An Analysis of Librarians' Information Literacy Skills and Their Impact on College Students' Perceptions and Satisfaction with Library Resources at The University of Delhi

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Abstract

Information literacy is a natural part of high-quality library services, and knowledge of it will improve the delivery of assistance and entice people outside the academic neighbourhood to the library. The study looked at how the librarians at the College of Lagos library perceived their level of information literacy expertise as part of contextual research. In order to clarify how the library's assessment of information literacy has benefited in establishing the eligibility of librarians, the evaluation concentrated on three investigation questions and hypotheses. Creating plays on information literacy has grown to be a key job for librarians in the twenty-first century. However, in addition to the requisite transferable skills, librarians must also have a compassionate attitude toward the poor in order to be successful as information literacy educators. Additionally, it considered the obstacles to acquiring and reaping the rewards of strong information literacy skills in these settings. However, respondents felt that their ability to accomplish tasks with Boolean administrators and their ability to use appropriate show programming to deliver information were their two weakest skills. The lack of offices expected to use information literacy and administrative bodies on library and information science that do not direct educational plans on information literacy is a significant barrier to securing information literacy skills and advancing programs in organizations. The analysis assumes that IL principles are necessary to steer the development of information literacy in Indian institutes of education.

Keywords:*Librarians' Information, Literacy Skills, College Students', Perceptions, Satisfaction, Library Resources*

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1. Introduction

The ability to recognize the information that is required, understand how the information is arranged, recognize the best information sources for a given requirement, locate those sources, critically assess those sources, and disseminate that knowledge are all parts of information literacy. It provides details on widely used research methodologies. Information literacy is crucial since we are surrounded by an increasing amount of information in all businesses. Not all information is created equal; although some is trustworthy, accurate, and current, other information is slanted, incorrect, outdated, and deceptive. There will always be more information available. Information access, management, and creation innovations will also advance.

Writing research papers and constructing introductions are just two academic duties that call for information literacy skills. Professionals in the field of library and information science (LIS) use the capacity to search, assess, utilise, and offer information as a key competency. Simple choices made by consumers include things like which car or vacuum cleaner to purchase. LIS professionals make use of these abilities by participating fully as informed citizens in a democracy by understanding the issues and casting ballots.

It is important to note that these definitions and depictions of information literacy, as well as the traits of an information educated expert, place a strong emphasis on the use of information. For instance, they see the information-looking process as a crucial part of the growing experience, in which the person participates in a productive activity. The ACRL defines an information educated person as someone who has mastered the art of learning.

Information literacy (IL) is the most widely used approach to comprehending when and why information is required, where to acquire it, and how to evaluate, use, and share it morally. A synthesis of the many diverse skills is necessary for the successful and optimum application of information. Hyperliteracy, computer literacy, information innovation literacy, intelligent literacy, Web literacy, library literacy, media literacy, multiple literacy, network literacy, oral literacy, and visual literacy are just a few of the forms of literacy that have been referred to as information literacy.

2. Literature Review

Chavez et al.'s (2005) study found that the majority of Heaven Valley Junior College Library users were satisfied with the services, facilities, and course administration. They advised conducting another review in two years to assess student satisfaction levels.

The course and information innovation administrations of 71 institutions' agribusiness libraries were found to be inadequate by Uganneya and Idachaba's (2005) assessment. Recurrence of library purposes was considered to be low, which shows that the library did not adequately satisfy clients' information needs.

According to Liu and Allmang's (2008) analysis of customer satisfaction at the NIST Exploration Library, overviews are a crucial tool for organizing and understanding the library's clientele and are undoubtedly time well spent.

The academic library patrons of Sur College Sultanate of Oman were divided into several administrations and offices, and Sriram and Rajev (2014) conducted research to determine how these administrations and offices impacted the satisfaction of their patrons.

The use of library resources, client satisfaction with library administrations and resources, and information seeking behaviors of Tezpur College students and researchers are all examined by Saikia and Gohain (2013). The assessment revealed that libraries are playing a crucial role in meeting the diverse informational needs of students and researchers. It is believed that client orientation is crucial for assisting library users in meeting their information needs and educating them about the services and resources available at the library.

According to Survey and Payne (2006), various projects around the world aim to demonstrate how using library services might ideally persuade customers of their abilities, skills, disposition, and activities. They suggested that the advantages that academic library users experience by utilizing library services be measured in terms of knowledge gained, information literacy, academic and professional success, social expansion, and an improvement in element prosperity.

Sowole (1995) focused on uncovering that providing the required information resources and services will result in the library customers' pleasure.

Nnadozie's (2006) research revealed that the offices supposed to convey the library's subjective administrations are either completely inaccessible or just partially accessible.

According to research by Abagai (1993), the usage of the library by patrons and their positive satisfaction with the administration of the library depend on the staff's accessibility, the availability of informational resources, and the convenience of the library.

With the aid of rules and guidelines for the administration and arrangements of the library, Nwalo (1997) ordered the term 4 assessment of the library as an evaluation and measurement.

According to Cullen and Calvert (1993), the evaluation of data in light of assortment, budget, staff resources, and cycle capability measurements are indicators of how library users feel about the services and resources the library offers.

According to Upadhaya's (2013) analysis of college students' attitudes toward electronic resources in the College of Delhi, 58% of respondents prefer to use electronic resources, while 28% of students use both print and electronic resources.

In his 2014 analysis of e-resource use in IITs, Jotwani focused on establishing that IIT library patrons actively use e-resources.

Veram and Prang (2015) conducted a review on PG students at the School of Actual Sciences' satisfaction with library services, and the review found that patrons are extremely pleased with the library's selection and services.

3. Research Questions

1. What do librarians think about information literacy?

2. What obstacles do librarians in Indian colleges of education face when they learn information literacy?

4. Method

An overview setup was chosen for the test. The information was gathered via a self-made survey. In order to better understand librarians' opinions of information literacy, the amount of skills they currently possess, and the obstacles they face in acquiring information literacy, a survey was conducted. There are 30 items in the survey (=.891), divided into three categories. Area one was made up of broad declarations about how information literacy was perceived, Area two was made up of declarations about the degree of skills, and Area three was made up of justifications for the challenges faced in acquiring and advancing information literacy skills at colleges of education. Four-point ratings were used to categorize the responses.

The librarians at Delhi's colleges of education received surveys. In Delhi, there are 63 colleges for training; 39 were investigated. The zonal distribution of the colleges of education and respondents selected from each zone is presented in Table 1. There were 90 total acceptable duplicates submitted for the survey.

Results were examined using basic percent and mean score. Since the scale is based on a four-point scale, its midpoint is 2.50. things were categorized as high or low based on their mean scores; high things had a mean score of 2.50 or higher, and low items had a mean score of 2.50 or less. Version 17 of SPSS was used to conduct all the analysis.

Table 1: Colleges and the Distribution of Respondents' Affiliations

	No of institution	No of respondent	%
South East	9	30	32.5
South South	9	21	24.0
South West	5	11	14.9
North Central	6	7	5.8
North West	6	13	13.5
North East	5	8	9.2
Total	40	90	100.0
State	25	55	60.0
Private	15	35	40.0
Total	40	90	100.0

5. Results

5.1. Respondents' Demography

A greater rate 36 (41.4%) of the respondents in the overview were female, whereas 47 (54%), were male, and 4 (4.6%) did not specify their orientation. 31 (35.6%) had an MLS, 5 (5.7%) had a PhD, and 41 (47.1%) were BLS graduates. 10 people (11.5%) failed to indicate their capacity.

5.2. Respondents Perceptions of Information Literacy

It was expected that the librarians would demonstrate their understanding of information literacy. Table 2 presents the consequences of their response.

Table 2: IL skills and perceptions of librarian involvement

Perceptions	SA/A	%	SD/D	%	Mean	STD
Librarians are knowledgeable about information literacy.	63	72.7	16	26.3	2.30	2.02
Information literacy is a subject that interests librarians a great deal.	65	74.2	14	25.8	2.38	2.02
The fundamental computer skills required for instruction in information literacy are possessed by librarians.	63	73.7	16	26.3	2.04	.620
IL presents challenges and fresh ideas that librarians can accept.	64	75.3	13	24.7	2.54	.648
Information literacy skills acquisition is prioritized in Delhi's LIS professional education.	32	56.6	54	43.2	1.55	.824
Information literacy skills exist among LIS educators, which they can share with students of LIS.	53	62.5	32	35.3	2.03	.772

Table 2 displays how librarians view information literacy. An examination of the replies revealed that the key response, "Schooling of LIS experts in Delhi accentuating information literacy skills obtaining," performed below the required mean of 2.50. Anything else had a mean rating of 2.50 or higher. This demonstrates that the respondents have a positive perception of information literacy in addition to supporting the emphasis on IL skills in the training of LIS specialists.

5.3. Issues with Acquiring Information Literacy Skills and Putting Information Literacy Programs in Place

The respondents were questioned about the difficulties librarians face in developing information literacy. The outcome is introduced in Table 3.

Table 3: Programs promoting information literacy in colleges of education encounter challenges

s/no	Challenges	SA/A	%	SD/D	%	Mean	STD
1.	Employers of librarians do not offer them opportunities for training or capacity building that would improve their information literacy skill.	38	652	47	34.6	3.62	.755
2.	For the purpose of enhancing their information literacy abilities, librarians do not participate in capacity building.	25	27.3	82	72.5	2.73	.700
3.	Employees make librarians take on more work, which prevents them from enhancing their information literacy abilities.	47	34.6	38	65.2	3.42	.728
4.	Employers do not give the tools needed for librarians to use their information literacy abilities, such as computers and the Internet.	52	60.2	35	38.8	3.82	.852
5.	Many employers have not increased the use of libraries for information literacy training, where librarians may teach and put gained information literacy skills into practice.	65	53.3	42	46.5	3.66	.932
6.	In organizations that employ librarians, there is no provision for training in information literacy.	38	65.2	27	34.6	3.50	.728
7.	The Indian Library Association does not offer librarians continuous education in information literacy.	54	42.6	53	57.2	3.34	.728
8.	Information literacy curricula are not governed by LIS regulatory agencies to guarantee that they adhere to internationally recognized standards.	37	44.3	28	33.7	3.47	.736

The challenges of improving and implementing information literacy in Delhi's colleges of training are shown in Table 3. The analysis's result shows that the College of Training deemed six of the emphasized factors to be barriers to acquiring information literacy. There are no restrictions on advancement or preparation for an opening (item 1); growing

responsibility (item 3); unfavourable workplaces (item 4); no training plan (item 6); and no standards for information literacy education programs to ensure that they adhere to internationally recognized standards. The ninth item. Two items with mean ratings below 2.50 were not thought to be challenging by the respondents. They noted that the Indian Library Association does not offer librarians regular training in information literacy skills and that librarians do not establish their own limits.

6. Discussion

According to the American Library Association (1989), a person with information proficiency possesses the ability to differentiate between different types of evidence and the capacity to find, assess, and apply information. The study investigates the level of information literacy of librarians in colleges of education in the Delhi region in light of these four factors. It evaluated their perceptions of information literacy as well. The results showed that respondents' perceptions of librarians' contributions to and skills in promoting information literacy are typically positive. The majority of respondents claimed that librarians were equipped to handle the new concepts and difficulties that IL brought about. These encouraging attitudes will be very helpful for the legitimate implementation of information literacy efforts in these firms. It suggests that librarians fully value their positions within the information literacy spectrum. If they receive the right support and preparation, they will genuinely desire to work and exert their impact. Given the findings of Arya (2014) and Kari Siddappa and Rajgoli (2008), who discovered that every survey respondent had a full awareness of the notion of IL and its significance in allowing clients in the information society, this outcome was expected.

Respondents awarded the best grades to using library inventory efficiently and gathering fundamental knowledge from reference books and other sources. They also offered high-level explanations of how to find information using lists and abstract data sets. The ability to perform research utilizing Boolean administrators and the capacity to apply appropriate show programming to communicate results, however, received the lowest grades from respondents. This is a crucial area in which they should improve their IT abilities because IL directions have grown to encompass areas of strength for integrating components. So that they can manage this key component for efficient information access in the present allocation,

librarians should be experts in these fields. Ojedokun (2014) also found that academic librarians in South West Delhi have little experience with web search engines and require instruction in boolean operators. Web search skills for librarians need to be improved.

People who responded pointed out obstacles to information security. The absence of workplace amenities like PCs and the Internet, which would have necessitated the application of information literacy skills, was cited by a significant percentage of respondents as a barrier. This should be a severe problem that has to be addressed, especially since today's information literacy contains strengths for a segment where clients are taught computer and online literacy.

The fact that the field of librarianship doesn't offer enough training or room for improvement in information literacy skills is another hurdle. Information literacy is increasing as a result of the rapid development in innovation. Thanks to planning and holding, librarians may keep up with fresh information, pick up new skills, and avoid outdated information. It's crucial to train employees to be adaptable and flexible. To keep up with the most recent advancements, the library board should encourage the training and retraining of library personnel. Setting up can occur indoors or outdoors and can take the shape of support with gatherings and teaching studios.

The administrative authorities for library and information science do not supervise programs for information literacy instruction to ensure they follow international standards, according to respondents as well. There isn't yet a standard for information literacy in Delhi's libraries. This is wrong since guidelines are expected to govern information literacy training in Delhi. Norms act as a guide for creating, organizing, and sustaining proper procedures or goods. They set up the bare minimum and assess the action and checkmate mechanisms to decide whether it is sufficient. Guidelines have been issued by organizations like the American Library Association and the Relationship of College and Research Libraries to advise and promote the development of information literacy in their respective nations. These organizations could serve as models for Indian Library Affiliation and the Librarians' Enrollment Gathering of Delhi (LRCN) as they work to advance information literacy principles across the country. Organizations in charge of overseeing library instruction should make sure that the curriculum is updated to reflect advancements in information literacy.

7. Conclusion

In industrialized nations, the idea of information literacy has undergone substantial research and application in public educational programmes as well as in tertiary non-formal and embedded learning. Even if librarians are exceptional in exhibiting such skills, a major obstacle to the development of information literacy programs in non-industrial nations like India is the public's lack of knowledge of the issue caused by such illiteracy. In the study, librarians had positive attitudes toward IL and gave their talents a good rating. This is commendable because it demonstrates that, with a lot of assistance, these librarians can contribute to the global initiatives to create a society that values information. Whatever the case, a number of problems were identified as impeding the acquisition and application of powerful information skills in the organizations. Among them are administrative bodies on library and information science failing to supervise the educational plan for information literacy in order to ensure that it adheres to generally acceptable standards, inadequate preparation of open doors, non-arrangement of offices, such as PCs and Web devices expected to be used to apply information literacy skills, and more. Unexpectedly, if information literacy is to be adequately entrenched in the teaching system of these training institutes, these difficulties must be addressed. Establishing guiding principles to direct the creation and effective execution of information literacy programs at Indian colleges of education is necessary to solve these issues.

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