, improve information utilization skills, and support information retrieval in exciting topics from many related information resources to the users. The assessment of ILP, which libraries offer, is very much necessary for their users. It must be beneficial in understanding the gaps in present procedures and also helps to discover remedies to overcome them and carry better library instructions.

The planned effort has been made to know the perspectives of Engineering College Librarians on information literacy programs for user empowerment among the selected libraries of engineering colleges in the Bengaluru region, affiliated with Visvesvaraya Technological University. The collected opinions among the engineering librarians through the structured questionnaire and presented.

2. LITERATURE REVIEW

Information literacy training is very much essential for the effective utilization and evaluation of library resources. So, there is a need for the assessment when it contains beyond any subject-specific limit" (Owusu-Ansah E. K 2004). The aim of the Librarian taught course goal is to increase the student IL skills and to evaluate the level of anticipated change by methods for a pre-and post-test technique" (Emmett and Emde, 2007) The assessment methods have a real strength especially in terms of validity and

users should know that how they have likely to train and where they required to put in their effort (Sonley et al. 2007).

The investigation framework for more assessment work in higher education, consolidating another student-centred structure for information literacy progress and utilization of thought mapping as a diagnostic tool (Streatfield and Markless, 2008). The many students' opinions that library instruction was most important in assisting them in refining and searching research topics (Belanger et al., 2012) have trusted online resources; still, their documentation skills were weak. When the students adequately archive the information, it is commonly done legitimately (Wertz et al., 2013). Frandsen et al. (2017) found that the library instruction classes will increase the usage of electronic resources noticeably, but the effect and impact seem short-lived; library training alone may not rise the overall long-standing library usage.

Identified in higher learning, users reveal a clear perception of the proper use of information and they strongly expressed the ability to pick appropriate tools for retrieving information sources (Sharun et al., 2014). It can measure by utilizing information search tasks consistently and skilfully, and usually legal (Leichner et al., 2014). In Thailand, it has been incorporated into the curriculum and taught by teacher-librarians to promote students' information literacy skills as part of the library orientation (Saschanand, 2015).

Ince et al. (2019) trusted the need for training in information literacy in information management, knowledge management, and scholarly communication. Students and librarians were specialists in the paradigm shift from print to multiple forms of information. Hence, by "training faculty and students to locate, evaluate, use ethically and cite various modes the information, library professionals have become the primary resource on campus for making multimodal artefacts" (Carlito, 2018). A well and systematic Information literacy programme must include information resources and services which were available in the library, giving more attention to the train users to use online library catalogues, e-resources, sending e-mail, and other social media tools to support the academic attainment of the users (Wijetunge and Alahakoon, 2019).

3. MAIN OBJECTIVES OF THE STUDY

- To know the frequency and duration of the information literacy programs organized.

- To assess the responsibility of managing the information literacy program.
- To identify the assessment and its evaluation methods under the study
- To know the view of library professionals about the information literacy program and its impact on students learning the outcome.
- To determine the importance of evaluation of information literacy programs being offered.
- To know the effect of information literacy programs on library utilization.

4. RESEARCH METHODOLOGY

The Survey Method was used for the study. The data gathered through the Questionnaire method from the librarians of the Engineering College Libraries in the Bengaluru region, Affiliated with Visvesvaraya Technological University, Belagavi, Karnataka. The questionnaire was sent personally, by register post, and through e-mail to the respective engineering college Libraries. And the responses were considered based on conducting the information literacy program.

5. DATA ANALYSIS AND INTERPRETATION

The researcher collected data from the librarians on their information literacy programs (ILP) and opinion on ILP evaluation and assessment practices. The collected data has been analyzed and presented in the below tables.

5.1 Sample size and conduct of an information literacy programme.

Visvesvaraya Technological University (VTU) has four regions. The Bangalore region is one of them which has taken for the study. It has covered more than fifty percent of Engineering Colleges affiliated with VTU in this region.

Table-1: Organising Information Literacy Programme

Questionnaires distributed	Questionnaires received and considered for the study	Percentage
102	82	80.39%

Table one shows that the 102 questionnaires have been distributed among the affiliated Engineering colleges of VTU. The 82 (80.39 %) colleges have responded and were conducting information literacy programs for their users.

5.2 Frequency of Information Literacy Programmes (ILP)

Table-2: Frequency of conducting ILP

Frequency of organising ILP	No. of Responded Libraries	Percentage
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Yearly once, at the time commencement	79	89.02
Year twice (Every Semester beginning)	00	00
Many times, whenever needed	30	34.15

To enhance the information literacy skills of a library user, there is a need for more information literacy programs. So, here the frequency of organizing information literacy programs during the academic year. Table two depicts that the 79 (89.02 %) libraries were conducting IL programs Yearly once, at the time of commencement for the new library users, followed by 30 (34.15 %) libraries which perform many times, whenever needed. Most libraries are purchased and subscribed resources electronic form in the current scenario, so there is a need for frequent information literacy programs performed when they need it.

5.3 Duration of the Information Literacy (IL) Programme

Table-3: Duration of the ILP

Duration of organising ILP	No. of responded Libraries	Percentage
More than Half an Hour	54	65.85
One hour	21	25.61
Two hours	5	6.1
More than Two hours	2	2.44
		100

The duration of the ILP plays a vital role in making more understanding of the literacy program. The course of the delivery of the ILP shows in The table.3 gives details about the duration of IL programs at various engineering college libraries, found that 54 (65.85 %) libraries take more than half an hour duration and followed by the one-hour time of 21 (25.61 %) libraries. The two hours duration 5(6.1 %) libraries and only two libraries take two hours longer to carry the I L program in their colleges.

5.4 Responsible for the conduct of the Information Literacy Programme

Table-4: Responsible for conducting ILP

Responsible for conducting ILP	No of Response	Percentage
Librarian	65	79.27
Both Librarian & faculty	13	15.85
Other Library staff	4	4.88
Total	82	100

The sole responsibility of conducting the ILP in table four shows that the librarians have known their library literacy instruction roles very well. This study

identified that in most libraries, i.e., 65 (79.27 %), librarians are solely responsible for organizing and delivering Information Literacy Programmes to their users. Followed by, i.e., 13 (15.85 %) libraries, the pinioned that both the librarian & faculty are taking responsibility in only 4(4.88 %) libraries given their opinion that the other Library staffs organize the program.

5.5 Assessment of ILP programme

Table-5: Assessment of I LP at various libraries

Assessment of ILP	Yes	No	Total
Number of Libraries	56	26	82
Percentage	68.29	31.71	100

In information literacy research, the evaluation and assessment played a significant role in knowing the users' understanding and skills levels. Table five presents that out of 82 engineering libraries, 56 (68.29 %) are conducting the assessment after delivering information literacy programs through different assessment tools.

5.6 Methods of ILP assessment

Table-6: Methods of ILP Library Assessment

Assessment Methods	No. of Libraries	Percentage
Survey Method	53	64.63
Search Exercise	9	10.97
Multiple Choice Questions	6	7.32
Short Answers	5	6.10

The assessment tools of information literacy programs used by the different engineering colleges were depicted in the table.6 out of 56 engineering college libraries, the 53 (64.63 %) are assessing information literacy programs through survey method followed by search exercise by only 9 (10.97 %) libraries, although, Multiple Choice Questions by 6 (7.32 %) libraries and short Answers only 5 (6.10 %). Some of the libraries are assessing programs using all two and three methods.

5.7 Librarians' opinions of ILP impact and its Assessment

The opinions of the Engineering College Librarians were collected, who are involved in information literacy training for their user community. The seven statements related to information literacy programs' effectiveness on user empowerment in five-point Scales.

All the opinions data has been analysed and presented in the following tables:

Statement-1	Information literacy programme helps to increase library visitors and increase the effective utilization of Library resources.					
Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	Mean	SD
28 (34.15%)	49 (59.76%)	05 (6.09%)	00	00	1.72	0.57

Statement-1 expressed that about 49 (59.76 %) respondents agree that the information literacy program helps increase library visitors and increase the effective utilization of Library resources; however, 28 (34.15 %) respondents strongly agree that ILP will help increase library visitors and support enhance the utilization of Library resources. The 5(6.09 %) respondents are uncertain, either agreeing or disagreeing. It is detected that the calculated mean value is equal to 2(1.72), and the standard deviation is less than 1(0.57) from the mean. These two statistical validations also support the statements of the librarians. Mulla and Chandrashekara (2009) have found in their study that there is a need for an educational program module in the syllabus for users to promote the practical usage of the library and its resources very effectively.

Statement-2	Information Literacy programmes are more useful today, as most of the information is accessible in electronic format					
Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	Mean	SD
43(52.44%)	37 (45.12%)	02(2.44%)	00	00	0.29	0.55

Statement-2 addressed that Information literacy programs will be more helpful in today's electronic environment; there is a need for practical training to increase the utilization because most of the information is accessible in electronic format. The opinion found that about 37 (45.12 %) respondents agree Information Literacy programs are more useful today, as most of the information is accessible in electronic format. However, 43 (52.44 %) respondents strongly agree. The statistical inferences of the calculated mean value are equal to 1 (0.29), and the standard deviation is less than 1(0.55). So, these two statistical Inferences also support the statements of the librarians.

Statement-3	Information literacy programmes assist in learning the complex resources & retrieval skills within the area of subject domain interest.					
Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	Mean	SD
29(35.37%)	53 (64.63%)	00	00	00	1.65	0.48

Statement-3, the opinion of the engineering college librarians, the 53 (64.63 %) respondents agree Information literacy programmes assist in learning the complex

resources & retrieval skills within the area of subject domain interest. However, 29 (35.37 %) respondents strongly agree. The Table shows that the calculated mean value is equal to 2 (1.65), and the standard deviation is less than 1 (0.48). Hence, these two statistical validations also support the statement Horton (2008) defines that information literacy as a set of skills set, viewpoint, and knowledge essential to know when information is necessary for identify and resolve the problem when it occurs, make a decision, and articulate the desired information in searchable terms and language. The effective literacy program will be helpful to understand the complex resources and enhance the subject interest of the users.

Statement-4	Information literacy programme should be assessed from time to time because of their suitability in the quick technology integrated subject developments.					
Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	Mean	SD
31(37.8%)	46 (59.1%)	05 (6.1%)	00	00	1.68	0.58

Technological advancement has created the need to update and evaluate to make the program more effective and valuable. **Statement-4** found that the 46 (56.10 %) respondents agree, 31 (37.08 %) respondents strongly agree, and the other 05(6.1%) respondents responded uncertainly. Furthermore, it is observed that the calculated mean value is equal to 2 (1.68), and the standard deviation is less than 1 (0.58). Hence, these two statistical validations also support the statement of the librarians towards the evaluation of the information literacy programs from time to time.

Statement-5	Information Literacy programme helps to understand the economic, legal, and social challenges the use of information					
Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	Mean	SD
19(23.17%)	53 (64.63%)	10(12.2 %)	00	00	1.89	0.58

Statement 5 shows that 53 (64.63 %) respondents agree, and about 19 (23.17 %) respondents strongly agree that ILP helps to understand the economic, legal, and social challenges. On the other hand, the 10 (12.02 %) respondents are uncertain, either agreeing or disagreeing. Moreover, it is observed from the Table that the calculated mean value is equal to 2 (1.89), and the standard deviation is less than 1 (0.58). So, these two statistical validations also support the statements of opinion of the librarians.

Statement-6	Information literacy programme helps to increase the research output of the users and organizations.					
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Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	Mean	SD
20(24.39%)	53(64.63%)	9(10.98 %)	00	00	1.87	0.58

The above statement shows that 53 (64.63 %) respondents agree, and about 20 (24.39 %) respondents strongly agree that the ILP helps to increase the research output of the users and organizations. The 9 (10.98 %) respondents are uncertain, either agreeing or disagreeing. Furthermore, it is observed from the Table that the calculated mean value is equal to 2 (1.87), and the standard deviation is less than 1(0.58). So, these two statistical validations also support the statements of the librarians.

Statement-7	To evaluate the impact of the Information Literacy programmes, pertinent research, service reviews of assessments should be carried out.					
Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree	Mean	SD
33(40.24%)	46(56.1%)	03(3.66%)	00	00	1.63	0.55

In this statement, opinion exposes by respondents that 46 (56.1 %) agrees and about 33 (40.24%) are strongly agreeing to evaluate the impact of the Information Literacy programmes, pertinent research, service reviews of assessments should be carried out. Furthermore, it is observed that the calculated mean value is 1.63 and the standard deviation is less than 1(0.53). So, these two statistical validations also support the statements of the librarians. Therefore, it is found that training of information literacy and strategically well-planned assessment must educate the user community to know the learning impact on the users.

6. OBSERVATIONS & FINDINGS

- The study identified that 30 (34.15 %) libraries conduct Many times, whenever needed. In the current scenario, most libraries are purchased and subscribed to many e-resources, so there is a need for multiple information literacy programs based on the resources effectively utilize the Library resources.
- It is identified that the duration of IL programs at various engineering college libraries found that many libraries, i.e., 54 (65.85 %) take more than half an hour duration and followed by one-hour time by 21 (25.61 %) libraries. There is a need for at least one-hour library literacy program to train the library users. In most libraries, Librarian is solely responsible for organizing and delivering Information Literacy Programmes to their users.

- In 82 engineering libraries, 56 (68.29 %) respondent libraries conducted the assessment after delivering information literacy programs through different assessment tools. There is a need for structured and planned assessments to measure the impact of the ILP.
- The study reveals that 59.76 % of respondents agreed that information literacy programs help increase library visitors and enhance the effective utilization of Library resources. The planned and creative events of ILP helps to improve library users and resource utilization.
- The study found that 64.63% of respondents agreed that an information literacy program helps to increase the research output of the users and organizations. The planned hands-training of research tools and information resources may avoid the dependency and enhance the organizations' research output.
- The data found that 64.63 % of the respondents agree, and 35.37% of respondents strongly agree that information literacy programs would help the complex resources search skills which helpful for the original research helpful for the society. The statistical inferences also show that all the librarians were in favour of the statement.
- It is observed that 56.10 % of respondents agree to the need to evaluate information literacy programs from time to time. Also, 52.44 % of respondents strongly agree that the Information Literacy programmes are more useful today, as most of the information is accessible in electronic format. Hence there is a need for practical training in the utilization of e-resources and the requirement of the evaluation of the content of the movement which will be helpful for the enhanced utilization of the resources.
- It shows that 64.63% of the respondents agree that "information literacy programs help understand economic, legal and social issues surrounding the use of information." Hence, the information literacy content must include current social, economic, and legal-related resources.
- The study identified that 56.1% of the librarians are agreed to evaluate the impact of the Information Literacy programmes, pertinent research, service reviews of assessments. It shows a need for effective service reviews of users, and library

professionals have to initiate a further investigation to enhance users' service for the productive outcome.

7. CONCLUSION

Effective information literacy programs have been enhancing the utilization of the library resources and intellectual output of the organization's. Also, the inclusion evaluation and assessment of ILP have become a top importance line of research in information literacy. The very important role and responsibility of the librarians to make suitable content and methods delivery of information literacy to promote library information resources and service to provide relevant and accurate information to the users to make them lifelong learners. The librarians who have been actively involved in the research must understand the concept of information literacy and its roles in learning outcome and making the user with information literacy skills for productive use. Hence, the majority of the librarians in favour of the information literacy activities to enhance the skills of effective utilization of the library resources. A structured evaluation system of the information literacy programme must understand the impact and pertinent learning outcome.

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