An investigation into library staff attitudes, knowledge and skills relating to information literacy in NZ public libraries.

by

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Abstract

The National Library of New Zealand defines information literacy as "locating, evaluating, managing and using information effectively from a range of sources for problem solving, decision making and research". The attitudes and the attributes of staff involved in all aspects of information literacy will have implications for both formal information literacy initiatives and one-on-one instruction undertaken in public libraries. This study investigated the attitudes, knowledge and skills that reference staff in New Zealand public libraries hold in relation to information literacy. The study employed a mixed methods approach using a self-completion questionnaire and in-depth interviews. This study shows that overall library staff have a high level of knowledge and awareness of what information literacy is. The importance of people being information literate is recognised and the public library's role in this acknowledged. Skill levels varied across the skill areas related to information literacy and between library staff. Library assistants have lower levels of skills than the overall sample whilst holders of library qualifications reported higher skill levels. The results have implications for professional development of staff in the area of information literacy.

Keywords: information literacy, skills, attitudes, knowledge, public libraries

Introduction

The National Library of New Zealand defines information literacy as "locating, evaluating, managing and using information effectively from a range of sources for problem solving, decision making and research". Public libraries play an important role in the development of information literacy skills of library users. The attitudes and the attributes of staff involved in all aspects of information literacy will have implications for both formal information literacy initiatives and one-on-one instruction undertaken in public libraries. The current picture of what knowledge, attitudes and skills relevant to information literacy public library staff in New Zealand hold is unclear. This study sought to address this by investigating the attitudes, knowledge and skills that reference staff in New Zealand public libraries hold in relation to information literacy. The project employed a mixed methods approach using a self-completion questionnaire and in-depth interviews.

Problem statement

LIANZA believes that 'information literacy' is a key enabler for New Zealand society as a whole. Information literacy provides the foundation for and underpins:

- effective participation in democracy
- achievement in all areas and levels of formal education and life long learning
- the development of an innovative, knowledge-base economy and the production of new knowledge
- social and cultural inclusion
- community and individual empowerment

- individual capability to manage the challenges of information complexity and information overload (LIANZA 2005).

Public libraries have a central role to play in the development of an information literate society. In order to realise this function the changing nature of librarians' roles and responsibilities requires an adjustment and evolvement of skills and attitudes to reflect and meet the challenges of these changes. Professional development that improves staff awareness, understanding and attitudes about information literacy is essential for staff involved in information literacy. Improved skills and knowledge relating to information literacy are also important to meet the challenge of implementing information literacy education in public libraries.

Information literacy education is usually thought of in the form of structured, planned instruction programs. However, aspects of information literacy can also be taught in those 'teachable moments' found during the reference process. All staff that work on a reference desk, or answer reference enquiries via other modes such as telephone, email or online, are therefore in a position to be educating library patrons in information literacy.

The attitudes and the attributes of staff involved in all aspects of information literacy will have implications for both formal information literacy initiatives and one-on-one instruction undertaken.

Research studies undertaken to date on issues relating to information literacy have predominantly focused on information users' skills and/or attributes, information literacy programmes' outcomes and effectiveness, information literacy curricula, and instruction methods and techniques. The focus has been on the education sector as a whole and the tertiary library sector, with relatively little research specific to New Zealand, public libraries, or the attitudes or competencies held by staff. Although there has been a call for increased professional development and a growth in awareness around information literacy (eg. LIANZA Taskforce on Information Literacy 1999, Moore 2000, Slyfield 2000, Koning 2001) research to date does not provide a clear picture of what knowledge, attitudes or skills related to information literacy are held by public librarians in New Zealand, or elsewhere.

If public libraries in New Zealand are to play an active role in delivering first-rate information literacy education it is imperative that the staff involved possess the necessary attributes. An understanding of what these attributes currently are, and how they are being developed, is requisite knowledge for those involved in effectively planning, designing, funding and implementing information literacy education in public libraries.

This study investigated the attitudes, knowledge and skills that reference staff in New Zealand public libraries currently hold in relation to information literacy. The study also sought to inform the professional development of staff in relation to information literacy

education. A questionnaire was used to examine these attributes of staff while additional insights were gained from the interviews of a small sub-sample of respondents.

Review of the literature

Introduction

The need for all sectors of society to be information literate is being addressed internationally by governments, workplaces, educators and librarians through information literacy initiatives, policy and research. These efforts are demonstrated by the *Prague Declaration*, a set of information literacy principles that were formulated at an international forum on information literacy held in Prague in 2003, with representatives from 23 countries (Information Literacy Meeting of Experts 2003).

Information literacy is defined by the American Library Association (ALA) as "a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. The National Library of New Zealand defines it as "locating, evaluating, managing and using information effectively from a range of sources for problem solving, decision making and research". There are, however, a number of definitions in current use and information literacy appears to mean different things to different people. In New Zealand's public library systems there is no single definition of information literacy in use (Koning 2001).

This review uses the terms user education, user instruction and information literacy interchangeably. This reflects the varying definitions and terminology found in the literature.

Scope

Both the concept of information literacy and the body of literature that accompanies it are still in relatively early stages. The 1990's and early 21st century have seen information literacy move up the agenda of those working in libraries and education, as well as with policy makers situated within the government sector. In this period information literacy initiatives have increased, the research agenda has expanded and articles about information literacy have become common place in library and information studies (LIS) journals, particularly since the late 1990's. Literature specific to New Zealand, public libraries or library staff attitudes and attributes is, however, limited. This sparseness of directly relevant literature leads to the investigative nature of this study.

Information literacy research, thus far, can mostly be placed into the broad themes of information users' skills and/or attributes, information literacy programmes' outcomes and effectiveness, information literacy curricula, and instruction methods and techniques.

Much of this literature is not directly relevant to the topic being explored and so has not being included despite involving some of the most influential research in information literacy, for example, the work of Carol Kuhlthau. In order to include literature relevant to attitudes or attributes of librarians the literature reviewed does not look exclusively at

information literacy. Research on bibliographic and library skills instruction, information literacy in the school and tertiary sector, and the (changing) roles of librarians have been included to achieve this aim.

Due to this wide scope the literature selected is representative, rather than exhaustive of that available.

Sector based research

Much of the information literacy research and literature is situated in the education sector (e.g. Slyfield 2000, Peacock 2001) and disciplinary influences in information literacy research appear to be mostly from the education field.

In education, teachers, faculty and librarians are working towards an integration of information literacy instruction with curricula. Instruction is increasingly being delivered within a subject based context. Implications of this trend are not clear for public libraries. Other themes that emerge from this body of literature are relevant to the public library sector. These themes include role changes, librarians' self image and attitudes, teaching skills, professional development and partnerships.

Although useful insights can be gained from the research emerging from the academic and school arena, research findings are often not easily transferable to public libraries. Research conducted within public libraries is needed in order to inform practice of those working in the public library sector.

Public policy

Public libraries have a central role to play in the development of an information literate society. This view is expressed in an opinion piece by McClelland (2003) in the United Kingdom context. This central role can be located in public policy, which in turn influences information literacy initiatives.

The National Library of New Zealand's 1998 strategic plan has an outcome where "New Zealanders, including school students and teachers, are information literate". This outcome is also reflected in the New Zealand Government's Digital Strategy (2005). To a degree, such policy will formalise the roles public libraries play in providing community access, in the broadest sense, to information. An example from New Zealand is the AnyQuestions.co.nz collaborative pilot project between libraries, the government and those in the information and education sectors where public libraries provide on-line homework help for school students (AnyQuestions.co.nz 2005). Government policy also contributes towards increased information sources, for example, online official information. This in turn contributes to an increased need and requirement for information literacy education.

In the UK, lifelong learning has resurfaced as central to Government education policy. This is reflected in the 2003 government report 'Framework for the future: libraries, learning and information in the next decade'. This shift in focus is somewhat moving learning away from traditional education providers to other learning providers, such as public libraries (Godfrey 1999). Godfrey undertook a qualitative case study of three

library systems in the UK that sought to find out to what extent public libraries play a role in people's educational experiences. The study's focus was the opinions and perceptions of those involved with "library learning". The study predominately focused on library users, but to complement this data, semi-structured interviews were carried out with staff of different levels within the library systems. These interviews, however, did not result in any of the significant conclusions of the study and did not lend much insight into the attitudes and perceptions of librarians engaged in information literacy education.

Information literacy in New Zealand public libraries

Information literacy initiatives in public libraries predominantly focus on the primary and secondary school sector as well as some targeted patron groups such as senior citizens. Relatively little research is available in the literature on information literacy in public libraries.

One notable study was undertaken in New Zealand in 2001 for the purpose of assessing the nature and extent of information literacy practices in public libraries in New Zealand. The survey was completed by 57 public library systems and found that awareness around information literacy issues was high but considerable improvement is needed in information literacy planning and practices. The libraries identified a number of factors considered important to help them progress information literacy education. These included improvements in staff awareness, attitudes, and skills (Koning 2001).

Standards for New Zealand public libraries, 2004 includes a section on lifelong learning. Responsibilities of the library manager outlined in this section include ensuring that staff are information literate, ensuring staff are aware of learning styles and develop training expertise, and preparing bibliographies, access guides and user aids. One of the performance indicators for life long learning is the "percentage of staff with core competencies in the use of reference collections and electronic resources, in the use of PCs and popular software, in information literacy, and in teaching skills" (Library & Information Association of New Zealand Aotearoa 2004, 47).

Changing roles

Roles are changing for librarians in all sectors, as well as for teachers. Information literacy education is part of this change and requires both new skills and attitudes. However, the changing roles of librarians are still evolving and being defined and can be met with some resistance as well as confusion and anxiety (Julien 1998).

Additionally, many public librarians believe that libraries in the education sector play a more critical role in developing information literacy than public libraries do (LIANZA Information Literacy Taskforce 1999).

Partnerships

"Understanding of the philosophy of user education and its purpose is being broadened and promoted, moving from an internal library focus to more collaborative approaches focused on learner needs" (Stone 2000). The literature identifies the need for partnerships

to take place between information literacy educators and other stakeholders (e.g. Stone 2000, Moore 2000, Koning 2001, Sutherland 2003).

Collaboration is occurring between teachers and librarians in schools and between faculty and librarians in tertiary institutions. There are also partnerships between public librarians and schools. The 2001 survey undertaken of the 74 public library systems in New Zealand (responses were received from 57 libraries, a response rate of 77%) found that 56% of libraries had formed partnerships with schools, 30% with training establishments and 26% with community organisations (Koning 2001). Some public librarians have identified a need for a greater understanding of information literacy initiatives taking place within the education sector in order for public libraries to support these (LIANZA Information Literacy Taskforce 1999). The collaboration between librarians and teachers has been shown to be beneficial to the implementation of teaching information literacy in New Zealand schools (Moore 2000).

The perceptions held of such partnerships were explored in a study that surveyed attitudes of both librarians and faculty towards their relationship with one another. The librarians felt that their professional expertise in the field of library and information studies was both under-appreciated and misunderstood by faculty (Feldman and Sciammarella 2000). Another study exploring perceptions of public librarians and school librarians and teachers towards each other produced a number of insights into attitudes, the issues perceived and the nature of cooperation. The study reported an increase in interaction between professionals in the two sectors (Bundy 2002).

Professional development

Professional development has been identified as a priority for those involved in information literacy education (e.g. Bruce 2000, Moore 2000, Slyfield 2000, Meulemans and Brown 2001, Koning 2001). A suggested priority of professional development is aimed at "developing a higher level of understanding within the profession of what information literacy is and why it is important" (LIANZA Information Literacy Taskforce 1999). The Taskforce identified challenges to information literacy program implementation that include the skills base of staff.

In 2001 one third of public libraries in New Zealand reported that staff had received training specifically related to developing information literacy. This training was more commonplace in the larger library systems (Koning 2001). Librarians that receive specific information literacy training have reported finding it very useful (Julien 1998).

Sutherland's (2003) paper on developments in public libraries in New Zealand, as they relate to learning and education, includes a discussion of a professional development program conducted at Christchurch City Libraries. The aim of the program was to encourage the participants to reflect on their changing profession, external influences and trends and to assess themselves against the competencies needed by information professionals today.

Competencies

Increasingly, information professionals are required to have information literacy instruction experience and/or skills as a core competency of their position (Newton and Dixon 1999, Meulemans and Brown 2001, Lynch and Smith 2001, Clyde 2002). A longitudinal study that involved content analysis of tertiary library sector job advertisements between 1973 and 1998 found that by 1998 all library jobs consistently included computer technologies, behavioural skills, particularly communication skills, and instruction as a core part of reference work (Lynch and Smith 2001). The literature does not appear to contain any research that has been undertaken specifically on the information literacy skills held by librarians. The degree to which librarians are information literate themselves is therefore not clear.

A later study analysed advertisements posted to an international listserv for a period of three months. This research found that more than half of the positions advertised required these skills. A broad range of data was collected, in regards to its international focus, and covers jobs from entry level to director positions (Clyde 2002). Content analysis methodology used in these studies is not commonly found in the LIS literature. This method of inquiry allows insight into the competencies required of librarians by employers. However, in many libraries in New Zealand, position descriptions do not accurately reflect the core competencies required in today's library (Stone 2000), so these findings must be considered in this context.

Librarians who do not have the appropriate skills or training are not in a position to confidently and competently take on an enhanced educational role in the form of information literacy instruction. A South African study examined the preparedness of children's librarians to move into information literacy instruction, whilst also examining their willingness to undertake such a role (Hart 2000). The gaps revealed in training, skills and facilities primarily showed that they were under-qualified and under-trained to perform these new roles. Whilst the findings of this study might be generalisable within the South African context, due to vast differences in culture, background and context the results remain an interesting case study when viewed from a New Zealand perspective. Such a study may prove fruitful replicated in a local environment.

Librarians as teachers

There is an implicit need for anyone providing instruction, including information literacy instruction, to possess some level of teaching skills. Although the literature discusses the need for teaching skills and methods and techniques of delivering information literacy instruction there is little mention of what teaching skills those involved with teaching information literacy, whether informally or through a formal program, actually possess. For most specialist professions training in essential knowledge and skills occurs pre-practice. However, for librarians, expertise in education does not come as an inherent product of either academic pursuit or librarianship education (Bundy 2004). It appears that the majority of librarians are self-taught and teach other librarians to teach (Kilcullen 1998).

In 1998 a study was conducted in New Zealand to establish what teachers' needs were to enable them to teach information literacy (Moore 2000). It was found that while teachers valued information skills they had little knowledge related to teaching these skills. Further, the study found that implementation of teaching information literacy in schools is difficult without appropriate professional development. Due to the small sample (40 primary teachers, in four schools) these findings can be taken as indicative only. The study serves to highlight that valuing information literacy skills and being required to teach these skills as part of a professional role does not necessarily imply the ability to do so.

Professional development is also being provided by National Library Advisers to New Zealand teachers and this has been identified as a priority action to progress information literacy goals (Slyfield 2000).

In addition, for teachers to teach information literacy skills they themselves need to be information literate to an appropriate level (Moore 2000). The same could be said for librarians. Stone (2000) points out that although it is "desirable that graduating librarians would be information literate, as well as having a clear understanding of the concept and how it fits with the work of the profession... this is by no means always the case". Library schools, both in New Zealand and overseas, now include training on user education and information literacy so graduates are in a better position to provide this instruction than graduates of the past. There are many professional development opportunities available to librarians, including those concerned with information literacy.

Access to professional development in information literacy, how these opportunities are utilised and the skills and knowledge gained from them will have a bearing on future information literacy initiatives undertaken in public libraries.

Attitudes and perceptions

There have been relatively few studies on attitudes towards and perceptions of information literacy. These studies are often concerned with information users and academic faculty perceptions (e.g. Leckie 1999, Cannon 1994, Yang 2000, Morrison 1997). Fewer occurrences can be found in the literature about the attitudes and perceptions of those who teach information literacy. An examination of the methodologies employed in these studies may be useful for similar research undertaken of librarians teaching information literacy, or other stakeholders in the public library sector. Questionnaires have most commonly been utilised with semi-structured interviews, case studies and focus groups also employed.

For public libraries to play a role in developing an information literate society, it is necessary for librarians in this sector to have an understanding of and support the philosophy of information literacy as well as what is required to achieve this goal.

The LIANZA Information Literacy Taskforce (1999) has identified that the term 'information literacy' is interpreted by information professionals in a number of ways; as well as diverse views existing as to information literacy's purpose:

> These perceptions range from a view of information literacy solely as the ability to retrieve information (usually via electronic means) to a view of information literacy as a very broad concept that incorporates finding, understanding, evaluating and applying information critically. There seems to be a marked difference between the complex understandings of information literacy by librarians who are involved in user/reader education and those who do not work directly with groups of library users.

The Taskforce found that fewer public librarians perceived information literacy in a broad, societal context than those in other sectors. Additionally, many public librarians' definitions of information literacy emphasised only information technology skills.

The primary teachers surveyed in Moore's (2000) study had varying understandings of information literacy which included research, library and IT skills to differing degrees. Perceptions of what information literacy constitutes and the weight given to the components of research, library and IT skills are likely to influence the content, method and assessment of information literacy initiatives.

The National Library surveyed the views of National Library Advisers and Centre Managers, who possess extensive knowledge of information literacy in schools. One result of this study was that a majority of respondents believe one definition of information literacy should be used and promoted and that there have been changes in

teachers' awareness of information literacy in the two years preceding the study (Slyfield 2000).

Librarians in the tertiary sector have been surveyed about their perceptions and attitudes towards information literacy. An early North American study that surveyed academic librarians in 1987 sought to determine the educational preparedness and attitudes of librarians who taught bibliographic instruction. Participants reported lack of time and resources and a significant amount of frustration as a result. A positive finding was librarians "felt that the teaching aspects of their jobs afforded them unique opportunities to work more closely with library users and to become more effective in their reference and collection development duties because they were more aware of weaknesses from the users' perspective" (Patterson 1990).

Julien (1998) examines the user education objectives and practices of librarians in New Zealand tertiary libraries. Julien makes comparisons with a Canadian study on which the survey instrument was based. This study explores librarians' attitudes about the relationship between user education and information literacy. Specifically, she asks about their understanding of the term 'information literacy' and where they believe responsibility for information literacy in their institution lies. The study examines the relationship between user education objectives and the librarians' attitudes towards information literacy. Results suggested minimal commitment to user education activities (in both countries) and while the majority of respondents believe that "librarians have full responsibility for teaching people how to locate information efficiently and effectively

from many sources" the responses to questions regarding librarians' responsibilities were inconsistent. Julien concludes that:

> it is likely that most librarians will need to examine closely their own opinions about what students need to be taught, how librarians can contribute effectively to that teaching, and whether librarians have the ability to do so.

Academic librarians in the United States are reported to be aware of learning style theory but are often unsure of its validity or correct application within the library instructional setting (Dalrymple 2002). Dalrymple's study that explored perceptions and practices of how librarians learn, assimilate and utilise learning style theory adds another component to, and complements, earlier studies of information literacy instructors. However, due to cultural and sector differences, it is unclear how findings from this study could inform the research in New Zealand's public library sector.

An ongoing theme from the earliest studies of attitudes through to the latest is the belief that librarians engaged in all types of user instruction, including information literacy, have not received enough training through formal library education, on-the-job training or professional development. Today's information environment is constantly changing and increasingly dynamic, meaning the support and training required by librarians is also constantly changing, requiring continuous attention to continuing education and professional development.

Gaps in the literature

Several areas for future research are indicated in the literature: barriers to implementation of information literacy programs (Bruce 2000); perceptions and understanding of information literacy, clarification of roles and responsibilities of librarians and other stakeholders, acknowledgment of the changing role of librarians, and creation of partnerships with other stakeholders (LIANZA Taskforce on Information Literacy 1999).

A study such as Moore's (2000) examination of teachers' knowledge and perceptions of information literacy could be usefully replicated in the public library sector in order to discover what perceptions are held by public librarians. It would also be useful to know what skills those teaching information literacy in public libraries possess and whether these enable them to provide instruction confidently and effectively. Such research could add to the relatively small amount currently undertaken on the attitudes and attributes of those involved in information literacy.

Through the exploration of the attitudes, knowledge and skills related to information literacy currently held by staff working in New Zealand public libraries this study addressed some of these areas; particularly, barriers to implementation, knowledge and attitudes towards information literacy, and attitudes and perceptions of librarians' roles and responsibilities.

Objectives

This study had a number of objectives designed to determine the knowledge, attitudes and skills held by library staff. Research questions were formulated to meet these project objectives.

Project objectives

The primary objectives of the project were:

(1) To find out the nature, extent and level of knowledge relating to information literacy held by staff in New Zealand public libraries.

(2) To find out the attitudes of staff in New Zealand's public libraries towards information literacy and its teaching.

(3) To find out the level and extent of skills relevant to information literacy held by staff in New Zealand public libraries.

(4) To inform the professional development of staff in relation to information literacy.

Research questions

The primary research questions of the project were:

(1) What are staff understandings of information literacy?

(2) What are staff attitudes towards information literacy?

(3) What skills do staff have that are relevant to information literacy instruction?

(4) What training or other professional development needs are being met in relation to information literacy?

(5) What are the qualifications gained, years worked and positions held by staff and is there a relationship between these and the other research questions?

Anticipated project outcomes

It was anticipated that this study would produce a number of outcomes related to the objectives and research questions of the study.

The primary anticipated project outcomes were:

(1) The provision of information about the attitudes, knowledge and skills relating to information literacy in New Zealand public libraries.

(2) Identification of barriers to the successful implementation of information literacy education in New Zealand public libraries.

(3) Recommendations formulated to assist public libraries in overcoming the barriers identified in (2).

(4) Raised awareness of information literacy among library staff.

(5) The knowledge gained from this study will assist in the planning, training, funding and delivery of information literacy initiatives in New Zealand public libraries.

Target audience

The study results are primarily relevant to those directly involved in the provision of information literacy in public libraries and their managers. The broader audience also includes policy makers and librarians from other sectors and countries.

(1) There are two primary audiences for this project within the New Zealand public library sector:

a) Heads of public library systems, managers and team leaders.

All levels of management within public libraries will benefit from this project:

- by having a greater understanding of what skills, abilities, knowledge and views are held by the staff that they manage;
- through the identification of training needs;
- by providing useful information for policy, planning and funding activities.

b) Dedicated information literacy instruction staff.

The information provided from this project will assist in the planning, design, staff training, delivery and evaluation of information literacy programs undertaken.

(2) Policy makers both within and outside the library and information sector in New Zealand (e.g. Library and Information Association of New Zealand Aotearoa (LIANZA), local and state government).

(3) Additionally, part of the study results may be of relevance and interest to librarians working in information literacy in other sectors and to public librarians working outside New Zealand.

Scope

This study investigated the aspects of knowledge, attitudes and skills as they related to information literacy. Libraries included in the study sample were all public library systems in New Zealand. The library staff surveyed included all permanent, qualified and non-qualified staff that work on a reference desk.

Definition of terms

Staff – This term refers to permanent staff who work on a public reference desk. This includes staff who answer reference enquiries in a library that may not have a separate reference desk. This is irrespective of whether staff have a formal library qualification or not, position held, how many hours are spent working at the desk, or whether information literacy instruction is formally included in their position description.

Information literacy - The National Library of New Zealand definition of information literacy is used: "locating, evaluating, managing and using information effectively from a range of sources for problem solving, decision making and research". Information literacy refers to both formal instruction programs and informal one-on-one instruction that can occur as part of the reference process.

Knowledge - the range of one's information or understanding (Merriam-Webster Online Dictionary).

Skill - a learned power of doing something competently**:** a developed aptitude or ability (Merriam-Webster Online Dictionary).

Attitude - a mental position with regard to a fact or state; a feeling or emotion toward a fact or state (Merriam-Webster Online Dictionary).

Methodology

This survey of New Zealand public library staff used a mixed methods approach. Quantitative and qualitative methods were used with a self-completion questionnaire and in-depth interviews. A sample was drawn from within each of the three levels of public libraries in New Zealand. A total of 213 questionnaires were sent to 16 of the 69 New Zealand public library systems. 109 questionnaires were returned for analysis with Microsoft Excel and Toolbox. Five qualitative interviews were undertaken. Interviewees from the Level 1 library system included in the sample were invited to participate in an interview by the researcher.

Mixed methods

Mixed methods research employs data collection and data analysis associated with both qualitative and quantitative research methods within the single study. Quantitative and qualitative methods have both advantages and disadvantages. Using mixed methods therefore enables increased advantages and the ability to address, or compensate for, the disadvantages of one method with the advantages of another, enabling researchers to have greater faith in their findings. Mixed methods have been chosen for this study for its ability to help explain and interpret findings through utilising a combination of multiple data sources. A strength of qualitative data is that it is rich in detail, therefore, it is expected that the qualitative data will flesh out the findings from the quantitative data. A quantitative method, such as a survey, can provide limited information about causation between variables (Curral and Towler 2003, 516). Mixed methods can address this disadvantage somewhat through the employment of a qualitative method, such as in-depth interviews, with their ability to address the 'why?', or the causation between variables. It has been claimed that mixed methods are superior to a single methodological

approach in three areas: mixed methods can answer research questions that the other methodologies cannot; mixed methods research provides better/stronger inferences; and mixed methods provide the opportunity for presenting a greater diversity of divergent views (Teddlie and Tashakkori 2003, 14-15).

The data was collected using a sequential explanatory strategy with the quantitative data collected and then analysed, followed by qualitative data collection and analysis. The data collected using the two methods was integrated during the final interpretation and reporting phase of the study.

Instruments

Questionnaire

The first, quantitative part of the study used a survey instrument (Appendix D). Data collection was through a 27 item self-completion questionnaire. Questionnaire items were designed to elicit quantifiable responses from participants, plus the inclusion of two open-ended items that would provide qualitative data. It was expected that the questionnaire would take approximately 10-15 minutes to complete. Questionnaires were anonymous and were coded to indicate if the respondent was from a Level 1, 2 or 3 library system.

The questionnaire was designed to measure staff knowledge, skills, and attitudes relating to information literacy (see Table 1).

Table 1: Questionnaire items' relationship to project objectives

Project objectives	Questionnaire item/s
(1) To find out the nature, extent and level of knowledge relating to information literacy held by staff in New Zealand public libraries.	1,2,3,5-10
(2) To find out the attitudes of staff in New Zealand's public libraries towards information literacy and its teaching.	11,15
(3) To find out the level and extent of skills relevant to information literacy held by staff in New Zealand public libraries.	12-14

The remainder of the questionnaire items (4, 16-25) collected demographic data on respondents.

The questionnaire consisted of three kinds of items: those requiring respondents to answer with the use of a Likert scale to indicate their level of agreement or disagreement with a statement, some items consisting of closed questions requiring the respondent to choose one or more answers to a question or statement (e.g. yes/no or multi choice answers), and two open-ended questions where respondents were asked to write an answer to a question in their own words.

Questionnaire items 1-10 focus on the respondents' awareness and knowledge of information literacy, both generally, and specifically in relation to their job and workplace. These consisted of nine closed questions and one open-ended question. Questionnaire item 11 is an open-ended attitudinal question. Questionnaire items 12-14 focus on respondents' skills. Sixteen skill areas relevant to information literacy were identified through the professional literature. In question 12 respondents were asked to rate their own skill level in these 16 skill areas using a 5-point Likert scale. Question 13 asked respondents to indicate how (or if) they have gained skills in the 16 skill areas through a list of eight possible options. Question 14 asked respondents to indicate which (if any) work duties they are involved in providing in their current position. A list of 11 activities related to the previous skill areas was provided. Questionnaire item 15 focuses on attitudes toward information literacy. The question consists of 22 statements that respondents were asked to indicate their level of agreement or disagreement on a 5-point Likert scale. Questionnaire items 16-27 are closed questions designed to collect demographic data about the respondents' current position, workplace, length of career, academic qualifications, gender and age.

Interviews

The second, qualitative part of the study consisted of in-depth interviews. A total of five people holding non-supervisory positions were interviewed. Interview participants were Auckland-based librarians identified through the researcher's personal and professional networks. The interview questions focused primarily on staff attitudes towards information literacy, as well as exploring aspects of knowledge and skills related to information literacy.

It was intended to record the interviews using a tape recorder. Due to technical difficulties on the day, the interviews were not recorded and the researcher took notes during the interview. Interviews took approximately 20 -30 minutes each to complete.

The questionnaire and interview guide were approved by the SIM Victoria University of Wellington Human Ethics Committee.

Pilot study

A pilot study was undertaken in February 2005 in order to test the survey questionnaire

are employed across the 71 systems. The total number of staff employed (full and part-time) and what proportion of staff work on a reference desk is unidentified. It is also unknown how the population is segmented with regard to LIS qualifications held, the number of librarians versus library assistants, positions held, or whether information literacy instruction is a formal part of a position or not.

Sample

A sample was drawn from within each of the three levels of public libraries as identified in the *Public Library Annual Statistics* document. There are 20 library systems in Level 1, 15 library systems in Level 2, and 34 library systems in Level 3. These levels are determined solely by the population within local government catchment areas. Library systems which are part of a council with a population of 50,000 or more are designated as Level 1, those with a population between 30,000 and 49,999 are in Level 2, and those with a population of up to 29,999 are in Level 3.

The project aim is for a minimum achieved sample size of 100. This will allow sufficient sample to drill down into the data as well as generalise the research findings. A sample size of 100 has a maximum sample error of + or – 10 at the 95 percent confidence level. In order to receive 100 completed questionnaires it was assumed that up to 250 questionnaires would need to be distributed (de Vaus 1991, 71).

The sample contained approximately the same number of staff from within each of the three levels. This guaranteed a representative spread of library systems across the three

levels, ensuring a spread of small and large, city and rural locations. This also allowed analysis of data using the level number as a variable.

The Level 1 library system chosen was chosen for the sake of convenience for the researcher. The three general reference departments of the Central Library were chosen. Other reference departments were excluded due to their specialist nature. Two community libraries were chosen using a random number generator in Microsoft Excel. Community libraries were included in an attempt to include smaller libraries within the Level 1 category, making the sample more representative of the library system as a whole. The sample for the Level 1 library consisted of 45 in the central library and 21 in the community libraries, a total of 66 for Level 1.

Questionnaires for the Central Library were distributed via staff in-trays. Staff were sent an initial email asking for their participation. A reminder email was sent two weeks later. Questionnaires for the two community libraries were sent to a librarian at each location who distributed, then collected and returned the questionnaires. Questionnaires were returned to the researcher via the library's internal mail system.

All libraries belonging to Level 2 and Level 3 were entered into a Microsoft Excel spreadsheet. A random number generator was used to sort the lists. The number of staff at each library system was estimated using the *New Zealand Contacts in Libraries ad Information Services, 4th ed.* publication. Libraries were taken from the top of the randomly sorted lists until a combined staff total of approximately 80 was reached. The

managers of these libraries were contacted individually by email asking for their support and participation in distributing questionnaires to their staff and to provide information on exactly how many eligible staff they employ. As managers replied in the affirmative with their staff numbers the questionnaires were posted to them with a covering letter and a pre-paid envelope for the manager to collect and return completed questionnaires. An information sheet was stapled to the front of each questionnaire to ensure all respondents received one. When a negative reply was received the next library in the list was contacted to ask for their participation. If no reply was received by a library after ten days it was removed from the sample and the next library was contacted from the list.

The number of questionnaires distributed:	Level 1:	66
	Level 2:	69
	Level 3:	78
	Total:	213
The number of library systems questionnaires sent to:	Level 1:	1
	Level 2:	4
	Level 3:	11
	Total:	16

Just after the initial closing date, reminders were emailed to all participating library managers.

The cut off date for accepting completed questionnaires was 4 April. On this date the number of questionnaires returned was:

Level 1:	41
Level 2:	24
Level 3:	44
Total:	109

Analysis and interpretation of results

The data collected is confidential and respondents are not identified on the questionnaires or in the research report, other than by the library level number. Data collected from completed questionnaires was entered into Microsoft Excel and imported into the data analysis package Toolbox. Analysis consisted of frequency distributions and crosstabulations. Tests used in Toolbox are chi-squared tests for the measure of association in comparisons of counts, and t-tests are used for comparisons of averages. All tests are two tailed. The chi-squared tests are all corrected for continuity using Cochrans formula. There is not an option to display values of the correlation co-efficients calculated by Toolbox in the output so these values have not been provided in this report.

Tables and bar graphs were used to display percentages and to make comparisons of statistics. Qualitative content analysis, as well as formal coding, was carried out on the data from the open-ended questionnaire items.

Interview data was analysed through qualitative content analysis taken from the interview recordings and notes. Data was not formally coded or quantified.

Limitations of the study

There were a number of limitations to this study, in its design and in the methodology. Limitations include:

- The questionnaire was self-completion. Limitations of this form of survey include:
  - low response rate;
  - all items may not be completed and the reasons for this are unknown;
  - it is unknown if respondents interpret each item in the way that it was designed to be;
  - it is unknown how accurately respondents answer each item.
- The skill set identified as relating to information literacy is representative of the skills needed for information literacy, it is not comprehensive or complete. Also, they do not relate solely to information literacy.
- A respondent's perception of their skill level may not be indicative of their actual skill level. Direct testing of respondents could achieve increased validity for skills measurement. Direct testing, however, was not considered to be possible with the resources available to the researcher.
- It is difficult to accurately measure attitudes toward information literacy through level of agreement to 22 statements. The number of statements was limited due to the possibility of respondent fatigue and the necessity to keep the expected completion time down to facilitate a good response. Statements such as these are also open to differing interpretations. The interviews attempted to address this concern.
- A sampling bias exists through inconsistent sampling methods used. The Level 1 library was chosen by purposive sampling, for the convenience of the researcher, and the Level 2 and 3 libraries were chosen by random sampling.

- The sample size was small. Sample size was chosen according to the resources (time and funds) available to the researcher.

Response rates and types of respondents

Response rates

A total of 213 questionnaires were sent out to a sample of 16 library systems from across the three levels of public libraries in New Zealand. A total of 109 responses were received and entered into an Excel spreadsheet and Toolbox for analysis. The overall response rate was 51%. Table 2 sets out this data.

Table 2: Response rates for self-completion questionnaire

Library level	Number of library systems sent questionnaires	Number of questionnaires distributed	Total number of responses	Percent response rate (%)
1	1	66	41	62
2	4	69	24	35
3	11	78	44	56
Total	16	213	109	51

The response rate for Level 1 libraries was the highest of the three levels at 62%. Level 1 respondents make up 38% (n=41) of total respondents. It is likely that this high response rate is due in part to the Level 1 library system being chosen by the researcher for convenience sake, rather than drawn using random sampling techniques. Level 2 and 3 library systems were randomly chosen. The researcher was known to many of the staff in

the Level 1 library system and this relationship is likely to have improved the response rate from this library. Level 2 respondents make up 22% (n=24) of the sample and Level 3 respondents total 40% (n=44) of the sample. Although Level 3 libraries had a lower response rate than that of Level 1 they make up a larger portion of the sample as more questionnaires were distributed to Level 3 libraries (n=78) than Level 1 (n=66).

The respondents

The final 12 items in the questionnaire were designed to provide a demographic profile of respondents. Data were gathered on qualifications obtained, positions held, size of library and personal demographic data such as age and gender.

Unsurprisingly, in a profession dominated by women, there were significantly more women than men in the sample. The sample consisted of 90% (n=98) females and 8% (n=9) males. The age demographic of the sample indicated an ageing population with significantly more respondents over the age of 40 years (61%) than those below 40 years (38%).

Respondents were asked about their academic qualifications. Only 15% held no post-secondary qualification. This is in contrast to 33% of respondents who have no library and/or information studies (LIS) qualification. Library assistants make up 43% of all respondents. Just over seven in ten (72%) have some form of academic qualification. whilst only less than two out of ten (15%) have a library qualification, although 21% are currently studying toward a library qualification. An undergraduate qualification is the highest academic qualification held by 70% of all respondents. The most commonly held

LIS qualification was at an undergraduate level with 44% of respondents holding a Certificate or Diploma in LIS. Neither Bachelor's degrees nor Masters degrees were very common with only 1% of respondents holding a Bachelor's degree in LIS and only 5% holding a Masters. Fifteen percent of all respondents were currently studying towards a LIS qualification, however they were not asked to identify which qualification they were enrolled in. Library assistants had fewer qualifications than the total sample.

Respondents were asked to indicate the level of their current position. The largest numbers of respondents were employed at library assistant level (43%), and a quarter (25%) at qualified non-supervisory level. Supervisory and management positions combined made up 29% of respondents.

The majority (79%) of respondents had been employed in their current position for 10 years or less, with 34% being employed for up to two years. Approximately one fifth have been in their current position for 11 or more years, with 6% being there 21 years or more. The total length of time respondents had worked in a library or information environment was evenly spread over six different age categories. Approximately half (49%) had 10 or less years experience, whilst the remaining 51% had 11 or more years experience.

The majority of the sample were permanent full-time workers with approximately three quarters (76%) of respondents employed full-time (30 hours or more per week). The remaining quarter (24%) employed on a part-time (less than 30 hours) basis. The amount

of time respondents spent working on a desk where they answered reference enquiries varied. This would be expected with the mixture of positions from library assistant through to management and a mixture of small to large libraries. Just under two thirds (62%) of respondents work on a desk between one and three hours a day.

The majority of respondents (72%) identified the library they worked in as the central or main library of the library system and were situated in an urban centre. Small libraries dominated the sample with 50% having up to 10 staff members. A quarter (24%) of respondents indicated their library had 41 or more staff. These respondents were all from the one Level 1 library in the sample.

Results and discussion

Questionnaire data was analysed in Excel and Toolbox software and shown as frequency distributions and crosstabulations. There is not an option to display values of the correlation co-efficients calculated by Toolbox in the output so these values have not been displayed in these results. The content analysis of the qualitative interviews was combined with the questionnaire data in this discussion to provide added context and depth.

Knowledge relating to information literacy

Overall, the level of knowledge of the term information literacy was very high. When asked if they had heard of the term 'information literacy' 90% of respondents reported that they had. Only 2% reported that they had not heard of the term while 7% were not sure.

Respondents were asked to explain in their own words what they think information literacy is. When compared with the National Library of New Zealand's definition of "locating, evaluating, managing and using information effectively from a range of sources for problem solving, decision making and research" only 2% of responses do not demonstrate an understanding of information literacy. The remaining 98% of responses had similarities to that of the National Library. The definitions varied in how broad or comprehensive they were. The aspects of 'locating', 'using information effectively' and 'range of sources' were the most common aspects included in the definitions:

> *"The ability to recognised a need for information and then to locate, access, manage, evaluate, and use the appropriate information to meet the purpose from a variety of sources."*

> *"The ability to understand and articulate what is required and the knowledge to be able to search for it and find it (if it's there!) in whatever place or format it may be in."*

> *"Define, select, locate, examine, organize, evaluate."*
> *"The ability to search for, evaluate, and use the wide variety of information sources present in the current information climate."*

> *"The ability to access information from a variety of sources including the internet and online providers."*

"The ability of individuals to be able to access information from printed and electronic resources and to use that information effectively for whatever needs they may have."

Some respondents defined information literacy narrowly, including only one or two aspects from the National Library's definition:

"Knowing how to access information."

"Ability to find information using technological resources."

A full list of respondents' definitions can be found in Appendix B.

Similarly, the LIANZA Information Literacy Taskforce (1999) found librarians (from all sectors) perceptions of information literacy ranged from a narrow definition based on retrieving information to a broad concept similar to that of the National Library. The Taskforce found that many public librarians subscribed to a narrow definition. This current study also found a range of definitions, from the narrow to the broad. However, only 17% of respondents' definitions fit a narrow definition based on a sole aspect of retrieving information. This indicates that generally public librarians' knowledge and perceptions of information literacy has increased since the 1999 LIANZA study.

The National Library definition was placed directly after the question where respondents were asked to write their own definition of information literacy. Respondents would have

been able to freely read this definition before giving their own definition. It is unknown if and how much the presence of this definition affected the responses given.

Definitions provided by interview participants, who were not provided with a definition of information literacy, echoed the definitions given in the questionnaire. Some definitions emphasised information retrieval:

> *"It is the ability to access information"*
>
> *"Where to search for information"*

Other respondents gave broader definitions:

> *"It is how to find information. First you must recognise the need, then know where to locate and easily access the information quickly. Then you must be able to evaluate what you find."*

The workplace is the most common avenue for respondents to have heard of or gained any knowledge of what information literacy is, with most respondents indicating that this knowledge was gained during the course of their job (80%) and from colleagues (59%). Around half of the respondents also gained knowledge through library studies (58%), professional development or training courses (52%) and through professional literature (48%). A minority of respondents indicated government information (16%) or other sources of knowledge, including conferences, media (newspaper, television, radio), teachers and other university study (10%).

Overall, knowledge of information literacy models was low. Few respondents (18%) were aware of any information literacy models. Those that were, specified models including Big 6, Seven Pillars, Research Cycle developed by Jamie McKenzie and Action Learning model developed by Gwen Gawith. The low number of respondents with knowledge of information literacy models could in part be a reflection of the avenues through which knowledge has been gained. However, the figures suggest that the information literacy material being taught by library schools and in professional development activities and training courses do not include this area of theoretical knowledge within their scope.

Those respondents that indicated an awareness of information literacy models were more likely to use these models for reference work than they were to refer library users to information on a model. Just over one in five (21%) never utilise a model during reference work, while 79% sometimes or often use one. Just under half (47%) never refer library users to information on an information literacy model, while 53% sometimes or often refer. The small number of respondents (n=20) who indicated an awareness of a model means that these findings can be seen as indicative only.

When asked about whether information literacy is contained in their position descriptions 61% of respondents reported that being information literate is a required competency, although only 35% reported that their position description contains duties that specifically mention information literacy. This indicates that although the term

'information literacy' may not be widely used in position descriptions staff are interpreting other terms as having the same or similar meanings.

Whether or not a library system has a position that has designated responsibility for information literacy is evenly split (40% have and 41% have not), although 17% of respondents do not know if this is the case in their library or not.

Respondents were also asked about the inclusion of information literacy in their library's business plan. A significant number of respondents (56%) do not know if information literacy is written into their library's business plan or not. A similar number of respondents reported that information literacy is in the business plan (18%) and is not in the business plan (21%).

Attitudes relating to information literacy

There was complete (100%) agreement from respondents that it is important for people to be information literate. Respondents were asked to explain in their own words why this is important. Four different themes emerged from these responses. The themes, with examples, are:

1. **To achieve an information need/ solve a particular problem.**

Examples:

"Yes - as more information becomes available from many different sources people should know how to access this."

"Yes. People need the skills to find whatever information they require for professional or personal use."

Comments that could be categorised under this theme tended to emphasise the practical outcomes or uses of being information literate. Presumably these respondents emphasised this aspect of information literacy because they see it as being the most valuable aspect. It is also possible that this emphasis comes from the respondents' own definitions of information literacy, which may narrowly define information literacy by placing emphasis, or by defining solely, in terms of information access/locating resources. Responses to the second item in the questionnaire, which asked respondents to provide their own definition of information literacy, showed that this type of definition was fairly common. For example:

"Knowing how to access information from sources that are available to me."

"The ability to search and find information effectively."

An interview participant stated that:

"*there is lots of information on the internet but it you don't know how to access it it's useless...The government puts lots on-line but it's wasting time and money if people aren't aware and can't access it...Being information literate makes things easy for people*".

2. Knowledge as empowerment

Examples:

> *"My fundamental belief is that "information is power" and that information literacy skills empower everyone, irrespective of age, race and other factors."*

> *"Yes. Access to information is access to personal power and the ability to live a fulfilling life."*

This theme, along with the next theme, considers information literacy and the consequences of being information literate in a far broader, societal context than the previous theme does.

3. Ability to participate fully in all aspects of life and society

Examples:

> *"Vital part of every day life. Being information literate enables us to solve/answer/understand problems and queries whether minor or major, at home or in the workplace or education facility."*

> *"Yes. Information literacy skills are invaluable. Being information literate means you possess the basic skills required to locate and use information. I really believe the more information literate*

people are, the more they can (and possibly will) participate in our democracy."

An interview participant pointed out that the existence of a good library service may mean that people don't have the same need to be information literate themselves but:

"*it gives people a wider choice, which is a good thing for people, and the library service may not always be there*".

Another interviewee said that:

"*to live a full life people should at least know how to access information or else who to approach to get information*".

4. Important only to a degree or in some situations

Examples:

"Only if it pertains to need. So to some level yes."

"Yes, but only to a certain point. The technology that provides a lot of information today is changing so rapidly it is unrealistic to expect many people to keep up. It is more important for librarians to be information literate and assist people whenever they can. "

A small proportion of respondents felt that being information literate is not always important. An interview participant stated that:

> *"people are at different levels in the information literacy process so they have different needs. People can only do what fits into their lifestyle as well".*

Another interviewee thinks that:

> *"some professionals don't have time for information literacy... so it has to be the librarians job to provide information."*

A full list of answers to item two in the questionnaire can be found in Appendix C.

The table below sets out the themes seen in respondents' answers to why they believe it is important for people to be information literate.

Table 3: Themes of responses to why it is important for people to be information literate.

Theme	**Percent of total respondents (%)**
Meet information needs	54
Empowerment	12
Participate fully in life	23
Some degree/situations	3
No response	8

Item 15 of the questionnaire consisted of 22 statements on different aspects of information literacy. These were designed to give an indication of respondents' attitudes towards these aspects of information literacy. Respondents were asked to indicate their level of agreement with the statements using a five point Likert scale from Strongly Agree through to Strongly Disagree. Various factors were analysed to determine whether or not they had any influence on the attitudes of respondents. These factors were the three public library levels, level of position held by, LIS qualifications held, years worked in a library or information environment, and age of respondents

Overall, there was a high level of agreement with statements that viewed information literacy positively. Respondents agreed that is important for both library staff and all citizens to be information literate, although more respondents (99%) agreed that it is important for library staff, with 70% of respondents strongly agreeing with this statement.

Several statements centred on the role of libraries and librarians and information literacy. There was a similar level of agreement that it is the role of librarians to refer to sources of information (78%), teach how to obtain information (85%) and to provide information (79%). Significantly more respondents consider that public libraries should provide information literacy training specifically (86%) than play a role in educating all citizens generally (74%). Interestingly, even more (98%) of respondents agreed that information literacy instruction is of benefit to library users.

Almost all (95%) of respondents support the idea of teaching information literacy in their library, with 29% strongly agreeing to this statement, but when asked to declare if they are committed to its teaching this number reduced to 83% agreement. Just over half of respondents believed that a lack of teaching skills (53%), low staff awareness (54%) and staff attitudes (56%) were not barriers to teaching information literacy in their library. However, there was a considerable amount of uncertainty among respondents on these issues, with over a quarter (28%) uncertain if a lack of teaching skills is a barrier to information literacy teaching in their library or not. Level 3 respondents are significantly more likely than the total sample to state that low staff awareness is not a barrier to teaching information literacy in their library.

Interviewees showed strong support in teaching information literacy and indicated a desire to take part in this. This training was seen as an important part of the public library role as well as an interesting addition to work tasks. Two of the interviewees that held formal teaching qualifications were particularly supportive of the teaching role of public libraries and expressed an interest in participating more in formal training activities. One interviewee stated she would

> "*love to be more involved in training but with adequate training. At the moment I am not psychologically prepared to train groups. You need to have teaching skills as well as the subject expertise*".

Another interviewee noted that just having teaching skills was not enough as you have to know the subject as well.

"I have teaching skills from being a teacher before working in the library and I use those skills when teaching skills to the library customers. It would be good though to have one-on-one help with either a buddy or being rostered on the desk with someone experienced".

Respondents mostly agree (87%) that their colleagues are information literate. Approximately three quarters (76%) of respondents think that libraries should give more emphasis to information literacy training, although 65% believe that this training adds to staff workloads. Managers show complete support (100% strongly agreed) of library staff being information literate. Qualified non-supervisory staff were more likely than the total sample to say that there needs to be more emphasis on information literacy training in libraries (qualified non-supervisory av. 4.4 cf. total sample av. 4) as well as supporting the importance of learning centres (av. 4.3 cf. av.4). This contrasts strongly with library assistants who appear to lack an overarching understanding of the importance of information literacy both to library staff (av. 3.7 cf. av. 4) and library users (av. 4.2 cf. av. 4.4). Respondents relatively new to the profession (up to two years experience), half of whom were library assistants, were significantly more likely than the total sample to state that it is only important for students to be information literate (av. 2.5 cf. av. 1.9) and that only tertiary libraries should train students in information literacy (av. 2.1 cf. av. 1.8). This same group were generally in doubt about the teaching skills held by their colleagues with 70% uncertain as to whether lack of these skills constituted a barrier to information literacy teaching in their library or not. This suggests support at managerial level and an awareness of the importance of information literacy by qualified non-

supervisory librarians, which provides a good base for lifting the awareness and attitudes towards information literacy by those at library assistant level. The qualified non-supervisory staff could play a pivotal role in library assistants' development in this area.

Respondents holding a Master of Library and Information Studies (MLIS) degree had a number of significant differences in attitudes than that of the total sample. Although statistically significant there are only a small number of respondents (n=6, 5.5% of total sample) that these findings are based on.

Overall, respondents with a MLIS degree are more likely than the total sample to state that:

- information literacy instruction is of benefit to library users;
- it is important for all people to be information literate;
- learning centres are important;
- they both support and are committed to teaching information literacy in their library;
- it is the role of librarians to refer to sources of information.

Respondent age was also tested as a factor in attitudes towards information literacy. The only age group to show any significant difference from the total sample was the 21-30 year age group. This group accounted for 14 respondents, or 13%, of the total sample. The 21-30 year age group was significantly less likely than the total sample to agree that it was committed to teaching information literacy (av. 3.4 cf. av. 4), although it was as likely as all respondents to support the idea of teaching information literacy. They were

also significantly less likely than the total sample to agree that information literacy could help close the digital divide (av. 3.2 cf. av. 3.7). These results suggest that this age group does not always view information literacy as being as important as their colleagues might. There are similarities to the attitudes attributed to library assistants. Interestingly, 65% of the 21-30 year age group consist of library assistants.

The following chart shows the level of agreement with the attitude statements in the questionnaire. The chart combines 'Agree' and 'Strongly Agree' responses to display them as 'Agree'. Similarly, 'Disagree' and 'Strongly Disagree' are combined and displayed as 'Disagree'.

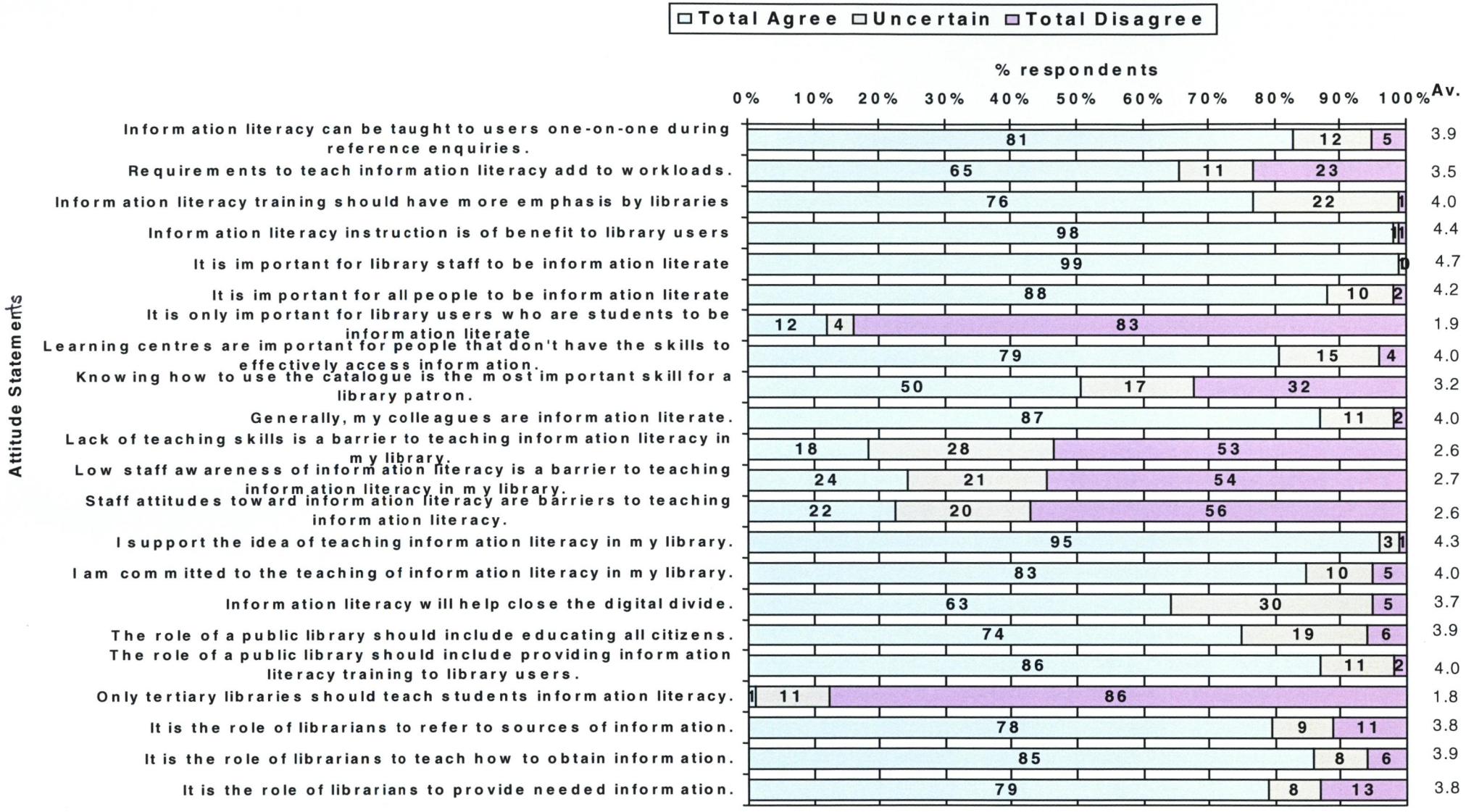

Figure 1: Level of agreement or disagreement with attitude statements
(Total agree = 4 agree + 5 strongly agree. Total disagree = 2 disagree + 1 strongly disagree)

Skills relating to information literacy

Questionnaire respondents were asked to indicate what level of skill they have in 16 different skills based tasks (see Figure 2). A Likert scale was used for respondents to choose their skill level from 1 = No Skills up to 5 = Highly Skilled. Respondents were then asked to indicate how they gained skills in the same 16 tasks (see Table 5). Additionally, respondents were asked to indicate their involvement in a number of duties that incorporate these skills being measured. A list of 11 tasks was provided from which respondents indicated whether or not these tasks were part of their work duties (see Table 4). If they did perform these duties, respondents were then asked to indicate if they provided one-on-one training or group training in the specified tasks. Although this does not provide a measure of the respondents' skill levels it was hoped that it could show some insight into whether the respondents were actively using these skills in their jobs. A number of demographic and other factors were analysed for their effect on respondents' skill levels. Some small trends were evident from this analysis, but very little of this was significant.

Overall skill levels

Skill levels were evaluated whereby a person was considered highly skilled if they rated themselves a 4 or 5. Over half of all respondents were highly skilled in evaluating resources and information (57%), identifying appropriate resources and searching the internet (both 54%). Between 40-50% of respondents indicated a high skill level in conducting reference interviews, using key reference sources, and library user instruction (all 49%), general teaching/learning skills (44%), and IT skills (40%).

Conversely, almost three quarters of respondents (72%) had low or no skills in creating web pages. Respondents were considered to have low or no skills if they rated themselves a 1 or 2. Due to the specialist nature of this task, this low score is not necessarily a concern as it is unlikely that the majority of library staff would be in a position to use this skill on a regular basis. Creating pathfinders and resource guides (49%) and creating bibliographies (39%) also produced a high number of respondents with a low score. As with creating web pages these skills could also be considered specialist and more likely to be undertaken by specialist reference staff.

Skills relating to designing information literacy programs produced a large number of low scores (designing teaching plans 53%, setting learning objectives 40%, evaluating teaching sessions 44%). It could be argued that these skills are more relevant for senior or specialist staff members who presumably play a greater role in the design and development of information literacy training programs, and so this finding is of no great concern. On the other hand, it could be argued that for a public library to deliver adequate, if not exceptional, information literacy training to its users then it would be desirable for a higher number of staff to have increased skills in this area. Other teaching skills that are less specialised than the ones mentioned above had fewer respondents with low scores (general teaching/learning skills 18%, library user instruction 14%). Whilst it is encouraging that almost half of the total sample have high skill levels it is possible that the number of respondents with low skill levels is still high enough to be considered a barrier to the effective delivery of information literacy training to library users. Similarly, more than 10% of respondents have low or no skills in conducting reference interviews

(13%), evaluating resources (11%), searching online databases (15%), and in IT skills (13%). A low skill level in these skills indicates that these staff do not have high levels of information literacy themselves, and do not hold the necessary skills to delivery information literacy instruction to library users, or a quality reference service. Once more the total percentage of staff that falls into this category is low, but again it could be asked if this level is acceptable.

Figure 2 shows the level of skills held by respondents and the overall average score for the total sample.

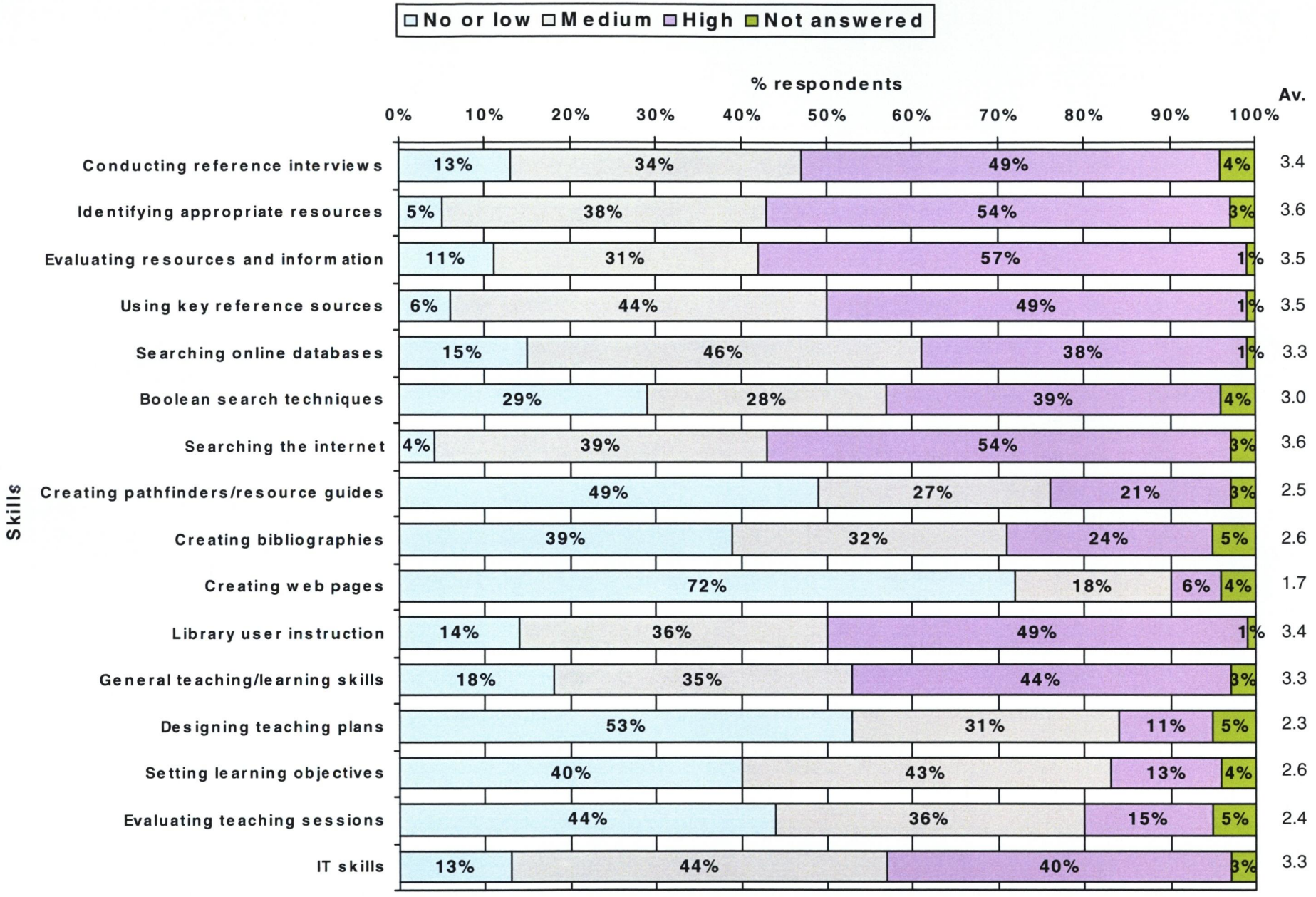

Figure 2: Level of skills held
(No or low = score 1 & 2, Medium = score 3, High = score 4 & 5)

Table 4 shows that a majority of respondents are involved in providing a number of information literacy training activities. The effective delivery of these activities requires competency in a number of the skills discussed above.

Table 4: Percentage of respondents involved in providing selected information literacy training tasks.

Information literacy training	Provide training (%)	Do not provide training (%)	No answer given (%)
Library orientation tours	63	36	1
Basic instruction in using information technology	84	16	0
Training in the use of online catalogues (OPACs)	94	6	0
Training in the use of the Internet	67	31	2
Training in the use of email	51	48	1
Training in the use of online databases	72	25	3
Training in the use of reference materials	78	21	1
Training in information retrieval and other library skills	73	24	3
Library instruction	74	22	4
Homework supervision	23	72	6
Staff specialised learning centres	6	90	5

Methods of acquiring skills

The most common way respondents gained skills was through being self taught on the job. This training method was the most frequently chosen for 13 of the 16 skill categories. Tertiary study, both library studies and other qualifications, were also

common training methods. Library studies gained a high number of responses in a number of the skill categories. Other tertiary studies appeared to be useful in gaining general skills, for example teaching skills, whilst not being so useful for library specific skills. On the job training (which includes both initial on the job training and one-to-one instruction from a colleague) gained a high number of responses in categories specifically pertaining to reference work (reference interviews 46%, user instruction 39%, identifying resources 55%, online database searching 50%).

The following table shows where respondents gained skills for each of the skills categories.

Table 5: Percentage of respondents that gained skills through each training method for each of the 16 skills categories.

	Initial on the job training (%)	Formal training course (%)	1 to 1 instruction from a colleague (%)	Self taught on the job (%)	Library studies (%)	Other tertiary study (%)	Self taught (not on the job) (%)	No learning (%)
Conducting reference interviews	46	25	32	54	54	8	3	11
Identifying appropriate resources	50	18	55	61	50	17	14	0
Evaluating resources and information	33	16	39	51	50	20	14	1
Using key reference sources	42	17	44	52	47	14	9	2
Searching online databases	33	35	50	58	29	12	14	2
Boolean search techniques	18	18	25	31	42	5	9	17
Searching the internet	18	20	27	65	19	12	50	0
Creating pathfinders/ resource guides	5	5	7	24	17	5	6	43
Creating bibliographies	3	6	6	15	47	23	10	23
Creating web pages	3	16	8	6	4	2	8	57
Library user instruction	39	10	32	61	30	4	10	4
Teaching/learning skills	17	15	22	48	17	29	23	11
Designing teaching plans	3	4	6	17	10	15	7	44
Setting learning objectives	9	6	7	25	15	21	11	28
Evaluating teaching sessions	8	6	6	20	11	17	7	40
IT skills (e.g. using PCs, Word, Excel)	33	54	47	58	11	27	50	1

Note: These percentages do not add up to 100% as they contain multiple responses from each respondent.

There were no significant trends in which training methods led to higher overall skill levels. There does not seem to be a clear link between any one method being more effective than other methods in predicting skill levels.

Although being self taught on the job is a common method of acquiring skills (as discussed previously) it appears this is not necessarily the most effective method for gaining a high level of skill. For about half of the skill categories, self taught on the job led to higher skill levels. These were creating pathfinders/resource guides (av. "self taught on the job" 3.6 cf. all respondents av. 2.5), bibliographies (av. 3.4 cf. av. 2.6), web pages (av. 3.1 cf. av. 1.7), and all teaching skills categories (teaching skills av. 3.6 cf. 3.3, evaluating teaching sessions av. 3.4 cf. av. 2.4, developing teaching plans av. 3.3 cf. av. 2.3, setting learning objectives av. 3.0 cf. av. 2.6). The training methods that resulted in the least number of significantly higher than average skill levels in respondents were 'initial on the job training' and 'one-to-one instruction from a colleague". This result could however be due to the low number of occurrences of this training method rather than ineffectiveness of the method.

On the whole, interview participants did not feel adequately prepared to effectively teach information literacy skills as part of their current job. One interviewee stated that adequate training is essential to keep skills up to date:

> "*we need to be taught about the latest reference skills, about new URLs and databases and better customer service skills*".

Interviewees acknowledged that a lot of learning occurs on the job:

"I learn by teaching, with experience"

"I'm getting better through practice in the job"

"The senior staff are really good at helping new people with these kind of skills"

"Practice on the job helps, especially getting help from colleagues. Formal training would be good as well."

Other factors affecting skill levels

Average skill levels across the three public library levels were compared to determine if staff were more highly skilled in one level above the other two levels. There were no significant differences in the overall average skill levels between Level 1, Level 2 or Level 3 libraries.

There is a relationship between holding a tertiary qualification and having higher than average skill levels in all skill categories. Though not significant there is a higher average skill level for people with tertiary qualifications.

Respondents with a library diploma had significantly higher than the overall average skill levels in several categories, as displayed in the Table 6.

Table 6: Average skill level of respondents with a library diploma compared with the total sample.

Skill category	Average skill level Library Diploma (n=21)	Average skill level Total sample (n=109)
Conducting reference interviews	4.0	3.4
Identifying appropriate resources	4.2	3.6
Evaluating resources and information	4.0	3.5
Using key reference sources	3.9	3.5
Boolean search techniques	3.8	3.0
Creating pathfinders/ resource guides	3.2	2.5
Creating bibliographies	3.4	2.6
Designing teaching plans	2.9	2.3
Setting learning objectives	3.0	2.6
Evaluating teaching sessions	3.0	2.4

Respondents with a MLIS degree had significantly higher average skills in the following categories: Boolean search techniques (MLIS av. 4.3 cf. total sample av. 3.0), creating bibliographies (av.3.8 cf. av. 2.6), and creating web pages (av. 2.7 cf. 1.7). This result could in part be due to MLIS holders having fewer years experience in library and information work overall than those holding library diplomas. In addition, there are a small number of respondents with a MLIS (n=6) in the sample, therefore results would be indicative only as a result of this small base size.

As would be expected, respondents with no library qualifications have significantly lower average skills in some categories:

Table 7: Average skill level of respondents with no library qualification compared with the total sample.

Skill category	Average skill level - No library qualification (n=36)	Average skill level – Total sample (n=109)
Conducting reference interviews	2.8	3.4
Identifying appropriate resources	3.2	3.6
Evaluating resources and information	3.2	3.5
Boolean search techniques	2.5	3.0
Creating bibliographies	2.0	2.6

Similarly, library assistants have significantly lower overall skill levels than qualified level staff. Although not significant, results indicated that respondents with more than 10 years experience in library and information work generally have higher skills than the total sample. As discussed previously, with on the job training being a common way of gaining skills it is unsurprising that those respondents that have the most work experience also tend to have higher than average skills.

Those with information literacy included in their position description had higher skill levels than the total sample. These respondents were also more likely than all respondents to be involved in providing information literacy training duties. Again, these results were not statistically significant.

Conclusion and recommendations

This study shows that overall library staff delivering information literacy training to public library customers have a high level of knowledge and awareness of what information literacy is. The importance of people being information literate is recognised and the public library's role in this acknowledged.

LIANZA has suggested the aim of "developing a higher level of understanding within the profession of what information literacy is and why it is important" (LIANZA Information Literacy Taskforce 1999). It appears that progress has been made on this aim since 1999 with respondents in this study reporting an overall high level of knowledge and understanding of information literacy and its importance.

Skill levels vary between different skills and between library staff. Low skill levels have been identified in the more specialist skill areas of creating web pages, resources guides and bibliographies. Of more concern to the delivery of information literacy training are the overall low skill levels held in teaching skills. If all staff working on a reference desk are engaged in providing information literacy training, whether through formal training or through the informal 'teachable moments' found during reference enquiries, then these skills should be considered necessary for all staff. In many skill areas the number of staff that report low or no skills is low. However, if these skills are considered necessary, then library managers must ask what level of low skills is acceptable.

Unsurprisingly, there is a relationship between holding a library qualification and work experience and high skill levels. Conversely, staff in library assistant roles reported lower

than the average skill levels. The literature has identified the skills base of staff as a barrier to information literacy training in New Zealand public libraries. It points to professional development as a priority for those involved in information literacy education as a means to address this barrier. The results of this study support this aim.

Much of the training relevant to information literacy occurs through previous study (including library qualifications and other tertiary courses) or informally on the job (through one-to-one instruction from a colleague or by being self-taught). It appears that there is a gap in the provision of formal training that is relevant to information literacy.

Library assistants in particular could benefit from additional training as they have lower awareness of the importance of information literacy, don't see the same benefits to library users and report lower skill levels than the respondents overall. There is no significant difference between the number of hours library assistants spend working on a reference desk compared to qualified level staff. Therefore, it could be argued that library assistants need the same skills for reference work generally, and information literacy skills training specifically. Libraries appear to already have support for this upskilling from qualified librarians as well as from managers, who strongly believe that it is important for library staff to be information literate.

Standards for New Zealand public libraries (LIANZA 2004, 47) require library managers to ensure certain conditions exist relating to information literacy. These include ensuring staff are information literate, staff are aware of learning styles and develop training

expertise, and that bibliographies and other access guides are created. A suggested performance indicator is the percentage of staff with core competencies in reference collections, e-resources, IT skills, information literacy, and teaching skills. In order to reach and maintain these standards public library managers must first have an understanding of the skills and knowledge held by their staff, and then to provide relevant and adequate training opportunities for staff to reach the desired levels of knowledge and skills. This study contributes to this process through an exploration of the skills and knowledge held by staff in New Zealand's public libraries.

Future research that concentrates on the skills relevant to information literacy could compliment and build on this study's findings. Specific areas that would be of particular value to the public library sector includes identification of comprehensive skill sets required by public library staff, desired and acceptable levels of information literacy skills for staff, and research into effective methods of obtaining these skills.

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Appendix A: Questionnaire data

Public Library Level

1	41	38%
2	24	22%
3	44	40%
Not answered	0	0%
	109	100.00%

Q1 Have you heard of the term 'information literacy'?

Yes	98	90%
No	2	2%
Not sure	8	7%
Not answered	1	1%
	109	100.00%

Q3 Where have you heard of or gained any knowledge of what information literacy is?

Course of job	87	80%
Colleagues	64	59%
Professional devt training	57	52%
Library studies	63	58%
Professional literature	52	48%
Govt info	17	16%
Other	11	10%
Not answered	1	1%
	352	322.94%

Q5 Does your position description contain any duties that specifically mention information literacy?

yes	38	35%
no	48	44%
not sure	21	19%
Not answered	2	2%
	109	100.00%

Q6 Is being information literate a required competency in your position description?

yes	66	61%
no	29	27%
not sure	13	12%
Not answered	1	1%
	109	100.00%

Q7 Does anyone in your library system have designated responsibility for information literacy?

yes	44	40%
no	45	41%
not sure	18	17%
Not answered	2	2%
	109	100.00%

Q8 Is information literacy written into your library's business plan?

yes	20	18%
no	23	21%

not sure	61	56%
Not answered	5	5%
	109	100.00%

Q9 What information literacy initiatives for library patrons are you aware of in your library?

library orientation	91	83%
group training internet searches	35	32%
group training using catalogues	52	48%
group training online databases	33	30%
group training computer skills	36	33%
learning centres	31	28%
homework clubs	33	30%
other	27	25%
Not answered	4	4%
	342	313.76%

Q10 Are you aware of any information literacy models?

yes	20	18%
no	85	78%
Not answered	4	4%
	109	100.00%

Q10a Do you use any of these during reference enquiries?

never	4	4%
sometimes	7	6%
often	8	7%
always	0	0%
Not answered	90	83%
	109	100.00%

Q10b Do you refer library users to information on any of these models?

never	8	7%
sometimes	8	7%
often	1	1%
always	0	0%
Not answered	92	84%
	109	100.00%

Q12a Conducting reference interviews

1 no skills	6	6%
2	8	7%
3	37	34%
4	40	37%
5 highly skilled	13	12%
Not answered	5	5%
	109	100.00%

Q12b Identifying appropriate resources

1 no skills	0	0%
2	6	6%
3	41	38%
4	49	45%
5 highly skilled	10	9%
Not answered	3	3%

	109	100.00%

Q12c Evaluating resources and information

1 no skills	2	2%
2	10	9%
3	34	31%
4	54	50%
5 highly skilled	8	7%
Not answered	1	1%
	109	100.00%

Q12d Using key resources

1 no skills	0	0%
2	7	6%
3	48	44%
4	45	41%
5 highly skilled	8	7%
Not answered	1	1%
	109	100.00%

Q12e Searching online databases

1 no skills	3	3%
2	13	12%
3	50	46%
4	34	31%
5 highly skilled	7	6%
Not answered	2	2%
	109	100.00%

Q12f Boolean search techniques

1 no skills	13	12%
2	19	17%
3	31	28%
4	36	33%
5 highly skilled	6	6%
Not answered	4	4%
	109	100.00%

Q12g Searching the internet

1 no skills	0	0%
2	4	4%
3	43	39%
4	46	42%
5 highly skilled	13	12%
Not answered	3	3%
	109	100.00%

Q12h Creating pathfinders/resource guides

1 no skills	29	27%
2	25	23%
3	29	27%
4	19	17%
5 highly skilled	4	4%
Not answered	3	3%

	109	100.00%

Q12i Creating bibliographies

1 no skills	23	21%
2	20	18%
3	35	32%
4	23	21%
5 highly skilled	3	3%
Not answered	5	5%
	109	100.00%

Q12j Creating web pages

1 no skills	68	62%
2	10	9%
3	20	18%
4	5	5%
5 highly skilled	2	2%
Not answered	4	4%
	109	100.00%

Q12k Library user instruction

1 no skills	1	1%
2	14	13%
3	39	36%
4	42	39%
5 highly skilled	11	10%
Not answered	2	2%
	109	100.00%

Q12l General teaching/learning skills

1 no skills	2	2%
2	18	17%
3	38	35%
4	41	38%
5 highly skilled	7	6%
Not answered	3	3%
	109	100.00%

Q12m Designing teaching plans

1 no skills	32	29%
2	26	24%
3	34	31%
4	7	6%
5 highly skilled	5	5%
Not answered	5	5%
	109	100.00%

Q12n Setting learning objectives

1 no skills	20	18%
2	24	22%
3	47	43%
4	10	9%
5 highly skilled	4	4%
Not answered	4	4%
	109	100.00%

Q12o Evaluating teaching sessions

1 no skills	29	27%
2	19	17%
3	39	36%
4	13	12%
5 highly skilled	3	3%
Not answered	6	6%
	109	100.00%

Q12p IT skills

1 no skills	2	2%
2	12	11%
3	48	44%
4	36	33%
5 highly skilled	8	7%
Not answered	3	3%
	109	100.00%

Q13a Conducting reference interviews

initial on job training	50	46%
formal training course	27	25%
1 to 1 instruction	35	32%
self taught on job	59	54%
library studies	59	54%
other tertiary study	9	8%
self taught other	3	3%
no learning	12	11%
Not answered	2	2%
	256	234.86%

Q13b Identifying appropriate resources

initial on job training	54	50%
formal training course	20	18%
1 to 1 instruction	60	55%
self taught on job	66	61%
library studies	55	50%
other tertiary study	18	17%
self taught other	15	14%
no learning	0	0%
Not answered	2	2%
	290	266.06%

Q13c Evaluating resources and information

initial on job training	36	33%
formal training course	17	16%
1 to 1 instruction	42	39%
self taught on job	56	51%
library studies	54	50%
other tertiary study	22	20%
self taught other	15	14%
no learning	1	1%
Not answered	3	3%
	246	225.69%

Q13d Using key reference sources

initial on job training	46	42%
formal training course	18	17%
1 to 1 instruction	48	44%
self taught on job	57	52%
library studies	51	47%
other tertiary study	15	14%
self taught other	10	9%
no learning	2	2%
Not answered	4	4%
	251	230.28%

Q13e Searching online databases

initial on job training	36	33%
formal training course	38	35%
1 to 1 instruction	55	50%
self taught on job	63	58%
library studies	32	29%
other tertiary study	13	12%
self taught other	15	14%
no learning	2	2%
Not answered	1	1%
	255	233.94%

Q13f Boolean search techniques

initial on job training	20	18%
formal training course	20	18%
1 to 1 instruction	27	25%
self taught on job	34	31%
library studies	46	42%
other tertiary study	5	5%
self taught other	10	9%
no learning	18	17%
Not answered	4	4%
	184	168.81%

Q13g Searching the internet

initial on job training	20	18%
formal training course	22	20%
1 to 1 instruction	29	27%
self taught on job	71	65%
library studies	21	19%
other tertiary study	13	12%
self taught other	54	50%
no learning	0	0%
Not answered	1	1%
	231	211.93%

Q13h Creating pathfinders/resource guides

initial on job training	5	5%
formal training course	5	5%
1 to 1 instruction	8	7%
self taught on job	26	24%
library studies	19	17%
other tertiary study	5	5%
self taught other	6	6%
no learning	47	43%
Not answered	11	10%

	132	121.10%

Q13i Creating bibliographies		
initial on job training	3	3%
formal training course	7	6%
1 to 1 instruction	6	6%
self taught on job	16	15%
library studies	51	47%
other tertiary study	25	23%
self taught other	11	10%
no learning	25	23%
Not answered	6	6%
	150	137.61%

Q13j Creating web pages		
initial on job training	3	3%
formal training course	17	16%
1 to 1 instruction	9	8%
self taught on job	7	6%
library studies	4	4%
other tertiary study	2	2%
self taught other	9	8%
no learning	62	57%
Not answered	12	11%
	125	114.68%

Q13k Library user instruction		
initial on job training	42	39%
formal training course	11	10%
1 to 1 instruction	35	32%
self taught on job	66	61%
library studies	33	30%
other tertiary study	4	4%
self taught other	11	10%
no learning	4	4%
Not answered	3	3%
	209	191.74%

Q13l Teaching/learning skills		
initial on job training	18	17%
formal training course	16	15%
1 to 1 instruction	24	22%
self taught on job	52	48%
library studies	19	17%
other tertiary study	32	29%
self taught other	25	23%
no learning	12	11%
Not answered	3	3%
	201	184.40%

Q13m Designing teaching plans		
initial on job training	3	3%
formal training course	4	4%
1 to 1 instruction	6	6%
self taught on job	18	17%
library studies	11	10%

other tertiary study	16	15%
self taught other	8	7%
no learning	48	44%
Not answered	12	11%
	126	115.60%

Q13n Setting learning objectives

initial on job training	10	9%
formal training course	7	6%
1 to 1 instruction	8	7%
self taught on job	27	25%
library studies	16	15%
other tertiary study	23	21%
self taught other	12	11%
no learning	31	28%
Not answered	9	8%
	143	131.19%

Q13o Evaluating teaching sessions

initial on job training	9	8%
formal training course	6	6%
1 to 1 instruction	7	6%
self taught on job	22	20%
library studies	12	11%
other tertiary study	19	17%
self taught other	8	7%
no learning	44	40%
Not answered	10	9%
	137	125.69%

Q13p IT skills

initial on job training	36	33%
formal training course	59	54%
1 to 1 instruction	51	47%
self taught on job	63	58%
library studies	12	11%
other tertiary study	29	27%
self taught other	54	50%
no learning	1	1%
Not answered	1	1%
	306	280.73%

Q14a Library orientation tours

yes	69	63%
no	39	36%
Not answered	1	1%
	109	100.00%

Q14b Basic instruction in using IT

yes	92	84%
no	17	16%
Not answered	0	0%
	109	100.00%

Q14c Training in online catalogues

yes	103	94%
no	6	6%
Not answered	0	0%
	109	100.00%

Q14d Training in the internet

yes	73	67%
no	34	31%
Not answered	2	2%
	109	100.00%

Q14e Training in email

yes	56	51%
no	52	48%
Not answered	1	1%
	109	100.00%

Q14f Training in online databases

yes	79	72%
no	27	25%
Not answered	3	3%
	109	100.00%

Q14g Training in reference materials

yes	85	78%
no	23	21%
Not answered	1	1%
	109	100.00%

Q14h Training in information retrieval and other library skills

yes	80	73%
no	26	24%
Not answered	3	3%
	109	100.00%

Q14i Library instruction

yes	81	74%
no	24	22%
Not answered	4	4%
	109	100.00%

Q14j Homework supervision

yes	25	23%
no	78	72%
Not answered	6	6%
	109	100.00%

Q14k Staffing specialised learning centres

yes	6	6%
no	98	90%
Not answered	5	5%
	109	100.00%

Q14ayes		
1 to 1	52	48%
group	40	37%
Not answered	41	38%
	133	122.02%
Q14byes		
1 to 1	80	73%
group	30	28%
Not answered	41	38%
	151	138.53%
Q14cyes		
1 to 1	94	86%
group	38	35%
Not answered	8	7%
	140	128.44%
Q14dyes		
1 to 1	68	62%
group	14	13%
Not answered	37	34%
	119	109.17%
Q14eyes		
1 to 1	53	49%
group	8	7%
Not answered	54	50%
	115	105.50%
Q14fyes		
1 to 1	75	69%
group	19	17%
Not answered	30	28%
	124	113.76%
Q14gyes		
1 to 1	78	72%
group	33	30%
Not answered	27	25%
	138	126.61%
Q14hyes		
1 to 1	71	65%
group	29	27%
Not answered	31	28%
	131	120.18%
Q14iyes		
1 to 1	71	65%
group	33	30%
Not answered	30	28%

	134	122.94%

Q14jyes

1 to 1	22	20%
group	5	5%
Not answered	85	78%
	112	102.75%

Q14kyes

1 to 1	2	2%
group	3	3%
Not answered	104	95%
	109	100.00%

Q15a IL can be taught to users one-on-one during reference enquiries

strongly agree	17	16%
agree	71	65%
uncertain	13	12%
disagree	5	5%
strongly disagree	0	0%
Not answered	3	3%
	109	100.00%

Q15b Requirements to teach IL add to workloads

strongly agree	11	10%
agree	60	55%
uncertain	12	11%
disagree	24	22%
strongly disagree	1	1%
Not answered	1	1%
	109	100.00%

Q15c IL training should have more emphasis by libraries

strongly agree	27	25%
agree	56	51%
uncertain	24	22%
disagree	1	1%
strongly disagree	0	0%
Not answered	1	1%
	109	100.00%

Q15d IL instruction is of benefit to library users

strongly agree	52	48%
agree	55	50%
uncertain	1	1%
disagree	1	1%
strongly disagree	0	0%
Not answered	0	0%
	109	100.00%

Q15e It is important for library staff to be information literate

strongly agree	76	70%
agree	32	29%
uncertain	1	1%

disagree	0	0%
strongly disagree	0	0%
Not answered	0	0%
	109	100.00%

Q15f It is important for all people to be information literate

strongly agree	38	35%
agree	58	53%
uncertain	11	10%
disagree	2	2%
strongly disagree	0	0%
Not answered	0	0%
	109	100.00%

Q15g It is only important for library users who are students to be information literate

strongly agree	7	6%
agree	7	6%
uncertain	4	4%
disagree	36	33%
strongly disagree	55	50%
Not answered	0	0%
	109	100.00%

Q15h Learning centres are important for people that don't have the skills to effectively access information.

strongly agree	20	18%
agree	66	61%
uncertain	16	15%
disagree	4	4%
strongly disagree	0	0%
Not answered	3	3%
	109	100.00%

Q15i Knowing how to use the catalogue is the most important skill for a library patron.

strongly agree	4	4%
agree	50	46%
uncertain	19	17%
disagree	34	31%
strongly disagree	1	1%
Not answered	1	1%
	109	100.00%

Q15j Generally, my colleagues are information literate.

strongly agree	12	11%
agree	83	76%
uncertain	12	11%
disagree	2	2%
strongly disagree	0	0%
Not answered	0	0%
	109	100.00%

Q15k Lack of teaching skills is a barrier to teaching IL in my library.

strongly agree	1	1%

agree	19	17%
uncertain	30	28%
disagree	54	50%
strongly disagree	3	3%
Not answered	2	2%
	109	100.00%

Q15l Low staff awareness of IL is a barrier to teaching IL in my library.

strongly agree	1	1%
agree	25	23%
uncertain	23	21%
disagree	53	49%
strongly disagree	5	5%
Not answered	2	2%
	109	100.00%

Q15m Staff attitudes toward IL are barriers to teaching IL.

strongly agree	2	2%
agree	22	20%
uncertain	22	20%
disagree	55	50%
strongly disagree	7	6%
Not answered	1	1%
	109	100.00%

Q15n I support the idea of teaching IL in my library.

strongly agree	32	29%
agree	72	66%
uncertain	3	3%
disagree	1	1%
strongly disagree	0	0%
Not answered	1	1%
	109	100.00%

Q15o I am committed to the teaching of IL in my library.

strongly agree	26	24%
agree	64	59%
uncertain	11	10%
disagree	5	5%
strongly disagree	0	0%
Not answered	3	3%
	109	100.00%

Q15p IL will help close the digital divide.

strongly agree	14	13%
agree	55	50%
uncertain	33	30%
disagree	5	5%
strongly disagree	0	0%
Not answered	2	2%
	109	100.00%

Q15q The role of a public library should include educating all citizens.

strongly agree	27	25%
agree	53	49%

uncertain	21	19%
disagree	7	6%
strongly disagree	0	0%
Not answered	1	1%
	109	100.00%

Q15r The role of a public library should include providing IL training to library users.

strongly agree	17	16%
agree	76	70%
uncertain	12	11%
disagree	2	2%
strongly disagree	0	0%
Not answered	2	2%
	109	100.00%

Q15s Only tertiary libraries should teach students IL.

strongly agree	0	0%
agree	1	1%
uncertain	12	11%
disagree	57	52%
strongly disagree	37	34%
Not answered	2	2%
	109	100.00%

Q15t It is the role of librarians to refer to sources of information.

strongly agree	19	17%
agree	67	61%
uncertain	10	9%
disagree	10	9%
strongly disagree	2	2%
Not answered	1	1%
	109	100.00%

Q15u It is the role of librarians to teach how to obtain information.

strongly agree	15	14%
agree	77	71%
uncertain	9	8%
disagree	7	6%
strongly disagree	0	0%
Not answered	1	1%
	109	100.00%

Q15v It is the role of librarians to provide needed information.

strongly agree	17	16%
agree	69	63%
uncertain	9	8%
disagree	12	11%
strongly disagree	2	2%
Not answered	0	0%
	109	100.00%

Q16 Level of position

library assistant	47	43%
qualified non supervisory	27	25%

supervisory	18	17%
management	13	12%
other	3	3%
Not answered	1	1%
	109	100.00%

Q17 Employment status

full time (30hrs or more)	83	76%
part time (less than 30hrs)	26	24%
Not answered	0	0%
	109	100.00%

Q18 Average number of hours per day spent working on a reference desk.

up to 1 hour	13	12%
1-2 hours	23	21%
2-3 hours	45	41%
3-4 hours	19	17%
5 hours or more	7	6%
Not answered	2	2%
	109	100.00%

Q19 Years in current position

0-2 years	37	34%
3-5 years	31	28%
6-10 years	18	17%
11-15 years	11	10%
16-20 years	5	5%
over 20	6	6%
Not answered	1	1%
	109	100.00%

Q20 Part of library system worked in

central or main library	79	72%
branch or community library	29	27%
Not answered	1	1%
	109	100.00%

Q21 No. of staff

up to 10	55	50%
11-20	19	17%
21-30	6	6%
31-40	1	1%
41 or more	26	24%
Not answered	2	2%
	109	100.00%

Q22 Library location

rural area	31	28%
urban centre	78	72%
Not answered	0	0%
	109	100.00%

Q23 Years in library or information work

0-2 years	20	18%

3-5 years	15	14%
6-10 years	19	17%
11-15 years	18	17%
16-20 years	18	17%
over 20 years	19	17%
Not answered	0	0%
	109	100.00%

Q24 Academic qualifications

none	16	15%
certificate	32	29%
diploma	13	12%
bachelors	32	29%
masters	15	14%
doctorate	1	1%
Not answered	0	0%
	109	100.00%

Q25 Library qualifications

no library qualification	36	33%
currently studying	16	15%
NZLS or NZLIA Certificate	27	25%
Dip Libr	21	19%
Bachelor (library major)	1	1%
MLIS	6	6%
MA or PhD in LIS	0	0%
Other	1	1%
Not answered	1	1%
	109	100.00%

Q26 Gender

male	9	8%
female	98	90%
Not answered	2	2%
	109	100.00%

Q27 Age

under 20	4	4%
21-30	14	13%
31-40	23	21%
41-50	36	33%
51 or over	31	28%
Not answered	1	1%
	109	100.00%

Appendix B: Verbatim responses to Question 2

- Knowing how to go about finding the information you need.
- Finding and using information, both written and digital.
- Having knowledge to locate information either by hard copy or using other technology eg. internet, library catalogue, etc.
- The ability to find, evaluate and use information effectively.
- Making successful and useful information available to others for research or other purposes.
- To be able to find, use and understand the information you require.
- Info lit is the ability to access and discern information in any format - written, electronic etc.
- Ability to access, process and use information effectively.
- To me this means being able to locate the information you need/want and also being able to use the information and to understand it.
- To have the skills and knowledge required to access information from a variety of sources.
- Information literacy to me is being able to understand, interpret any use of information. Being able to know where to find the information to retrieve it etc.
- The ability to recognise a need for information and then to locate, access, manage, evaluate, and use the appropriate information to meet the purpose from a variety of sources.
- Being able to read, write, manipulate, assess information to get what you need out of it.
- Knowing where to access information and to evaluate it.
- Similar to the National Library - the ability of an individual to locate, find a variety of information from various different sources, evaluating this information then applying/using the information for what they require, whether it be for work, home, or community.
- The ability to understand and articulate what is required and the knowledge to be able to search for it and find it (if it's there!) in whatever place or format it may be in.
- It is the ability to find, understand, evaluate and use information gained from a variety of sources that the individual or group can use to solve problems an make decisions effectively.
- Define, select, locate, examine, organize, evaluate.
- The ability to search for, evaluate, and use the wide variety of information sources present in the current information climate.
- The five step process and skill of being able to analyze, source, combine and present information.
- Intelligently using information from available sources to assist in effective decision making.
- The ability to access information from a variety of sources including the internet and online providers.
- About acquiring a range of skills that enable you to access and use a range of information sources to help with a range of activities, e.g. general interest, making decisions, etc.
- The ability of individuals to be able to access information from printed and electronic resources and to use that information effectively for whatever needs they may have.
- The ability to find information via different methods and from a range of sources/media and the ability to know how to use that information and decipher that information once retrieved.
- How to find information successfully through variety of resources.
- The ability to locate and use information for one's own purpose. Being able to determine the quality and authority of the information.
- Information literacy is the knowledge held by a person as to when a particular information is needed, how to and where to find it and use it for a recognised purpose.
- Knowing how to access information.
- The ability to search and find information effectively.
- Being familiar with ways of accessing information e.g. internet, libraries.
- The ability to locate information, evaluate the information and use the information to solve a problem.
- Ability or knowledge to search for information and find it.
- I think of it as the ability to find information using tools such as: (in old fashioned terms) bibliographies, indexes, card catalogues but (in contemporary terms) also electronic tools such as electronic catalogues, databases and search engines.
- Ability to find information using technological resources.
- Knowing how to find and use information relevant to one's current needs.
- A knowledge of how to best access, evaluate and use information from any source for a variety of

uses.

- Acquiring the skills to enable effective use of information and information resources in a long term capacity.
- The ability to be able to locate, interpret and use information.
- Is a process rather than a product. One needs to understand the qualities; which are to locate, evaluate, manage and use information in a range of contexts.
- Knowing how to evaluate information; to undertake research in order to locate relevant information and how to make use of the information when it is retrieved.
- How a person is able to source the information required, evaluate it, draw out what is required and use it in a way suitable for their needs.
- To provide information in the quest of knowledge.
- Locating information from a variety of sources to meet our users needs.
- Being able to find and access information at an appropriate level from various sources and evaluate its usefulness for whatever purpose it is required.
- Information literacy is the ability to find information, select and use it having first evaluated its source, currency and relevance to the inquiry, problem in hand.
- Being aware of information, their quality and usefulness in helping with reference work, having the ability to evaluate the material and use it in a helpful way in a work situation.
- Being literate in finding information. Being able to use all information tools effectively.
- Gathering and accessing information to help in research and decision making.
- Knowing what info is available in a library and how to access it.
- The ability to find, assess; interpret and incorporate information from a variety of sources for a specific purpose.
- The ability to access and use information of all kinds to enhance life experiences and answer needs.
- The ability to locate information (in all its different formats), to judge its relevance, authority, accuracy and to use this information effectively, to solve a problem or enhance our lives.
- Knowing and being able to access information, then being able to successfully evaluate and use it.
- The ability to locate, analyse and use resources to answer an information need.
- Information literacy is the ability to access, evaluate and use information efficiently.
- Researching information from a variety of sources and also assisting customers in their aim to retrieve information from databases.
- Source a wide range of information from reliable providers then evaluate its usefulness and relevance to problems decisions and research.
- It is the ability to find out information, evaluate it according to your needs and managing the information acquired from a range of sources for solving problems, research and making my decisions.
- Being able to easily access relevant material for specific subjects. Being able to use that information in appropriate ways for research.
- The ability to locate information that is authoritative and suitable for fulfilling the needs for which it is required.
- Connecting the patron to appropriate resources. Information literacy encompasses the ability to know when there is a need for information, identifying the area of investigation, the information required, and where to access, evaluate and organise the info from a variety of sources in order to answer the questions.
- Information literacy is the ability to analyse, locate through available resources, and provide accurately information on all subjects. In a library it is free education in a user pays society.
- The ability to resource and locate information for the needs or requirements of library users.
- Being able to research and evaluate information using various different types of resources.
- The ability to source, assess and disseminate relative information.
- The ability to be able to assess, evaluate, organise and manipulate and present all forms of information. An information literate person recognises different levels, types, formats of info and their appropriate uses.
- The idea that a person is able to research, resource and interpret information.
- The ability to access and understand information written in English. We used to call it research skills.
- The ability to know where to look for, and how to find the most useful and relevant information for the purpose required.

- The ability to find relevant information from various sources.
- To locate information from a wide range of sources whether it be for learning, recreational needs, problem solving, decision making.
- Capacity of individuals to have the knowledge to locate information, to use the, to impart to other to as to use them effectively.
- The ability to find, evaluate and use information from a range of resources.
- The ability to find specific information, evaluate your findings and use the information to answer a particular questions.
- The ability to access, judge, and process information from a wide range of sources, in all types of media.
- Knowing how to access information and if appropriate effectively pass it on.
- Ability to access info, know how to evaluate it and use it.
- The ability to locate and evaluate a variety of information resources to undertake effective and comprehensive research.
- The ability to locate and evaluate information from a range of resources, for a variety of purposes.
- Know where to find information, how to use/across resources, how to use the information from those resources effectively for the customers purposes.
- Being able to access information from all traditional and newer sources.
- Being able to find information from a variety of sources using techniques such as searching strategies, and tools such as Boolean logic.
- The ability to access, and understand, information in a world where information is available in a variety of forms and media.
- The ability to use a range of sources to find the information you desire.
- The ability to recognise the need for information, locate, assess and be able to use the information available to meet the need.
- Knowledge of and ability to use a variety of digital resources.
- The ability to use information effectively.
- Knowing how to access information from sources that are available to me.
- Right information for right problems and right people.
- Finding, evaluating and using information from a variety of sources for problem solving and for research purposes.
- Understanding the query, getting the most accurate solution to the query using various resources like the catalogue, internet etc.
- Literacy found with people who need help with English as a second language.
- Information literacy is the ability to locate, analyse and use information.
- Ways in which staff can locate information for patrons.

Appendix C: Verbatim responses to Question 11

- Yes, because then they can make decisions based on more information.
- Yes, because knowledge is power and there is not point having information and not being able to access it.
- I think it is important for people to be information literate so they can find resources to meet their needs.
- Information literacy is vital to enable people to access, evaluate and use information for all aspects of their lives be it a student studying or an older person re-sitting their drivers licence.
- If a library user is information literate they would be successful in locating the information they require. However if someone is not information literate they can still get help from a librarian, and can be taught the/some skills that they need.
- Yes, so they understand what they require for their studies etc.
- Yes because it is important for everyone to know how to access and use information. Ignorance is not bliss! It affects self esteem, quality of life and so many aspects of your life if you are not informed or don't know how to become informed.
- Yes, because without those skills you can't get to information you need to base decision making, planning, etc on ill-informed is as bad as uninformed.
- Yes, I do think it's important to be information literate because when you walk into a library without knowing where to go for the information that you want it gets very frustrating having to ask all the time.
- Yes. Because increasingly people need to access information from a variety of sources which require the people to have the ability to do so e.g. Internet for banking, job applications, travel bookings, educational courses, information for projects or personal interest, funding applications, government agencies.
- Yes, because if they are not able to judge which parts of the information are important for their needs they will not be able to develop maximum benefit.
- Yes. If people do not have the ability to interpret and evaluate information in order to use it to their best advantage, they will not gain maximum benefit.
- Yes. To expand their horizons.
- Yes, I think everyone needs to be able to find information as needed to solve problems, make decisions etc, it empowers people, builds self-esteem and confidence. If children learn early they can continue as adults making them life-long learners.
- Yes, because that way they are able to help themselves more - it can give them a greater feeling of control/accomplishment etc. It also eliminates a few lines of enquiry for librarians to have to look at when asked for help.
- Yes, this gives individuals the confidence to identify, source and locate information comfortably.
- Vital part of every day life. Being information literal enables us to solve/answer/understand problems and queries whether minor or major, at home or in the workplace or education facility.
- Yes - in this fast changing environment we live in information is almost out of date as soon as it is available. An information literate person will know how to source information and evaluate its worth. If it is worthwhile they will have the knowledge to organize it in an understandable manner.
- Yes. Information overload means that being able to effectively evaluate and extract pertinent information is a necessity. It also enables critical thinking - which seems to be a dying art.
- Yes. Knowledge is a key! Local knowledge is an essential tool in a public library. In addition one only needs to know where to get correct information to be of assistance. A broad education and knowledge is of enormous assistance.
- Yes. So that they can research their own information needs and so contribute to life long learning.
- Yes. Important skill for students and these skills are important in many jobs. The world is changing rapidly...information literacy is an important life skill...for everyone.
- Yes, but only to a certain point. The technology that provides a lot of information today is changing so rapidly it is unrealistic to expect many people to keep up. It is more important for librarians to be information literate and assist people whenever they can. Learning centres in some areas (usually cities) may increase the digital divide if they are lacking in other libraries.
- Absolutely. It is a life skill.
- Yes because there is so much information available now. We need to be able to find our way around it so we can help ourselves in the world - jobs, education, etc etc.
- So people can form opinions, be informed and make judgements/decisions, participate fully in

society and become leaders.

- Yes, to be able to know what information is recognised and also where it is available. Researchers should have advanced knowledge on the above.
- Yes - so that people have a degree of independence when seeking information.
- Yes. Access to information is access to personal power and the ability to live a fulfilling life.
- Yes
- Yes - to be part of a democracy one must know how to find and recognise objective information. To manage oneself or family, one needs to find relevant information, e.g. health, legal/legislative etc.
- It is good to be information literate, as it helps you to find information on your own.
- Yes, it is important for people to be able to locate information from a variety of sources in order to be objective or well rounded on an issue or subject.
- It is vital to be information literate in terms of: (1) being a citizen e.g. lots of govt info online; (2) being an employee/professional e.g. job hunting, CV's etc; (3) being entertained e.g. the wonders of googling the world
- Definitely - it empowers people, and the more customers are able to help themselves, the more staff are able to concentrate on other matters!
- Yes. Information literacy skills are invaluable. Being information literate means you possess the basic skills required to locate and use information. I really believe the more information literate people are, the more they can (and possibly will) participate in our democracy.
- Yes - to be able to find information in the minefield out there and know it is what you need to answer the questions you have.
- Yes. Because an information literate person has 'learned how to learn'. It forms the basis for lifelong learning, whereby they can demonstrate effective use of information.
- With the understanding given at the start of the questionnaire, yes it is. Anyone can be given the answer or information needed, but to gain knowledge from it you have to be able to understand it.
- Yes. Information is power - but only if you can find it independently.
- Yes because by teaching people how locate, evaluate and use resources they become more independent, confident have higher self esteem and become better well informed.
- Yes - learning these skills enable people to be more confident in their search and presentation.
- Yes
- Yes
- Yes
- Yes as it is very important for people to be able to easily access, retrieve, evaluate and use information to grow their knowledge.
- Yes. There is a vast amount of information available in many different formats and in order to access and use it effectively, people need to be information literate.
- Very important. Information literacy gives independence, encourages self-reliance and develops confidence in making decisions in further developing life skills.
- Yes. There is so much information out there you have to have some idea how to access it.
- Definitely important. If you don't know what info you have - how can you be expected to find it for people?
- Yes - need to know so can help others to find what they want - know what's available esp. reference book etc.
- Yes. There is so much information and misinformation floating around that people need to be able to access and assess the useful and accurate information.
- Everyone needs information of some sort at some time, and it is important to be able to access what you need. As information is more readily available now then previously, people expect to have up-to-date information readily available. These skills are required for many jobs and without the necessary skills, people are left behind.
- Yes - it gives them independence and enables them to move forward individually without recourse to librarian assistance.
- Obtaining accurate and reliable information can empower people (making informed decisions, enhance and enrich their lives). "Barriers" that exist today are: overwhelming amount of info/dubious nature of much of this info/ skills needed to locate and use info in all its different formats (particularly electronic)/ public misconceptions about the Internet (not everything is on there and the 'good stuff' is not always free or easy to find).
- Yes as it enables people to disseminate information - important for everything from school, university to everyday life (e.g. buying a car).

- Yes.
- Yes. There is so much information ready for the searching and up-to-date also which is a key requirement.
- Yes. Gives them independence, wide variety of resource teaches evaluation of material. Opens them to wide range of new ideas in short time.
- Yes, I think people should at least have a basic understanding of it. I think it is important as it may be vital in activities in everyday life.
- Yes. It is important in a democracy for people to be able to inform themselves (and others) on any given topic/subject - political/social/environmental etc. for enjoyment, personal research etc.
- Yes. There is so much information available now that people need to be able to know how to sift through it and find good quality information that can suit their needs.
- Yes, because info literacy enables people to be critical thinkers who can competently turn relevant (public) information into (private) knowledge and this is an ongoing process allowing them to be life-long learners.
- It is important for people to be information literate. It educates people with the ability to make informed decisions, information empowers.
- Yes. The more that people know about how and where to research and the many different avenues to locate resources the better.
- Yes, as the ability to find and assess information is of use to all people.
- Yes. We all need to be info literate to some degree to function in our daily lives. The more info literate we are the better and more sophisticated the choices we make, on both an individual and group level.
- Only if it pertains to need. So to some level yes.
- People need to be able to access and evaluate information in order to make decisions in their lives. We have to have words in order to think. Complexity of thought relies in us organising words within our heads.
- Yes - more and more information is currently made available, and people must be able to access it.
- Yes - as more information becomes available from many different sources people should know how to access this.
- Yes its very important. More and more information is made available and people need to be able to access it.
- Yes, in dealing with the customers, with everyday walk in life, it is indeed very satisfying if you manage to locate, study info resources, makes life interesting, learning aspects…
- Yes - due to an increasing number of information sources, it is important that you know how and where to locate information as well as how to evaluate it for authenticity.
- Yes. As more information and different information sources become available it becomes even more important that people have the skills to sift, evaluate and identify the information they need to answer a specific question.
- My fundamental belief is that "information is power" and the information literacy skills empower everyone, irrespective of age, race and other factors.
- Yes because if people are not information literate they can not gain knowledge which tells them what they need to do etc.
- Yes: for social reasons - general knowledge (health, travel, world affairs etc) : for work/business reasons.
- Yes. So that they can locate the right information easier and quicker and become more self reliant.
- Yes, very important. Volume of information is too vast for people to retain more important to know when/how to access info and evaluate it.
- Yes, because information literacy is vital for a person's education, training and personal development. People need effective information gathering tools and skills to complete their education, undertake projects and write business plans etc, etc.
- Yes. People need the skills to find whatever information they require for professional or personal use.
- Yes. Printed material dates very quickly and/or is not always readily available. There are so many electronic resources from CD Rom to internet and not everyone is aware or familiar with.
- Yes.
- Yes.
- Yes, allows them to search out information required on own time.
- Yes, in order to keep up with knowledge information in their area at work, study, research and to be

able to access correct and valid information.

- It is important for people to be information literate because it enables people to be self sufficient and able to control the level of dependence they have on other people. This applies to all ages and teaching a customer information literacy skills is an important part of what we should be doing.
- Yes. Essential skills in today's world can't know everything so essential to be able to teach self, and access information if need to.
- Yes. So that people have the tools/skills to find the info they want to allow them to take control of their life etc.
- Yes. In these days of information explosion, one needs to be able to locate the necessary resources, evaluate and effectively use to meet the information need. It could be for a professional research or even to meet the basic needs.
- The amount of information available today is overwhelming. It is vital that people know what is out there and have some skills around evaluating that information.
- Yes, very important.
- It is important in this society as so much of the information that we require to survive is computer generated, or heading that way. e.g. contacting government departments, finding out things like changes to the road code if print copy not available, making contact/finding information from the city council.
- It is very important. Why? Simple - without right information how people can make right decision.
- Yes, they can use information, collected from different sources, for their personal research work and for other purposes.
- Yes, can help themselves and others better.
- So people can understand.
- Yes, the ability to use information well.
- Yes because it makes them a lot more knowledgeable and therefore more able to help staff.

Appendix D: Questionnaire

VICTORIA UNIVERSITY OF WELLINGTON

Te Whare Wānanga o te Ūpoko o te Ika a Māui

SCHOOL OF INFORMATION MANAGEMENT

An investigation into library staff attitudes, knowledge and skills relating to information literacy in NZ public libraries.

Q1. Have you heard of the term 'information literacy'?

☐ Yes *(go to question 2)*

☐ No *(go to question 3)*

☐ Not sure *(go to question 3)*

Q2. Please explain, in your own words, what you think information literacy is:

_____

_____

_____

_____

Please consider this definition of information literacy:

The National Library of New Zealand defines information literacy as "locating, evaluating, managing and using information effectively from a range of sources for problem solving, decision making and research".

Please answer the questions in this questionnaire based on the above definition of information literacy.

Q3. Where have you heard of or gained any knowledge of what information literacy is? *(tick all that apply)*

☐ During the course of your job

☐ From colleagues

☐ Professional development or training courses

☐ Library studies

☐ Professional literature

☐ Government information (eg. draft digital strategy)

☐ Other *please specify* _____

Q4. What is your job title?

_____

Q5. Does your position description contain any duties that specifically mention information literacy?

☐ Yes

☐ No

☐ Not sure

Q6. Is being information literate a required competency in your position description?

☐ Yes

☐ No

☐ Not sure

Q7. Does anyone in your library system have designated responsibility for information literacy?

☐ Yes

☐ No

☐ Not sure

Q8. Is information literacy written into your library's business plan?

☐ Yes

☐ No

☐ Not sure

Q9. What information literacy initiatives for library patrons are you aware of in your library? *(tick all that apply)*

☐ Library orientation tours

☐ Group training in internet searching

☐ Group training in using catalogues

☐ Group training in using online databases

☐ Group training in basic computer skills

☐ Learning centres

☐ Homework clubs/centres

☐ Other *(please specify)* _____

Q10. Are you aware of any information literacy models? (eg. Big6)

☐ Yes. *Please specify* _____

☐ No (*go to question 11)*

***If yes**, (please circle)*

Do you use any of these during reference enquiries

Never | Sometimes | Often | Always

Do you refer library users to information on any of these models?

Never | Sometimes | Often | Always

Q11. Do you think it is important for people to be information literate? Why or why not?

_____

_____

_____

_____

_____

_____

Q12. Please indicate what *level* of skill you have in the following skills:

	No skills				**Highly skilled**
	1	**2**	**3**	**4**	**5**
Conducting reference interviews	☐	☐	☐	☐	☐
Identifying appropriate resources	☐	☐	☐	☐	☐
Evaluating resources and information	☐	☐	☐	☐	☐
Using key reference sources	☐	☐	☐	☐	☐
Searching online databases	☐	☐	☐	☐	☐
Boolean search techniques	☐	☐	☐	☐	☐
Searching the internet	☐	☐	☐	☐	☐
Creating pathfinders / resource guides	☐	☐	☐	☐	☐
Creating bibliographies	☐	☐	☐	☐	☐
Creating web pages	☐	☐	☐	☐	☐
Library user instruction	☐	☐	☐	☐	☐

	No skills				Highly skilled
	1	2	3	4	5
General teaching / learning skills	☐	☐	☐	☐	☐
Designing teaching plans	☐	☐	☐	☐	☐
Setting learning objectives	☐	☐	☐	☐	☐
Evaluating teaching sessions	☐	☐	☐	☐	☐
IT skills (e.g. using PCs, Word, Excel)	☐	☐	☐	☐	☐

Q13. Please indicate *how* you have gained skills in the following: (tick all that apply)

	Initial on the job training	Formal training course	1 to 1 instruction from a colleague	Self taught on the job	Library studies	Other tertiary study	Self taught (not on the job)	No learning
Conducting reference interviews	☐	☐	☐	☐	☐	☐	☐	☐
Identifying appropriate resources	☐	☐	☐	☐	☐	☐	☐	☐
Evaluating resources and information	☐	☐	☐	☐	☐	☐	☐	☐
Using key reference sources	☐	☐	☐	☐	☐	☐	☐	☐
Searching online databases	☐	☐	☐	☐	☐	☐	☐	☐
Boolean search techniques	☐	☐	☐	☐	☐	☐	☐	☐
Searching the internet	☐	☐	☐	☐	☐	☐	☐	☐
Creating pathfinders/ resource guides	☐	☐	☐	☐	☐	☐	☐	☐
Creating bibliographies	☐	☐	☐	☐	☐	☐	☐	☐
Creating web pages	☐	☐	☐	☐	☐	☐	☐	☐
Library user instruction	☐	☐	☐	☐	☐	☐	☐	☐
Teaching/learning skills	☐	☐	☐	☐	☐	☐	☐	☐
Designing teaching plans	☐	☐	☐	☐	☐	☐	☐	☐
Setting learning objectives	☐	☐	☐	☐	☐	☐	☐	☐
Evaluating teaching sessions	☐	☐	☐	☐	☐	☐	☐	☐
IT skills (e.g. using PCs, Word, Excel)	☐	☐	☐	☐	☐	☐	☐	☐

Q14. As part of your work duties are you involved in providing:

		If answered yes,	
		1 to 1 training	**Group training**
Library orientation tours	YES / NO	☐	☐
Basic instruction in using information technology	YES / NO	☐	☐
Training in the use of online catalogues (OPACS)	YES / NO	☐	☐
Training in the use of the Internet	YES / NO	☐	☐
Training in the use of Email	YES / NO	☐	☐
Training in the use of online databases	YES / NO	☐	☐
Training in the use of reference materials	YES / NO	☐	☐
Training in information retrieval and other library skills	YES / NO	☐	☐
Library instruction	YES / NO	☐	☐
Homework supervision	YES / NO	☐	☐
Staffing specialised learning centres	YES / NO	☐	☐

Q15. Please indicate your level of agreement with the following statements:

	Strongly Agree	**Agree**	**Uncertain**	**Disagree**	**Strongly Disagree**
Information literacy can be taught to users one-on-one during reference enquiries.	☐	☐	☐	☐	☐
Requirements to teach information literacy add to workloads.	☐	☐	☐	☐	☐
Information literacy training should have more emphasis by libraries.	☐	☐	☐	☐	☐
Information literacy instruction is of benefit to library users.	☐	☐	☐	☐	☐
It is important for library staff to be information literate.	☐	☐	☐	☐	☐
It is important for all people to be information literate.	☐	☐	☐	☐	☐
It is only important for library users who are students to be information literate.	☐	☐	☐	☐	☐

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Learning centres are important for people that don't have the skills to effectively access information.	☐	☐	☐	☐	☐
Knowing how to use the catalogue is the most important skill for a library patron.	☐	☐	☐	☐	☐
Generally, my colleagues are information literate.	☐	☐	☐	☐	☐
Lack of teaching skills is a barrier to teaching information literacy in my library.	☐	☐	☐	☐	☐
Low staff awareness of information literacy is a barrier to teaching information literacy in my library.	☐	☐	☐	☐	☐
Staff attitudes toward information literacy are barriers to teaching information literacy.	☐	☐	☐	☐	☐
I support the idea of teaching information literacy in my library.	☐	☐	☐	☐	☐
I am committed to the teaching of information literacy in my library.	☐	☐	☐	☐	☐
Information literacy will help close the digital divide.	☐	☐	☐	☐	☐
The role of a public library should include educating all citizens.	☐	☐	☐	☐	☐
The role of a public library should include providing information literacy training to library users.	☐	☐	☐	☐	☐
Only tertiary libraries should teach students information literacy.	☐	☐	☐	☐	☐
It is the role of librarians to refer to sources of information.	☐	☐	☐	☐	☐
It is the role of librarians to teach how to obtain information.	☐	☐	☐	☐	☐
It is the role of librarians to provide needed information.	☐	☐	☐	☐	☐

The following questions are to ensure a representative mix of people are included in the survey:

Q16. At what level is your position within the library?

☐ Library Assistant

☐ Qualified Non-Supervisory

☐ Supervisory

☐ Management

☐ Other *please specify* _____

Q17. Employment status, do you work:

☐ Full time (30 hours per week or more)

☐ Part time (less than 30 hours per week)

Q18. What is the average number of hours per day you spend working on a desk where you answer reference enquires from library users (eg. reference desk, information desk, help desk)

☐ Up to 1 hour

☐ 1-2 hours

☐ 2-3 hours

☐ 3-4 hours

☐ 5 hours or more

Q19. How many years have you been in your current position?

☐ 0-2 years

☐ 3-5 years

☐ 6-10

☐ 11-15

☐ 16-20

☐ over 20

Q20. Which part of your library system do you work in?

☐ The central or main library

☐ A branch or community library

Q21. How many staff are employed at your library (branch or location only, NOT the entire library system)?

☐ Up to 10

☐ 11 - 20

☐ 21 - 30

☐ 31 - 40

☐ 41 or more

Q22. Is your library (branch or location only) located in:

☐ A rural area

☐ An urban centre

Q23. How many years have you have worked in a library or information environment?

☐ 0-2 years

☐ 3-5 years

☐ 6-10 years

☐ 11-15 years

☐ 16-20 years

☐ over 20 years

Q24. What academic qualifications do you have? *(tick the highest)*

☐ None

☐ Certificate

☐ Diploma

☐ Bachelors degree

☐ Masters degree

☐ Doctorate

Q25. What library qualifications do you have? *(tick the highest)*

☐ No library qualification

☐ Currently studying towards a library/information qualification

☐ NZLS or NZLIA Certificate

☐ Dip Libr

☐ Undergraduate degree majoring in Library and Information Studies

☐ MLIS

☐ MA or PhD in Library and Information Studies

☐ Other *please specify* _____.

Q26. Do you identify as:

☐ Male

☐ Female

Q27. Which age bracket are you in?

☐ Under 20

☐ 21-30

☐ 31-40

☐ 41-50

☐ 51 or over

Appendix E: Interview Guide

1. Can you tell me what you think information literacy is?

2. Does information literacy fit, or could fit, into your current job? If yes, how?

3. How involved are you in teaching information literacy skills to library users?

4. Do you believe you have been adequately prepared to teach these skills in your job?
    a. If yes, please explain why, how you have been prepared.
    b. If no, what do you think you need?

5. How do you feel about taking on increasing information literacy teaching tasks?

6. Do you think it is important for all people to become information literate?
    a. If yes, how important? Why? All people equally or some more than others?
    b. If no, why not?

7. Do you think librarians should play a role in teaching information literacy?
    a. If yes, what role? Why?
    b. If no, why not?
    c. In your library is the amount of teaching about right, too little, too much?

8. Who else should have a role in teaching information literacy (e.g. individuals, schools, government etc)
    a. Why? To what extent?

9. What do you think are the most important issues facing libraries regarding information literacy?

10. Is there anything else you want to talk about regarding information literacy?

Appendix F: Questionnaire Information Sheet

VICTORIA UNIVERSITY OF WELLINGTON

Te Whare Wānanga o te Ūpoko o te Ika a Māui

SCHOOL OF INFORMATION MANAGEMENT

An investigation into library staff attitudes, knowledge and skills relating to information literacy in NZ public libraries.

Information Sheet

This questionnaire is part of a research project for the Masters of Library and Information Studies at Victoria University of Wellington.

The aim of this project is to obtain information about library staff attitudes, knowledge and skills relating to information literacy in New Zealand public libraries.

I am inviting permanent library staff that work on a reference desk as part of their job in a public library to complete this questionnaire.

The questionnaire aims to:

- find out the nature, extent and level of knowledge relating to information literacy held by staff in New Zealand public libraries;
- find out some of the attitudes of staff toward information literacy and its teaching; and
- find out the level and extent of skills relevant to information literacy held by staff.

It is envisaged that the questionnaire should take no longer than 15 minutes of your time to complete. It can be returned to me in the self addressed envelope via your manager or other person that distributed this questionnaire to you.

Responses collected from this questionnaire, along with responses from in-depth interviews, will form the basis of the research project and will be put into a written report on an anonymous basis. This research report will be deposited in the Victoria University library. The report may also form the basis of an article for publication in professional literature or a conference presentation. Any information gathered from this questionnaire that is made public will be used only in an aggregated form, or as un-attributed statements. The data gathered will be kept strictly confidential, and will only be viewed by myself and my research supervisor, for the purposes of the study. All raw data will be securely destroyed at the conclusion of the research.

The research project is expected to be completed in June 2005, after which a summary of the research will be emailed to the managers used in the recruitment and distribution of questionnaires. These managers will be asked to forward the summary to interested staff. Managers will also be invited to request a copy of the final document.

The University requires that ethics approval be obtained for research involving human participants. This questionnaire has received the required ethical approval.

By completing and returning this questionnaire you are giving your consent to participate in this study.

If you need assistance or have questions while completing this questionnaire, please contact:

Katrina Baillie (Researcher)
Email: peartbkatr@student.vuw.ac.nz
Ph: (09) 307 7428

Berenika Webster (Research Supervisor)
Email: berenika.webster@vuw.ac.nz
Ph: (04) 463-5103

VICTORIA UNIVERSITY OF
WELLINGTON LIBRARY

Appendix G: Interview Information Sheet

VICTORIA UNIVERSITY OF WELLINGTON
Te Whare Wānanga o te Ūpoko o te Ika a Māui

SCHOOL OF INFORMATION MANAGEMENT

Information Sheet

An investigation into library staff attitudes, knowledge and skills relating to information literacy in NZ public libraries.

This interview is part of a research project for the Masters of Library and Information Studies at Victoria University of Wellington.

The aim of this project is to obtain information about library staff attitudes, knowledge and skills relating to information literacy in New Zealand public libraries.

I am inviting permanent library staff that work on a reference desk as part of their job in a public library to participate in an interview.

The interviews aim to explore knowledge and attitudes of staff toward information literacy and its teaching.

Your participation is voluntary and you may withdraw your participation from the project at any time up until the data collection of the interview phase of the project is completed on 9 May 2005.

It is envisaged that the interview will take approximately 20-30 minutes. I wish to audio-tape the interviews, to assist with data analysis. The data gathered will be kept strictly confidential, and will only be viewed/listened to by myself and my research supervisor, for the purposes of the study. All raw data will be securely destroyed at the conclusion of the research and tapes will be wiped.

Responses collected from interviews, along with responses collected from questionnaires, will form the basis of the research project and will be put into a written report on a confidential basis. This research report will be deposited in the Victoria University library. This report may also form the basis of an article for publication in professional literature or a conference presentation. Any information gathered from this interview that is made public will be used only in an aggregated form, or as un-attributed statements; your name will not be used.

The University requires that ethics approval be obtained for research involving human participants.

The research project is expected to be completed in June 2005, after which a summary of the research or a full copy of the research report will be emailed to participants as requested on the interview consent form.

If you have any questions about this project, please contact:

Katrina Baillie (Researcher)
Email: peartbkatr@student.vuw.ac.nz
Ph: (09) 307 7428

Berenika Webster (Research Supervisor)
Email: berenika.webster@vuw.ac.nz
Ph: (04) 463-5103

Appendix H: Interview Consent Sheet

VICTORIA UNIVERSITY OF WELLINGTON

Te Whare Wānanga o te Ūpoko o te Ika a Māui

SCHOOL OF INFORMATION MANAGEMENT

Consent Form

An investigation into library staff attitudes, knowledge and skills relating to information literacy in NZ public libraries.

I have been given and understood an information sheet explaining this research project. I have had an opportunity to ask questions and have them answered to my satisfaction. I understand that taking part in this study is voluntary and that I may withdraw any information I have provided from this project (before data collection and analysis is complete) without having to give reasons.

I understand that any information I provide will be kept confidential to the researcher and the research supervisor.

I consent to the information collected from this interview being used in a written report that will be deposited in the Victoria University library and in any subsequent published articles or conference presentations. I understand that my name will not be used and that no opinions will be attributed to me in any way that will identify me. I understand that the tape recording of my interview will be wiped at the end of the research project.

I consent to the interview being audio-taped..... YES/NO

I request a summary of the research to be emailed to me..... YES/NO

I request a full copy of the final research project to be emailed to me.... YES/NO

Email address.....

Name (please print) :.....

Signature: .....

P.O .Box 600, Wellington, New Zealand Telephone +64-4-463 5384 Facsimile +64-4-463 5446