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Information Literacy Programs and the Public Library: Users' Views on Information Literacy

Abstract.

The primary goal of this study is to learn about the challenges and problems that information literacy programmes face from the perspective of library users, as well as how these programmes might be improved for the benefit of library users. There are two main aspects to this study: one focuses on user perceptions, the other focuses on the planning of library information programmes that fulfill the needs and wants of users.

Introduction

Information literacy, public libraries' particular role in addressing it, users' tendency to overestimate their own competence in this area, and the necessity of better training for librarians who are increasingly playing an instructional role. In addition, a constant topic in the essays is the lack of current research on information literacy education in public libraries. The authors believe that public libraries' information literacy efficacy can be strengthened by embracing the concept of critical information literacy and by building new avenues of engagement and advocacy with members of the community. The articles had to be up-to-date because of the continuous evolution of information gathering technologies. Providing patrons with information literacy training is a natural extension of what was previously known as user education or bibliographic instruction (Harding, 2008). Research shows that public librarians are uncomfortable with the increased amounts of training they are required to deliver in their positions (Julien & Genuis, 2009). Libraries have a propensity to overestimate the abilities of its users to obtain and evaluate information (Julien & Hoffman, 2008).

There is a great lot of interest in this "web generation," or "internet generation," or "Google generation," because of its apparent ability to handle the challenges of today's information world. In order to be relevant or engaging to this new generation of students, librarians have discovered that we must first become familiar with their study habits (Windham, 2006). Librarians in the United States, and increasingly elsewhere in the world, have taken the time to compile this picture of the current generation's search habits.

However, it appears natural and effort less to them.

As a result, they have come to expect a single search box, like Amazon or Google, which provides immediate fulfillment.

Their Virtual Learning Environments (V.LEs) and other places where they operate necessitate that our databases be available.

They are uninterested in learning about Boolean logic since they find our databases too challenging. They enjoy working in groups and interacting with others through social media.

Manuals and assistance sheets are completely ignored as they prefer to learn by trial and error.

Because they are hypertext thinkers, their study is likely to be self-directed and non-linear.

This is due to the fact that they grew up in an age of personal computers and video games.

We live in a world where "constant partial attention" has become the norm (Madden, 2006). In their minds, everything that is written down and on the internet is guaranteed to be accurate.

As a result, they are either unaware or incompetent about the ethical considerations surrounding the content they are exploiting. Cut & paste rather than reading or digesting the material they find.

In the light of above statement, This article shows the results of this survey reflect what library patrons believe about the Municipal Corporation Public Library of Faisalabad's Information Literacy programme, which seeks to educate them about new programmes, techniques, and significant sources of information. In order to gain a better knowledge of the requirements and demands of library users, this study provides an in-depth look at their satisfaction with learning programmes such internet access, reference services and technology print sources.

These findings are critical for public librarians and public library professionals to better understand the requirements and desires of library customers in order to improve and develop the library plan.

It's simple to see, on the other hand, why today's public libraries need information literacy programmes, because librarians can tailor their pedagogies and services to meet the needs of certain persons and target their efforts at a specific demographic.

In order to gain a better understanding of the user's perspective and to strengthen the library's role in teaching information literacy, this study examines the user's point of view.

Methodology

In the Municipal Corporation Public Library in Faisalabad, a random sample of 100 library users and ten of the most regular pupils were chosen for interview.

A total of 80 questionnaires were issued to library patrons for the purpose of assessing the size of the population sample, and 63 (78.25 percent) of those surveys were completed and returned. The questionnaire was used to collect data, and it contained both open-ended and closed-ended questions. A total of five library staff members were interviewed for this project. Both random sampling and purposeful sampling were employed in the process of collecting data. Interviews and a questionnaire were used to gather the information. The study's participants, including library patrons and employees, were chosen via stratified sampling. Children, adults, and academics all congregate in the library. This method was chosen because it allows the researcher to pick and choose the data he or she needs for the study because library employees are trained to handle information literacy programmes in this manner.

Literature Review

As stated previously, the primary goal of this study is to evaluate the performance of the library's information literacy programmes for elementary and high school students. The students' comprehension,

clarity, usefulness, and enthusiasm in the information literacy programmes are evident from the findings. It is clear from the findings of this study that these activities are extremely beneficial to teenagers. They're curious and, for the most part, well-informed on IL initiatives. This study could serve as a blueprint for creating IL programmes targeted at adolescents. According to Vitori, Stuli, and Bakmaz (2018), information is a critical component of our lives, both in terms of our ability to learn throughout our lives and in terms of our economy and social standing. Computers and the internet play a critical role in the global dissemination of knowledge nowadays. Public libraries are equipped with computers and the internet for the benefit of the general public. Quantitative research shows that this initiative can help bridge the digital and internet literacy gap in our society. However, internet speed, disconnections, and overcrowded computer labs were all problems (Modiba&Bopape, 2017). Public libraries can use the ideas presented here to help them develop and implement information literacy programmes.

A questionnaire and in-depth interviews were used to gather data on library patrons' attitudes and opinions on an information literacy programme. Both qualitative and quantitative information was gathered. Most users relied on printed materials, according to the data. The internet and soft methods are two of the most popular tools used by academics. To put it simply, public libraries must design, organise, and offer information literacy (IL) programmes for its patrons, as these programmes are extremely beneficial to users' information literacy and personal development (Kingori, Njiraine&Maina, 2016). User-centered information literacy programmes and training programmes for libraries are the topic of this article. Universities need to improve their information literacy curricula. There are information literacy programmes in certain public libraries. A successful information literacy programme necessitates the collaboration of library staff and patrons. To succeed in the modern world, information literacy is a must. Introduces the topic and highlights library instruction in information literacy, research methods, and IT proficiency for library patrons. Increased emphasis on information literacy at France's universities has resulted from changes to the country's higher education system. Programs have been adopted by only a few public libraries. Successful information literacy instruction necessitates librarian-teacher cooperation. Successful academic and professional careers are linked to information literacy (Le Saux, 2005). As a result of library patrons' suggestions, three locations have been chosen for an information literacy programme. The importance of librarians in public libraries cannot be overstated. The ideas provided here are aimed at making IL programmes in libraries better.

This article explores the possibilities for implementing programmes for information literacy in public libraries. This study examines the positions held by information literacy programmers at three public libraries. In order for students to achieve their goals, the librarian of public libraries must play an important role in helping them. The recommendations for better implementing information literacy programmes in emerging countries have been formed (Chagari, 2005). Public libraries are often regarded as ideal venues for fostering lifelong learning and fostering civic engagement at the local, state, national, and international levels. The authors Bundy (1999), Harding (2008), and Leininger (2005) all agree that Besides being a living repository of knowledge, they enable the dismantling of economic barriers to education and literacy, as well

as the creation and maintenance of information networks. Since membership or patronage is unrestricted, they can become a vital part of the lives of everyone in the community. As a result, they are in the best position to raise public awareness of the importance of information literacy and to help people put it into practise. Because of this, they are in an ideal location for integrating formal education with one's social life, a type of information literacy cooperation that is presently being used in various cooperative ventures, involving public libraries and educational institutions, Denmark (Skov 2004). Public libraries are seen by many around the world as a special area where the lifelong learning worlds and education may come together, and this belief is shared by many countries (Harding 2008; Poustie 1999). It is clear that the most basic factor in the liberation of lifelong learning and information literacy is the public library because of its ability to reach a wide (unrestricted) audience, make a bond with the social world and the education of person, start their commands at any age of people, and create the everlasting relationship with every entity. Despite the obvious potential of public libraries to promote lifetime education in the nation or in a community through the implementation, education, and awareness of information literacy, there appears to be a significant difference in the documentation of the IL activities and public librarian's attitudes (Harding 2008; Hart 2006; Jackson 1995; Walter 2007). Even a cursory look at the available literature reveals a serious lack of research, fundamental pilot studies like this one, or even speculative essays, papers, and reports. Harding's comprehensive review of the published literature on the public librarian's relationship and attitude with IL explains this scenario in great depth. Since it is one of the few works on the subject that is still relevant, this literature review relies heavily on the conclusions of this work. For example, just around 2% of all English-language library-related articles published between 2000 and 2005 dealt with the topic of information literacy in the context of public libraries. This is one of its most noteworthy findings (Johnson & Radar 2002; Johnson & Jent 2007). 52-62 percent of the papers focused on academic libraries, and a further 20-35 percent focused on primary and secondary schools (Harding 2008, p. 277). Despite the fact that the classification of resources may have certain problems (Harding 2008, p.277), this statistic shows the substantial bias in favour of academic libraries. The lack of research documentation is only one problem. publications and manuals on information literacy from the perspective of public librarians have also been lacking in the field of public libraries and/or public librarians (Harding 2008). If you're looking for a compilation book that covers information literacy in various library positions (implementation, education, awareness), you'll be hard-pressed to find any mention of public libraries or librarians. Searches for information literacy can be narrowed down by substituting terms like "lifelong learning" or "user education" for "information literacy." However, despite the rise in returns, the materials often only appear as reports, strategies, synopses, or suggestions. (Harding 2008). Included in this category are library-related searches, such as blog posts authored by librarians or other professionals in the field of library and information science. Two years after Harding's 2008 study, which was a survey of the literature rather than an evaluation of public librarians' views and perspectives, he found only three formal studies. This is an example of a common issue that arises when people are trying to learn how to use a public library's resources effectively. That is to say, there is a problem of ambiguity when it comes to nomenclature. It has been suggested that

public librarians may not be the best advocates for information literacy because of their lack of training and experience (Curren1993). Lacking in understanding and knowledge of information literacy thoughts by librarians and other stakeholders was mentioned by Bruce & Lampson (2002, p102) according to his research of librarians' attitudes in the direction of information literacy. " (Harding, 2008, p. 286). Due to a misunderstanding, the term "information literacy" can be applied incorrectly or narrowly (Bruce 1997; Skov 2004), leading to even more confusion about the differences between this term and other related concepts like "library skills programmes," "bibographic instruction," and "computer literacy" (Bruce, 1997, p.10). It appears that the findings of this pilot study support the notion that the term "information literacy" is a source of widespread confusion and misunderstanding.

Data Analysis

Self-assessment information literacy

The outcomes of the study are linked to one's own opinion, according to the research. According to results, 3 respondents with the percentage of 5 were exceptional; second, 7 respondents with the percentage of 11 were very good; third, 33 respondents with the percentage of 52 were decent; and finally, 9 respondents with the percentage of 14 were below average. According to the statistics, 52 percent of respondents have excellent IL skills.

Table I.

Information literacy skills about a self-assessment

Responses	No of Respondents	%
Excellent	3	5
Very Good	7	11
Good	33	52
Average	11	17
Poor	9	14
Total number of Respondents	63	100

Searching of information in the library

The study shows that results of the study are related to the searching of information in the library. In the view of results, 9 respondents with the percentage of 14 answered the question asked by the colleagues;

11 respondents with the percentage of 17 answered the question asked at the library counter; 12 respondents with the percentage of 19 answered the question that they use internet; 23 respondents with the percentage of 37 answered the question that they use OPAC; 8 respondents with the percentage of 13 answered the question that they browse the shelves; total 63 respondents and the majority of the percentage is 37 which used OPAC.

Table II.

Search for information in the library

Respondents'	respondents	%
Ask colleagues	9	14
Ask at the		
Ask colleagues	9	14
Ask at the		
library counter	11	17
Internet	12	19
Use OPAC	23	37
Browse the shelves	8	13
Total	63	100

Library staff's Professional qualifications

The respondents of library staffs were asked to write their professional qualifications. According to the TableIII, the study shows that results of the study are related to the *Library staff's Professional qualifications*. In view of the results, 1 respondent with the percentage of 20 has master degree in academics; 1 respondent with the percentage of 20 has BS degree in academics; 1 respondent with the percentage of 20 has master degree in academics; 2 respondents with the percentage of 40 have metric degree in academics; 1 respondent with the percentage of 20 has diploma in academics; answer to other qualification is 0.

Table III.

Professional qualifications of staff

Respondents' qualification	respondents	%
M.Phill	-	0
Master's degree	1	20
Bs degree	1	20
Metric	2	40

Diploma	1	20
Other qualification	-	0
Total	5	100

Effectiveness of information literacy programmes

According to table iv, the study shows that results of the study are related to *Effectiveness of information literacy programs*. In view of the results, 1 respondent with the percentage of 2 was very effective; secondly, the results with 7 respondents with the percentage of 11 was effective; thirdly, the results of 31 respondents with the percentage of 49 were fairly effective; fourthly, one result having 24 respondents with the percentage of 38 was not effective. Total respondents were 63 and the majority was fairly effective with the percentage of 49.

Table IV.

Effectiveness on current information literacy programmes in the library

Assessment	respondents	%
Very effective	1	2
Effective	7	11
Fairly effective	31	49
Not effective	24	38
Total	63	100

Instructional methods used in information literacy programmes

In this study, results show that Instructional methods used in information literacy programs are very important according to results. The study shows that results of the study are related to *Instructional methods used in information literacy programs*. In the view of table v results, 25 respondents with the percentage of 39.6 use other methods; 9 respondents with the percentage of 14 the question use demonstration; 4 respondents with the percentage of 6.34 use workshops; 9 respondents with the percentage of 14.2 use group discussion; 9 respondents with the percentage of 14.2 use lectures; 7 respondents with the percentage of 11 use seminars. Total 63 respondents and the majority of 39.6 % was with other methods.

Table V.

Instructional methods used in information literacy programmes

Methods	Responders	%
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Other methods	25	39.6
Demonstrations	9	14.22
workshops	4	6.3
Group instructions	9	14.2
lectures	9	14.2
seminar	7	11
Total	63	100

Preference of search engines

The study shows that results of the study are related to the searching of *Preference of search engines*. According to the table vi, results of 18 respondents with the percentage of 28.5 answered that they use yahoo; 15 respondents with the percentage of 23.8 answered the question that they used E-resources data bases; 22 respondents with the percentage of 34.9 answered that they used Google; 8 respondents with the percentage of 12.6 answered the question that they used other search engines; the majority percentage is 34.9 which used Google.

Table VI.

Preference of search engines

Search engine	Respondents	%
Yahoo	18	28.5
E-resources databases	15	23.8
Google	22	34.9
Others	8	12.6
Total	63	100

Challenges faced in provision of information literacy programmes

According to the table vii, results of 12 respondents with the percentage of 19 states that the respondents had lack of funding; 18 respondents with the percentage of 28.5 responded a lack of teaching; 9 respondents with the percentage of 14.2 responded about the lack of facilities; 15 respondents with the percentage of 23.8 responded about untrained staff. 9 respondents with the percentage of 14.2 responded other challenges. Majority of respondents having 28.5% was lack of teaching

Table VII.*Challenges faced in provision of information literacy programs*

Challenges	Respondents	%
Lack of funding	12	19
Lack of teaching	18	28.5
Lack of facilities	9	14.2
Untrained staff	15	23.8
Other challenges	9	14.2
Total	63	100

Conclusion

For the improvement in public library for the information literacy program, some steps must be taken for the lifelong learning and increasing the awareness about the information literacy program among the users, librarians and the stack holders. Seminars, workshops and guest lectures must be conducted for the improvement of IL programs in public libraries. 78% of the respondents are good in IL skills. The majority of the percentage is 37 which used OPAC. The percentage of 40 has matric degree in academics. Total respondents were 63 and majority was fairly effective with the percentage of 49. The majority of 39.6 % was with other methods. The majority percentage is 34.9 which used Google. Majority of respondents having 28.5% was about the lack of teaching

Recommendations

- In public libraries, all staff must participate in IL programs
- Library staff must conduct the trainings of new technologies, communication skills and as well as teaching skills.
- Trainings are very helpful to overcome the fear of library staff and enhance their IL skills.
- Public library staff must disseminate the knowledge to the needy people.
- The library must conduct these IL programs in community centers and career centers for the betterment and improvement of the society.

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