Information Literacy Relationship with the Librarians's Performance in Tabriz

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ABSTRACT

This purpose of this study is to examine the relationship between employee's information literacy and performance of public library's staff in Tabriz (Iran). The research method was descriptive - (Solidarity) and the population were all public librarians of Tabriz having a bachelor's degree or higher degrees which 80 individuals were selected and studied according to Morgan table and simple random sampling. The results showed that the majority of the population consisted of females, having bachelor's degree in library science field. The need for information literacy education was at high-level from the view point of employees, state of employees' information literacy is lower than average, and performance of the staff was above average. There is a direct relationship between needed resources in the library and performance of staff in the library. There is a direct relationship between scientific- professional skills and performance of employees. There is a relationship between information literacy and staff performance.
KEYWORDS: information literacy, staff's performance, public libraries.

1. INTRODUCTION

Nowadays, information is considered a form of power. Information is a process which affects our decisions. Large volume of data produced in different areas has changed the current era into information and has created a phenomenon called "information explosion".

In today's complex environment, individuals are faced with a lot of information and in order to distinguish reliable information from the mass of information they must have some skills (Azad Pilevar, 2008) so that they can make use of data and information through information technology and communication technologies, especially the Internet which is spreading every moment at the world. Obviously, such information should not be considered knowledge on its own and should pass processes of collecting, studying, planning and observation, inquiry and research, thinking, judging, editing, integration, analysis, synthesis and evaluation prior to becoming knowledge. This process requires special education (Nazari, 2005) which is interpreted as information literacy. According to United Nations in 1948, literacy is the ability to read and write a simple letter in any language spoken by the person. In the 1951 UN definition: a literate person is someone who understands what he writes and is able to write the basic facts of his life. Someone who is able to read is only known as semi-literate (Eyni, 2009, pp. 581-584). Today, the concept of literacy is not reading, writing. In today's information society, someone who knows reading and writing and even someone who has a higher education, but does not know how to use the Internet, for example, is not considered literate. This requires fundamental changes in the educational systems of our time.

Ahmadian Rad (1386) considering literacy as a set of multiple functions that are beyond the traditional understandings is used by many of the thinkers and leaders of organizations in the field of education. For example, Institute of Education Sciences of the USA Ministry of Education, displayed essential literacy for the twenty-first century in the following format: (NCREL, 2003)

Financial literacy, technology literacy, visual literacy, information literacy, multicultural literacy, interpersonal literacy, global literacy, education, communication, education, self-directed, and the like

Kjvs (2005) International Institute for Educational Planning considered variety of literacy as education, religious, cultural, political, economic and personal. According to Rachel (2004), multiple Literacy include media literacy, technology literacy, social literacy, functional literacy and functional, health literacy, Internet literacy, critical literacy, information literacy, computer literacy, computing, cultural literacy and network literacy (Russell, 2004).

REVIEW OF THE RELATED LITERATURE

Various definitions of information literacy have been developed but in general it is the ability to retrieve the information, the way of using thinking about information and using it as one of life necessities and interactions

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among people in information societies. Some view information literacy as the ability of users to locate the information needed and determining the most relevant and validity of information, properly using it in solving problems when making decisions. We can define information literacy as the efficient access power to access valuable information knowing how to organize knowledge and information and different ways to search and the ability to effectively identify the information needed for problem solving and decision making (Spring, 2004).,

America Library Association, defined information literacy as the ability to recognize the need for information and the ability to locate, evaluate, and effectively using the needed information.(ACRL,2000). Riyolta quoted in Leung, (2010) argued that information literacy can be considered literacy in 21st century, where access to information in the digital environment is as important as reading and writing in the decades before. Shabani (2011) argued information literacy is a skill, a skill that enables people to identify their information needs, find information associated with it and use it in an effective manner. Weber and Johnson's viewed information literacy as the ability to take appropriate information behavior in order to identify the information needed to meet the information needs So that having access to needed information leads to proper, ethical and effective use in the society. Information literacy refers to the collective knowledge and abilities that one can accurately identify their information needs, and retrieve and evaluate them in relation to their information needs and. (Pilevar, A, 1387)
Ghassemi (2004, p 155) introduced the concept of information literacy, which includes all other traditional forms of education, including literacy, media literacy the ability to critically evaluate and produce media such as television news and advertising), and numerical literacy (the ability to understand and solve the problem in data use and numbers). People who are trained to use the information resources in their work can be called information literate. They use skills and techniques necessary to make extensive use of primary sources of information in order to exploit tools to exploit existing solutions in information resources to learn to solve their problems (Makado, 2008; Eisenberg, Lowe, and Spitzer 2004; Coral 2008, Gross, 2009).

Librarians for some reasons are the most pertinent persons in teaching information literacy. Organization and dissemination of information is one of the main and professional activities of librarians and during history, they have received useful experiences of information sources, evaluating sources, organizing and disseminating information about the users, their needs and behaviors. This experience is now available to public school librarians. Thus, they know the changes happened in the information environment and what users need. Based on experience and research, they found out that the kind of training each individual needs and what are the best methods and tools for teaching various subjects (Parirokh, 2007). Literature of the 1990s showed that librarians all over the world have tried a lot to be active in moving towards the concept of information literacy for their career. They are also trying to make this sense at the top of their professional activities and tend more to extend this concept to the public library. Through using a variety of tools and technologies effectively and usefully, they try to make training programs of library use and its resources practical with subject knowledge and expertise of clients. Since the mid-1980s, academic librarians using the tools of information technology, provided consumer education programs as "information literacy" instead of "library literacy".

In discussing the relationship between information literacy and library and information professionals and librarians, scholars have offered different theoretical perspectives. Murdoch said: "The view that information literacy is seen as a tool that enables library users identify their information needs and find their information, assess, and manage them, leads skills associated with information literacy to be included in librarians working area and they face serious challenges.

Demands of library users, particularly in the academic world have changed. Tirado and Munoz (2011) argued that "Library and Information Science students as individuals whom in the future are responsible for developing information literacy, information literacy E-courses" In order to be effective in developing E- information literacy. Today, the role libraries as one of the infrastructures in information society and a system of self-education is much more highlighted and having access to an active and effective information society would not be possible without the libraries.

Therefore librarian in various countries as a group which have a highly risk responsibility in the development of information literacy paid special attention to independent learning opportunities (Edge and Edge, 2000).

Association of College and Research Libraries (A. C. R. L.) (2000), too, approved and published standards, performance indicators, and outputs to measure the rate of information literacy capabilities of information literacy. The series consists of five standards each of which has a number of performance indicators and the outcome.

1: identifying information needs
 2: having access to the information required
3: Criteria for Review and Evaluation of Resources
4: optimum use of resources

5: basics in legal and ethical use of information

Sanders (2009) in a research entitled "The future of information literacy in academic libraries: a Delphi study", discussed the importance of information literacy in academic libraries. In this article, he discussed 13 information literacy skills in order to assess the information literacy goals coming in the next one year. He came to the conclusion that g iven the importance of information literacy and the role of librarians in the future, a number of university librarians prevent achieving and facing the advances in technology and effective changes.

• The results of Rachel (2008) also showed that academic librarians in information literacy instruction have subdued presence and little collaboration between faculty and librarians on designing and providing information literacy courses. He also believed in case of proper resources; librarians are ready and willing to accept responsibilities to have such courses.

• Perot Fell (2007) in an article entitled "Information Literacy, using data with quality," stated that with the development of information literacy in the community we can provide conditions in which people freely and without reliance and dependency on oral and invalid information sources try to achieve proper and information with quality and provide policies for comprehensive development.

Allen and Gerfeshtayn (2008) in their article predicted 2012 Academic libraries:

2012 Academic libraries will be known with skills in collecting and preparing the information and providing training in research techniques and use of information and physical location will not be considered as the place where people visit there. In other words, by 2012 the university library is known by function and not its location! However, now in 2012 we have achieved most of their predictions.

Joint and Wallis (2005) in a research in UK, titled "Information Literacy and the role of National Library and Information Associations," stressed that National associations and professional with future policy should encourage units to support professional positions and proper management and use of information literacy activities.

Zok (2005), in a study investigated the knowledge and understanding of school librarians 'information literacy competencies of American Library Association and "information literacy standards," Association of College and Research Libraries'

The studies have been conducted nationally with a sample of 300 libraries responsible for information literacy education. Results showed that 83% of librarians were aware of information literacy standards. How to obtain information with respect to other information literacy skills (96%) in the first priority and second priority information and resources assessment by 85% , determining the information required by 81% in the third priority, approving information resources by 80% in the forth priority and finally using information for specific purposes by 71% is at fifth priority.

Esmaeili (2011) in his article titled investigating Information Literacy librarians in public libraries in Qom, affiliated to Iranian Public Libraries Associations concluded that the librarians' familiarity with introductory computer courses is average and librarians have required a lot of training in this field. Generally lack of skills in using computers, lack of sufficient proficiency in English and a lack of familiarity with search tools were the main barriers to information resources.

Behrozi (2011) in his article titled Evaluation of cultural organization of Tehran Municipality librarians' found out that this organization's public librarians information literacy is not high.

Rezvan (2009) in his article titled an investigation of the assessment of public librarians' information literacy in Khuzestan (Iran) concluded that librarians' skills in understanding their information needs at appropriate level, information search strategies in print as at medium level of, E-searching strategies is low, designing and selection of the most appropriate and most effective way to achieve a desirable information at inappropriate level, combining new information with prior knowledge and generate new knowledge is in a good level. He also found that public librarians' information literacy in Khozestan province is not at a good level.

Angori Taghavi (2008) in his Master's thesis entitled "Assessment of Information Literacy of librarians in public libraries in Tehran affiliated to Public Libraries Organizations "found out that public librarians' information literacy is not high; and concluded that information literacy of librarians is at average level and is not desirable.

METHODOLOGY

In the present study data collection method was (Solidarity) and data collection means was researcher's questionnaire containing 53 questions designed and distributed online and for those who for whatever reason could not make it through the questionnaires, they were given a questionnaire prepared and printed. Cronbach's alpha

coefficient was calculated 8 for the entire questionnaire, which indicates the reliability of the questionnaire is appropriate and desirable.

RESULTS

In the present study, among 80 staff members surveyed 25 (3/31%) male employees and 55 patients (8/68%) women as well.

54 (5/67%) of employees have bachelor's degree, and 26 patients (5/32%) also have master's degree.

The mean score of employees' need of information literacy education from the perspective of employees was 26/20 with a standard deviation of 27/3 and the slope coefficient of 82/0-. So that the minimum amount of information literacy training needs of employees in terms of employees was 9 and the maximum 25. In fact the need for information literacy education in terms of employees is very high and 81%.

Table 1: The distribution of information literacy education needs from employees' view point

Variable	P	R	Max	Min	Skew	SD	Mean	N
information literacy education needs	%81	16	25	9	-0/82	3/27	20/26	80

Table 2: Correlation matrix of information literacy practice dimensions of employees Performance

	librarian's information literacy in libraries	The scientific – professional skills of library employees	Skills and abilities of employees in analysis of data searched	The familiarity of employees regarding computer and Internet	The familiarity of employees regarding available resources of the library	The familiarity of employees regarding Ways of accessing information and search tools
	0/37	0/25	0/25	0/16	0/25	0/27
Sig	0/001	0/02	0/02	0/14	0/02	0/01
N	80	80	80	80	80	80

According to the Pearson correlation test performed and Table 2, there is a weak direct relationship in the significance level for testing and performance aspects of information literacy, employees' familiarity with searching tools P = 0.01 and r = 0.27, the skills and abilities of staff of searched data analysis P = 0.02 and r = 0.25, scientific – professional skills of library staff P = 0.02 and r = 0.25 and P = 0.001, and information literacy among library staff = 0.37 and the level of staff's familiarity of computers and Internet in libraries of P = 0.14 and r = 0.16 was not found in any relationship.

The main research question: what is the contribution of each component of employees' information literacy in predicting performance?

In order to explain the role of each employee component of employees' information literacy, in predicting their performance the multiple regression method was used finally according to the data in Table (3) we can observe that respectively components of familiarity with the methods and information search tools in the first place and scientific- professional skills of library staff in the second step remained in the regression coefficients of multiple correlation with performance of employees 38 , the coefficient correlation = 0/14 and the coefficient of net determination equaled 12/0 . This means total amount of familiarity with the ways and means of accessing to information search and scientific- professional skills of library staff explains 12% of the performances and 88% of variance of performance of staffs' can be explained in by the variables discluded regarding the subject of this study.

Table (3): multiple correlation coefficient for predicting employee's performance

Model	error criterion	R Square	R
1	3/42	0/14	0/38

Also, the regression explained according to Table (4) by the ANOVA was linear because the F-test to determine the significance of variables in predicting employees' performance against was 52/6 with a significance level of p=52/6which lower than 0/05 this means the relationship between variables is one-sided.

Table 4: Analysis of variance for the significance of regression test

Model	P	F	Mean Square	DF	Total Square
Regression	0/002	6/52	76/7	2	153/4
Residuals			11/76	77	905/77
Total				79	1059/18

It is considered constant amount equals 94/38, the familiarity with the ways of accessing information and search tools with Beta of 09/0and scientific- professional skills –of library staff with Beta of 11/0 which account for explaining the significant contribution of employees' performance.

Finally, standardizing values of explanatory variables, we see that the familiarity of the employees with ways of acquiring information and search tools with Beta 285/0 = and scientific – professional skills of library staff at beta= 265/0 plays an important role in predicting performance of employees.

Table (5) the coefficients of the remaining variables in the stepwise regression method

Sig.	t				Independent variables in the equivalent form
		Beta	Std.Error	B	
0/000	15/64		2/48	38/94	Constant Amount Familiarity with
0/008	2/7	0/285	0/03	0/09	the ways to access information and search tools
0/01	2/51	0/265	0/04	0/11	The scientific – professional skills of library staff

+ (Proficiency in search of ways to achieve staff's performance=285/0; linear equation
The scientific- professional skills of library staff =265/0

Conclusions

In the present study, in order to explain the contribution of each of the information literacy components of staff's performance prediction in public libraries, which is the main research question using stepwise multiple regression method, the first component was familiarity with techniques of accessing information and searching tools and the second step of was scientific Professional skills of employees in the library remained at regression form. The total amount of familiarity with the ways and means of accessing to information and searching tools and scientific- professional skills of library staff have a significant role in explaining employees' performance. Their performance was explained with12% and 88% of the variance of performance of the employees can be explained by the variables which are excluded from the subject of this study.

Also, the regression explained according the ANOVA was linear so the direction of equations is one-sided.

Finally, standardizing values of explanatory variables, the two components of information literacy of employees, familiarity with the ways and means of accessing to information and searching tools and scientific– professional skills of library staff play an in important role in prediction of employees' performance.

Based on the employee's performance linear equation can be as:

+ (Familiarity with ways of achieving searching tools) × 285/0 = employees' performance

(The scientific– professional skills of library staff) × 265/0

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