The investigating of information literacy librarian of Public universities in Kerman

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Abstract: The purpose of this study was to investigating the information literacy librarian of public universities in Kerman. Information literacy "is a set of skills necessary for search, retrieve and effective use of various information sources. The study was descriptive-survey. The population consists of 93 librarians of payamenoor university, Shahidbahonar University and university of medical sciences. A data collection instrument is included researcher-made questionnaires. Data analysis included Test t, chi-square test and ANOVA analyses and SPSS software (package of Spss / pc + + ver21). The results of this study show the most familiarity the study population belonging to the periodicals. According the results, librarians of Shahidbahonar University and university of medical sciences were more dominant in the software library. The results of this study show there is not a significant relationship between information literacy and gender. But there is a significant relationship between information literacy with age, degree and field of study. According to the findings holding training courses for information literacy skills, equipping the libraries with suitable hardware and software, personal motivation of librarians to keep their information literacy skills updated, and official attention of libraries and universities to their staff information literacy level is the factors that involved in information literacy level of study population librarians.
Keywords: Information literacy, Librarian, Public universities, Kerman.

INTRODUCTION

Today, to stay dynamic and efficient in the information society, you should use information literacy skills that include retrieve, evaluate, organize and exchange information, and also methods and tools of accessing the information. This fact is particularly true in the case of librarians. Libraries have changed in recent years, technology has changed the way we access information and information are available in different formats. So these changes have made librarians to accept a new role. In today's world there is one thing more important than accessing information and that thing is how to teach library patrons to have an effective and useful information access and empowering library patrons to use resources through developing information access skills is one of the main activities of libraries, especially the university libraries. New librarians are responsible for teaching patrons how to recognize their needed information and to access correct and documentary information. The new role of librarians requires their own skills related to access and

using information and indeed they must be information literate. In the meantime, the information literacy of university librarians is so important because of the universities influence on education and research. So, lack of librarians' knowledge of new information technologies and searching methods can make teaching information literacy and achieving libraries goals difficult.

Librarians should be familiar with developments in information environment, search strategies, information seeking skills and they must have enough information literacy so that they can increase their clients' skills about effective use of information. Most studies confirm the importance of teaching information literacy skills to students, faculty and specially librarians and they have shown that this training had influence on improving information literacy skills. Evaluating the literacy level of Shiraz University Librarians in 2015 showed that the majority of the population demand training courses to help them

learn library information and different ways of accessing information from professional librarians [1]. A comparative study of information literacy between librarians of Iran University of medical sciences, Shahid Beheshti University of medical sciences and Tarbiat Modares University revealed that 92% of librarians said on-the-job training for librarians is very important. In this study, the level of information literacy of librarians was 2.53 percent on average which were not satisfactory [2]. Adeyoyinin a study titled "information and communication technology literacy among library staff at the University of Nigeria" found that only 87 of the approximately 268 professional librarians had communication technology literacy and only 28 of 358 semi-professional librarians were considered communication technology literates [3].

Payame Noor university, Shahid Bahonar university and university of medical sciences are three state universities in Kerman province that accept thousands of students at different levels of associate, bachelor and Master's degree in various fields of study. Since the main aim of the university librarians is to respond different information needs of students and faculty in order to achieve the objectives of academic education and research, it seems that the undesirability of the information literacy of librarians is one of the reasons that prevent students and faculty from accessing their needed information. Accordingly, in this study we investigated the information literacy of librarians at Payame Noor university, Shahid Bahonar university and university of medical sciences in 2016 and the impact of factors like age, sex, education degree and fields of study on information literacy, and also knowledge of the study population about information searching tools and their ability to analyze obtained information and the Information literacy of three studied universities were compared.

RESEARCH METHODS

The study was descriptive-survey. The population consists of 110 librarians of payamenoor university, Shahidbahonar University and university of medical sciences, and 93 were selected to participate in this study. A data collection instrument is included researcher-made questionnaires (including 31 questions).The first section of questionnaires contains personal information (including 7 questions). The second part of questionnaires contains evaluation of the knowledge society of library resources, library and computer software (including 5 questions).The second part of questionnaires contains evaluation of the information search tools (including 17 questions) and final section of questionnaires contains skills training related to data access methods (including 2 questions).The Cronbach's Alpha that obtained from the pilot data was 0.967. Data analysis included Test t, chi-square test and ANOVA analyses and SPSS software (package of Spss / pc + + ver21).The significance level α for all tests was set to 0.05.

RESULTS

Of the 110 subjects enrolled in the study, 16 % were male and 84 % were female. Among respondents aged 30 to 40 years were the most frequent. The field of study majority of the study population (60%) were non-library. 67% of employees were people with a bachelor's degree. In terms of type of employment the majority (40 percent) of employees surveyed libraries were working as a contract employee. In terms of job experience, 32% of employees are between 10-5 years. Of the 110 subjects enrolled in the study, 93.6 % were male and 6.4% were female. Of the 110 subjects enrolled in the study, 44 were of university of medical sciences, 33 were of shahidbahonar university and 16 payamnoor university. Table 1 shows the frequency distribution of study population according to the university.

Table 1: The Frequency distribution of study population according to the university

University	Number	Percent
University of Medical Sciences	44	47.31
ShahidBahonar University	33	35.49
Payam Noor University	16	17.20
Total	93	100

The results of this study show the there is a significant relationship between age and information literacy (0.01≥p) (Table 1).
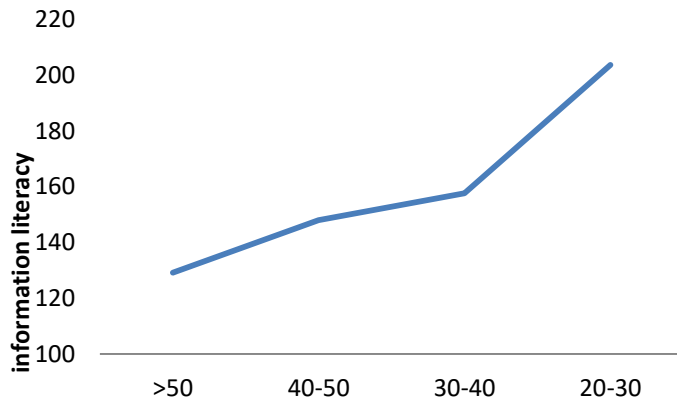
Fig-1: The information literacy of study population based on the age

According the results, there is not a significant relationship between men and women in terms of information literacy (p=0.7)(Figure 2).
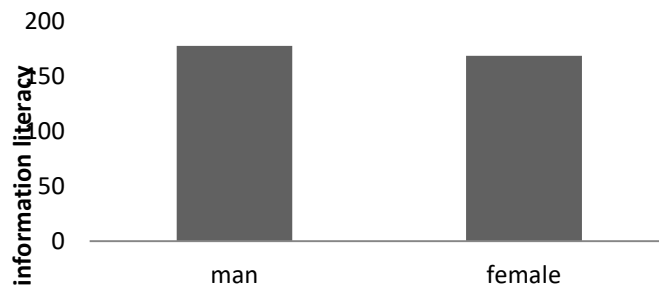

Fig-2: The information literacy of study population based on the gender

According the results, there is a significant relationship between information literacy librarian in terms of educational degree (0.01≥p) (Figure 3).
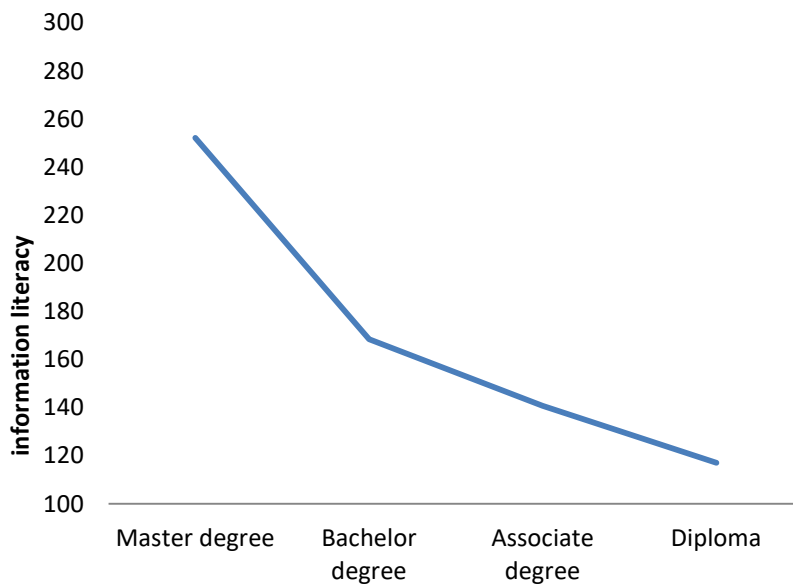

Fig-3: The information literacy of study population based on the educational degree

According the results, there is a significant relationship between librarians graduated and other disciplines in terms of information literacy $(0.01 \geq p)$. The earn score of information literacy for librarians was 222.48 and non-librarians was 137.28.
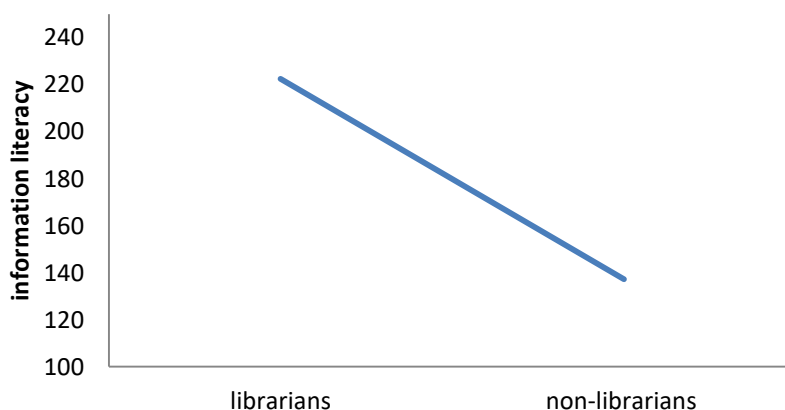

Fig-4: The information literacy of librarians and non-librarians of study population in 2014.

The highest level of knowledge 17.6% related to periodicals, 13.2 % for thesis and 10.8 for electronic resources at the library sources. The lowest amount of knowledge is related to technical standards.(Table 2).

Table 2: The level of familiarity respondents with library resources

	Frequency	Levels						
		Very high	**High**	**Average**	**Low**	**Very low**	**Unanswered**	**Total**
Periodicals	Number (%)	16 (17.2)	23 (24.3)	31 (33.3)	17 (18.3)	4 (4.4)	2 (2.2)	93 (100)
Technical Reports	Number (%)	4 (4.3)	7 (7.5)	12 (12.9)	24 (25.8)	41 (44.1)	5 (5.4)	93 (100)
Thesis	Number (%)	12 (12.9)	35 (37.6)	21 (22.6)	18 (19.4)	5 (5.4)	2 (2.2)	93 (100)
Patents	Number (%)	3 (3.2)	3 (3.2)	11 (11.8)	16 (17.2)	57 (61.3)	3 (3.2)	93 (100)
Professional standards	Number (%)	1 (1.1)	6 (6.5)	16 (17.2)	8 (8.6)	57 (61.3)	5 (5.4)	93 (100)
Catalogs and Brochures	Number (%)	4 (4.3)	13 (14)	29 (31.2)	31 (33.3)	14 (15.1)	2 (2.2)	93 (100)
Indexing and abstracting	Number (%)	4 (4.3)	15 (16.1)	15 (16.1	15 (16.1	43 (46.2)	1 (1.1)	93 (100)
Sources audio, video and multimedia	Number (%)	4 (4.3)	19 (20.4)	31 (33.1)	26 (28)	12 (12.9)	1 (1.1)	93 (100)
Electronic Resource	Number (%)	10 (10.8)	28 (30.1)	19 (20.4)	20 (21.5)	16 (17.2	-	93 (100)

63% of study population in your library with a software library OPAC and 37 % are without this software. Proficiency with software libraries library 61.3% high or very high 17.2 average and 21% low and very low-were announced. But about level of knowledge in study population in terms of software library is a significant difference at three universities (figure 5).
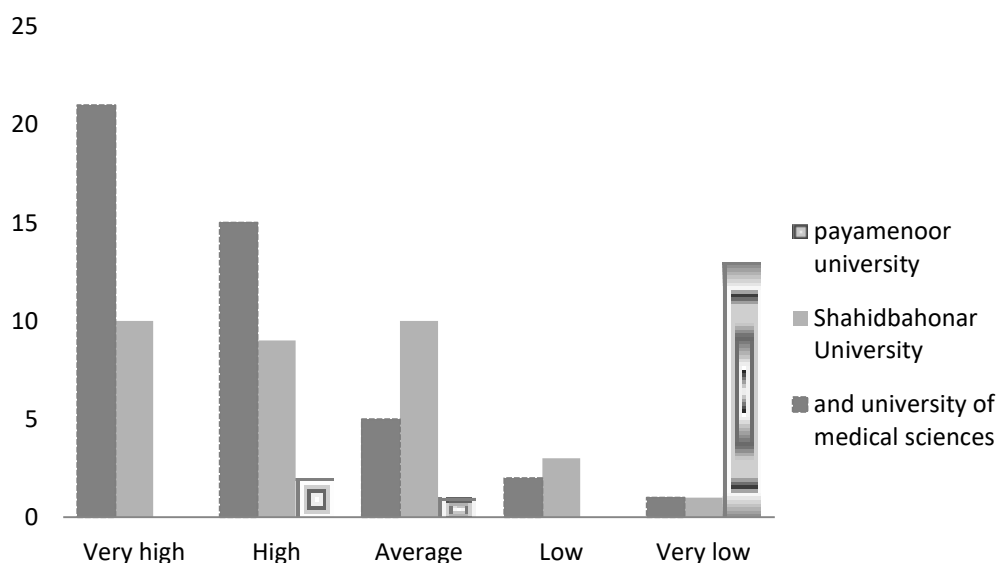
Fig-5: The level of knowledge of software library in study population.

According to the results the email were with most familiarity and usage number 22 and chat were with least familiarity 49 and least usage 75. According to the data using search engines were 30% more than the subject directories and meta search. The highest able to appreciate the update of the information criterion (9.9%) and the least able to appreciate the retrieved information criterion validity (36.3%)(Figure 6).
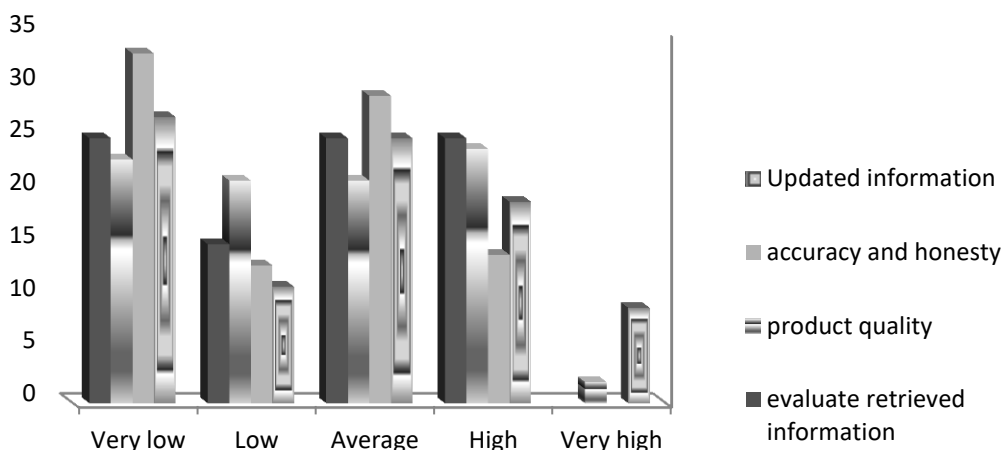

Fig-6: The ability of respondents to evaluate retrieved information.

The footnotes, hyperlinks and citations of other issues that retrieved information should be considered. The highest level of attention to the footnotes 4.5% and minimum 46.7 % related to citations (Figure 7).
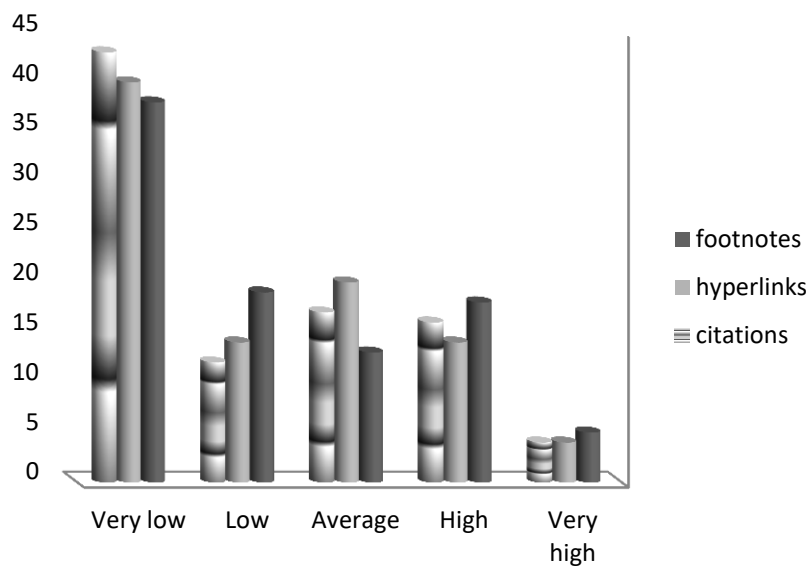
Fig- 7: The results of attention respondents to a footnote, hyperlinks and citations.

About the need to educate (Information skills and methods of access to information) 77 percent of librarians interested in holding training courses were very high and high, 18% of average and 5 percent in low and very low.
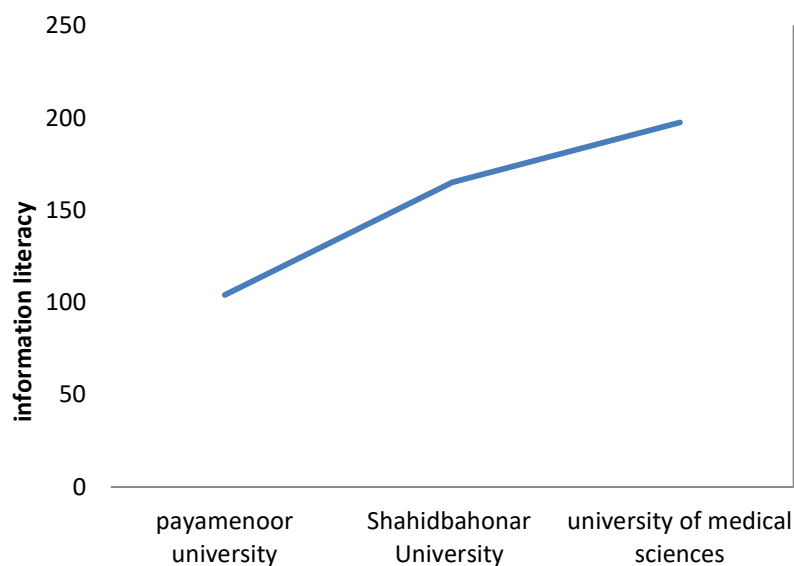

Fig-8: The results of information literacy librarian of three universities

DISCUSSION AND CONCLUSION

The results of this study showed that librarians with the library science degree are better than others in terms of information literacy, analyzing information skills and familiarity with search tools. Meulemans, Nalani and Brown study confirmed that with the expansion of the role of librarians in teaching information literacy skills, we need librarians who have assessing and teaching skills and have the ability to do so. When librarians play an active role in development of knowledge and expertise, they need training and learning experience. They suggest that librarians should take courses for extensive practical training in LIS education in the future and they should explain those to the students [6].

In investigating different researches, the importance of information literacy in today's world and the effects of its skills on social, cultural, economic and political aspects of countries is the thing that we can be sure about. In a study for assessing information literacy of Tehran Azad and state university's faculty members of library science department using a questionnaire with 28 open-ended questions, results showed that most

faculty members feel that they need training for searching internet and seeking information on the internet. According to this study, the faculty members had information literacy skill [7]. Tietjens and Esson in a study with the title of " How do we know what is true? Measuring information literacy in the twenty-first century" suggested combining information literacy sessions with one of these courses lessons. The results showed that holding these sessions has increased students' confidence in doing home works and information literacy related skills [8]. O' Connor in his thesis concludes that information literacy is in fact the new and changed form of libraries' old educational mission which their necessary need for being viable and efficient caused that [9].

Galvin in a study with the title of "Alternatives solutions to enhance information literacy" concluded that librarians especially university librarians should use various ways to increase the level of information literacy of their clients. He says the librarians are responsible for the creation of lifelong learning habits in their users [10]. The results of a study that was conducted by Wright to measure the ability of university librarians to teach information literacy showed that in the 21st century almost all of library schools consider a new role for university librarians in their plans. But Association of college and research libraries (ACRL) was not used in training courses designs. Finally he suggested using the results to improve training courses [11]. Cobus noted the basic skills of public health professionals in a medical institution in his study, and then he named improving information literacy as a mechanism for combining skills of public health education as well as an opportunity to strengthen the relationship between university librarians and teachers of public health. He concluded that in collaboration between health educators and librarians, the combination of information literacy skills in public health plans can help to improve basic skills and public health training [12].

This study shows that significant age and information literacy can be due to other factors such as degree and field of study. Because Most of the people whose academic major is library science or have a master's degree in library science, are between 20 to 30 years old. So it seems the relation between age and information literacy is influenced by other factors such as education level and field of study. Although Mehrad and Rahimi have showed in their article that with increasing age from 23 to 30 years, search skill increases, In other words, younger users are more proficient in online search [13]. The results of Sit's research showed that middle-aged users have problems while searching and have the most problem with understanding keywords and Boolean search when making inquiry [14]. The study of Mead et al has confirmed these findings [15]. Also Hafezi and Bakhtiari concluded that Researchers who are 21 to 30 years old were better than other age groups in terms of information literacy [16].

The results showed no difference between male or female gender in terms of literacy, Mehrad and Rahimi showed that too, because both genders needs to pass the same stage to meet their information needs, so there's not much difference between their skills [13]. Safoori [17], Amiri [18] and Zehner [19] have also achieved the same result, but Ghasemi with consideration of higher scores of female students, concludes that female students have higher capabilities in the field of information literacy [4].

According to the findings, it seems that participation in master's courses leads to increase the level of information literacy due to the research nature of these courses. This conclusion was obtained by Hafezi, Amiri and Bakhtiari that people with master degree have a better information literacy than others [16, 18]. Ghasemi also concluded that higher educational degree has a positive effect on increasing information literacy capabilities [4]. We can conclude that library sciences curricula and training courses have been effective in increasing the information literacy level. Vaziri also reached the same conclusion in his study that people with bachelor's and master's degree in library sciences have a better information literacy compared to people with different degrees in other fields of study [1].

We can say the librarians working in university libraries are more familiar with periodicals, theses and electronic resources due to the importance of these recourses for them. Understanding and using subject guides, search engines, Meta search engines, e-mail and chat in searching useful information at the right time is important. Lack of familiarity and proficiency of librarians in working with chat is one of the barriers to the use of this technology in libraries for research. This result was confirmed by Bailey-Hainer, Stephen and Gordon, Tenopir and Ennis that lack of professional staff is the main obstacle for using chat reference services [20-22]. Huston believes that the effectiveness of chat reference services can be a reflection of having high levels of related library technology skills [23]. Vaziri also reached the same conclusion in his study [1].

Serotkin in his thesis found that librarians are very eager to find methods to improve information literacy education [24], in Bardestany research most students wanted to learn the proper use of resources [25]. Samiei with explaining the effect of librarians' services on community emphasizes on librarians' continuous self-learning and developing information literacy skills [26]. Librarians participating in Poornaghi study have recognized the library on-the-job training

very important and most of them believed that having scientific information has a great impact on the performance of university librarians [2]. Most librarians in Vasiri's population wanted holding training courses for information literacy skills [1].

Information literacy of librarians in the three universities have a significant difference. Based on post hoc tests' of Tukey and Scheffe, this significant difference is because of the differences of means between Payame Noor and two other universities. The University of Medical Sciences and Shahid Bahonar in order to increase the information literacy skills of their librarians have attempted to hold training courses including: Introduction to the internet, familiarity with banks and databases, research methodology and scientific writing style, work with computers, seminars and scientific conferences, and foreign languages. So we expect that level of information literacy among librarians who have spent these trainings to be improved. According to the data PNU has offered only two training courses for familiarity with the internet and foreign languages and unfortunately, only one person participated in each of the two courses. Another reason which can be a justification for this difference is that most librarians working in the libraries of PNU (93.8 percent) have a non-librarians field of study, as we discussed in the study, a graduate of library science has a higher level of information literacy than people with other fields of study. Another reason for this difference can be providing equipment and facilities of technology in the three universities, as the two universities of medical sciences and Shahid Bahonar have done further works in this area and have well equipped libraries. Perhaps we can mention lack of interest and motivation of the university librarians and lack of official attention to their information literacy level as other factors affecting the low level of information literacy of PNU librarians. Baro et al. in their study also concluded that lack of facilities and lack of proper information literacy understanding are two of the factors preventing information literacy education at the University of Nigeria; they declared that Information literacy activities are effective only when university officials' supports and the necessary facilities are provided [27].

According to the findings, there was no significant difference between information literacy and gender, but there is a significant difference between information literacy and gender, degree and the field of study (p<0.01). The research community has the most familiarity with periodical publications. The librarians of universities of medical sciences and Shahid Bahonar were better in working with Software and had higher information literacy scores than PNU librarians. The familiarity and use of search engines' rates were more than subject guides and Meta Search Engines. The maximum ability of assessing criteria was updated information and the minimum ability of assessing criteria was the accuracy and reliability of retrieved information.

CONCLUSION

Eventually researcher of this study concluded that the information literacy level is relatively low. Most of the populations were demanding training courses to learn information literacy skills. According to the findings holding training courses for information literacy skills, equipping the libraries with suitable hardware and software, personal motivation of librarians to keep their information literacy skills updated, and official attention of libraries and universities to their staff information literacy level is the factors that involved in information literacy level of study population librarians.

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