

BE INFORMATION LITERATE: THE GHANA INSTITUTE OF JOURNALISM EMPLOYEES' EXPERIENCE

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ABSTRACT

The purpose of the study is to explore the relationship between information literacy and the workplace. The study also aims to have a better understanding of information literacy skills of GIJ staff and its influence on their work performance. The study population consisted of the registry staff of the Ghana Institute of Journalism. A questionnaire was developed to collect data from respondents. The study found that poor Internet connectivity at the workplace coupled with staff's lack of information literacy skills and inadequate print materials were challenges affecting the effective delivery and experience of information literacy at the Ghana Institute of Journalism. Some workers expressed confidence in using information to accomplish task at the workplace. However, ten (10) or 33% of the respondents said they always have the confidence and felt competent, to evaluate information and their sources. It is hoped that the findings will inform both management and librarians at the Ghana Institute of Journalism to equip the Institute's information centres with the necessary information resources and also plan effective information literacy programmes for staff of the Institute to enhance performance of task at the workplace.

KEYWORDS: INFORMATION LITERACY, WORK PLACE, WORK PERFORMANCE, INFORMATION

Introduction

As our society advances technologically, institutions are compelled to equip their employees with the requisite skills. The emergence of Information and Communication Technology has led to exponential growth in information, which in turn has also brought with it challenges to users and information managers. Due to the expansion of Internet services, we receive a lot of information that is not evaluated, unlike the printed sources. Hence, the authenticity, validity, and reliability of this information is in doubt. Acquisition of information literacy

skills has become crucial for employees at the workplace. Horton (2007) opined that learning computer and media technologies are not enough if nations, institutions and individuals are to reap the full benefits of the global knowledge societies. In this context, information literacy has become a new paradigm in the information and communication landscape. Sometimes other synonyms such as 'information fluency*' or 'information competency*' are used instead. Information literacy is directly linked with lifelong learning, critical thinking, and learning to learn concepts of education.

Information Literacy refers to a set of skills, attitudes and knowledge necessary to know when information is needed to help solve a problem or make a decision, how to express that information need during searching and language, retrieve it, interpret and understand it, organize it, evaluate its credibility and authenticity, assess its relevance, communicate it to others if necessary, then utilize it to accomplish a task (Horton, 2007). According to the Association of College and Research Libraries, information literacy is the ability to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" (ACRL, 2000, p. 1). The United Nations Education, Scientific and Cultural Organisation (UNESCO, 2010) succinctly mentioned that:

'Information literacy is in part dependent upon context specific knowledge. A person with highly developed information literacy skills in one context may, given time to acquire the context knowledge specific to a different situation become proficient in information use within the new setting. However it is unlikely that a person could transfer generic skills to a new context until knowledge that is specific to that situation is acquired. Hence the primary advantage of developing information skills is the capacity to operate effectively in a knowledge economy within the domain in which the skills are acquired. However, once a metacognitive level of information literacy is developed in one domain, this understanding of how to use information to create new knowledge can be applied in a new context*'. (UNESCO, 2010)

As more information is produced, employers expect some basic competencies from their employees in order to provide better services to clients and to the general public. This brings to light how important information literacy is in today's world. Employers and managers have attended more to the need for computer and information technology skills at the workplace but have not paid much attention to employees gaining information literacy skills (Bruce, C. S., 1999). O'Sullivan (2002) points out that, corporate employees have difficulty

finding the information they need and often are unsure of what to do with the information when they do find it. Information literacy is however, characterized with technological and problem solving skills which most workers lack. O'Sullivan (2002) argues that information literacy has not been given the attention it is due and this has a negative effect on many workers. The paper seeks to have a better understanding of information literacy skills of GIJ staff and its influence on their work performance. The paper examines the measures that needs to be put in place to help the registry staff acquire information literacy skills.

Overview of the Ghana Institute of Journalism

The Ghana Institute of Journalism was established by Dr. Kwame Nkrumah, the first President of Ghana to train patriotic cadre of journalists to play an effective role in the emancipation of the African continent. It was officially opened on the 16th of October, 1959 by the then Minister of Information and Broadcasting, Mr. Kofi Baako. It was a department of the Accra Technical Institute (now Accra Polytechnic), and called school of Journalism. It had as its first Principal and journalism tutor, Mr. Richard McMillian, then retiring as Director of British Information Service in Ghana. After the 1966 change of government, the school moved to the present location which used to house the Ghana Press Club.

The parliament of the fourth Republic and the President enacted the Ghana Institute of Journalism Act, 2006 (Act 717) to transform the Institute into a degree awarding tertiary institution. Subsequently, the President granted a charter to enable the Institute award its own certificates, diplomas and degrees for programmes accredited by the National Accreditation Board (NAB) in September, 2006. The vision of GIJ is to become a leading institute for Communication Studies in Africa. The Institute also has as its mission to turn out professionals with requisite skills, knowledge and attitudes to meet the expectations of modern society.

Some of the objectives of the Institute are:

- a. To train young men and women in the skills and techniques of journalism, mass communication, advertising and public relations.
- b. To organize classes, lectures, seminars, demonstrations, experiments, researches and practical training in all aspects of journalism and mass communication.

The Institute, offers three main programmes:

1. Two year programme in Communication Studies
2. Bachelor of Arts in Communication Studies in affiliation with the University of Ghana Legon until the year 2007, when the Institute was granted charter to award degree to it students as a full university.
3. In September 2014, the Institute commenced Master of Arts programmes in Journalism, Public Relations, Media Management and Development Communication. (GIJ, 2013).

Literature Review

According to Edwards, Bruce and McAllister (2004), research in Information Literacy in the workplace focuses on four areas: the need for IT skills in the workplace, the transfer of Information Literacy and IT skills from formal education to the workplace, the development of effective Information Literacy Workplace Programs, and workplace information use and behaviour.

The Concept of Information Literacy (IL)

The concept of Information Literacy is defined, understood and applied differently from one culture or one linguistic group to another (Horton 2007). Information literacy was however described in the Alexandria Proclamation of 2005, as essential for individuals to achieve personal, social, occupational and educational goals (IFLA, 2005). Information literacy skills empower people with the essential skills which will help them to become independent lifelong learners. Bruce (1997) has defined several concepts influencing and coexisting with information literacy, namely: computer literacy, IT literacy, library skills, and leaning to learn. Information literacy concept evolved from several basic library concepts such as library instructions, bibliographic education, user education, and information literacy programmes. The concept of information literacy was described by Lau (2006) in the Figure 1 below.

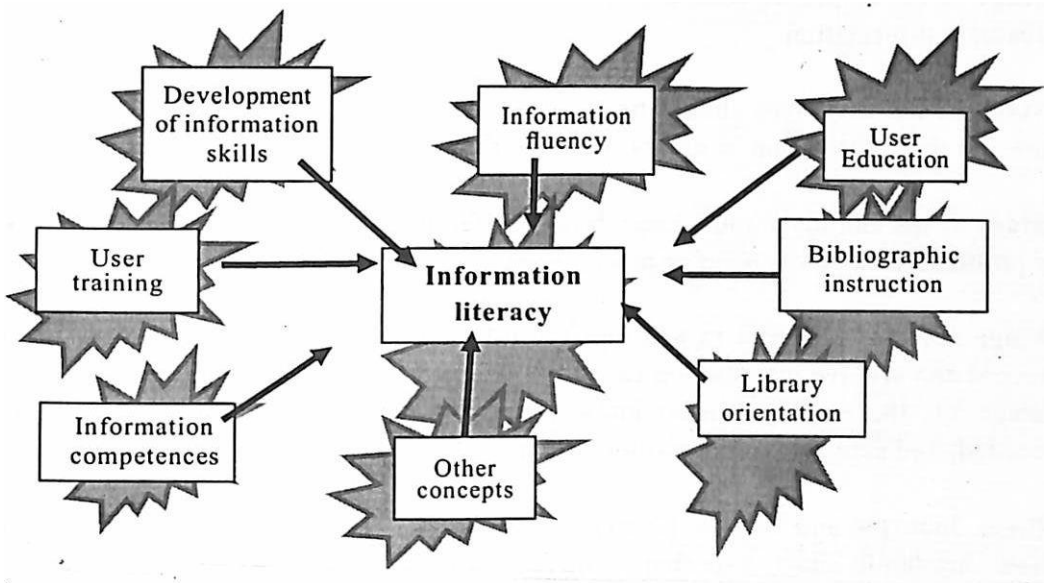


Figure 1 - The concept of information literacy. Lau, (2006)

There are numerous definitions and explanations of information literacy and each lists its own multi-stage process or life cycle of information literacy. Horton, (2007) uses eleven discrete stages in the description of the information literacy life cycle as shown below:

Stage 1: the employee must realize that a need or problem exists that requires information to solve;

Stage 2: the employee must know how to accurately identify and define the information needed to solve the problem, or make necessary decision.

Stage 3: the employee must know how to determine whether the required information exists or not, and if it does not, know how to create, or cause to be created the unavailable information.

Stage 4: the employee should know how to find the needed information if he/she has determined that it does, indeed, exist.

Stage 5: the employee should know how to create, or cause to be created, unavailable information that he/she need.

Stage 6: the employee must know how to fully understand found information, or know where to go for help if needed to understand it.

Stage 7: the employee should also know how to organize, analyse, interpret and evaluate information.

Stage 8: the employee should have the knowledge on how to communicate and present the information to others in appropriate and usable formats and mediums.

Stage 9: the employee must know how to effectively use the information to solve a problem, make a decision or meet a need.

Stage 10: the employee in addition should know how to preserve, store, reuse, record and archive information for future use and finally,

Stage 11: the employee must know how to dispose of information no longer needed, and safeguard information that should be protected.

Boon, Johnston and Webber (2007) investigate the conceptual understanding and how academic staff experience information literacy. Twenty (20) English teaching academics were interviewed from different universities across UK. Participants were asked about how they conceive and how they teach information literacy. The results of the study showed four major conceptions of information literacy:

1. Accessing and retrieving textual or print information
2. Using information technology (the Web) to access and retrieve information
3. Processing basic research skills and knowing how and when to use them
4. Becoming self-confident learners and problem solvers

The Need for Information Literacy for Workers

Bruce (1999) suggests that workplace information literacy experiences are closely related to the usual workplace processes, such as environmental scanning, information management, corporate memory, and research and development. Information literacy at the workplace has been closely investigated by Kirk (2004) with findings showing that there are five qualitatively different ways of experiencing information use in the workplace: packaging information, enabling flow of information, developing new knowledge and insights, shaping judgments and decisions, and influencing others. Therefore, the concept of information literacy is considered important to empower employees to deal with the challenge of making good use of information and communication technology at the workplace (Horton, 2007). Information literacy skills are necessary for people to be effective lifelong learners and to contribute in knowledge societies (UNESCO, 2010). Furthermore, information skills are essential to the success in

education, occupation, and day-to-day communication of all citizens (Ranaweera, n.d.).

According to UNESCO (2010), Information literacy is essential to the development of a knowledge society because it empowers workers to recognise their potentials of existing information to inform their life decisions in work, community, health, and in civil participation. Rauterkus and Rauterkus (2007) estimate that American employers spend \$30 billion to \$44 billion on training each year on information literacy, this means that the best job candidates must not only be well trained in their particular field of expertise, but also in the associated technological tools and data resources. As Feldman (1991) explains, these “basic business skills” include a working knowledge of computers and the ability to access and understand information.

A study by Brewer (1999) raises some concerns about the value of information literacy programs. However, Bradley (2003) suggests that the reasons behind the introduction of information literacy by librarians need to be explored to establish the benefits of such programs in different contexts. A study by Handzic and Lin (2003) supports the idea that an extended cognitive style perspective on learning such as information literacy may lead to improvements in idea generation, problem solving, and inquiry approaches.

The Skills and Ability Needed to Search Information Resources

Information literacy in the digital age goes beyond the understanding of technologies. Therefore, positive correlation is to be expected between information literacy skills and computer literacy skills. Employees must learn how to utilize those incredibly diverse and powerful technologies efficiently and effectively to search for, retrieve, organize, analyse, evaluate information and then use it for specific decision-making and problem-solving (Horton, 2007). A Survey among employers conducted on behalf of the Association of American Colleges and Universities by Hart Research Associates found that managers want their staff to use a broader set of skills and have higher levels of learning and knowledge than in the past to meet the increasingly complex demands they will face in the workplace (Association of American Colleges and Universities, 2010).

According to the survey conducted by Hart Research Associates, critical thinking, problem solving, analytical reasoning skills, teamwork/collaboration, lifelong learning/self-direction, ability to communicate effectively, orally and in writing, ability to locate, organize, evaluate information from multiple sources

are some of the skills and abilities an employee should possess (Association of American Colleges and Universities, 2010).

Hepworth (2000) explains the key area of information literacy learning by the following figure.

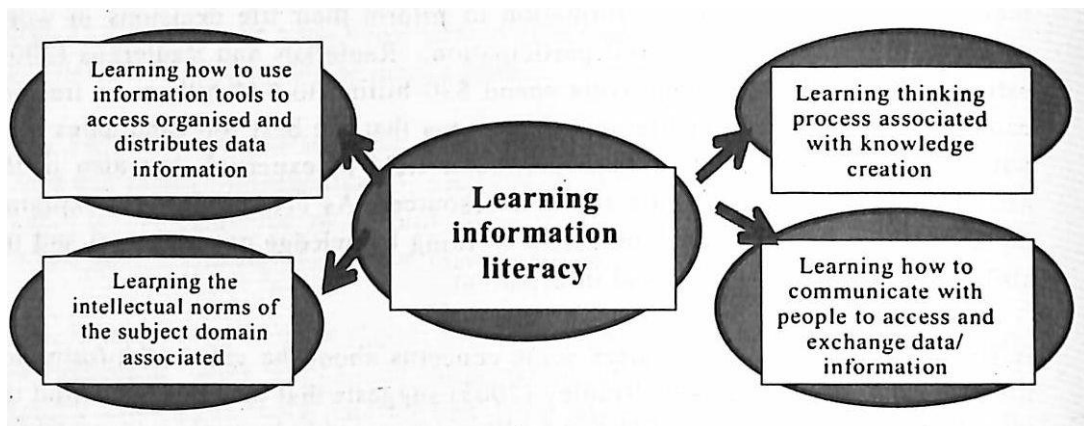


Figure 2 - Key areas of information literacy

Doyle (1994) states seven basic steps in the process of information problem solving. These steps are the skills required for information literate individual in any problem solving process. These skills are as follows:

1. Defining the need for information,
2. Initiating the search strategy,
3. Locating and accessing the resources,
4. Assessing and comprehending the information,
5. Interpreting, synthesizing, and using the information,
6. Communicating the information and finally,
7. Evaluating the product and process.

Kilic (2010) conducted a study to examine the differences in information literacy skills (ILS), computer literacy skills (CLS), and frequencies of use of information sources (FIS) among police officers, based on their sociodemographic characteristics, namely education, departmental affiliation, ranks, and experience. Bivariate and multivariate analyses from the study indicated significant differences of ILS and CLS based on education, departmental affiliation, and ranks but no difference for experience.

The Role of **Librarians in Delivering Effective Information Literacy**

Owing to the amount of information that is available to workers in contemporary society, what is referred to as data smog occurs. Data Smog refers to the idea that so much information can create a barrier in our lives. Workers require a 52

special skill to manage this fast growing information in order to use their educational and economical purposes more effectively. Information literacy is considered as the solution for the data smog (Association of College and Research Libraries, 2006).

Being exposed to a great deal of information, workers expect expert knowledge from librarians. Over the years, the primary task of librarians has not been traditionally viewed as instruction, librarians therefore need both the political skills and technical competence to insert themselves credibly into the educational arena (de Jager & Nassimbeni, 2007). Nutefall (2001) points out that a “new area of emerging collaboration is library instruction and especially information literacy” (p. 312).

Patrick and Crebert (2004) call for the exploration of strategies to raise awareness of the need for lifelong information literacy skills. Delivering quality service has become increasingly important for all forms of organizations including libraries. Researchers in the library and information science field are currently focusing on information literacy in their communities for continuous improvement of information seeking skills because of their fundamental role in promoting the knowledge of society. Milne (2000) challenges librarians to partner and collaborate with corporate professionals to ensure that information literacy issues are recognized in all aspects of workforce. There is an imperative for librarians to accept the inevitability of information literacy as an important component of information provision in a modern library and the consequent need for staff training to enable librarians to deliver information literacy programmes.

Statement of the Problem

The increase in information production and the flow between and within organizations require accessing the right information at the right time. Employees at the Ghana Institute of Journalism require certain level of information literacy skills to meet the demands of students and staff they serve. Information is crucial to both private and public institutions and it is considered as a strategic issue by employers. Therefore, employers expect their employees to be confident and competent in creating, handling, organizing, communicating and preserving information in their workplaces to maximize productivity.

However, there are contradictions in the understanding of information literacy across contexts according to Lloyd and Williamson (2008). This was confirmed by Kilic (2010) that, it is not clear as to what extent information literacy standards help people prepare to enter the workplace and it is ambiguous as to

what extent these standards and models, mostly developed in educational context, could be applied to address problems at the workplace. O’Farrill (2010) confirms that there is evidence that the information needs and informationseeking behaviours of those in the workforce are different than those of students.

Registry staff at the Ghana Institute of Journalism requires a diverse set of skills and abilities to better serve their clients due to the complex nature of demand of each staff and student they serve on daily basis. Registry staff at the Ghana Institute of Journalism requires a diverse set of skills and abilities to better serve their clients due to the complex nature of demand of each staff and student they serve on daily basis. It is however, not clear whether the registry staff have the needed information literacy skills to deliver better and timely services to the Institute's population that depends on the Registry.

Purpose of the Study

The purpose of this study is to examine the literacy skills of GIJ staff and its influence on their work performance, the study outlined the following objectives:

1. To find out what registry staff understands by Information Literacy
2. To find out the importance of information literacy to the registry staff
3. To find out if workers of GIJ have the skills and ability to search information resources
4. To find out barriers to acquiring effective information literacy
5. To find out the expectation of the registry staff from the library's staff in delivering effective Information Literacy skills

Methodology

To assess the level of understanding of information literacy of workers of the Ghana Institute of Journalism, the census method of gathering information was adopted for the study. The method involves gathering information of every individual of the population (Farooq, 2013). The census method of gathering information is generally used in cases where complete information is needed about the entire universe and the size of the universe is not big and the need for accurate results. A questionnaire was designed and administered to the entire registry staff of the Institute. The total population of the registry staff is 33 and 30 responded to the questionnaire. Participants were asked about their understanding, abilities and challenges faced at the workplace in accessing and using information effectively. The results from the questionnaire were analysed and interpreted using the Statistical Package for the Social Sciences (SPSS- version 16) to determine the frequency of responses. These were presented in the form of tables and figures.

Findings and Discussion

Background Statistics

More female staff 67% responded to the questionnaire as against 33% of the male staff of the Registry. Majority 18 (60%) of the respondents have a university degree whiles 8 (27%) have diploma. Four (13%) of the respondents have a postgraduate degree. The modal age group 20 to 30 years marks up as high as 14 representing 46% of the total respondents.

The Meaning of the Term Information Literacy

The intension of this question was to find out respondents' knowledge and understanding of what information literacy means.

Table 1.2: Understanding of the term *Information Literacy*

Responses	Frequency	Percentage
Yes	26	87
No	4	13
Total	30	100

Source: Field data, 2014.

Table 1.2 indicates whether respondents understood the phrase *information literacy*. Out of the 30 respondents, 26 representing 87% responded in the affirmative, while 4 (13%) respondents indicated that they did not understand the phrase *information literacy*. Even though, majority of the respondents 87% responded affirmative to the question, when a follow up question was asked to explain what information literacy mean, 8 (27%) said information literacy means to be able to search for meaningful and relevant information for an intended purpose. Twelve (40%) of the respondents explained that, the ability to access, examine, arrange and use information from varied sources is what constitutes information literacy. The following are some of the meaning the other respondents, 33% gave: "Information literacy is a skill of being able to understand and analyse very simple and technical issues in a more cogent manner", "Information literacy basically means knowledge of something through evidence or material facts". "Processing data".

From the definitions given, it is evident that there are people who work with information in their day-to-day office activities but have challenge what it means to be information literate. O' farril (2010) is indeed right when he recommended that there is the need to develop better understanding of the relationship between information literacy in the formal education process and the workplace. This

calls for urgent effort by both librarians and other information experts at all workplaces to help their staff understand and develop the necessary competencies to effectively identify their information needs, know where to get relevant and timely information to satisfy and achieve work set goals in the workplace.

Skills and Capabilities in Using Information at the Workplace

This section looks at respondents' abilities and skills to effectively identify and use information at the workplace.

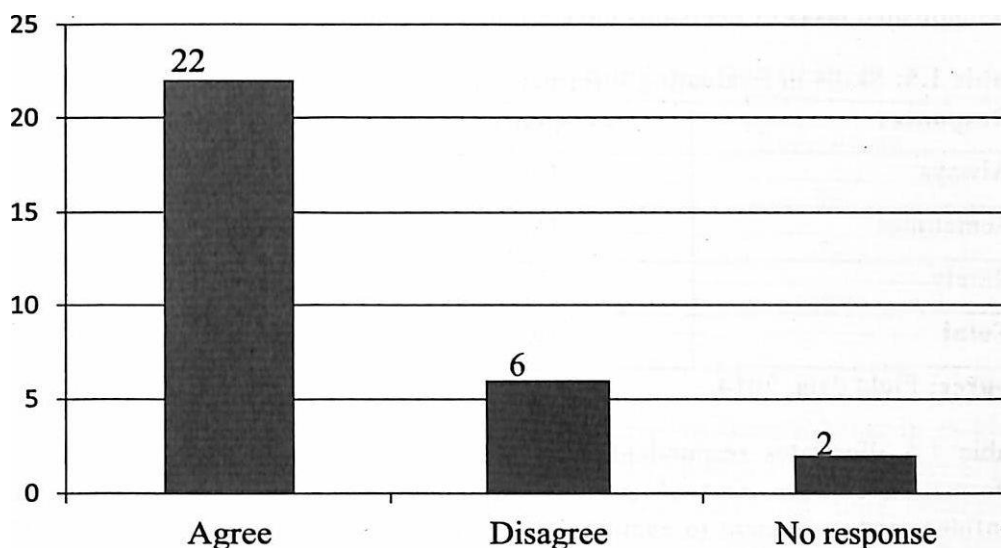
Table 1.3: Competence Level of Respondents in Defining Needed Information

Responses	Frequency	Percentage
Always	14	47
Sometimes	14	47
No response	2	6
Total	30	100

Source: Field data, 2014.

Table 1.3 revealed the level of confidence and competence of GIJ workers in identifying their information needs. Fourteen (47%) of the respondents indicated that they feel confident and competent to define their information needs while, other 14 (47%) respondents also said they sometimes feel competent to define their information needs. Two (6%) of the respondents did not respond to the question. The responses given indicate that more than half of the registry staff found it difficult to identify their information needs. Catts and Lau, (2008) proposed that an information literate person should be able to recognise their information needs, locate and evaluate the quality of information, store and retrieve information, make effective and ethical use of information, and also apply the information to create and communicate knowledge.

Figure 1.1: Skills and Ability to Search Information Resource for my Work



Source: Field data, 2014.

Figure 1.1 sought to find out respondents' skills and abilities to search and use information for an intended purpose. Majority 22 (73%) of the respondents agreed that they have the skills and the ability to search information sources for the purpose of their work. Six (20%) of the respondents however disagreed that they had the skill and ability to search information sources for the purpose of their work in the office. Two (7%) of the respondents did not respond to the question.

Table 1.4: Competent to Use Selected Information Effectively to Accomplish Task

Responses	Frequency	Percentage
Agree	30	100
Total	30	100

Source: Field data, 2014.

Respondents were asked if they feel competent to use information effectively to accomplish any task in the office. All the 30 (100%) respondents agreed as indicated by Table 1.4 that they feel competent to use information effectively to accomplish tasks in the office. However, 20% of the respondents in Table 1.8 could not tell whether information literacy could help them make life long de sion-;. This implies that people use information to accomplish jobs and make

decisions at the workplace on daily basis but are not sure whether those accomplished tasks or decisions have a long life effect on them.

Table 1.5: Skills in Evaluating Information

Responses	Frequency	Percentage
Always	10	33
Sometimes	18	60
Rarely	2	7
Total	30	100

Source: Field data, 2014.

Table 1.5 illustrates respondents* competent and confident level to evaluate information sources. Out of the 30 respondents, 18 (60%) were sometimes confident and competent to evaluate the information they And. Ten (10) or 33% of the respondents said they **always** have the confidence and felt competent to evaluate information and their sources while 2 (7%) respondents **rarely** had the confidence and competence to evaluate information. This is an indication that the registry staff needs support on how to effectively evaluate information they come across in their day-to- day office activities irrespective of the format of the information.

Table 1.6: Information Literacy enables me to perform my Duty Effectively

Responses	Frequency	Percentage
Always	18	60
Sometimes	10	33
Rarely	2	7
Total	30	100

Sourced Field data, 2014.

Respondents were asked whether information literacy enabled them to perform their duties in the workplace effectively. As indicated in Table 1.6, 18 (60%) of the respondents said information literacy always enabled them to perform their duties effectively at the workplace, while 10 (33%) respondents said sometimes. A minimal number of 2 (7%) respondents however indicated that information literacy rarely enables them to perform their duties effectively in the office. It could be concluded that those respondents who said information literacy rarely

enabled them to perform their duties effectively in the office are not information literate.

Table 1.7: Information Literacy Helps Make Life Long Decisions.

Responses	Frequency	Percentage
Agree	24	80
I can't tell	6	20
Total	30	100

Source: Field data, 2014.

Respondents* views were sought if being information literate helps in making life long decisions. The results from Table 1.7 above indicate that majority of the respondents agreed that information literacy helps make life long decisions, however 6 (20%) of the respondents could not tell if information literacy could help make life long decisions. It is likely from the results that the 6 (20%) respondents are not information literate, hence their inability to tell if information literacy could help make life long decisions.

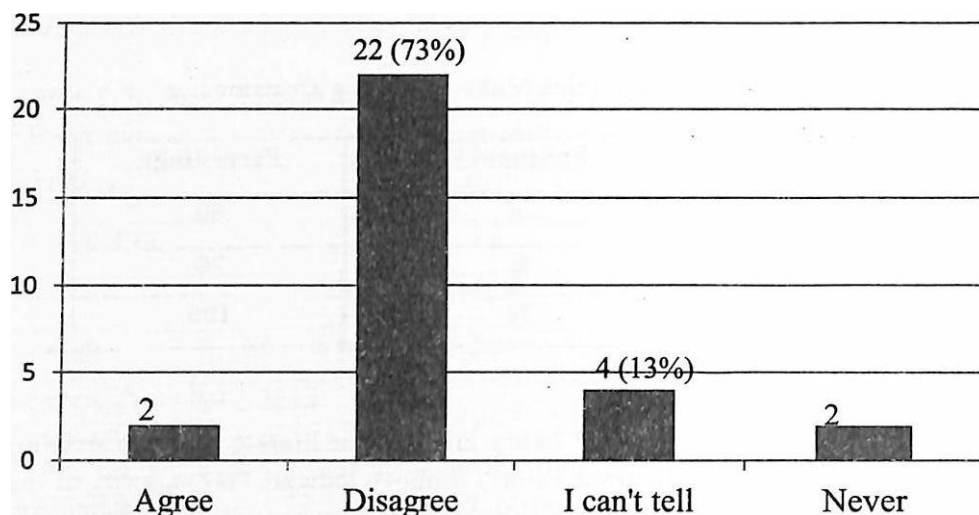
Table 1.8: Availability of Information Resources for my Work at GIJ

Responses	Frequency	Percentage
Always	4	13
Sometimes	18	60
Rarely	8	27
Total	30	100

Source: Field data, 2014.

Table 1.8 depicts the availability of information resources needed by workers of GIJ. Majority 18 (60%) of the respondents indicated that they sometimes get the information resources they needed to accomplish their work in the office. Eight (27%) of the respondents **rarely** had information resources they needed for their jobs. A minimal number of 4 (13%) workers of GIJ said they **always** have information resources they need for their work.

Figure 1.2: Electronic and ICT Resources I Need for my Work



Source: Field data, 2014.

Figure 1.2 illustrate* GIJ workers' perception about whether GIJ has enough electronic resources and ICT facilities. Majority 26 (80%) of the respondents did not agree to this statement. Four 13% of GIJ workers could not tell if GIJ had enough print. This means that the Institute has inadequate information resources for the workers to use to satisfy their information needs at the office. This result confirms an earlier study conducted by Nyantakyi-Baah and Afachao (2012) which revealed that the perception of the undergraduate students of the Institute on access to online resources and adequate ICT facilities were far below users' expectation.

Table 1.9: Challenges in Searching and Using Information at the Workplace

Responses	Frequency	Percentage
Slow Internet	16	53
Lack of skills to search for relevant information	6	20
Inadequate computers	8	27
Total	30	100

Source: Field data, 2014.

Table 1.9 depicts some challenges faced by GIJ workers in searching and using information. Majority 16 (53%) of the respondents indicated poor or slow Internet connectivity as the major challenge they face in searching and using information at the Ghana Institute of Journalism. Inadequate computers 8 (27%) was also a challenge for workers of GIJ. Six 20% of the respondents also 60

indicated that the lack of skills to search for relevant information was a challenge to them at the workplace. This supports the earlier findings above that GIJ is not adequately equipped to meet today's technological advancement, hence workers inability to search and use information to accomplish tasks in the office.

Workers' Expectations of the Library Staff in Delivering Effective Information Literacy Skills

Out of the 30 respondents, 12 of the workers suggested that the library staff should be trained so that they can also train the workers to be information literate. Ten of the respondents also stated that the library staff should be able to teach and assist workers to access relevant and timely information. The remaining 8 (27%) of the respondents proposed that the library staff should offer programmes and courses to help workers to be information literate. This implies that the workers fully understand the role of librarians in delivering information literacy skills and therefor expect the library staff to help them develop competent skills to be information literates.

Recommendations

The success in any profession and other administrations requires the skill to monitor trends and readily adapt to them. Employers consider information literacy to be essential to the workforce because they need workers that have the willingness and the ability to continually learn new skills. Cheuk (2008) states that employees should be confident and competent in interacting with information to deliver maximum corporate value. Based on the findings of the study, the following recommendations were made to address problems presented in the study to improve information literacy delivery skills of the registry staff of the Ghana Institute of Journalism to effectively deliver their services.

Considering the crucial role librarians play in delivery of information literacy skills, the library staff need further training in ICT skills to be able to have better understanding of issues related to information literacy and effectively impact the necessary skills and knowledge on information literacy to workers of the Institute. The Institute library should be equipped with more ICT facilities, adequate information resources and library space that support librarians to perform this role.

Though, the Institute has limited infrastructure, the library staff of the Ghana Institute of Journalism must be proactive in meeting the information literacy needs of both workers and students of the Institute. That is, working hard with the little resources available. It is only by being proactive that the registry staff 61

will gain competence in information literacy skills and also develop confidence in the library staff. Internet connectivity is essential for any effective online resource sharing at the workplace. It is therefore important for the Information Communication Technology (ICT) centre at the Ghana Institute of Journalism to be well equipped and the IT staff given refresher courses regularly to meet current trends in today's technological advancement. President Obama once said: "rather than merely possessing data, we must also learn the skills necessary to acquire, collate, and evaluate information for any situation. This new type of literacy also requires competency with communication technologies" (Obama, 2009).

This research is limited to the Ghana Institute of Journalism registry staff and it was found during the literature review that limited works have been done on information literacy at the workplace in Ghana, it is therefore recommended that further studies be done in other institutions and organisations throughout the country to find out if the findings at the Ghana Institute of Journalism persist in other workplaces. This will help to better position librarians, managers of information centres and managers of institutions in tackling the issue of information literacy at our workplaces.

Conclusion

The study has illuminated GIJ workers' experience of information literacy and expectation of library staff in delivering effective information literacy programmes to improve job performance at the office. Due to the implications of information literacy on job performance, more effort is needed by librarians and management of the Ghana Institute of Journalism to raise the awareness of the need to be information literate to improve the information literacy skills at the workplace and develop the understanding of the information practices of workers.

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