IMPLEMENTATION OF INFORMATION LITERACY PROGRAMMES IN PUBLIC LIBRARIES: A CASE STUDY OF KENYA NATIONAL LIBRARY SERVICE (KNLS).

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OUTLINE

- Introduction/Background
- Problem Statement
- Aim/Objectives and Research questions
- Literature Review
- Research Methodology
- Data analysis and Presentation
- Conclusion and Recommendations
Introduction/Background

• Libraries act as information repositories which enable people to meet their various information needs.

• This enables individuals to participate with greater understanding in community affairs.

• Rader and Allan (2012:43-49) observe that technical changes affect every segment of society and all levels of education.
Introduction/Background contd...

- The term information literacy was coined largely to account for the burgeoning of electronic information.
- Electronic information has become ubiquitous, with cellular and wireless networks routinely available.
Introduction/Background contd...

• “Digital technologies enable ultra-rapid access to the richest sources, wherever they are located in the world's collection” (Ershova and Hohlov, 2012:75).

• Brophy (2010:210) comments, “we have all become distance learners since electronic delivery allows virtually every user to access library resources from remote locations”.
Research Problem

• Users must attain excellent communication and information skills to function productively in the work force of the future (Weiler, 2009:132).

• Public libraries have historically offered instructional courses in a variety of ways, embedding them in a range of strategic courses such as reference, instructional media, user needs.
• The biggest challenge in the public library sector is that customers’ requirements are very diverse and content may only be required by small numbers of people affecting economy of scale (Probert, 2009:54).

• The age range is all ages from cradle to grave, previous learning experience and ability are not homogenous and attitudes to learning are very diverse.
Research Problem contd…

• Service delivery to the various categories of users is another challenge.
• There are no studies examining the implementation of literacy programmes in public libraries in Kenya.
• Studies examining the implementation of information literacy programmes are mainly on academic libraries and there exists gaps in area of information literacy in public libraries.
• Hence the need for conducting this research.
Aim and Objectives

Aim
The aim of the study was to explore the implementation of information literacy programmes at the Kenya National Library Service (KNLS) and to suggest possible solutions.

Objectives
The specific objectives of the study were to:

• Find out the type of users provided with information literacy skills.
• Establish the category of staff that provide information literacy skills.
• Find out the instructional methods used.
• Identify the application of ICT in information literacy skills.
• Identify the challenges faced in the provision of information literacy Programmes.
Research Questions

• What categories of users are provided with information literacy skills?
• What categories of staff are involved in implementing information literacy programmes?
• What instructional methods are used in the provision of the information literacy skills?
• How is ICT applied in the provision of information literacy skills?
• What challenges are encountered in the implementation of the information literacy programmes?
Theoretical Framework

• Christine Bruce’s Seven Faces Model of Information Literacy.

• Bruce (1997:10) examined information literacy using pheno-graphic methods to determine how individuals experience information.

• The users conceptions of information literacy produced seven categories of description as shown below:
1. Information Technology conception, which associates information literacy with the use of IT to gather and communicate information.

2. Information Sources conception, where information literacy is perceived as the knowledge of sources and the ability to access these directly or indirectly via an intermediary.

3. Information Processing conception, which describes information literacy as “executing a process” (Bruce, 1997:128), where a new situation is tackled through the use of an appropriate strategy to find and use information. The nature of the process varies according to the participant of this process.
4. Information Control conception. Here information literacy is associated with the effective control and manipulation of information through the use of mechanical devices, memory, or IT.

5. Knowledge Construction conception, where information literacy is perceived as “building a personal knowledge base in a new area of interest” (Bruce, 1997:137).

6. Knowledge Extension conception, which envisages the application of knowledge and personal perspectives that lead to new insights.
7. Wisdom conception, which is associated with the wise and ethical use of information considered in a wider historical or cultural context. “A process of reflection which is part of the experience of effective information use” (Bruce, 1997:148).
Characteristics of information literacy

Bruce (1997:10) identified seven key characteristics of an information-literate person:

- engages in independent, self-directed learning;
- uses information processes;
- uses a variety of information technologies and systems;
- has internalized values that promote information use;
- has a sound knowledge of the world of information;
- approaches information critically; and
- has a personal information style that facilitates his or her interaction with the world of information.
Characteristics of information literacy contd.

Source: Bruce, 1997
Staff Providing Information Literacy

• Today, libraries are no longer the primary sources of information (Campbell:2010; Campos:2010).

• Librarians will not be providing face-to-face service to users because “users will define for themselves the information literacy skills they require; and rigorous assessment of information literacy programs required” (Campbell 2010:74).
Staff Providing Information Literacy contd.

• When old literature is available in the new formats, the library continues to spend resources based on information about users' habits and preferences (Ashmore and Szurek, 2008).
Instructional methods used in Information Literacy

• The idea of library instruction or bibliographic instruction (BI) has been one of the concepts and tasks associated with librarians for many years (Grassian and Kaplowitz, 2010).

• With the increasing amount of information from different sources and the growing complexity associated with retrieving information in the 1980s and 1990s, librarians were frequently asked by college faculty to provide specific instruction on how to do this (Grassian and Kaplowitz, 2011).
ICT application in information literacy

• The contemporary researcher relies more heavily on electronic research tools.

• In many cases, the Internet is the starting point for many students in the research process (Earp, 2008; Monty & Warren-Wenk, 2009:14).
• Lin and Tsai (2012:91) found that students who were able to use the information discovered in preliminary online searches were more successful at accessing a deeper level of information than those who did not.

• It was recommended that instruction on the skills needed to search online content be included in courses so as develop effective Web-based learning.
Challenges encountered in provision of information literacy programmes

• “Digital divide” generally refers to unequal access to information and communication technology (ICT) and the gap between those who are “information-haves” and those who are “information have-nots” has raised great social problems of inequality (Tien & Fu, 2008:78).
DATA ANALYSIS AND PRESENTATION OF FINDINGS contd.

Age of respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-18</td>
<td>5</td>
<td>8.8%</td>
</tr>
<tr>
<td>19-24</td>
<td>17</td>
<td>29.8%</td>
</tr>
<tr>
<td>25-30</td>
<td>17</td>
<td>29.8%</td>
</tr>
<tr>
<td>31-40</td>
<td>10</td>
<td>17.5%</td>
</tr>
<tr>
<td>41-50</td>
<td>6</td>
<td>10.5%</td>
</tr>
<tr>
<td>50 and above</td>
<td>2</td>
<td>3.5%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>57</td>
<td>100%</td>
</tr>
</tbody>
</table>
Objective 1: Category of users being provided with information literacy skills

• The respondents were asked to state their category. The purpose of the question was to establish their category. The researcher found out that majority of users, 27 (47.4%) were college/university students who received information literacy skills in groups.
Category of users being provided with information literacy skills

<table>
<thead>
<tr>
<th>Category of users</th>
<th>No. of respondents</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary pupils</td>
<td>4</td>
<td>7.0%</td>
</tr>
<tr>
<td>Secondary students</td>
<td>15</td>
<td>26.3%</td>
</tr>
<tr>
<td>College/university students</td>
<td>27</td>
<td>47.4%</td>
</tr>
<tr>
<td>researchers</td>
<td>2</td>
<td>3.5%</td>
</tr>
<tr>
<td>others</td>
<td>8</td>
<td>14%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>57</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Objective 2: To establish the category of staff that provide information literacy programmes

Qualifications of members of Staff providing information literacy

<table>
<thead>
<tr>
<th>Respondents’ qualifications</th>
<th>No. of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td>Masters Degree</td>
<td>1</td>
<td>6.7%</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>2</td>
<td>13.3%</td>
</tr>
<tr>
<td>Diploma</td>
<td>8</td>
<td>53.3%</td>
</tr>
<tr>
<td>Certificate</td>
<td>4</td>
<td>26.7%</td>
</tr>
<tr>
<td>Other qualification</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>15</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Objective 3: To find out instructional methods used in the provision of information literacy programmes

• The respondents were asked about the instructional programmes used to provide information literacy skills. The purpose of the question was to find out the various methods used to provide information literacy skills in the library.
DATA ANALYSIS AND PRESENTATION OF FINDINGS contd.

- **Instructional methods used in provision of information literacy programme**

<table>
<thead>
<tr>
<th>Method</th>
<th>No. of staff</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer method</td>
<td>26</td>
<td>45.7%</td>
</tr>
<tr>
<td>Guided tours</td>
<td>8</td>
<td>14%</td>
</tr>
<tr>
<td>Group instructions</td>
<td>3</td>
<td>5.3%</td>
</tr>
<tr>
<td>Demonstrations</td>
<td>8</td>
<td>14%</td>
</tr>
<tr>
<td>One on one i.e. on demand (face to face)</td>
<td>12</td>
<td>21.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>57</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Objective 4: To identify the application of ICT information literacy programmes

The respondents were asked to indicate the search engines frequently used while searching for information.

The purpose of this question was to know the search engines users used to find information from the library.
### Search Engines Preferred by Users

<table>
<thead>
<tr>
<th>Search engine</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Google</td>
<td>23</td>
<td>40.4%</td>
</tr>
<tr>
<td>Google chrome</td>
<td>14</td>
<td>24.6%</td>
</tr>
<tr>
<td>e-resources Databases (e.g. Emerald)</td>
<td>18</td>
<td>31.6%</td>
</tr>
<tr>
<td>others</td>
<td>2</td>
<td>3.5%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>57</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Objective 5: To identify the challenges faced in the provision of information literacy programmes

Types of challenges faced by users

• The respondents were asked to state their opinions regarding the challenges that were encountered in the provision of information literacy. The purpose of the question was to find out the various challenges experienced in providing information literacy programmes.
Respondents' opinions on types of challenges to information literacy skills

<table>
<thead>
<tr>
<th>Challenges</th>
<th>No. of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of interest</td>
<td>9</td>
<td>15.8%</td>
</tr>
<tr>
<td>Poor delivery of information literacy programmes and library infrastructure</td>
<td>21</td>
<td>36.9%</td>
</tr>
<tr>
<td>Lack of funding</td>
<td>8</td>
<td>14%</td>
</tr>
<tr>
<td>Lack of policy</td>
<td>12</td>
<td>21.1%</td>
</tr>
<tr>
<td>Other challenges</td>
<td>7</td>
<td>12.3%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>57</td>
<td>100%</td>
</tr>
</tbody>
</table>
Users provided with information literacy skills (information literacy)

• This study established that majority (47.4%), of the users who receives ILS were college/university students.

• The study also established that, Primary and secondary students comprised of 7% and 26.3% respectively.
MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS contd.

• It was established that only 3.5%, who are researchers get information literacy which shows that very few researchers visit the public libraries.

• The study established that, majority of respondents rated their information literacy skills as good 63.2%, while 22.8% rated their information literacy skills as average.
MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS contd.

• The study established that majority of those providing information literacy are those with Diploma qualification, 53.3%. those with degree and certificate are 13.3% and 26.7% respectively.
MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS contd.

Instructional Methods used in provision of information literacy programmes
• A bigger percentage of the library users (60%) indicated that the instructional methods used were effective.

Application of ICT in provision of information literacy skills
• The study showed that majority of users prefer to search using Google, 40.4% which indicates that most users are familiar with Google which is easier to use while searching. 24.6% of users preferred Google chrome. 31.6% uses e-resources which are available in the library while a small percentage, 3.5, uses other search engines.
Challenges faced in provision of information literacy skills programmes

• Poor ILS and library infrastructure was the major challenge, 36.9%, lack of funding/financial support 14%. Lack of policy, 21.1% was also a major challenge.
MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS contd.

Conclusion

• Librarians should make efforts to ensure that they design information literacy programmes content.

• More current awareness on the existing information literacy programmes should be strengthened, so as to increase the number of users who can attend them on voluntary basis.

• Information literacy should be allocated with adequate time and resources, in order to create adequate opportunity to balance cognitive sessions and practical skills during hands-on practice.

• Evaluation and assessment of information literacy should be improved in order to ensure proper mechanism for evaluating and assessing each instructional method being used.
Recommendations

Staff Training

• Every qualified library staff member should participate in information literacy teaching in the public libraries and programmes.

• Staff to provide certain types and levels of training to the public.

• Staff need to be trained in new technologies and training delivery skills.

Training is important not only to enhance staff’s skills in delivering information literacy instruction.
MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS contd.

• Public libraries’ administrators and staff should ensure information literacy training programs reach more people who are in need.

• The public libraries should build partnerships with local organizations to provide free information literacy training opportunities outside.

• Establishment of information literacy training courses at community centers and career centers.

• The public libraries should structure a series of training workshops for the members of public on information literacy skills.
Funding

- The challenge of developing effective information literacy programs for staff and the public requires continually funded support from the government.
Equipment and Other Facilities

• The library should add more OPAC terminals so that users can be able use them effectively without waiting for long.

• The library should acquire computers, both hardware and software to facilitate implementation of information literacy.

• Rooms for undertaking information literacy programmes should be provided.

• Bandwidth should be increased so users are able to access electronic resources effectively and efficiently.
Suggestions for Further Research

• The research has established that there is little research which has been done on this important topic hence a need for more research.

• In today’s modern world, with advent of new technology, information literacy skills programmes bears a burden of responsibility and it even hold the key to a successful information service.
Future Research

In addition, research on information literacy should be carried out in:

i) Other branches of KNLS

ii) Other public libraries e.g. McMillan

iii) School libraries

iv) Special libraries
REFERENCES

• Bruce, C. (1997). Seven faces of information literacy in higher education. accessed on 20 June 2014
• Kingori, G. M., Chege, A. and Kemoni, H. (2014). Re-engineering information literacy programmes in selected Nairobi based public and private universities. IN: Bwalya, K. J. B., Mnjama, and __________. Concept and advances in information and knowledge management.
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