

A Survey on the Teenagers' Need of Public Libraries' Resources and Services

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ABSTRACT

This paper discusses teenagers' need of library resources and library services in the public libraries in Iran. Descriptive method is used and a researcher-made questionnaire formed the major instrument for data gathering. Descriptive and inferential statistics are applied. It found that teenagers' need is more textbooks than other resources, of course their first priority is educational books. It means that the teenagers interest to educational books, but it wasn't their main need. Most used library services was familiarity to library while adolescents need to expand and improve lending services. Finally, it was concluded that libraries were less successful in meeting the teenagers' need based on their priorities. Therefore, libraries need to be equally important in the development of their resources and services based on the priorities and needs. In this way, their needs are answered, and according to their priority, the library will answer their leisure time according to teenagers' interest.

Keywords: Public library; Library resources; Library services; Information resources; Information need; Information use; Information preferences; Young adult; Adolescent

1. INTRODUCTION

The information equals with power in modern societies. "The librarians should be familiar of the type of information which retrieve by the users and they need to know how to access information"¹. The purpose of the public library is to fulfil information need of users, potential users and non-users. As such, these needs related to educational activities, research activities, professional activities, recreation activities, cultural activities, and personal development. The teenagers are valuable for the society. It is essential to have an effective investment in order to educate, train and guide them efficiently. Public libraries have a special responsibility to enrich the teenagers' spare time. It is essential to have a careful plan for correctly guiding their inquiries. Versus information need, Information seeking behavior depends upon the document procurement services and knowledge² and information communication technology ICT Literacy impacts on the users information need^{3,4}. The Iran Public Libraries Foundation (IPLF) established by law in 1993. This foundation is responsible for the administration of public libraries in Iran. It has a branch of each province. The entrance examination for the university is a factor of teenagers in using of these libraries. Also, the financial status of families, the social and cultural status of each nation has a profound impact on the use of technology in libraries⁵. Our purpose of the study was to identify the teenagers' need from the public libraries' services and resources under supervision IPLF. Fig.1 s conceptual diagram of the research. We aimed to answer the following questions:

- How much do the teenagers' use library resources and library services ?
- How much do library resources and library services meet teenagers' need?
- Is there any relationship between the extent of success of public libraries in meeting teenagers' need and their demographic information?
- What are the troubles of the teenagers in using public libraries?

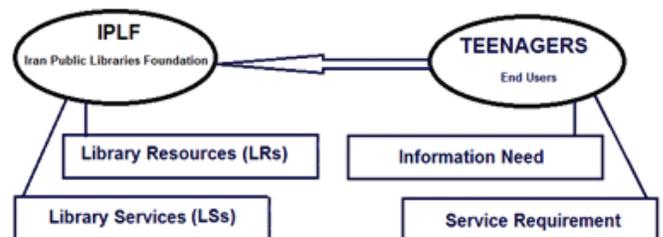


Figure 1. Conceptual diagram of the research.

2. LITERATURE REVIEW

The review of literature is an essential prerequisite for any research investigation, as it helps the researcher to frame the study in true lines of the topic and objectives of the study. Here, an attempt has been made to review some the available literature on this subject. Minudri⁶, Latrobe and Havener⁷ identified several areas of teenagers information needs. Fourie and Kruger⁸ said that teenagers' basic information needs can be defined as physiological, affective, and emotional, and their urges to seek information may be intrinsically or extrinsically

motivated. Shenton and Dixon⁹ created a typology of teenagers' informational need categories. Jackson¹⁰ determined the library needs of incoming international students. Borzekowski¹¹, *et al.* found that teenagers access the Internet for health information regardless of ethnicity, gender, or school status. Najafi¹² analysed information need of all mosque libraries' users. Pors¹³ studied students' use of public libraries for study purposes and discussed the public library as a substitute or a complement for educational or academic libraries. Agosto and Hughes-Hassell^{14,15} presented a theoretical and an empirical model of the everyday life information needs of urban teenagers. Yousefi and Yousefi¹⁶ investigated the information seeking behaviour and information needs at Iran khodro Manufacture Company in Iran.

Kumar¹⁷ found that most users visit the library to borrow books, study and do research, locate information from books and journals, and do light reading. Bhatti¹⁸ found that arts scholars gather information for three basic types of activities namely; teaching, research and administration. Asemi¹⁹, *et al.* studied the factors that affect the high school users' information needs in the public libraries based on the individual, social, educational, and religious factors. Olarongbe²⁰, *et al.* investigated what constitutes the information needs of the library users. Sangita and Kumar Satpathy²¹ surveyed the factors affecting information needs of faculty members of teachers training institutions. Bozorgi and Zarezadeh Mehrizi²² covered information needs of the public libraries' members under Tehran municipality art and cultural organization. Agosto²³ believed that two most important shifts are the increasing focus on what the library does over what the library has and the growing emphasis on information and information services in digital forms and formats. Gichohi²⁴, *et al.* found that business information needs of small-scale business enterprises are numerous, sector specific and cut across all stages of business development.

Janus and Lacovic²⁵ examined information needs of students in democratic society with the emphasis on their perception and use of the public library in satisfying democratic and civil rights. Winny and Patrick²⁶ found that women refugees face the challenges in accessing information. A review of previous studies revealed the importance of studying teenagers' information need. In Iran, considering the high population and the number of teenagers in the country, it is important to consider teenagers' need. A needs assessment process reveals the influences planning in the library. It helps to manage a budget properly and users' satisfaction. So this research tried to investigate teenagers' need in the public libraries under the supervision of IPLF, Iran.

3. METHODOLOGY

This study was a descriptive-survey and the research population contained teenager's members (15 years - 18 years old) in the public libraries under IPLF. A systematic random sampling method was used to select 328 library members of a population of 9418 in the public libraries. A researcher-made questionnaire formed for data gathering. This instrument made based on the literature review and researchers' experiences and knowledge. It assessed the face validity and the content validity by either pretesting the instrument. Time and duration

of study was first semester 2016. Data analyzed by SPSS and the appropriate statistical procedures were applied for description and analysis.

Table 1. Prioritise the teenagers' use of library resources

LRs	Prioritise	Use of LRs (%)	Rank average (RV)	Preference
Educational extra books	Very-much	29.20	3.30	1
	Much	30.40		
	Medium	26.10		
	Little	9.90		
Textbooks	Very-little	4.30	3.41	2
	Very-much	35.30		
	Much	26.90		
	Medium	24.10		
Test books	Little	7.50	3.51	3
	Very-little	6.30		
	Very-much	32.90		
	Much	24.00		
References	Medium	25.50	4.12	4
	Little	11.70		
	Very-little	5.80		
	Very-much	25.10		
Magazines	Much	20.60	5.58	5
	Medium	24.10		
	Little	17.80		
	Very-little	12.40		
Newspapers	Very-much	5.10	6.03	6
	Much	12.30		
	Medium	30.50		
	Little	25.70		
Internet	Very-little	26.40	6.13	7
	Very-much	3.10		
	Much	10.50		
	Medium	24.50		
Audio/visual materials	Little	24.50	6.37	8
	Very-little	37.40		
	Very-much	7.90		
	Much	10.60		
Indexed Journals database	Medium	17.60	6.56	9
	Little	21.80		
	Very-little	42.10		
	Very-much	2.50		
	Much	9.50	6.56	9
	Medium	20.70		
	Little	25.60		
	Very-little	41.70		
	Very-much	4.60	6.56	9
	Much	4.60		
	Medium	15.10		
	Little	46.50		
	Very-little	49.30		

4. STATISTICAL DESCRIPTIVE AND INFERENCE FINDINGS

The findings categorised into 7 segments which contained demographic data of the participants and the purposes of study.

4.1 Demographic Information

Seventy-one percent of the participants were women, 60.7 per cent seniors (pre-university standard) in high school, 36.1 per cent were in field of Experimental Sciences. 73.3 per cent were a library member for less than one year, and 31.6 per cent were going to the library at least once in a week.

4.2 Teenagers' Use of Library Resources

Table 1 shows the frequency percent of using of library resources (LRs). Also, there isn't a significant difference in prioritizing LRs preferences. P-value is 0.000 with Chi-Square 444.237 and df (degree of freedom) 8 (<0.05), so the claim of equality between use preferences is not acceptable. First preference and most using LRs were Educational Extra Books (RV:3.30) and the last preference is Indexed Journals Database (RV:6.56). Firedman test used to investigate the difference in the preference among 9 information resources preferences.

H_0 : Priority of need to LRs are the same

H_1 : At least the priority of two LRs are different

4.3 Teenagers' Use of Library Services

Table 2 shows 51.5 per cent of the teenagers used very-little of the Feast and Festivals which are held by the public libraries. 14.85 per cent used very-much of familiarity to library service (LSs) and 29.36 per cent used very-little of the Information Service. Firedman test used to investigate the the quality of teenagers' expectations from LSs.

H_0 : Priority of need to LSs are the same

H_1 : At least the priority of two LSs are different

P-value is 0.000 with Chi-Square 209.532 and df 4 (<0.05), so the claim of equality of teenagers' use of LSs is rejected. First priority belongs to the lending services with RV:2.15 and the last priority belongs to extra services (3.96) as shown in Table 3.

4.4 Amount of Meeting Teenagers' Need by Library Resources

Table 4 shows 45.50 per cent believed that journals met very-little their need and 28.90 per cent believed educational books met very-much their need. P-value is 0.000 with Chi-Square 542.629 and df 8 (<0.05), so the claim of equality between LRs priority in meeting teenagers' need is not

Table 2. Amount of the teenagers' use of library resources

Library sources		Very-little (%)	Little (%)	Med. (%)	Much (%)	Very-much (%)
Familiarity to library and its usages	Periodical classes for getting knowledge about the library	22.8	12.1	17.1	20.6	27.4
	Introduction catalogue of the library	42	21.6	24.2	9.8	2.3
	<i>Average</i>	<i>32.40</i>	<i>16.85</i>	<i>20.65</i>	<i>15.20</i>	<i>14.85</i>
Lending services	Resource lending	15.4	18.6	29.1	24.2	12.6
	Intra library lending	16.9	14.8	27.8	27.5	13
	My book program	26	24.8	26.4	16.9	5.8
	<i>Average</i>	<i>19.43</i>	<i>19.40</i>	<i>27.76</i>	<i>22.86</i>	<i>10.46</i>
Reference services	Advisory services for the members	31.6	30.3	26	7.4	4.8
	Reference services	31.6	27.7	28.6	10.4	1.7
	Making connection between the user and experts in order to answer more accurately	28.5	28.1	25.3	13.6	4.5
	<i>Average</i>	<i>30.56</i>	<i>28.70</i>	<i>26.63</i>	<i>10.46</i>	<i>3.66</i>
Information services	Providing needed information of the customers	27.1	24.7	29.6	13	5.7
	Offering new list of books	22.8	20.9	36.9	13.3	6.1
	Newspaper pieces display	28.2	25	28.6	13.1	5.2
	Photocopy	35.8	27.1	25.3	8.7	3.1
	Information search using internet and computer	32.9	23.6	22.8	15.9	4.9
	<i>Average</i>	<i>29.36</i>	<i>24.26</i>	<i>28.64</i>	<i>12.80</i>	<i>5.00</i>
Extra services	Seminar and meetings	36.2	24.4	22.8	10.2	6.5
	Book fair	42.7	31.1	16.4	7.1	2.7
	Lecture	40.3	31.9	19.5	4	4.4
	Book introduction	43.5	30	15.7	5.8	4.9
	Reading book matches	37	26	25.1	7.2	4.7
	Training workshop	42.4	31.9	16.7	8.6	0.5
	Literary criticism	47.8	35.1	11.2	2.9	2.9
	Theatre	50	30.6	14.3	2	3.1
	Feast and festivals	51.5	29	11.5	5	3
	Educational advising	45	32.1	13.4	4.3	5.3
Programs of culture and sport	43.3	28.8	14.9	7.9	5.1	
<i>Average</i>	<i>43.60</i>	<i>30.08</i>	<i>16.50</i>	<i>5.90</i>	<i>3.92</i>	

acceptable. Table 8 shows the RV of LRs in meeting teenagers' need. The less the RV is the more important resource in meeting teenagers' need. First priority is for educational extra books with RV:2.99 and the last priority is for indexed journals database (RV = 6.78).

Firedman test used to investigate the quality of LRs priority in meeting teenagers' need.

H_0 : Priority of need to LSs are the same
 H_1 : At least the priority of two LSs are different

4.5 Amount of Meeting Teenagers’ Need by Library Services

Table 5 shows 27.90 per cent believed that familiarity to LSs met very-little their need and 14.60 per cent believed that lending services met very-much their need. P-value is 0.000 with Chi-Square 108.287 and df 4 (<0.05), so the claim of equality between LSs priority in meeting information need is not acceptable. Tab.5 shows the RV of LSs. The less the RV is the more important service in meeting teenagers’ need. Regarding tab.6, first priority is for lending services (RV:2.46) and the last priority is for familiarity to LSs (RV:3.51). Firedman test used to investigate the the quality of LSs priority in meeting teenagers’ need.

H_0 : Priority of need to LSs are the same
 H_1 : At least the priority of two LSs are different

4.6 Relationship between the Meeting Teenagers’ Need and their Demographic Information

The findings of meeting teenagers’ need of LR and LSs in female and male and regarding educational majors and grades are presented here.

4.6.1 Meeting Teenagers’ Need of Female and Male

T-test used to investigate the difference between females and males in meeting teenagers’ need of LR and LSs. Based on the Likert spectrum, the meeting information need of teenagers is medium on both genders. For LR and LSs, P-value is 0.188 and 0.294, respectively which is higher than 0.05 so there doesn’t seem to exist any significant difference between females and males in using LR and LSs as shown in Table 6.

4.6.2 Meeting Teenagers’ Need of Educational Majors and Grades

Table 7 shows regarding educational majors and grades, P-value is 0.553 and 0.052, respectively which is higher than 0.05 so there is no significant difference between meeting teenagers’ need from LR in different educational majors and grades. In meeting teenagers’ need from LSs, regarding educational majors, P-value is 0.033 which is lower than 0.05 so there is a significant difference between meeting information needs from LSs in different educational majors. But regarding educational grades, P-value is 0.072 which is higher than 0.05 so there is no significant difference between meeting teenagers’ need of LSs

Table 3. Prioritise the teenagers’ use of library services

Priority	Library services	Rank average (RV)
1	Lending services	2.15
2	Familiarity to library and the methods of utilising it	2.52
3	Information services	3.03
4	Reference services	3.35
5	Extra services	3.96

Table 4. Prioritise library resources in meeting teenagers’ need

LRs	Scale	Need of LR (%)	Rank average (RV)	Preference
Educational books	Very-much	28.90	2.99	1
	Much	36.80		
	Medium	23.00		
	Little	8.80		
	Very-little	2.50		
Textbooks	Very-much	19.90	3.27	2
	Much	38.80		
	Medium	34.00		
	Little	6.40		
	Very-little	1.00		
Test books	Very-much	30.10	3.33	3
	Much	34.20		
	Medium	22.40		
	Little	8.40		
	Very-little	5.00		
References	Very-much	24.40	4.12	4
	Much	21.80		
	Medium	26.70		
	Little	17.30		
	Very-little	9.80		
Magazines	Very-much	4.00	5.71	5
	Much	13.90		
	Medium	30.40		
	Little	30.40		
	Very-little	21.20		
Newspapers	Very-much	4.90	6.10	6
	Much	10.50		
	Medium	24.30		
	Little	26.20		
	Very-little	34.10		
Internet	Very-much	2.70	6.33	7
	Much	14.00		
	Medium	20.40		
	Little	23.10		
	Very-little	39.80		
Audio/visual materials	Very-much	1.20	6.37	8
	Much	13.40		
	Medium	18.30		
	Little	31.30		
	Very-little	35.80		
Indexed Journals database	Very-much	0.50	6.78	9
	Much	7.70		
	Medium	17.70		
	Little	28.60		
	Very-little	45.50		

Table 5. Prioritise library services in meeting teenagers' need

LSs	Need of LRs (%)	Scale	Rank average (RV)	Preference
Lending services	14.60	Very-much	2.46	1
	26.00	Much		
	34.10	Medium		
	19.50	Little		
	5.80	Very-little		
Reference services	17.20	Very-much	2.60	2
	25.50	Much		
	35.70	Medium		
	14.00	Little		
	7.60	Very-little		
Information services	7.70	Very-much	3.01	3
	18.20	Much		
	37.00	Medium		
	22.60	Little		
	14.50	Very-little		
Extra services	3.40	Very-much	3.42	4
	15.90	Much		
	30.30	Medium		
	30.70	Little		
	19.70	Very-little		
Familiarity with library and methods of utilizing it	4.00	Very-much	3.51	5
	13.90	Much		
	30.40	Medium		
	30.40	Little		
	21.20	Very-little		
	7.70	Much		
	17.70	Medium		
28.60	Little			
45.50	Very-little			

Table 6. Frequency and average of the meeting teenagers' need from LRs and LSs regarding gender

	Gender	Frequency	Average
Meeting information need of teenagers from LRs	Female	233	2.97
	Male	94	3.07
	P-value	df	Test entry (T)
	-1.320	325	0.188
	Gender	Frequency	Mean
Meeting information need of teenagers from LSs	Female	230	2.97
	Male	95	3.07
	P-value	df	Test Entry (T)
	0.294	323	-1.052

in different educational grades. To investigate which majors are responsible for this difference used Tukey's HSD test. This test allows to the researcher to further research the matter even after collecting and its analysis. The result showed that there is a difference between math and experimental sciences students in using LSs.

4.7 Prioritizing the Barriers and Problems of the Teenagers in use of Library

The Friedman test to investigate the barriers and problems of teenagers in using the library. Table 8 shows the less RV is the more important barriers and problems of teenagers in using the library. First priority is for lack of knowledge about new resources (RV:4.4) and the last priority is for lack of providing training programs to get familiar to the library (RV:6.37).

5. CONCLUSION

It is concluded that libraries under IPLF were less successful in meeting the teenagers' need in use of LRs based on their priorities. The teenagers went to libraries mostly to work on their educational and school projects. They used of the educational resources and the reading room. It is in contrast with the main purpose of the public libraries, upgrading the

Table 7. ANOVA test for difference between meeting teenagers' need of LRs & LSs in different educational majors and grades

	Source of variation	df	Sum of squares	Mean of squares	Quantity of entry	P-value
LRs & Educational Majors	Intra- group	3	0.918	0.306	0.7	0.553
	Inter- group	323	141.168	0.437		
	Sum	326	142.086			
LRs & Educational Grades	Intra- group	3	5.033	1.678	2.601	0.052
	Inter- group	321	207.047	0.645		
	Sum	324	212.080			
LSs & Educational Majors	Intra- group	3	3.876	1.292	2.96	0.033
	Inter- group	308	134.469	0.437		
	Sum	311	138.345			
LSs & Educational Majors	Intra- group	3	4.514	1.505	2.357	0.072
	Inter- group	306	195.344	0.638		
	Sum	309	199.858			

Table 8. Prioritizing the barriers and problems of the teenagers in using library

Priority	Barriers and problems	Rank average
1	Lack of knowledge about new sources	4.4
2	Lack of skills of using computer for searching the sources	4.75
3	Lack of needed sources and equipment	5.42
4	Inappropriate working hours of the library	5.44
5	Closed row system	5.44
6	Lack of cooperation in library	5.73
7	Inappropriate books in library	5.76
8	Lack of time	5.78
9	Lack of cooperation of librarian	5.92
10	Lack of providing training programs to get familiar with the library	6.37

information on the people. The reason was the lack of resources in school libraries. So it is essential for school libraries to upgrade their resources and services. Public libraries have been successful in lending services but couldn't meet other needs of LSs. Many factors involved in the weak performance of public libraries such as lack of space in libraries, lack of needed equipment, lack of skillful librarian and so on. IPLF can make some changes and provide appropriate atmosphere to provide services more suitably. Teenagers in public libraries didn't attention to Internet resources and the most using resources were educational extra books. One of the other problems was the lack of knowledge about new resources, lack of skills in using computer programs for searching the resources and lack of resources and equipment. Finally, the public libraries should provide the facilities according to the population growth. They should attention to the Teenagers' Need and convince them to study. Public library should be like a strong heart which pumps the life blood into the body of society.

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