



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

Review Of Literature On Information Literacy Skills For Library Professionals

Reena Gautam

Research Scholar, Mewar University Chittorgarh (Rajasthan)

Dr. Sanjay K. Sharma

Research Supervisor, Mewar University Chittorgarh (Rajasthan)

Abstract:

This article gives an overview of the studies done on several facets of information literacy. Numerous researches on a number of information literacy topics have been carried out both in India and beyond the outside, and they have concluded that in the age of the information explosion, information literacy is a crucial ability. An overview of the information literacy studies conducted worldwide is given in this publication. However, The primary goal of academic libraries and librarians at all educational institutions is to meet users' information needs. Every year, newly admitted students bring a range of needs and goals to the college or university. The academic library is considered to be the "heart" of any educational establishment. The university Academic institutions' library cater to a wide range of customers with different information requirements, including administrators, non-teaching staff teaching and personnel, research scholars, or students. These libraries primary goal is to gather a wide range of information sources and offer a multitude of services to meet the information needs of its patrons. The information services that are provided vary depends on the various type of library or library information center and the type of patrons.

Keywords: Information Literacy Skills, Library Professionals, Review Literature.

Introduction:

Zurkowski¹ who initially used the phrase "information literacy" in 1974, stating that "information is not knowledge; it is thoughts or concepts that reach a person's field of vision, are evaluated, and are assimilated, hence enhancing or changing that person's view of reality and/or behaviour. Information is seen by the user in the same way as beauty is subjective. "Those who are trained in the application of information sources to their work are information literates," he declared. They have acquired the knowledge and abilities to shape information solutions to their challenges by leveraging a various types of information technologies and primary data sources. The Reviewing and expanding on previous research is one of the easiest methods to streamline an investigation. Understanding the mechanism of information flow and enhancing its quantity and quality can be achieved through library science research. The literature review evaluates the scope and depth of the subject matter in addition to the length and scope of the study topic. This will also assist in determining the research gaps.

Nevertheless, there have been very few attempts to thoroughly examine the particular facets of information literacy skills in general as well as the professionals employed by Central Universities in North India, including Jawaharlal Nehru University (JNU), Delhi University (DU), Jamia Millia Islamia University (JMI), and Shree Lal Bahadur Shastri National Sanskrit University (LBS). The researcher has made an effort to review the most important foundational research conducted worldwide. Library professionals' competencies in India and overseas, professional development and educational requirements for library professionals, and the development of information literacy skills in libraries have all been reviewed and discussed in detail. The Understanding, evaluating, and synthesizing previously published scholarly material that is relevant to this study is the main goal of this chapter. It will make it easier to comprehend the problem statement. Research topics, hypotheses, research instrument development, and comprehension of various research procedures and approaches employed by prior researchers will all be aided by the literature review.

Research Methodology:

In this article, Data was gathered from every internet resource, including ProQuest Dissertation & The keywords were used to search J-gate, Google Scholar, Ebsco Library Information Science & Technology Abstracts, Scopus, and Shodganga etc. "Information Literacy" "Information Literacy assessment", "Information Literacy Model" "Information Literacy Standards" etc. Also, These papers' citations were used to choose additional literature, which included searching citation databases. Nevertheless, only English-language publications were included in the searches. To make sure that every facet of information literacy was covered, broadly specified criteria were employed.

Review of literature:

Jennifer L. Dorner, Susan E. Taylor, Kay Hodson Carlton, (2001)² This study shows how faculty and instruction librarians at Ball State University in Muncie, Indiana, are working together to create a tiered approach to developing students' research skills year after year in an attempt to methodically guarantee that

nursing students have the information literacy abilities necessary to thrive as healthcare professionals. Required courses in undergraduate and graduate programs were chosen as suitable locations for training in a set of information literacy competences that were determined to be pertinent to the nursing profession. Information regarding the Web-based introductory graduate course is provided, as well as a description of the collaborative faculty-librarian method that incorporated this training into Nursing 605 as well.

Anna Marie Johnson, Hannelore B. Rader, (2002)³ found a list of works on information literacy and library instruction that were released in 2001. It have noted that the majority of the publications focused on the use of the information literacy standards developed by the Association of College and Research Libraries in higher education. This also indicates that another trend is that students are using the Internet more and more to meet their information demands, which has consequences for those who teach those resources. The literature's theme of cooperation and partnerships amongst academics, IT personnel, other librarians, students, and administrators is also revealed.

Anna Marie Johnson, (2003)⁴ Annotated bibliographies of recent research on library training, This study presents information literacy in academic, school, public, special, and various types of libraries. There is still a lot of interest in the subject, and more and more articles are stressing the value of assessment. Research, teamwork, the usage of tutorials, tours, distance learning, active learning, problem-based learning, and the function of accrediting organizations are some of the other topics covered in the articles.

Constantine M. Nyamboga (2004)⁵ outlined the findings of a study on training options for Indian library and information professionals as well as the ways in which a number of Indian university libraries offer information literacy and information skills programs to their patrons. He noted the necessity of educating staff, researchers, students, and library and information professionals on how to properly utilize the resources provided by libraries. He recommends that all Indian universities band together, implement an information literacy curriculum, and make it mandatory for all students—undergraduates, graduate students, and research scholars.

Jake Wallis, (2005)⁶ suggested that information and library professionals' roles may need to change from being intermediaries to facilitators and trainers, and that members of the current information society require a set of information literacy skills. According to him, in order to empower people on all societal levels—economically, socially, and personally—librarians and information specialists are required. In addition to describing how information literacy is necessary to engage with the digital world both intellectually and emotionally, he made an attempt to enhance how the library and information profession may continue to be relevant to society in the networked age.

Laurel A. Clyde, (2005)⁷ outlined the findings of a descriptive study conducted to obtain a general understanding of the needs of the information workplace and library system (as of early 2002) for library professionals who had expertise in information literacy training and user education. This study addresses the

consequences for librarians' ongoing professional development and workplace learning by concentrating on observable employer and workplace needs for the LIS professional rather than abstract formulations. He talked about a large-scale study that examined job postings made to the global LIBJOBS listserv during a three-month period using content analysis techniques. According to his research, slightly more than half of the ads called for at least some prior knowledge of and/or proficiency with user education or teaching of some kind.

Ray Lonsdale, Chris Armstrong, (2006)⁸ report on the results of a study that looked into how university libraries can help secondary schools in the UK teach information literacy skills related to using e-resources. In order to determine the prevalence of contemporary collaboration, he conducted a quantitative study utilizing an email questionnaire to all university libraries in the United Kingdom. A 36 percent return rate was attained, and the data revealed the kinds of collaborations occurring across 20 colleges. For the qualitative study, a survey population of six university libraries was chosen using these categories. Semi-structured interview schedules were used to collect data for the case studies through in-person and telephone interviews with university librarians.

Anna Marie Johnson, Sarah Jent, (2007)⁹ introduces and annotates exhibition catalogues, monographs, and journal articles that look at library instruction and information literacy. The present study aims to present a selected bibliography of current materials on information literacy and library instruction. He proposed that librarians and other interested parties may utilize the material as a rapid citation of information literacy and library education literature.

Alison Annet Kinengyere, (2007)¹⁰ carried out a study to look into how IL affected Ugandan academic and research organisations' use of electronic information resources. This study intends to highlight the innovations made by the largest and oldest academic library in Uganda, Makerere University Library, in order to guarantee that library users, including the Makerere University community and other partner universities and research institutions in Uganda, are taught how to access a variety of information resources, evaluate the information, and use it to meet their needs. The focus of the study was on educational and research institutions, such as Martyrs University in Nkozi, Makerere University in Uganda, and National Agricultural Advisory Services (NAADS).

Starkey, A. (2010)¹¹ outlined the ways in which professional development opportunities would help Kansas academic librarians who teach as part of their job responsibilities become more proficient in presentation, information literacy integration, assessment and evaluation, teaching, and instructional design. The purpose of this study was to assess academic instruction librarians' needs for professional development in order to increase the efficacy of information literacy training in Kansas' higher education institutions.

Stark, M. R. (2011)¹² demonstrated how sustainability is included into higher education. It is said that the emphasis on environmental education shows that educational institutions, especially colleges and universities,

are beginning to recognize the importance of sustainability. Higher education institutions are addressing sustainability in a variety of ways, such as creating degree programs and prerequisites, greening campus buildings and infrastructure, and incorporating the idea into the curriculum through integrated learning. It is claimed that teaching information literacy with an emphasis on sustainability can encourage pupils to think critically. Environmental literacy and information literacy share many similarities in their definitions and objectives.

Emmanuel E. Baro, Timi Zuokemefa, (2011)¹³ According to this study, university libraries in Nigeria used a variety of information literacy (IL) strategies, including library tours and orientations, Basic information literacy, database search strategies, bibliographic instruction, and library use. A number of obstacles were found to be impeding librarians' efforts to promote and offer IL programs in Nigerian university libraries, including low acceptance of the online IL delivery approach, lack of facilities, lack of inadequate human resources to manage IL training, interest from students, instructors, and management, and the absence of an IL policy. Librarians who wish to enhance their IL programs in Nigerian and other developing country university libraries may find the study's conclusions useful.

Messman-Mandicott, E. (2012)¹⁴ demonstrated the value of a national association's criteria for fostering undergraduate student's information literacy proficiency at a mid-sized, regional university in Maryland. In order to determine the outcomes they believe to be indicative of information literacy competency, key stakeholders who are in charge of making sure students succeed in obtaining it at the institution were asked for their knowledge. Six academic members, three librarians, three student affairs specialists, and two students made comprised the 14-person committee. To conceive the domain of information literacy competences, data was gathered and analyzed using Trochim's Concept Mapping/Pattern Matching approach.

Walsh, J. (2013)¹⁵ The population and educational levels of the United States are changing sociodemographically. Both nationally and in higher education, Latinos constitute the demographic group with the fastest rate of growth. There is no reciprocal relations between the growth rate of Latino students and the completion rate of Latino college students. Latino students continue to have the lowest persistence and retention rates in higher education, while being the group with the largest pace of growth.

Pochet, B., Lepoivre, P., & Thirion, P. (2013)¹⁶ The research understood that based on a PhD study on the function of scientific literature in Gembloux bioengineering education. In essence, it provides an overview of current developments in information literacy. The bioengineers at Gembloux publish at least as much as other Belgian scientists, according to data analysis. from the past 20 years, field of information literacy has grown too . This area's reach extends beyond the library's walls. Information literacy encompasses social and cultural competencies in addition to intellectual abilities. Without being limited to technical or technical abilities, these include knowledge of media and emerging information technology. Information education at Gembloux.

Bryan, J. E. (2014)¹⁷ They look on the connection between critical thinking and information literacy. In particular, the relationship between the information literacy competence standards (ACRL IL Standards), the Scholarship for Advancing Learning Transformation (ACRL), and One university's Quality Enhancement Plan (QEP) lists the elements of critical thinking.. We looked at specific instances of how librarians encourage critical thinking and information literacy. Only one person carried out the subjective mapping of the ACRL IL Standards to QEP components in this study. It might be more objective to conduct future study with a larger population, possibly using the upcoming ACRL IL Standards. He noted that the definition and integration of critical thinking within library reference and education work lacked specificity.

Wijetubge, Pradeepa and Manatunge, Kalpana (2014)¹⁸ Reviewing an information literacy program for undergraduates at a Sri Lankan law faculty is the aim of this study. The program's effectiveness was evaluated by comparing the students' pre- and post-test scores as well as their and the staff's feedback. It was found that by adhering to the program, the students gained declarative knowledge about a range of resources and strategies needed to succeed in an academic setting. In order to properly address the concerns, library and faculty staff were able to obtain firsthand knowledge of the students' information usage strengths and weaknesses as well as the causes of the latter.

Ilogho, J. E. and Nkiko, C. (2014)¹⁹ Examine the students' search abilities and information literacy at five private institutions in Ogun State, Nigeria. It also evaluated the efficacy of private university information literacy programs and looked at students' capacity to differentiate between various information sources. Of the 400 people in the population of the chosen universities, 359 respondents make up the sample. In this study, the Monash University Library Questionnaire on Information Literacy was utilized to collect data using the descriptive survey approach. Simple percentages were used to examine the collected data. It was discovered that the majority of respondents lacked hands-on experience in the various information literacy programs offered by their institutions, had little awareness of information literacy abilities, and demonstrated a high insufficiency in recognizing distinct information sources.

Lata, Suman (2014)²⁰ Because faculty members have more research experience than students, the study found that faculty members were more information literate than students. However, library specialists at certain medical colleges offer faculty members bibliographic guidance, library orientation programs, and training on how to use information resources and services. In order to close the current skills and capability gap between students and faculty, she recommended that Medical Library Professionals work to create an extensive training program or information literacy course for both faculty and medical students.

Al-Muomen, N., & Al-Farhan, D. (2015)²¹ outlines a study that was conducted to determine an information literacy curriculum that was created for use at Kuwait University's College of Architecture. The study's goal was to teach undergraduate students research skills through games. The findings indicated that most first-year

students who took part in the workshop thought it was beneficial and that they would want to see more workshops of this kind held during their undergraduate studies.

Marvel, R. (2015)²² assesses the students' opinions about their information literacy skills and their actual ability. Students from Casper institution, a community institution in central Wyoming, provided the study's sample. Student attitudes were questioned, information literacy skills scores were calculated, and demographic factors that could affect the acquisition of the abilities required to be deemed information literate were examined. The information literacy abilities scores of conventional and non-traditional pupils were compared using an independent-samples t-test. The effects of major by school, completed college credits, and The information literacy (IL) degree options were investigated using independent one-way ANOVAs.

Somaratna, Sajeewanie D. (2015)²³ This study demonstrated the effectiveness of the information literacy module, a credit-based elective course provided by the Colombo University library in Sri Lanka, for first-year science undergraduates. 75 students completed the IL course module in 2011 participated in this study. Students' perceptions of their IL awareness levels, their actual IL skills from the course, and their preparedness to use those skills in the upcoming academic term were all evaluated. Assignment grades were used to gauge the students' actual IL proficiency, and a survey user was used to gauge how the students felt about their degree of IL awareness.

Bilwar and Pujar (2016)²⁴ The study looks on how university instructors in the state of Maharashtra use e-information literacy to find information. To gather information on instructors' knowledge-seeking behavior, a questionnaire approach was employed. The study demonstrates that teachers who participate in the e-information literacy program are better equipped to categorize and compare material as well as critically assess it. According to the study's findings, e-information literacy enables university instructors to effectively and freely improve their e-information search abilities so they can make well-informed decisions.

Mansour, E. (2017)²⁵ Examine the different forms of digital information literacy (DIL) and identify any barriers influencing the professionals' associated abilities. He employed a survey approach, which was implemented as a survey. March of 2016. According to Kerlinger (1986), survey research is a valuable tool for gathering educational facts and a way to gather a lot of data from the study population. The study employed a questionnaire with six sections that reflected the study's goals.

Israel, O., & Nsibirwa, Z., (2018)²⁶ Programs that seek to establish a connection between Information literacy and the utilization of electronic information resources abilities. When employing electronic information resources, the writers concentrated on the several dimensional constructs of information literacy. For this investigation, they collected data quantitatively using a descriptive survey strategy. For this study, the authors included 115 postgraduate students from three different universities. They proposed that proficiency in

the several dimensional constructs of information literacy determines the use of resources for electronic information. This study offers a fresh perspective on the multifaceted information literacy structures needed to use computerized information resources.

Thanuskodi, S. (2019)²⁷ identified information literacy skills among Indian library and information science (LIS) workers, highlighted the advantages, and offered suggestions for program improvement. This is seen as a highly important topic since it would help Indian academic institutions and commercial organizations, including businesses, understand what they need to do and how to do it in terms of information literacy. Given India's increasing technological sophistication, it is now more crucial than ever for kids and adults to understand the need of having a strong foundation in information literacy in order to take advantage of all the options available to them.

He explained that this study is significant because it would provide statistics on the information literacy abilities required of Indian information professionals from the number of Indian library and information scientists.

Conclusion:

The advancements and uses of computers and related technology over the past few decades have altered workplaces and societies in every country. In the current information era, information communication technology plays a critical role in knowledge creation and dissemination. Computer and information literacy are crucial for survival in a knowledge-based society. In order to satisfy the various informational needs of students, instructors, and for research scholars, libraries affiliated with educational institutions serve a critical role. Every year, the library's parent body and management make significant financial investments on the acquisition, handling, and preservation of informational materials for its user's advantage. However, the evolving information landscape, the use of ICT in libraries, and the accessibility of online and offline e-data information sources have left users and library professional staff perplexed about where to locate the appropriate information when required. The degree which the resources and services of a library are utilized is the only method to assess how effective it is.

References:

- ¹ Zurkowski, Paul G. The information service environment relationships and priorities., Related paper No.5. National commission on libraries and information science: National program on library and information services, Washington, D.C., 1974. 1-27. <https://files.eric.ed.gov/fulltext/ED100391.pdf>
- ² Jennifer L. Dorner, Susan E. Taylor, Kay Hodson-Carlton, *Faculty-librarian collaboration for nursing information literacy: a tiered approach*, Reference Services Review, Vol. 29 Issue: 2, pp.132-141, 2001 <https://doi.org/10.1108/00907320110394173>.
- ³ Anna Marie Johnson, Hannelore B. Rader, *Library instruction and information literacy – 2001*, Reference Services Review, Vol. 30 Issue: 4, pp.359-389, 2002.
- ⁴ Anna Marie Johnson, *Library instruction and information literacy*, Reference Services Review, Vol. 31 Issue: 4, pp.385-418, 2003. <https://doi.org/10.1108/00907320310505672>
- ⁵ Constantine M. Nyamboga, *Information skills and information literacy in Indian university libraries*, Program, Vol. 38 Issue: 4, pp.232-239, 2004. <https://doi.org/10.1108/00330330410566079>
- ⁶ Jake, Wallis. *Cyberspace, information literacy and the information society*, Library Review, Vol. 54 Issue: 4, pp.218-222, 2005. <https://doi.org/10.1108/00242530510593407>
- ⁷ Laurel A. Clyde, *Librarians and breaking barriers to information literacy: Implications for continuing professional development and workplace learning*, Library Review, Vol. 54 Issue: 7, pp.425-434, 2005. <https://doi.org/10.1108/00242530510611929>
- ⁸ [Ray Lonsdale](#), [Chris Armstrong](#), *The role of the university library in supporting information literacy in UK secondary schools*, Aslib Proceedings, Vol. 58 Issue: 6, pp.553-569, 2006. <https://doi.org/10.1108/00012530610713623>
- ⁹ Anna Marie Johnson, Sarah Jent, *Library instruction and information literacy – 2005*, Reference Services Review, Vol. 35 Issue: 1, pp.137-186, 2007. <https://doi.org/10.1108/00907320710729427>
- ¹⁰ Alison Annet Kinengyere, The effect of information literacy on the utilization of electronic information resources in selected academic and research institutions in Uganda, The Electronic Library, Vol. 25 Issue: 3, pp.328-341, 2007. <https://doi.org/10.1108/02640470710754832>

- ¹¹ Starkey, A. *Kansas academic librarian perceptions of information literacy professional development needs*, 2010. (Order No. 3408151). Available from ProQuest Dissertations & Theses Global. (597858846). Retrieved from <https://search.proquest.com/docview/597858846?accountid=10461>
- ¹² Stark, M. R. *Information in Place: Integrating Sustainability into Information Literacy Instruction*. *Electronic Green Journal*, 1(32), 1–16, 2011. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=8gh&AN=75331806&site=ehost-live>
- ¹³ Emmanuel E. Baro, Timi Zuokemefa, *Information literacy programmes in Nigeria: a survey of 36 university libraries*, *New Library World*, Vol. 112 Issue: 11/12, pp.549-565, 2011. <https://doi.org/10.1108/03074801111190428>
- ¹⁴ Messman-Mandicott, E. *The use of concept Mapping/Pattern matching to determine the content domain for information literacy in baccalaureate education*, 2012. (Order No. 3530437). Available from ProQuest Dissertations & Theses Global. (1098093678). Retrieved from <https://search.proquest.com/docview/1098093678?accountid=10461>
- ¹⁵ Walsh, J. *The effects of targeted, connectivism-based information literacy instruction on latino students information literacy skills and library usage behavior*, 2013. (Order No. 3608497). Available from ProQuest Dissertations & Theses Global. (1496772857). Retrieved from <https://search.proquest.com/docview/1496772857?accountid=10461>
- ¹⁶ Pochet, B., Lepoivre, P., & Thirion, P., *Scientific literature and training in information, the situation of bioengineers at Gembloux Agro-Bio Tech (ULg) (bibliographic synthesis)*. *Biotechnology, Agronomy, Society and Environment*, 2013. 17(1) 118-130. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=8gh&AN=86652004&site=ehost-live>
- ¹⁷ Bryan, J. E. *Critical thinking, information literacy and quality enhancement plans*. *Reference Services Review*, 42(3), 388–402. 2014. Retrieved from EBSCO host through NLIST <https://iproxy.inflibnet.ac.in> 2092/10.1108/RSR-01-2014-0001
- ¹⁸ Wijetunge, Pradeepa and Manatenge, Kalpana, *Empowering 8 in practice: information literacy programme for law undergraduates revisited*, Sri Lanka (University of Colombo) 2014. Retrieved from <http://nonrepresentational/handle/123456789/27752>

- ¹⁹ Ilogho, J. E. 1. julieilogho2000@yahoo. co., & Nkiko, C. chrismoj3@yahoo. co. u., *Information Literacy Search Skills of Students in Five Selected Private Universities in Ogun State, Nigeria: A Survey. Library Philosophy & Practice*, 1–22. 2014. Retrieved from <http://iproxy.inflibnet.ac.in:2103/login.aspx?direct=true&db=ofm&AN=94754834&site=ehost-live>
- ²⁰ Lata, Suman, *Information Literacy Among Faculty and Students of Medical Colleges of Haryana, Punjab and Chandigarh (Kurukshetra University)*, 2014. Retrieved from Shodhganga <http://hdl.handle.net/10603/38166>
- ²¹ Al-Muomen, N., & Al-Farhan, D., Architects Information Literacy Workshop: A Case Study. *Journal of the Social Sciences*, 2015. 43(3), 33–56. <https://doi.org/http://pubcouncil.kuniv.edu.kw/jss/home.aspx?id=8&Root=yes>
- ²² Marvel, R., *A survey of students' perception of individual information literacy skills and application of information skills at Casper community college*, 2015. (Order No. 3712663). Available from ProQuest Dissertations & Theses Global. (1708652827). Retrieved from <https://search.proquest.com/docview/1708652827?accountid=10461>
- ²³ Somaratna, Sajeewanie D., *A credit based information literacy course module for science undergraduates: an assessment*. Sri Lanka (University of Colombo), 2015. Retrieved from: <http://nopr.niscair.res.in/handle/123456789/31612>
- ²⁴ Bilwar, Prakash Bhairu and Pujar, Shamprasad M., *Impact of e-information literacy on information seeking behavior of university teachers*. Kolhapur (Shivaji University), 2016 Retrieved from: <http://nopr.niscair.res.in/handle/123456789/35697>
- ²⁵ Mansour, E. dr. essamman@gmail. co., *A survey of digital information literacy (DIL) among academic library and information professionals. Digital Library Perspectives*, 33(2), 166–188. 2017. <https://iproxy.inflibnet.ac.in:2092/10.1108/DLP-07-2016-0022>
- ²⁶ Israel, O., & Nsibirwa, Z. *Information literacy skills in using electronic information resources. Library Philosophy and Practice*, 2018. Retrieved from <https://search.proquest.com/docview/2165580640?accountid=10461>

²⁷ Thanuskodi, S., Information Literacy Skills among Library and Information Science Professionals in India. Library Philosophy & Practice, 1-24, 2019. Retrieved from EBSCO host database available from NLIST:<http://iproxy.inflibnet.ac.in:2103/login.aspxdirect=true&db=ofm&AN=135203005&site=ehost-live>

