

Position of Librarians in Fostering Information Literate Society for Inclusive Education, Entrepreneurship and Nationwide Development

Lawrence Arumuru

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This study explores the role of librarians in promoting information literacy for inclusive education, entrepreneurship, and national development in today's knowledge-driven society. The researcher conducted a literature review to investigate the responsibilities of librarians in fostering an information-literate society, the impact of such a society on inclusive education, entrepreneurship, and national development, and the challenges faced by librarians in this endeavour. The study concludes that librarians should advocate for the inclusion of knowledge literacy as a course in higher education curricula. It emphasizes the importance of information literacy in promoting inclusiveness, entrepreneurship, and national growth, including the development of individuals with diverse skills who can navigate technology-rich environments for societal benefit. As part of the recommendations, the study suggests that librarians collaborate and submit a position paper to the National University's Commission (NUC) to underscore the necessity of incorporating knowledge literacy into higher education programs, aiming to empower students as independent lifelong learners.

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Position of Librarians in Fostering Information Literate Society for Inclusive Education, Entrepreneurship and Nationwide Development

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ABSTRACT

This study explores the role of librarians in promoting information literacy for inclusive education, entrepreneurship, and national development in today's knowledge-driven society. The researcher conducted a literature review to investigate the responsibilities of librarians in fostering an information-literate society, the impact of such a society on inclusive education, entrepreneurship, and national development, and the challenges faced by librarians in this endeavour. The study concludes that librarians should advocate for the inclusion of knowledge literacy as a course in higher education curricula. It emphasizes the importance of information literacy in promoting inclusiveness, entrepreneurship, and national growth, including the development of individuals with diverse skills who can navigate technology-rich environments for societal benefit. As part of the recommendations, the study suggests that librarians collaborate and submit a position paper to the National University's Commission (NUC) to underscore the necessity of incorporating knowledge literacy into higher education programs, aiming to empower students as independent lifelong learners.

Keywords: Role of Librarians, Information Literate Society, Inclusive Education, Entrepreneurship, Nationwide Development

INTRODUCTION

From days of yore, having admission to the perfect data at the ideal time and its related application has been the compass that cultivates human progress and advancement. Consequently, the call to store this data or keep human information recorded as hard copy material for legitimate capacity for future use required the establishment of libraries and the overseers of put away data or recorded human information are known as bookkeepers. It is qualified to note at this point, that the establishment of libraries in old, archaic and contemporary times was driven by development, the call to maintain and propel progress locally, broadly and globally cutting across every human action. Having the right of passage to data assets that are housed in the library requires some degree of abilities moved by library user(s) for simple distinguishing proof and recovery of required data assets. Subsequently, library clients should be data learned to be valuable in the 21st Century which is driven by data.

Data proficiency as per the American Library Relationship (as referred to in Sandy, 2004), is the capacity to perceive when data is required and the ownership of the skill(s) to find, assess and successfully use the data at the fitting time. Because of the torrential slide of data that is accessible on paper and electronic organizations because of the use of present-day advances in spreading these data assets. Data searchers are showered with a huge number of data at the punch of a PC console in this manner causing data searchers to be at a junction on the most proficient method to get the right data that will propel their boondocks of information. This situation calls for administrators to teach library clients the expected abilities that will help them be rack-dependent consistently while looking for data.

The capacity to know when data is required, recognize, access, find, recover, assess, examine, offer and utilize the gained data is vital to the accomplishment of comprehensive training, business venture and cross-country improvement since understudies can't realize all that they should be aware in the higher foundation of learning in their field of review given the short period of time they spent in schools. Subsequently, being data educated will offer alumni the chance to be autonomous lasting student through the capacity to get data that are expected for any errand or choice that they need to make throughout everyday life. In buttressing the spot of data proficiency in encouraging consideration training, business and countrywide turn of events, Naik and Padmini (2014) stated that, data educated graduates are people who previously had the penchant to become free students since they have procured the expertise on the most proficient method to distinguish, coordinate, find, recover and utilize data successfully in such a way that others can gain from them.

By acting as a unifying force that is used to instil standards, skills, knowledge, abilities, and other things in people and promote excellence, social cohesion, and national unity, education is a priceless asset that fosters social, economic, and societal change in any given society, nation, or country. Any educational system must be open to all people, encourage the development of entrepreneurial skills, and support national growth to fulfil its goals and objectives. Egalitarian education for everyone, irrespective of social class, handicap, money, geographic location, religious conviction, or other factors, is what inclusive education is all about. an educational system that recognizes the various learning requirements of pupils by encouraging equitable student engagement in the learning process. With inclusive education, all students, regardless of their differences or impairments, are given the same chance to study alongside one another.

The foundation of inclusive education is the knowledge that every learner has particular traits, passions, skills, intellects, and needs (UNESCO Salamanca Statement, 1994). The goal of entrepreneurship education is to develop self-sufficient, independent, or innovative thinkers who put their knowledge, skills, and abilities to use for financial benefit. According to Jones and English (as cited in Manish & Sunil, 2015), entrepreneurship education creates the conditions for people to be able to find or identify sources of commercial opportunities as well as have the wisdom, self-esteem, skills, and knowledge necessary to turn those business-related prospects into reality for financial gain. A society that is concerned with sustainability necessitates that

entrepreneurship education be inventive, promote leadership, teach structures building and the foundations of how enterprises operate, teach the steps to generate value for shoppers, cultivate shifts in attitude and risk-taking abilities in people, strongly advocate a focus on boosting one's riches and knowledge, and also teach people how to step into the future (Manish & Sunil, 2015). According to Todaro and Smith (2006), a society's efforts to meet its citizens' basic needs without returning to the previous economic situation are a sign of sustainability. Self-esteem is related to self-respect, which is the act of maintaining a sense of one's worth, while freedom is defined as independence from other people's control or being subject to tyranny. Simply said, national development is the process of meeting citizens' basic needs to transform people and get them ready to become self-actualized.

This paper's main objective is to provide a brief overview of the role that librarians play in promoting an information-literate society for inclusive education, entrepreneurship, and global development. The study specifically examined information literacy, the role of librarians in fostering information literacy, the impact of information literacy on ensuring inclusive education, entrepreneurship, and national development, and the challenges librarians face in fostering information literacy for these purposes.

REVIEW OF RELATED LITERATURE

Information Literate Society

Across all human endeavours, information or information-bearing materials are expanding at an exponential rate or the speed of light daily. The rate of development is influenced by how much information is available to each person and how much of that information is used effectively or efficiently for the benefit of society as a whole. about the endorser of information literacy (Sirje, 2011), having access to the correct knowledge at the right time and using it effectively are crucial for realizing one's personal, academic/professional goals as well as for economic development. Today's society demands people with a variety of competencies to use the limited human, material, and financial resources for the greater good of humanity. A society that is information literate is required for lifelong learning, active, efficient, and responsible citizenship, personal development, empowerment, and self-actualization, as well as for social inclusion and the general growth of society (ALA; Correia; Bundy; and Boekhorst as cited in Sirje, 2011).

In a comparable spirit, information literacy in society was emphasized by Naik and Padmini (2014). They believe that having informed citizens will foster an environment where people will know when and how to use the knowledge at their disposal for their best benefit, both individually and collectively, in their daily activities. Additionally, it will equip them with the skills necessary to recognize the appropriate information when making decisions related to voting or choosing administrators, corporate work and businesses, instruction preparation and implementation, constructive input on legislative issues, acting as watch agents of government

activities, constructive criticism of government policies, and more. A society that values information literacy would also enable its members to analyze or constructively critique the political candidates' remarks during election campaigns, newscasts, and advertising that are produced on various media platforms. Instead of becoming consumers of whatever is offered to them, it trains citizens to be analytical thinkers who will advance society. At this point, it is important to note that a society that values information literacy is necessary for citizens to engage in government, whether directly or indirectly, alongside knowledge generation and acquisition, self-empowerment, independence, and lifelong learning.

POSITION OF LIBRARIANS IN FOSTERING INFORMATION LITERATE SOCIETY

In the identification, selection, purchase, organization, storage, and presentation of information items to library users of all sorts, librarians have been at the forefront since ancient times. The development of ICTs in the 21st century and their eventual use in caring for all facets of information have increased pressure on librarians to perform tasks other than handling and disseminating information, such as educating users on when, where, and how to use it effectively for their benefit and the benefit of society as a whole. Idiodi (2005) stated that the organization of human knowledge that has been recorded in various media and timely availability to its users is the primary justification for the establishment of libraries. As a prominent participant in information management, librarians have a significant role to play in building an information-literate society. Some of the functions that librarians play in developing an information-literate society include the ones listed below:

- i. Librarians should consider a scenario in which anybody may utilize the library's services at any time, or any place, rather than conceiving of the library as a location where users and librarians can interact.
- ii. To access the informational resources housed in the library, patrons need to be taught more than just how to utilize the catalogue. Additionally, they must be taught to recognize when information is required, how to get it, and how to evaluate the results of their actions.
- iii. Librarians must forgo the traditional approach of setting up the library to be right on time, where information resources are rendered accessible to library users via multiple communication channels, in favour of arranging it to be just in time.
- iv. Librarians need to make the shift from being specialists in information handling to instructors and educators of problem-solving methods and the use of multiple information systems and technologies when seeking information.
- v. Librarians must reconsider their function as a conduit to information resources and as opposed to cooperating or partnering with faculties, government places of business,

- non-government organizations, research agencies/researchers, etc. to develop innovative thinkers who can offer remedies for a variety of important issues in society.
- vi. Librarians should actively engage individuals, schools, organizations of all kinds, etc. through a range of outreach initiatives, the planning of information literacy workshops/conferences, and training designed to increase participants' capacity for learning, teaching, and research.
 - vii. Librarians should also offer document shipping options for educational information materials (journal articles, books, government publications, reference materials, etc.), in-person or by way of the use of library websites, social network sites (Facebook, WhatsApp, LinkedIn, blogs, Wikipedia, etc.), or both.
 - viii. So as to provide students the possibility to study in-depth the abilities they need to become autonomous and lifelong learners, librarians should advocate for the integration of information literacy as an element in the curricula of higher education institutions.

Citizens in the modern information era or the knowledge economy of the twenty-first century need information literacy as a survival skill. To make information literacy a reality, librarians must take the initiative in developing and implementing learning support techniques as partners in information literacy education (Wilma & Up, 2006; Johanara & Rajasree as cited in Naik & Padmini, 2014; Aziz & Abdelhamid, 2015).

IMPACT OF INFORMATION LITERATE SOCIETY IN ENSURING AN INCLUSIVE EDUCATION, ENTREPRENEURSHIP AND NATIONWIDE DEVELOPMENT

In the 21st 100 years, where the globe is presently known as a worldwide town in light of the fact that to the presence of ICTs that advance the openness and basic dispersion of data no matter what the area of the beneficiary, the improvement of a data educated society has come into accentuation. Thus, in the present information society, data age, or data-driven society, data education has arisen as the main arrangement of capacities individuals should gain. As per UNESCO (referred to in Aziz & Abdelhamid, 2015), encouraging fair admittance to data or recorded human information, advancing equivalent schooling for comprehensive (training), cross-country improvement or country building, long-lasting learning/free review, and so on all rely upon individuals being enabled through different electronic media and data proficiency. To this end, Arumuru (2021) affirmed that data for the most part is an essential resource expected by people regardless of religion, calling, instructive foundation, socio-status, area, and so on much more important for vast turn of events. Each right-believing being necessities data regardless of how little for his/her everyday exchanges and presence.

The defenders of data proficiency stress the need of exact, reliable, and opportune data in empowering fair schooling, business, and cross-country development in any utilitarian culture. On the side of this case, Aziz and Abdelhamid (2015) contended that data education perceives the critical job that data plays in our day-to-day exercises. The capacity to get to, assess, and successfully use data from different sources or configurations (counting print and electronic) in which data are addressed is of most extreme significance to instructive foundations, legislative and non-administrative associations, people, society, and so on, they further underlined.

The information society, otherwise called the 21st hundred years, calls for individuals who are multi-gifted and deep rooted students, individuals who have the limit with regards to decisive idea, individuals who can take care of issues imaginatively, and individuals who have the ability to appreciate the mechanical climate where data assets are consolidated and applied to the progression of society. As per Brandt (as referenced in Aziz and Abdelhamid, 2015) and Doyle (2003), it is urgent for individuals to have the option to utilize the data they approach to settle on informed choices. Accordingly, accentuation ought to be put on guaranteeing that all residents foster the essential abilities to have the option to explore the web to track down quality wellsprings of data, to plan urgent inquiries, to approach likely wellsprings of data, to basically assess data for precision and quality, to coordinate data successfully, and all the more significantly, to put the data got carefully to use for cross country improvement or the advancement of society.

BOTTLENECKS ENCOUNTERED BY LIBRARIANS IN FOSTERING INFORMATION LITERATE SOCIETY FOR AN INCLUSIVE, ENTREPRENEURSHIP AND NATIONWIDE DEVELOPMENT

Having the option to get exact, current, opportune, and dependable data is fundamental outcomes in the present information society, frequently known as the fly time. ICTs, notwithstanding, have additionally muddled the matter by making it troublesome or difficult to get the fitting data without investing the energy to filter out the large numbers of silly data assets that are accessible in both print and non-print designs. This situation further helps us to remember the need to advocate for a data-proficient society for comprehensive, business and cross-country improvement. This present circumstance fills in at this point one more sign of the significance of advancing data education in the public eye to advance comprehensiveness, business ventures, and countrywide development. Albeit the need for a data-proficient society in the twenty-first century couldn't possibly be more significant, issues actually exist in the plan and execution of data education programs by administrators and other program allies. Anyaoku et al. (2015) directed research on the data education practices of college curators in South East Nigeria and uncovered that an absence of a data proficiency strategy or standard, an absence of college obligation to the venture, deficient PCs and other showing devices, an absence of drive with respect to bookkeepers to lead or push data proficiency drives, an absence of mindfulness among custodians of their jobs as data education educators in higher establishments of learning, and the shortfall of a data proficiency seminar on

the educational programs of higher foundations of learning are factors that add to the absence of data education.

According to Maswabi et al. (2011) and Rodrigues (2015), librarians have been assigned the great responsibility of encouraging information literacy and building a culture of reading among people in the 21st century in order to advance social justice. The struggle to include information literacy as instruction in school curricula, the futile fostering of information literacy by librarians, a dearth of or inadequate coordination among professional organizations regarding information literacy projects, and the absence of clearly defined information literacy programs and policies are some of the other challenges they claimed to prevent the successful implementation of an information literacy program.

CONCLUSION

The existence of ICTs has turned the world into a global community where information is at the beck and call of anyone with a grasp of a computer's keyboard or just being privy to a smartphone or any other channel through which information can be obtained or shared. This necessitates librarians to pick up their game or optimize what they used to do in terms of handling information. People must thus possess a certain set of skills that will enable them to independently acquire and make use of the massive volumes of information at their fingertips. Given its benefits for promoting global development, providing inclusive education, and fostering entrepreneurship, an information-literate society in the twenty-first century cannot be overstated. To promote an all-encompassing educational system that emphasizes the development of entrepreneurial skills and leads to national development, students must be given the skills necessary to engage in critical thinking, possess problem-solving abilities, access, find, and use information effectively. These abilities can only be learned by individuals through information literacy programs.

SUGGESTIONS

Based on his review of pertinent literature, early observations, and discussions with other academics about the role of librarians in stimulating an information-literate culture for equitable learning, entrepreneurship, and national development, the researcher made the subsequent proposals, among others.

1. In order for students to develop the problem-solving and critical thinking skills necessary to successfully use the information at their disposal for the advancement of society as a whole, librarians should submit a position paper to the National University's Commission (NUC) outlining the necessity for information literacy to be taught as a course in higher education.
2. With the cooperation of their parent institutions, librarians from all various types of libraries should move to create an information literacy policy or standard that will act as a guide in the process of implementing information literacy programs.

3. Librarians should launch a national campaign to raise awareness of the value of information literacy via social media, communication channels, media sources, email, conferences/workshops, etc.
4. To develop a unified front for the promotion of an information-literate society, all institutions should cooperate by pooling their resources and goals.

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