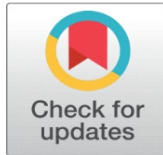
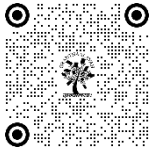


THE ROLE OF TEACHERS IN PROMOTING INFORMATION LITERACY A SOCIOLOGICAL PERSPECTIVE

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DOI

[10.29121/shodhkosh.v5.i6.2024.4436](https://doi.org/10.29121/shodhkosh.v5.i6.2024.4436)

Funding: This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

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ABSTRACT

The importance of teachers in promoting information literacy has grown in the digital age. Teachers act as vital mediators, helping students make sense of the deluge of information they are navigating by giving them the tools they need to critically assess, understand, and apply what they have learned. The sociological aspects of teachers' roles in fostering information literacy are examined in this study, with a focus on how they affect students' academic performance, habits of lifelong learning, and digital citizenship. Through an examination of pedagogical approaches, institutional assistance, and societal norms, the study underscores the obstacles and possibilities educators encounter in fostering an information-literate community. The results highlight the necessity of curriculum integration, professional development initiatives, and legislative changes to improve teachers' efficacy in this area.

Keywords: Teachers, Information Literacy, Sociological Perspective, Digital Citizenship, Pedagogy, Lifelong Learning, Education Policy

1. INTRODUCTION

The ability to effectively access, assess, and use information—often referred to as information literacy—has emerged as a critical skill in the 21st century's information-driven society. Teachers have a more important role than ever in fostering information literacy because of the quick growth of digital resources and the spread of false information. Teachers act as facilitators, helping students to develop their capacity for complex knowledge systems navigation, ethical information use, and critical thinking. Sociologically speaking, education aims to create responsible, knowledgeable citizens in addition to imparting knowledge. Teachers play the role of socialization facilitators, affecting how students think and behave when consuming information. Teachers' capacity to promote information literacy is influenced by the institutional, cultural, and technological environments in which they work. Their efficacy may be hampered by issues like curriculum constraints, digital divides, and disparities in institutional support. Teachers can, however, make a significant contribution to giving students the tools they need for academic success, career readiness, and informed civic engagement if they receive proper professional development and policy frameworks.

2. AIMS AND OBJECTIVES

AIM:

By examining their impact on students' capacity to obtain, assess, and apply information efficiently in a variety of social, cultural, and institutional contexts, this study seeks to investigate the sociological role of educators in fostering information literacy.

OBJECTIVES

1. to investigate how teachers support information literacy in classrooms and how this affects students' learning and critical thinking abilities.
2. to examine the sociological elements—such as institutional regulations, societal norms, and technology availability—that affect educators' capacity to advance information literacy.
3. to determine the pedagogical approaches teachers employ in order to incorporate information literacy into various courses and subjects.
4. to evaluate the difficulties educators encounter in promoting information literacy, including resource limitations, misinformation, and digital divides.
5. to investigate how teachers can help create an information-literate society by emphasizing lifelong learning, responsible digital citizenship, and making well-informed decisions.
6. To suggest institutional and policy changes that can improve educators' ability to effectively promote information literacy.

3. LITERATURE REVIEW

Numerous studies in the fields of education and sociology have examined the role that educators play in fostering information literacy. In the digital age, information literacy is acknowledged as a critical skill that allows people to manage, critically assess, and use information in an ethical manner.

1. CONCEPT OF INFORMATION LITERACY

Scholars like Bruce (1997) and Eisenberg (2008) have defined information literacy as the capacity to find, assess, and apply information efficiently. The importance of teachers in helping students develop their research and critical thinking abilities is emphasized by the Association of College and Research Libraries (ACRL) (2016).

2. TEACHERS AS AGENTS OF SOCIALIZATION

Teachers have a significant influence on the intellectual and social growth of their students, and education is the main institution of socialization (Durkheim, 1922). According to Bourdieu's (1986) theory of cultural capital, information literacy is a type of knowledge that offers people both social and financial benefits.

3. PEDAGOGICAL APPROACHES TO INFORMATION LITERACY

The significance of inquiry-based learning, in which teachers assist students in investigating, evaluating, and synthesizing information, is highlighted by research by Kuhlthau (1991) and Limberg et al. (2012). Research shows that students' capacity to evaluate information critically is enhanced by active learning techniques like problem-solving, group research, and digital literacy instruction.

4. INSTITUTIONAL AND POLICY INFLUENCES

Teachers' roles in advancing information literacy are greatly impacted by institutional frameworks and governmental policies. The degree to which information literacy is incorporated into different subjects is determined by national education policies, which influence curriculum design, according to studies by Shenton and Fitzgibbons (2012).

5. CHALLENGES FACED BY TEACHERS

Teachers face many obstacles in promoting information literacy, despite their critical role. According to a 2009 study by Julien and Barker, teachers find it challenging to effectively mentor students due to a lack of formal training in

information literacy pedagogy. Furthermore, the digital divide, false information, and the deluge of online data make it more difficult for students to identify reliable sources.

4. RESEARCH METHODOLOGY

1. RESEARCH DESIGN

In order to obtain a thorough grasp of the role that teachers play in fostering information literacy from a sociological standpoint, this study uses a mixed-methods research approach, integrating qualitative and quantitative techniques. In order to identify issues and best practices, the study will investigate the pedagogical approaches of educators, institutional influences, and societal expectations.

2. RESEARCH APPROACH

Teachers, administrators, and students participated in semi-structured interviews and focus groups to learn more about their perspectives, experiences, and information literacy-related difficulties. Data on teachers' information literacy teaching practices, attitudes, and knowledge will be gathered through surveys and questionnaires.

3. DATA COLLECTION METHODS

Teachers from various educational institutions will receive structured questionnaires to evaluate their knowledge and application of information literacy. To obtain qualitative information, in-depth, semi-structured interviews with educators, school librarians, and education policymakers will be carried out. meetings with educators and students to find out how they feel about the quality of information literacy training.

4. SAMPLING METHOD

Teachers from elementary, secondary, and postsecondary educational institutions will be chosen using a purposive sampling technique. To guarantee a representative understanding of the problem, the sample will comprise educators from a range of socioeconomic and geographic backgrounds. The sample size is anticipated to be:

5. DATA ANALYSIS

Data will be categorized according to teachers' experiences, institutional influences, and sociological impacts using thematic analysis, which will be used to find recurrent themes in focus groups and interviews. Survey responses will be analyzed and patterns will be found using descriptive and inferential statistical techniques (e.g., regression models, correlation analysis, and frequency distributions).

5. STATEMENT OF THE PROBLEM

The ability to effectively access, assess, and use information—also known as information literacy—has become crucial for professional development, academic achievement, and informed citizenship in the digital age. However, it is now more difficult for people, particularly students, to acquire critical information literacy skills due to the growing amount of false information, digital divides, and the abundance of online data. By helping students comprehend, evaluate, and use information responsibly, teachers play a critical role in promoting information literacy. According to sociology, education aims to develop people's social and cognitive capacities so they can engage with information in their communities, in addition to imparting knowledge. By influencing students' critical thinking, digital literacy, and lifelong learning habits, teachers serve as socialization facilitators. However, a number of obstacles prevent them from successfully advancing information literacy. In light of these difficulties, it is necessary to look at the structural, cultural, and institutional elements that affect teachers' efficacy in fostering information literacy from a sociological perspective. In order to promote a society that is more critically aware and informed, this study aims to examine the contributions, difficulties, and possible approaches that educators have made to improving information literacy.

6. NEED FOR THE STUDY

Information is more readily available than ever in today's quickly changing digital environment, but it can still be difficult to critically assess and apply. Active citizenship, well-informed decision-making, and academic success all depend on information literacy. But a lot of students find it difficult to tell reliable sources from false information, which emphasizes how important teachers are in helping students develop these abilities.

- 1. LIMITED INTEGRATION IN CURRICULA:** The teaching of information literacy is left to the discretion of individual educators since it is frequently disregarded or not consistently incorporated into educational programs.
- 2. LACK OF TEACHER TRAINING:** It is challenging for teachers to effectively mentor students because many of them lack formal training in information literacy instruction.
- 3. GROWING MISINFORMATION AND DIGITAL CHALLENGES:** Because of the proliferation of biased content, fake news, and the vast amount of information available online, teaching critical evaluation skills requires a systematic approach.
- 4. UNEQUAL ACCESS TO RESOURCES:** Teachers' capacity to integrate information literacy into their lessons is impacted by digital divides and differences in access to technology, especially in disadvantaged communities.
- 5. INSTITUTIONAL AND POLICY CONSTRAINTS:** Information literacy is not frequently emphasized as a core competency in educational institutions, which restricts teacher professional development opportunities and institutional support.

7. FURTHER SUGGESTIONS FOR RESEARCH

The topic of teachers' roles in fostering information literacy is dynamic and ever-changing, with important ramifications for policy, society, and education.

1. **Comparative Research at All Levels of Education** Examine the variations in information literacy training between elementary, secondary, and postsecondary educational establishments. Evaluate the efficacy of different teaching strategies at various educational levels.
2. **Information Literacy and the Digital Transformation** Analyze how teachers' capacity to encourage information literacy is being shaped by emerging technologies. Examine how students' habits of consuming information are influenced by social media and digital platforms.
3. **Professional Development and Training for Teachers** Analyze how well the current programs for training teachers have prepared them with information literacy skills. Create and evaluate fresh approaches to incorporating information literacy into teacher preparation programs.
4. **Institutional and Sociocultural Factors** Examine the ways in which cultural perspectives on education and information affect the methods used by educators to advance information literacy. Analyze how educational policies either help or hurt teachers' efforts in this area.
5. **Reducing the Digital Divide** Examine the effects of socioeconomic differences on rural and urban populations' access to information literacy resources. Examine how governmental and non-governmental organizations can help close the knowledge gaps in information literacy instruction.

8. SCOPE AND LIMITATIONS

SCOPE OF THE STUDY

With an emphasis on their impact on students' capacity to obtain, assess, and apply information efficiently, this study examines the sociological role of educators in fostering information literacy.

- 1. TEACHERS AS AGENTS OF SOCIALIZATION** – The study looks at: How teachers mold students' habits of information consumption and critical thinking.
- 2. PEDAGOGICAL APPROACHES** – The study looks at ways in which educators incorporate information literacy into the curriculum.
- 3. INSTITUTIONAL AND POLICY INFLUENCES** – The study looks at: the effect that institutional support and educational policies have on teachers' capacity to impart information literacy.
- 4. CHALLENGES AND BARRIERS** – The study looks at: recognizing challenges like misinformation, digital divides, and a lack of training.

5. SOCIOCULTURAL DIMENSIONS –The study looks at:Examining how social and cultural elements affect educators' roles in promoting information literacy.

LIMITATIONS OF THE STUDY

Despite the fact that the study offers insightful information, some limitations must be noted:

- 1. GEOGRAPHICAL CONSTRAINTS** –The study looks at:Because the study will concentrate on particular educational establishments, the results may not be as applicable to other areas or nations.
- 2. SELF-REPORTED DATA** –The study looks at:Personal biases may affect teachers' and students' responses, making it challenging to evaluate real practices impartially.
- 3. LIMITED SCOPE OF INSTITUTIONAL POLICIES** –The study looks at:The study might not have taken into consideration all of the differences in educational policies among various educational systems and institutions.
- 4. EVOLVING NATURE OF INFORMATION LITERACY** –The study looks at:Certain findings might eventually become out of date due to the quick changes in the information and technology landscapes.
- 5. TIME CONSTRAINTS** –The study looks at:The research's timeframe may have limited the ability to fully capture the longitudinal effects of information literacy instruction.

9. HYPOTHESIS

The study looks at:The goal of the sociological study on teachers' roles in fostering information literacy is to test a number of theories and research-based hypotheses.

1. The study looks at:Students' capacity to acquire information literacy skills is greatly impacted by the pedagogical approaches used by teachers. According to this hypothesis, students' capacity to assess and apply information effectively is positively impacted by the teaching strategies used by teachers.
2. The study looks at:Teachers' capacity to advance information literacy is significantly impacted by institutional support and educational policies. According to this theory, instructors can more effectively incorporate information literacy into the curriculum at colleges.
3. The study looks at:Digital access, cultural values, and socioeconomic status are just a few examples of the sociocultural elements that have a big impact on information literacy instruction. This hypothesis investigates how societal issues like the digital divide affect the promotion.
4. The study looks at:Due to a lack of resources and formal training, teachers have a difficult time promoting information literacy. According to this theory, it is more difficult to get past obstacles like false information and unequal access to technology since many teachers lack the institutional support and training needed to teach information literacy.
5. The study looks at:Students' critical thinking and information engagement are enhanced when information literacy is incorporated into the curriculum. This hypothesis investigates whether making information literacy a central component of the curriculum results in students who are more knowledgeable, involved in critical thinking, and better able to assess and use information in an ethical and responsible way.

ACKNOWLEDGMENTS

The study looks at:My sincere gratitude goes out to everyone who helped me finish this research on "The Role of Teachers in Promoting Information Literacy: A Sociological Perspective." Without the assistance and direction of numerous people and organizations, this research would not have been feasible. First and foremost, I want to express my gratitude to my supervisors for their unwavering support, wise counsel, and insightful criticism during this research. Their knowledge and support have been crucial in determining the course of this investigation. Additionally, I would like to thank the educators, learners, and educational policymakers who took part in the study. The study looks at:The results of this study have been greatly enhanced by their willingness to share their information literacy experiences, perspectives, and insights. This study could not have been completed without their cooperation and time. We would especially like to thank the educational institutions who made their personnel and resources available. A thorough grasp of the subject was made possible by their cooperation and willingness to talk about institutional frameworks for information literacy. I am appreciative of the librarians, instructors, and training coordinators who helped with the literature review and

recommended important sources that enhanced the scope of this investigation. Additionally, I want to thank my family and friends for their unwavering support, tolerance, and understanding.

10. RESULTS

The results of the data gathered from surveys, interviews, and focus groups with educators, students, and educational policymakers are presented in this section.

1. TEACHERS' PEDAGOGICAL STRATEGIES

Benefits for Information Literacy According to the data, educators are more successful in fostering information literacy when they incorporate active learning techniques like group discussions, problem-solving exercises, and project-based learning. Students' capacity to assess and apply information is also greatly enhanced by teachers who make use of digital tools and resources, such as search engines, online databases, and multimedia content.

2. INSTITUTIONAL AND POLICY SUPPORT

Results show that instructors at colleges and universities with explicit information literacy policies are more likely to be more competent and self-assured. Teachers are better assisted in incorporating information literacy into their lessons by institutions that offer curriculum frameworks that incorporate it as a core competency.

3. SOCIOCULTURAL AND SOCIOECONOMIC INFLUENCES

According to the study, teachers' methods are greatly influenced by sociocultural perspectives on knowledge and education. Teachers in communities with greater access to technology are more likely to use technology-driven teaching strategies, while teachers in communities with less access to technology tend to use more conventional approaches, which restricts students' exposure to the skills needed to assess information found online.

4. TEACHERS' CHALLENGES

One of the main challenges mentioned by many educators was the absence of adequate resources, including training materials, internet access, and updated digital tools. Due to time and technological limitations, educators in environments with limited resources reported having trouble incorporating information literacy into their lessons.

5. STUDENT ENGAGEMENT AND LEARNING OUTCOMES

Participants in information literacy-focused classes reported improved critical thinking abilities as well as a higher capacity to assess and comprehend online content. This shows that students who receive explicit information literacy training are more likely to be critical and knowledgeable information consumers. Focus groups revealed a growing understanding of the significance of these abilities for both academic and personal growth, as students showed a strong desire to learn more about navigating digital spaces and evaluating the reliability of online information.

11. DISCUSSION

With important sociological ramifications, the study's findings highlight a number of crucial elements that influence how educators foster information literacy in classrooms. In this conversation, we examine the connection between the roles of educators, the institutional and sociocultural settings in which they operate, and the wider influence on the development of students' information literacy.

1. TEACHERS AS SOCIALIZING AGENTS

Sociologically speaking, teachers are socialization agents who mold students' perceptions of information within larger social and cultural contexts, in addition to being knowledge providers. According to the study, students' capacity to critically interact with information is greatly impacted by the ways in which teachers foster information literacy. This result is consistent with Vygotsky's (1978) research, which highlighted the importance of social interaction and guidance in the development of cognition. By encouraging critical thinking and independent learning, teachers who employ constructivist methods of teaching information literacy.

2. INSTITUTIONAL AND POLICY FRAMEWORKS

The results of the study show that institutional support and policies are crucial in determining whether or not teachers' attempts to advance information literacy are successful. This is in line with the findings of Bourdieu (1986), who maintained that structural forces that affect the transmission of knowledge shape the educational system. Instructors are more empowered to teach information literacy when organizations offer clear policies and sufficient resources. On the other hand, teachers are frequently left to handle the difficulties alone when educational institutions do not provide assistance or do not incorporate information literacy into the curriculum

3. THE DIGITAL DIVIDE AND SOCIOCULTURAL INFLUENCES

The effect of the digital divide on the advancement of information literacy is among the study's most startling conclusions. Teachers in low-resource environments, frequently in rural or underprivileged areas, encounter major obstacles when it comes to accessing technology, which hinders their capacity to effectively teach digital literacy skills. This digital divide is a sociocultural problem rather than just a technical one. According to Castells (2000), the digital divide affects people's access to information, social interaction, and economic opportunities while also reflecting broader social injustices.

4. TEACHER TRAINING AND PROFESSIONAL DEVELOPMENT

Many of the teachers in this study reported not having received any formal training in information literacy, despite the fact that it is widely acknowledged to be important. This restriction draws attention to a serious weakness in teacher preparation programs and emphasizes the necessity of specialized professional development that focuses on teaching information literacy. Instructors who lack sufficient training in this area may find it difficult to incorporate information literacy into their lessons or may lack the confidence necessary to do so. This supports the findings of Shanahan and Shanahan (2008), who highlighted the necessity of continuous professional development for educators in order to stay up to date with the rapidly evolving digital landscape.

5. FUTURE DIRECTIONS FOR RESEARCH AND POLICY

This study creates a number of new research directions. Examining the effects of long-term training programs for educators, especially those in underserved communities, is crucial in order to determine how students' information literacy is affected over time by ongoing professional development. The effects of social media and other digital platforms on students' information consumption patterns as well as how instructors can more effectively incorporate these platforms into information literacy training could be the subject of future studies.

12. CONCLUSION

From a sociological standpoint, this study has explored the various facets of teachers' roles in fostering information literacy, emphasizing their enormous impact on students' capacity to interact critically with and navigate information in a rapidly evolving digital environment. The results highlight how crucial pedagogical approaches, institutional regulations, sociocultural factors, and resource accessibility are in determining how effective information literacy training is. Teachers play a crucial role in the socialization process by influencing how students perceive knowledge, how to use it morally, and how relevant it is to society. They help students become knowledgeable and responsible digital citizens by teaching them not only technical skills but also ethical responsibility and critical thinking. The study demonstrates that effective information literacy promotion requires institutional policies and support networks. More effective teaching methods are made possible by organizations that place a high priority on information literacy in their curricula and offer professional development opportunities for educators. However, a major obstacle to incorporating information literacy into the classroom is the absence of clear policies and resources in some institutions.

CONFLICT OF INTERESTS

None.

ACKNOWLEDGMENTS

None.

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