

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 **نصوص متخصصة بلغة أجنبية (الإنجليزية)**

2 **الفرقة الثالثة**

3 **تأليف**

4 **أ.د. عصام منصور**

5 **أستاذ علم المعلومات**

6 **كلية الآداب، جامعة جنوب الوادي**

7
8 **العام الجامعي**

9 **2023/2022**

10

11

12

13

14

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

بيانات الكتاب

1

2

3

الكلية: الآداب

4

الفرقة: الثالثة

5

التخصص: مكتبات ومعلومات

6

العام الجامعي: 2023

7

عدد الصفحات: 177

8

المؤلف: أ.د. عصام منصور

9

10

11

12

13

14

15

16

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1

Specialized Texts in

2

Library and Information Science in English

3

Dedicated to 3rd grade students

4

Authored by

5

Prof. Dr. Essam Mansour*

6

Department of Library & Information Science (DLIS)

7

South Valley University

8

(SVU)

9

Qena, Egypt

10

11

12

13

14

**Ph. D in library & information science, the University of Pittsburgh,*

15

USA.

16

MLIS in Library & Information Science, the University of Wisconsin,

17

Milwaukee, USA.

18

BA in Library & Information Sciences, Cairo University, Egypt.

Contents

1

2

3 **1st: Health information needs and behavior of Egyptian**

4 **pregnant women: A qualitative study** **P. 6**

5

6 **2nd : An explanatory study into the**

7 **information seeking-behaviour**

8 **of Egyptian beggars** **P. 59**

9

10 **Library Terminology:**

11 **Glossary of Library Terms** **P. 149**

12

13

14

15

16

17

18

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1st

1

2

3

4

5

6

7

8

9

10

Prof. Dr. Essam Mansour

11

Department of Library & Information Science

12

South Valley University, Egypt

13

14

15

16

**Health information needs and
behavior of Egyptian pregnant
women:
A qualitative study**

1 **Health information needs and behavior of Egyptian**
2 **pregnant women: A qualitative study**

3
4 **Abstract**

5 *The key purpose of this study is to investigate Egyptian pregnant*
6 *women's information needs and behavior in terms of their thoughts,*
7 *perceptions, attitudes, motives, interests, techniques, preferences, tools,*
8 *and other factors that influence their use of health information. A*
9 *qualitative approach was used in the form of six focus groups with an*
10 *effective size of 64 women. About two-thirds of Egyptian pregnant women*
11 *were between the age of 26 and 35, slightly more than half had a BA, and*
12 *roughly half were labeled as upper-middle-income. Approximately two-*
13 *thirds of them were able to precisely identify these needs and use*
14 *appropriate means to meet these needs. A large number of them preferred*
15 *to communicate with families, relatives, peers, and friends, particularly*
16 *those who are currently pregnant or have recently delivered, via cell*
17 *phones or face-to-face meetings. The most common form of*
18 *communication has been identified as verbal communication with*
19 *mothers and relatives, friends, as well as gynecologists and healthcare*
20 *providers. Egyptian pregnant women used health information sources to*
21 *help with pregnancy-related tasks, such as understanding the*
22 *requirements for the monitoring of the fetus in terms of health, nutrition,*
23 *weight, growth, and movement, and finding suitable and affordable*
24 *birthplaces. For day-to-day communication, the majority of them have*
25 *used a variety of technologies, particularly cell phones, the Internet,*
26 *social media, and social networking sites, such as What's app and*

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 *Facebook. Due to some of the difficulties associated with pregnancy, a*
2 *large number of pregnant women have stated that using any type of*
3 *library to meet their health information needs plays no significant role.*
4 *Time, lack of money, and a lack of knowledge of appropriate sources of*
5 *information, including training and the ability to obtain information,*
6 *were the most significant barriers Egyptian pregnant women faced.*

7

8 **Keywords:**

9 Health information needs, Information-seeking behaviour, Egyptian
10 pregnant women, A qualitative study

11

12

13

14

15

16

17

18

19

20

21

1 **Introduction**

2 Information is extremely important to all people, including
3 pregnant women, in terms of their demographic, professional,
4 and cognitive differences, as well as their needs. It makes it
5 easier for them to manage their everyday lives. People should
6 have adequate access to appropriate sources of information to
7 help them meet their professional and cognitive needs
8 (Mansour, 2015). Information searching and use during
9 pregnancy can improve the health knowledge of expectant
10 mothers (Basinlioglu, 2004). According to Kamali et al. (2018),
11 pregnant women need a lot of information to care of themselves
12 and their babies, so their information needs should be identified
13 and taken into account when developing educational
14 programmes for them. They should be provided with relevant
15 information to help them achieve this specific stage of their
16 lives. According to Hamzehei et al (2018), the use of
17 information increases the awareness of pregnant women about
18 pregnancy. This awareness will help pregnant women to engage

1 with healthcare providers, demonstrate protective healthcare
2 behaviors, and develop self-care skills. It also helps them to
3 learn about pregnancy, childbirth, and parenting. Pregnant
4 women's lack of information, along with low levels of
5 information on various pregnancy issues, may create problems
6 and increase medical interventions, which can lead to
7 complications and risks (Kamali et al, 2018). Therefore, the
8 evaluation of these needs of this information group should be
9 done is prior to the provision of this information. This study
10 seeks to address, as far as possible, the information needs of
11 such an information group in an area such as Egypt, which
12 rarely sees this type of research.

13

14 **Purpose and significance of the study**

15 The main purpose of this study is to provide first-hand
16 information about Egyptian pregnant women's health
17 information needs and behavior in terms of their thoughts,
18 perceptions, attitudes, motives, interests, techniques,

1 preferences, tools and other factors that they may affect their use
2 of and access to information. This research is noteworthy in that
3 it the first of its kind in the Egyptian context to address such
4 important issues and topics. Any findings of this study may raise
5 awareness among the policy makers of the needs of these groups
6 of information users. Such awareness can inspire researchers to
7 place this information user group on their research agenda.

8

9 **Problem statement**

10 The key issue of this study is to promote the literature on
11 Egyptian pregnant women's health information needs, including
12 their information behavior, as there is a serious lack of this
13 literature not only locally, but also regionally, especially among
14 library and information science researchers. Despite the fact that
15 these information users/seekers receive more attention around
16 the world, no research has been conducted on their status and
17 characteristics in Egypt, particularly in terms of their
18 information needs and behaviour. As a result, this study aims to

1 draw enough attention to these information needs and behaviour
2 of this category of use of information.

3

4 **Objectives of the Study**

5 The key objective of this study is to identify the information
6 needs and behaviour of Egyptian pregnant women. The specific
7 objectives are to:

- 8 - profile the demographic characteristics of Egyptian
9 pregnant women;
- 10 - identify the health information needs of Egyptian pregnant
11 women and their information behaviour;
- 12 - determine the sources of health information and the
13 channels used by Egyptian pregnant women;
- 14 determine the reasons enhancing the ability of Egyptian
15 pregnant women to seek health information;
- 16 identify factors that may influence Egyptian pregnant women
17 while seeking information.

18

1 **Research questions**

2 Based on its objectives, the following five questions lead the
3 research among Egyptian pregnant women:

4 **RQ1.**What is the demographic profile of Egyptian pregnant
5 women?

6 **RQ2.**What are the health information needs of Egyptian
7 pregnant women?

8 **RQ3.**What are the health information sources and channels used
9 by Egyptian pregnant women?

10 **RQ4.**Why are Egyptian pregnant women seeking for
11 information?

12 **RQ5.**What barriers, if any, do Egyptian pregnant women face
13 when seeking information?

14

15 **Literature review**

16 This study seeks to address and analyzes Egyptian pregnant
17 women's health information needs, including their information
18 behavior. Information needs may be synonymous with requests

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 that may be verbal or written and made to a library or to some
2 other information system (Brittain, 1970). They could be
3 interpreted as knowledge that can help to cope with situations
4 and lead to more effective management of the condition and
5 improved quality of life (Hepworth, Harrison and James, 2002).
6 Much of research, as Mansour (2015) stated, have focused on
7 many different information needs and behaviours of many
8 popular information seekers, but other categories, such as
9 pregnant women, have not received considerable attention from
10 these studies. Earlier research has not attempted to address or
11 fully identify the actual information needs of such categories of
12 information users in such environments. Previous studies on
13 pregnant women in Egypt have been conducted from a medical
14 perspective, but no studies have been conducted on their
15 information needs and behavior. Supporting Javanmardi et al
16 (2020), Egyptian pregnant women need health information to
17 ensure their health and to have a healthy delivery Therefore,

1 providing them with adequate information can lead to the
2 desired health outcomes for them and their fetuses.

3 Sanders and Cruiser (2018) searched seven electronic
4 databases in order to explore women's experiences in informal
5 information sources and their impact on their preparation under
6 the quality assessment framework. Lack of awareness among
7 some women's information-seeking behaviors professionals
8 creates barriers to women-centered support, leaving the
9 mismatch of experience expectation unchecked. The study
10 concluded that women's access to a surge of non-official sources
11 of information in the mainstream media during pregnancy had a
12 significant impact on decision-making.

13 In an attempt to investigate women's health information
14 needs during pregnancy, Javanmardi et al (2020) interviewed 39
15 participants (30 pregnant women, 5 midwives, and 4
16 obstetricians) in Isfahan, Iran, using a qualitative study. Data
17 analysis led to the emergence of sub-categories, such as
18 "common complaints and problems during pregnancy", "factors

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 affecting fetal health", "reasonable nutrition, sex, exercises and
2 diagnostic tests during pregnancy", "fetal growth and
3 development", "types of childbirth and preparation for delivery",
4 "baby care and breastfeeding", as well as "health information
5 needs". The study concluded that the needs of pregnant women
6 should be identified when seeking health information and taken
7 into account when planning educational programs for them.

8 Using a self-administered questionnaire, Kamali et al.
9 (2018) attempted to assess the information needs of pregnant
10 women ($n= 400$) who attended antenatal clinics and
11 obstetricians/gynaecologists' offices in Kerman, Iran, during
12 their pregnancy and childbirth in 2015. The study found that
13 most pregnant women needed information on fetus care (86%),
14 physical and psychological complications after delivery (83%),
15 fetus development and growth (82.5%), pregnancy nutrition
16 (82%) and special tests during pregnancy (81.5%). Most (49%)
17 of pregnant women searched for information when they were
18 suffering from complications of pregnancy.

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 Through a survey, Onuoha and Amuda (2013) attempted
2 to determine pregnant women's information behaviour ($n=$
3 1900) in selected hospitals of Ibadan Metropolis. The findings
4 showed that most of the women needed information on
5 environmental cleanliness and immunization. Doctors and
6 nurses have been identified as the most widely available and
7 most widely used sources of health information. Libraries,
8 however, have been identified as the least available and most
9 widely used source of health information. The problems faced
10 by the search for information were mainly attributed to libraries,
11 lack of income and time. The study concluded that the
12 availability, access to and use of health information would lead
13 to a safe delivery that reduces maternal mortality and
14 recommends that the government provide health libraries and
15 free medical care to encourage women to search for information.

16 Using a survey of pregnant women attending prenatal
17 clinics at the University College Hospital, Ibadan, Obasola and
18 Obajimi (2019) tried to investigate health information-seeking

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 behaviour of pregnant women ($n = 101$).The findings showed
2 that a significant proportion was literate. The average age of the
3 participants was 32.04 ± 2.34 years. Books and magazines were
4 the most popular sources of formal information while the
5 Internet was the most popular source for daily information.
6 While the information provided by health workers, particularly
7 doctors, was the most valuable, the attitude of these health care
8 providers was the most important limitation to the search for
9 health information. The study concluded that with the increasing
10 availability of Internet services in Nigeria, a paradigm shift has
11 become inevitable with the findings of around 65% of patients
12 visiting the internet on a daily basis. There is therefore a need to
13 develop a friendly and accommodating atmosphere for seeking
14 health information at various antenatal health posts in Nigeria.

15 Through a self-questionnaire, Chalak and Riahi (2017)
16 tried to identify the information needs of 188 pregnant women
17 who had been referred to health centers in Behshahr city, Iran,
18 during 2016-2017. The findings showed that information about

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 the health of embryos is most needed among pregnant women.
2 Gynecologists and specialists are also the most important means
3 of affecting the access to information, although there are other
4 significant sources, such as telegram networks, social media and
5 mobile phones. Furthermore, there have been significant
6 differences between certain needs of information and resources
7 and access to information resources on the basis of pregnant
8 demographic factors. The study concluded that pregnant women
9 need a variety of sources of information during pregnancy. The
10 importance of this information is reported to be high, but health
11 system specialists and managers can be effective in providing
12 health knowledge and literacy for pregnant women through
13 planning, making policy and regular training and educations.

14 Using a longitudinal qualitative study, Kotecha et al
15 (2012) attempted to study the patterns of health seeking of
16 women ($n = 60$) for antenatal care during pregnancy and the use
17 of delivery services by women and the use of child health care
18 during first month of life of birth. Most of the pregnant women

1 preferred to go in private hospitals. Almost all women used to
2 go to parental care to take care of their child's health and safety.
3 The majority preferred private hospitals for delivery. Only few
4 went for home delivery. Postpartum screening (PNC) has been
5 performed on nearly two-thirds of the women. The study
6 concluded that the majority of women prefer private hospitals
7 for childbirth, despite being from a lower socioeconomic group,
8 and most mothers neglect postpartum care.

9 Using a descriptive-survey, Hamzehei et al (2018)
10 attempted to investigate the pattern of health information-
11 seeking behavior, applicability and assessment of health
12 information obtained from the Internet by pregnant Iranian
13 women ($n = 196$). While facing with pregnancy problems, the
14 study found that most pregnant women seek out health
15 information from the Internet and share with their doctor.
16 Websites and social networks are two important sources for the
17 discovery of health information. Fetal development and nutrition
18 during pregnancy were considered to be two of the most

1 important issues among pregnant women. The study concluded
2 that the Internet has become a popular source of health
3 information finding. The high importance of the accuracy of the
4 information used by pregnant women highlight the need to
5 provide hospital libraries with up-to-date information sources
6 and facilities, such as suitable seats, ventilation, and the like.

7

8 **Research design and method**

9 For the purpose of conducting this study, a qualitative approach
10 was used in the form of six focus groups. According to Morgan
11 (1996), focus groups provide a valuable tool for exploratory
12 research and can be used to test initial ideas concerning the
13 research design. The focus group technique has been used
14 extensively to determine the perceptions and feelings of
15 participants in a particular field of inquiry (Chase, 2000). This
16 methodology presents and reveals, through dialogue and
17 discussion, a number of issues that are difficult to detect
18 precisely and deeply with other methods, such as questionnaires.

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 In this study, the main purpose of the focus group approach is to
2 allow participants to express their opinions and views freely
3 about their use of information, to provide the opportunity to hear
4 a range of views, and to agree/disagree, or expand on each
5 other's ideas. Due to the lack of awareness among some of the
6 participants, as well as their low level of education, some
7 training sessions were provided. Two research assistants
8 (women) and three interviewers (women) were recruited to help
9 the main researcher. The research team conducted three pilot
10 interviews. Based on this test, the interviewing guide was
11 modified according to the gaps identified. Large numbers
12 initially responded to the study announcement. However,
13 practical constraints have resulted in the need for the researcher
14 needed to select a sample, with an effective size of 64. The age
15 of the participants ranged from less than 25 to more than 41
16 years. Based on the administrative division of Egypt and for the
17 focus groups, the respondents were divided as appropriate into
18 six equal-sized groups as appropriate (Table I). As viewed by

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 Krueger and Casey (2008), this size is appropriate to conduct
2 the study. Interviews were conducted in October 2020. Sessions
3 ranged approximately between eighty to nearly one hundred
4 minutes, viewed as adequate by Gibbs (1997). During the
5 interviews, additional questions were asked to clarify the
6 answers and acquire more detailed explanations depending on
7 the interviewees' responses. Sessions were digitally recorded.
8 As a matter of assistance, notes were also taken by hand.

9

10 **Table 1.**

11 The distribution of Egyptian pregnant women groups

<u>Groups (n=6)</u>	<u>N</u>
Group 1: North Egypt (Alex.)	12
Group 2: Delta Egypt (Sharkyya)	10
Group 3: Middle Egypt (Cairo)	10
Group 4: Middle Egypt (Giza)	10
Group 5: Upper Egypt (Assuit)	11
Group 6: Upper Egypt (Qena)	11
Total	64

12

13

14 **Limitation of the study**

15 This study focuses only on Egyptian pregnant women. It does
16 not apply to any other women. Any conclusions resulting from
17 this study; they are limited in scope to only Egyptian pregame
18 women. The study does not contain a significantly large sample

1 of a population from across Egypt to draw meaningful
2 widespread conclusions that indicate such a larger population.

3

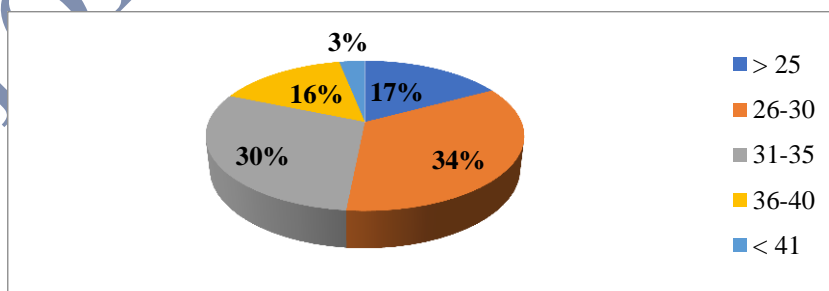
4 **Findings of the Study**

5 The findings of this study are organized on the basis of the order
6 of the items listed in its interview. They are also handled in
7 terms of the answer of the five questions of the study.

8

9 ***RQ1. What is the demographic profile of Egyptian pregnant***
10 ***women?***

11 Regarding the demographic profile (age, education, and monthly
12 income) of the sample taken, the average age was around 30,
13 concentrated more between 26 and 35 years. See Figure 1.



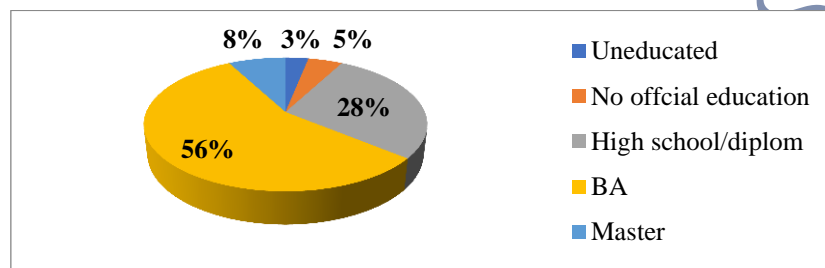
14

15

Figure 1: The age of Egyptian pregnant women

1 This study revealed that over half (56%) of the sample
2 taken of Egyptian pregnant women were holding BA, followed
3 by just over a quarter (28%) of them with high school/diploma
4 (See Figure 2).

5



6

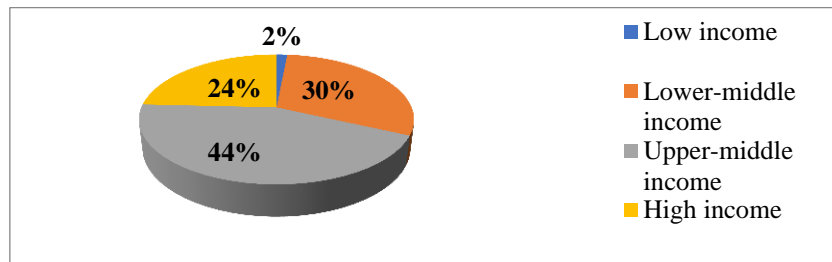
7 *Figure 2: The education of Egyptian pregnant women*

8

9 As shown in Figure 3, the study showed almost half (44%)
10 of Egyptian pregnant women were labeled as upper-middle
11 income people, where their monthly income was less than 2000
12 EGP (equivalent of \$127 (Each US dollar equals 15.73 Egyptian
13 pounds, based on the estimation of February, 2021), followed by
14 those (30%) whose monthly income was lower-middle income
15 (less than 1500 EGP or \$95).

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour



1

2

Figure 3: The monthly income of Egyptian pregnant women

3

4

5

6

7

8

9

10

11

12

13

14

15

16

Prof. Essam Mansour

1 ***RQ2. What are the health information needs and behaviour of***
2 ***Egyptian pregnant women?***

3 About a quarter (21.9%) of Egyptian pregnant women did not
4 know how to address their needs of information. They have not
5 been able to appropriately identify these needs. However, about
6 two-thirds (64.1%) of them was able to precisely identify these
7 needs by means of suitable ways and tools to reach and achieve
8 these needs. Egyptian pregnant women' needs of information
9 were described as very clear and realistic needs reflecting their
10 basic demands during the period of pregnancy. Information
11 related to the health of embryos, fetal development, regular
12 follow-up the necessary tests and CT scans for the type of fetus
13 during pregnancy, exercises during pregnancy, preparation for
14 delivery, the costs of childbirth, proper and recommended
15 nutrition, as well as information related to finding a suitable
16 place for a better birth and the search for a suitable name for the
17 newborn were most commonly necessitated by Egyptian
18 pregnant women.

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 *“My health information needs, especially in my first three*
2 *months of pregnancy, can be explained by ensuring continuous*
3 *and regular contact with my gynecologist who is following my*
4 *case.*

5 A pregnant woman of less than 25 years old

6
7 *“My health information needs can be determined by*
8 *knowing the proper nutrition recommended by the specialist,*
9 *along with knowledge of folk recipes based on natural herbs*
10 *recommended during pregnancy”.*

11 A pregnant woman between 31 and 35 years of age

12
13 *“My health information needs are defined as how to take*
14 *care of the health of the fetus, his/her development, regular*
15 *follow-up, special tests during pregnancy, exercises necessary*
16 *for the period of pregnancy, as well as preparation for the birth*
17 *and the costs of childbirth”.*

18 Three pregnant women between 26 and 35 years of age

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 *“An important part of my health information needs is to*
2 *perform the necessary CT scan to monitor the health of the*
3 *fetus, especially for aging conditions, and to perform a specific*
4 *ultrasound to know his/her type”.*

5 A pregnant woman of 41 years and over

Prof. Essam Mansour

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17

1 ***RQ3. What are the health information sources and channels***
2 ***used by Egyptian pregnant women?***

3 The findings showed that sources of information used by
4 Egyptian pregnant women varied between oral sources
5 described as informal sources and written sources described as
6 formal. In order to exchange information, a large number of
7 Egyptian pregnant women preferred to use informal sources,
8 which were also described as personal/interpersonal sources,
9 such as communication with families, relatives, peers, and
10 friends, either through phones, specifically cell phones, or face-
11 to-face meetings. Such categories of informal sources/channels,
12 described as the most popular sources/channels of information
13 identified by Egyptian pregnant women. Pregnant women
14 indicated that verbal communication with families, relatives and
15 friends, as well as doctors (gynecologists) and healthcare
16 providers were identified as the most popular communication
17 channels followed for access to information, as almost all
18 (96.9%) of them have identified that verbal information is most

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 used when pregnancy requires any information. Over two-thirds
2 (75%) of pregnant women have relied on gynecologists as the
3 most reliable sources and channels of pregnancy-monitoring
4 information. To reduce stress and pregnancy problems, few
5 respondents indicated that they were looking for sources of
6 entertainment-related information, such as audiovisual
7 materials, especially television and radio. Despite being a very
8 small number, some of the participants, who were described as
9 being more educated, mentioned that they used to use reading
10 resources, including books and specialized magazines,
11 especially fiction books and entertaining stories.

12 *"Since this is my first pregnancy, I strongly seek the help*
13 *of some pregnant women who have been pregnant before,*
14 *especially my family members and my relatives, to obtain*
15 *information on the stages of fetal formation and the nutrition*
16 *that is needed".*

17 A pregnant woman between 26 and 30 years of age

18

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 *"I rely mainly on the follow-up and consultation of the*
2 *doctor to obtain information related to the fetus and the*
3 *requirements of each stage of pregnancy".*

4 A pregnant woman between 26 and 30 years of age

5
6 *"My cell phone has been very helpful to me in exchanging*
7 *information with others. It also helps to support my social*
8 *network with friends. It has also contributed to be in contact*
9 *with healthcare providers".*

10 A pregnant woman between 31 and 35 years of age

11
12 *"I use health information sources, as well as appropriate*
13 *instructions in order to choose the appropriate food and drinks*
14 *for the nutrition of the fetus, especially in the early stages of*
15 *his/her development".*

16 A pregnant woman of less than 25 years

17

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 *I do not see a significant role for the use of any type of library to*
2 *meet my health information needs for the difficult conditions of*
3 *movement. There are other alternatives that can replace this*
4 *role”.*

5 A pregnant woman of 26-30 years of age

6
7 *“I am accustomed to reading materials, such as books and*
8 *specialized magazines, especially fiction books and entertaining*
9 *stories”.*

10 A pregnant woman over 41 years of age

1 *RQ4. Why are Egyptian pregnant women seeking for*
2 *information?*

3 The data obtained from pregnant Egyptian women indicated that
4 their priority in the use of health information sources was
5 primarily to assist with pregnancy-related tasks. To this end,
6 about two-thirds (64.1%) of them indicated that they used health
7 information sources to exchange information related to the
8 different stages of pregnancy with the relevant people, such as
9 doctors and the hospital, as well as some pregnant women. Just
10 over half (56.3%) of them found that they used health
11 information to understand the requirements for the monitoring
12 of the fetus in terms of health, nutrition, weight, growth, and
13 movement, as well as to find suitable and affordable birthplaces.
14 Some others (54.7%) showed that used the information available
15 on the Internet and social media sites to exchange opinions,
16 experiences and challenges of pregnancy, along with searching
17 for a name for the fetus or share suggested names.

18

Specialized Texts in Library and Information Science in English

Authorred by Prof. Dr. Essam Mansour

1 *“I use health information sources to exchange information*
2 *related to the different stages of my pregnancy with the relevant*
3 *people, such as the specialist doctor and the hospital, as well as*
4 *some pregnant women.*

5 A pregnant woman between 31 and 35 years of age

6
7 *“I use reliable sources of health information to understand the*
8 *requirements for the monitoring of the fetus in terms of health,*
9 *nutrition, weight, growth, and movement”.*

10 A pregnant woman between 26-30 years of age

11
12 *“I use reliable health information sources to find suitable*
13 *and affordable places of birth”.*

14 A pregnant woman between 31-35 years of age

15 *“I am browsing the Internet, as well as social media sites and*
16 *subscribing to groups dedicated to pregnant women with the*
17 *aim of exchanging opinions, experiences and challenges of*

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 *pregnancy, along with searching for a name for the fetus or*

2 *share suggested names.*

3 Two pregnant women between 26-30 years of age

4

5

6

7

8

9

10

11

12

13

14

15

16

17

Prof. Essam Mansour

1 *RQ5. What barriers, if any, do Egyptian pregnant women face*
2 *when seeking information?*

3 All of the Egyptian pregnant women discussed in this study
4 showed that they had many concerns and problems while
5 searching for information during pregnancy, which, in turn,
6 affected their use of information. Illiteracy and time have been
7 identified as the most important concerns and issues that have
8 prevented a large number of them from obtaining and accessing
9 information. Other barriers, such as the lack of money and the
10 lack of knowledge with appropriate sources of information,
11 including training and ability to obtain information, were also
12 important for pregnant Egyptian women.

13

14 *"Lack of time is one of the greatest barriers to accessing*
15 *information resources that require allocating time to be*
16 *allocated to them, whether they are accessed or used".*

17 A pregnant woman between 31 and 35 years of age

18

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 *“Poor health education or familiarity with health knowledge,*
2 *especially during pregnancy, affects good pregnancy*
3 *outcomes”.*

4 A pregnant woman between 36-40 years of age
5

6 *“Lack of money is an important constraint to take advantage of*
7 *the information sources that require allocating a budget for it,*
8 *such as contacting some health service providers, such as*
9 *doctors”.*

10 A pregnant woman between 36 and 40 years of age
11 *“I do my best to improve my skills in finding information about*
12 *pregnancy to eliminate the mistakes I made during my first*
13 *pregnancy”.*

14 A pregnant woman of less than 25 years old
15
16
17
18

1 **Discussion**

2 This study highlights the information needs of Egyptian
3 pregnant women, including their information behavior.

4 Generally speaking, information is very important and necessary
5 for all human beings, including pregnant women. The need for
6 information arises when individuals find themselves in a
7 situation that requires knowledge to deal with situation as they
8 see fit (Tackie and Adams, 2007). According to Mansour
9 (2015), any use of information depends largely on the need for
10 that information. In this study, the researcher attempted to
11 identify as much as possible the information needs and
12 information-seeking behavior of pregnant women being one of
13 sidelined information-use groups, particularly in Egypt.

14 Demographically, this study showed that about two-thirds
15 (64.1%) of Egyptian pregnant women were between 26 and 35
16 years of age, just over half (56%) of them were holding BA and
17 approximately half (44%) of them were labeled as upper-middle
18 income people with a monthly income of less than 2000 EGP

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 (equivalent of \$127 (Each US dollar equals 15.73 Egyptian
2 pounds, based on the estimation of February, 2021). In terms of
3 age of participants, this study is consistent with some the
4 previous studied, such as Obasola and Obajimi (2019), which
5 showed that the average age of pregnant women was $32.04 \pm$
6 2.34 years. The study showed that the use of and access to
7 information is correlated with the education participants, where
8 the responses of more than two-thirds (68.7%) of the
9 respondents, who were described as educated with a bachelor's
10 degree, were mature, conscious and reflective of the information
11 they needed during their pregnancy. The study also proved that
12 the monthly income of about one-third (31.3%) of pregnant
13 women was one of the barriers to use of and access to health
14 information.

15 At the time that around a quarter of Egyptian pregnant
16 women did not know how to address their needs of information,
17 about two-thirds (64.1%) of them were able to precisely identify
18 these needs using suitable means of appropriate ways and tools

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 to meet these needs. According to Mansour (2015), one's level
2 of education is an individual's context that defines one's
3 information needs in terms of how they deal with others. In
4 other words, there is a positive relationship between the level of
5 education and access to information. Egyptian pregnant
6 women's information needs have been described as very clear
7 and realistic needs reflecting their basic needs during the period
8 of pregnancy. Information related to the health of embryos, fetal
9 development, regular follow-up of the necessary tests and CT
10 scans for the type of fetus during pregnancy, exercises during
11 pregnancy, preparation for delivery, the costs of childbirth,
12 proper and recommended nutrition, as well as information
13 related to finding an appropriate place for a better birth and the
14 search for an appropriate name for the newborn were most
15 commonly necessitated by Egyptian pregnant women.

16 With respect to the sources of health information used by
17 Egyptian pregnant women, this study found that these sources
18 ranged from oral sources, which were described as informal

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 sources and written sources, which were described as formal. A
2 large number (79.7%) of Egyptian pregnant women preferred to
3 use informal or verbal sources that were also described as
4 personal sources, such as communication with families,
5 relatives, peers, and friends, particularly those who are currently
6 pregnant or previously delivered, either by cell phones, or face-
7 to-face meetings. Verbal communication with mothers and
8 relatives who had more experience with pregnancy affairs,
9 friends, as well as doctors (gynecologists) and healthcare
10 providers, has been identified as the most popular
11 communication channels used by Egyptian pregnant women for
12 using of and accessing to information, with 95.3% of them
13 indicating that this type of communication is most useful. Over
14 two-thirds (71.9%) of pregnant women have relied on
15 gynecologists as the most reliable sources and channels of
16 pregnancy-monitor information. Sanders and Cruiser (2018)
17 stated that pregnant much on non-official information, which
18 has been sought in order to alleviate the common experience of

1 conflicting information provided by maternity professionals.
2 These informal sources redefine the power dynamics between
3 women and maternal healthcare providers, which
4 simultaneously increases levels of anxiety and challenges
5 women's pre-existing thoughts and aspirations in their personal
6 births. Lack of awareness among some women's information-
7 seeking behaviors professionals creates barriers to women-
8 centered support, leaving the mismatch of experience
9 expectation unchecked. The study concluded that women's
10 access to a surge of non-official sources of information in the
11 mainstream media during pregnancy had a significant impact on
12 decision-making. These findings are consistent with some of
13 the previous findings, such as Chalak and Riahi (2017), which
14 showed that gynecologists and specialists are the most important
15 means of affecting access to information for pregnant women.

16 To reduce stress and pregnancy problems, over one-third
17 (39.1%) of pregnant women indicated that they were looking for
18 sources of entertainment-related information, such as

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 audiovisual materials, especially television and radio. Despite
2 being a very small number, some of the women, who were
3 described as being well educated, pointed out that they used to
4 use formal source, such as reading materials, including books
5 and specialized magazines, especially fiction books and
6 entertaining stories. These findings are consistent with some
7 previous findings, such as Obasola and Obajimi (2019), which
8 showed that both books and magazines were the most popular
9 sources of formal information while the Internet was the most
10 popular source for daily information.

11 Data obtained from Egyptian pregnant women indicated
12 that their priority in the use of health information sources was
13 primarily to assist with pregnancy-related tasks, as about two-
14 thirds (64.1%) of them indicated that they used health
15 information sources to exchange information related to the
16 different stages of pregnancy with the relevant people, such as
17 gynecologists and the hospital, as well as some pregnant
18 women. Just over half (56.3%) of them found that they used

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 health information to understand the requirements for the
2 monitoring of the fetus in terms of health, nutrition, weight,
3 growth, and movement, as well as to find suitable and affordable
4 birthplaces. Others (54.7) showed that they have used the
5 information available on the Internet, social media, and social
6 networking sites to exchange opinions, experiences and
7 challenges of pregnancy, along with searching for a name for
8 the fetus or share suggested names.

9 Most of Egyptian pregnant women have used a variety of
10 technologies for day-to-day communication, particularly cell
11 phones, which are the most important means of communication
12 for most of them, enabling them to connect with their doctors,
13 friends, families, and peers and contributing to the growth of
14 their social networks. The Internet has also been identified to be
15 one of these technologies used by Egyptian pregnant women to
16 meet some of health information needs. A little more than half
17 (54.7%) of Egyptian pregnant women indicated that they were
18 using the Internet to find information about their health needs

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 and to keep in touch with families, friends, peers, as well as with
2 healthcare professionals, especially doctors (gynecologists) and
3 nurses through social networking sites, such as What's app and
4 Facebook. Some of pregnant women had no chance of being
5 connected to the Internet due to poor conditions, such as poor
6 infrastructure and lack of money. These findings were consistent
7 with some of the findings of some of the previous studies, such
8 as the findings of Obasola and Obajimi (2019), which revealed
9 that with the increasing availability of health information-related
10 Internet services, a paradigm shift has become inevitable, the
11 findings of Chalak and Riahi (2017), which confirmed that
12 social networks, social media and mobile phones have been
13 identified significant source of information for pregnant women,
14 in addition to the findings of Hamzehei et al (2018), which
15 emphasized that when pregnant women face pregnancy
16 problems, they seek out health information from the Internet and
17 social networks that are two important sources for the discovery
18 of health information.

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 Due to some of the difficulties associated with pregnancy
2 and its consequences, a large number (84.4%) of pregnant
3 women have emphasized that there is no a significant role in the
4 use of any kind of library to meet their health information needs.
5 They have confirmed that there are other alternatives that could
6 replace this role, such as the Internet and social media. These
7 findings are in consistent with some other previous studies, such
8 as the findings of Onuoha and Amuda (2013), which
9 demonstrated that libraries have been identified as the least
10 available and most widely used source of health information by
11 pregnant women. Supporting Hamzehei et al (2018), the high
12 importance of the accuracy of the information used by pregnant
13 women highlight the need to provide hospital libraries with up-
14 to-date information sources and facilities, such as appropriate
15 sources, effective health services, suitable seats, ventilation, and
16 the like. The use of medical librarians for the purpose of
17 obtaining valid information and the establishment of valid
18 portals for pregnant women is considered to be important issues

1 in this regard. These findings are in consistent with the findings
2 of Onuoha and Amuda (2013) that showed that gynecologists
3 and nurses have been identified as the most widely available and
4 most widely used sources of health information.

5 With regard to the challenges and barriers faced by
6 Egyptian pregnant women while searching for health
7 information during their pregnancy, the study revealed that the
8 most important barriers they challenged were time, the lack of
9 money and the lack of knowledge of appropriate sources of
10 information, including training and ability to obtain information.

11 These significant challenges have been identified as the most
12 important concerns and issues that have prevented a large
13 number of pregnant Egyptian women from using of and
14 accessing information. The study showed that although the
15 characteristics of Egyptian pregnant women vary according to
16 their demographic data, few of them, primarily located in rural
17 and poorer areas of Egypt, were labeled as illiterates, which in
18 turn affect the use of information. Though, despite these barriers

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 faced by Egyptian pregnant women, some of them expressed a
2 desire to improve their situation in terms of their pregnancy.
3 These findings are in consistent with the findings of Sanders and
4 Cruiser (2018) study, which found that the lack of awareness
5 among some pregnant women creates barriers to women-
6 centered support, as well as with the findings of the Onuoha and
7 Amuda (2013) study that found that the challenges faced by
8 pregnant women were the lack of income and time.

9

10

11

12

13

14

15

16

17

18

1 **Conclusions and recommendations for further research**

2 This study purposed to investigate Egyptian pregnant women's
3 information needs and behavior in terms of their thoughts,
4 perceptions, attitudes, motives, interests, techniques,
5 preferences, tools, and other factors affecting their use of health
6 information. A qualitative approach was used in the form of six
7 focus groups with an effective size of 64 women. The study
8 concluded that about two-thirds of Egyptian pregnant women
9 were between 26 and 35 years, just over half of them were
10 holding BA, and approximately half of them were labeled as
11 upper-middle-income people. About two-thirds of them were
12 able to precisely identify these needs using suitable means to
13 meet these needs. A large number of them preferred to use
14 informal/verbal sources, such as communication with families,
15 relatives, peers, and friends, particularly those who are currently
16 pregnant or previously delivered, either by cell phones or face-
17 to-face meetings. Verbal communication with mothers and
18 relatives, friends, as well as gynecologists and healthcare

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 providers, has been identified as the most popular
2 communication channels used. Egyptian pregnant women used
3 health information sources to assist with pregnancy-related
4 tasks, to understand the requirements for the monitoring of the
5 fetus in terms of health, nutrition, weight, growth, and
6 movement, as well as to find suitable and affordable birthplaces.
7 Most of them have used a variety of technologies for day-to-day
8 communication, particularly cell phones, the Internet, social
9 media, and social networking sites, such as What's app and
10 Facebook. Due to some of the difficulties associated with
11 pregnancy, a large number of pregnant women have emphasized
12 that there is no significant role in the use of any kind of library
13 to meet their health information needs. The most important
14 barriers Egyptian pregnant women challenged were time, the
15 lack of money, and the lack of knowledge of appropriate sources
16 of information, including training and the ability to obtain
17 information.

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 As far as possible, this study attempted to investigate
2 Egyptian pregnant women's information needs, including
3 information behavior. Although few Egyptian pregnant women
4 have not been able to properly identify their information needs,
5 a reasonable number of them have shown interest in using
6 information during pregnancy, depending largely on informal
7 channels and sources of health information. Based on the review
8 of existing literature and also on the findings of the study,
9 further research was needed to understand information needs
10 and information dissemination among pregnant women in a
11 county like Egypt and how they perceive, select, access, use and
12 evaluate different sources of health information sources.
13 Supporting Chalak and Riahi (2017), this study recommended
14 providing pregnant women with a variety of effective and
15 appropriate sources of information during their pregnancy.
16 Health knowledge and literacy should be provided through
17 planning, making policy and regular training and education. Due
18 to the lack role of libraries, further research on this role is

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 needed, especially in providing pregnant women with related
2 collections needed to meet related needs, as well as in providing
3 better and effective services to them. Supporting Onuoha and
4 Amuda (2013), this study recommends that the government
5 should provide health libraries equipping them with relevant
6 sources of health information in order to encourage pregnant
7 women to search for health information. Supported by Obasola
8 and Obajimi (2019), there is a need to develop a friendly and
9 accommodating environment to seek health information at
10 various antenatal health posts.

11 One of the limitations of this study is that it has not
12 addressed and discussed the needs of pregnant women from
13 health information sources for each stage of pregnancy, such as
14 the first three months (the formation of pregnancy), the middle
15 three months and the three months prior to childbirth. Therefore,
16 the study recommends studying all the needs of each stage and
17 comparing these needs to find out which sources of information
18 are most needed, as well as the accompanying services.

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 Supporting Mansour (2017), this study used a qualitative
2 approach, which is the most appropriate research method to
3 reach study participants. However, there are other methods that
4 can be used to further expose the health information needs of
5 pregnant women, as well as related services. Mixed research
6 methods (MMRs), which combine quantitative and qualitative
7 methods, may be used to justify further data regarding this type
8 of use by this group of users of information.

9

10

11

12

13

14

15

16

17

18

1 **References**

2 Brittain J (1970) *Information and its users: A review with*
3 *special reference to the social sciences*. Bath University Press.

4 Britz J and Lor P (2010) The right to be information literate:
5 The core foundation of the knowledge society. *Innovation* 41:8-
6 24.

7 Chalak A and Riahi A (2017) Information needs of pregnant
8 women referred to health centers in Behshahr city within 2016-
9 2017. *Journal of Community Health Research* 6(3): 165-74.

10 Chase L (2000) Internet research; The role of the focus group.
11 *Library & Information Science Research* 22(4): 357-369.

12 Currency Exchange Rates (2021). Available at: <https://www.bank.com/En/ExchangeRate>

14 Gibbs A (1997) Focus groups. *Social Research Update*.
15 Available at: www.soc.surrey.ac.uk/sru/sru19.html (accessed 24
16 June 2017).

17 Hepworth M Harrison J and James N (2002) The information
18 needs of people with Multiple Sclerosis (MS). Available at:

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 www.mstrust.org.uk/downloads/inareport.pdf (accessed 15 May
2 2013).

3 Javanmardi M Noroozi M Mostafavi F Ashrafi-Rizi H (2020)
4 Exploring women's health information needs during pregnancy:
5 A qualitative study. *Journal of Family and Reproductive Health*
6 14(4): 262-268.

7 Kamali S Ahmadian L Khajouei and R Bahaadinbeigy K (2018)
8 Health information needs of pregnant women: information
9 sources, motives and barriers *Health Info Libr J* 35(1): 34-37.

10 Karami M (2018) Online health Information seeking behavior
11 among Iranian pregnant Women: A case study. *Library*
12 *Philosophy and Practice* (e-journal). Available at:
13 digitalcommons.unl.edu/libphilprac/1659 ((accessed 24 June
14 2019).

15 Kotecha P Patel S Shah S Katara P and Madan G (2012) Health
16 seeking behavior and utilization of health services by pregnant
17 mothers in Vadodara slums *Health line* 3(1): 30-35.

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

- 1 Krueger R and Casey M (2008) *Focus groups: A practical guide*
- 2 *for applied research*”, SAGE Publications Inc.
- 3 Mansour E (2015) Information needs of local domestic workers
- 4 in the Arab Republic of Egypt *The Electronic Library* 33(4):
- 5 643-667.
- 6 Mansour E (2015) Information needs of local domestic workers
- 7 in the Arab Republic of Egypt *The Electronic Library*
- 8 33(4):643-667.
- 9 Mansour E (2017) The potential role of university libraries’
- 10 manpower, collections, services, facilities and activities in
- 11 promoting national security in times of crises in Upper Egypt.
- 12 *Library Management* 38(4/5): 182-202.
- 13 Morgan D (1996) Focus group *Annual Review* 22: 129-152.
- 14 Obasola O and Obajimi G (2019) Health information-seeking
- 15 behaviour of pregnant women at the University College
- 16 Hospital, Ibadan, Nigeria *Afr. J. Med. Med. Sci* 48: 191-198.
- 17 Onuoha U and Amuda A (2013) Information seeking behaviour
- 18 of pregnant women in selected hospitals of Ibadan metropolis

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 *Journal of Information and Knowledge Management* 4(1): 76-
2 91.

3 Sanders R Crozier K (2018) How do informal information
4 sources influence women's decision-making for birth? A meta-
5 synthesis of qualitative studies *BMC Pregnancy*
6 *Childbirth* 1(18). Available at: [doi.org/10.1186/s12884-017-](https://doi.org/10.1186/s12884-017-1648-2)
7 1648-2 (accessed 21 June 2020).

8

9

10

11

12

13

14

15

16

17

18

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

Prof. Essam Mansour

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

2nd

1

2

3

**An explanatory study into the
information seeking-behaviour
of Egyptian beggars**

4

5

6

7

Prof. Dr. Essam Mansour

8

Department of Library & Information Science

9

South Valley University, Egypt

10

11

12

13

14

1 **An explanatory study into the information seeking-**
2 **behaviour of Egyptian beggars**

3
4 **Abstract**

5 *The key purpose of this study is to provide first-hand information about*
6 *beggars in Egypt, especially from the perspective of their information-*
7 *seeking behaviour including their information needs. It tries to*
8 *investigate the information-seeking behaviour of Egyptian beggars with*
9 *regard to their thoughts, perceptions, motivations, attitudes, habits,*
10 *preferences as well as challenges that may impede their use of*
11 *information. The research methods used were an adapted form of*
12 *snowball sampling of a heterogeneous demographic group of*
13 *participants in the beggary activity in Egypt. This sampling was used to*
14 *select focus groups to explore a range of relevant issues. Data on the*
15 *demographic characteristics of Egyptian beggars showed that they tend*
16 *to be men, mostly with no formal education, with an average age around*
17 *30s, labelled as low-income persons, mostly single and mostly Muslims. A*
18 *large number of Egyptian beggars were seeking for information to meet*
19 *their basic daily needs, although some of them were not able to identify*
20 *their information needs clearly. The information-seeking behaviour*

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 *profile of a very large number of Egyptian beggars indicated a*
2 *preference for informal sources of information over formal sources to*
3 *solve different problems and meet the challenges faced during their*
4 *beggary depending on assistive devices, predominantly mobile phones.*

5 *The illiteracy and the lack of awareness about the basic rights of*
6 *information as well as information needs were the most important*
7 *difficulties Egyptian beggars face during accessing information. The*
8 *study recommended that beggars' awareness about their information*
9 *rights should be promoted through educational programs that help them*
10 *value the role of information in their life.*

11

12 **Keywords:**

13 Beggars, Egypt, information-seeking behaviour, information needs,
14 information sources, user studies

15

16

17

18

1 **Introduction**

2 In fact, information is important to all people all over the world,
3 whatever their beliefs, situations and their conditions of work
4 are. People should be provided with a free access to information
5 that can help them become better informed citizens and
6 productive members in their society. “Information
7 literate individuals improve the society's quality of life”
8 (Ranaweera, 2008, p. 6). The right of using and accessing
9 information is considered an essential right to continue life and
10 enjoy it as well. This right, which is described as one of the
11 most basic human rights, is guaranteed by most of the
12 international agreements, charters and constitutions. For
13 example, the Universal Declaration of Human Rights
14 (UDHR), adopted in 1948 by the United Nations, tried to
15 discuss all issues, which relate to the human rights including
16 work. Almost all the UDHR’s articles cover relevant aspects of
17 the human rights as well as challenges faced by different

1 workers and professionals all over the world, whether they are
2 formal or informal workers and professionals. In fact, there were
3 many studies conducted about the formal workers and
4 professionals, but very few studies, unfortunately, have focused
5 on the informal ones, such as street vendors, vagrants and
6 beggars. These “occupations”, which are described as the most
7 illegal and non-codified “work” groups in the society have not
8 received any significant attention not only from politicians and
9 sociologists, but also by academic scholars and researchers,
10 especially in the developing countries like Egypt. They really
11 lack to the basic necessities of life. They need to feel that they
12 have equal rights, including information rights, with other
13 workers in the society.

14
15 **The significance and objectives of the study**

16 The key purpose of this study is to provide first-hand
17 information about beggars in the Arab Republic of Egypt

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 (ARE), especially from the perspective of their information-
2 seeking behaviour including their information needs.
3 Unfortunately, Egypt has not witnessed such kinds of research
4 or interest, either by official authorities or by academic
5 researchers. As viewed by Ashmawy (2005), beggars are
6 considered to be the most marginalized segments of people and
7 non-codified work groups in Egypt. Compared with other vital
8 topics, this study is much considered the first one of its kind not
9 only in the Egyptian and Arabic environment, but also in the
10 world to discuss such neglected topics focusing light on this
11 group of information users/seekers. The study tries to
12 investigate the Egyptian beggars' information-seeking
13 behaviour in terms of their thoughts, perceptions, motivations,
14 attitudes, habits, preferences as well as challenges that may
15 impede their use of information. It tries to look at the factors as
16 well as characteristics that affect such use. Any findings resulted
17 from this study may generate interest and create awareness of
18 the conditions and different needs, especially information needs,

1 of beggars among labour advocates, policy makers as well as the
2 civil society who are caring and interested in illegal and non-
3 codified work groups. Such awareness may prompt researchers
4 to put this group of information users/seekers on their interest
5 and research agenda as well. The key goals of this study,
6 therefore, are to:

- 7 ▪ Identify the demographic characteristics of Egyptian
8 beggars.
- 9 ▪ Determine the information needs of Egyptian beggars.
- 10 ▪ Investigate the Egyptian beggars' information-seeking
11 behaviour.
- 12 ▪ Determine the reasons that make Egyptian beggars use
13 information.
- 14 ▪ Identify the different sources as well as channels of
15 information followed by Egyptian beggars.
- 16 ▪ Identify obstacles or challenges, if any, which may impede
17 Egyptian beggars' use of information.

1 **The statement of the problem**

2 The major problem of this study is to investigate the
3 information-seeking behaviour as well as the information needs
4 of Egyptian beggars, being one of the most marginalized, illegal
5 and non-codified “work” groups in the society, especially in the
6 shade of the lack of attention paid to such kinds of information
7 users/seekers. To date, there has been no research conducted on
8 the information-seeking behaviour and information needs of
9 these information users/seekers at the local, regional and
10 international level. Studies conducted in the other countries
11 were interested only in the descriptive and the demographic
12 characteristic of beggars. This study, therefore, tries to draw a
13 considerable attention to this group/category of information
14 users/seekers from this perspective.

15

16

17

1 **The limitation of the study**

2 This study focuses only on Egyptian beggars. It does not
3 cover foreign beggars in Egypt, although they significantly exist
4 in the Egypt like the Syrians and Africans. Any conclusions
5 resulted from this study; are limited to only Egyptian beggars.

6

7 **The definition of terms:**

8 *Begging*

9 Begging, as defined by the Free Dictionary (n.d), is to
10 solicit for money, food, etc., especially in the street. According
11 to Kennedy and Fitzpatrick (2001), Adler (1999) and Lankenau
12 (1999), begging is defined as asking for money from strangers
13 in a public space without providing any monetarily measurable
14 product or service in return.

15

16

1 *Beggars*

2 The beggar, who is also called panhandler, is a person,
3 typically a homeless one, who lives by asking others for money
4 or food (Oxford Dictionaries, n.d). In the context of this study,
5 all types of beggars who spread out in the Egyptian society are
6 used, such as street beggars, home beggars, car beggars, work
7 beggars, Mosques/Church beggars, etc.

8

9 *Information-seeking Behaviour (ISB)*

10 The concept of information seeking, as defined by Boadi
11 and Letsolo (2004), is the consequence of a felt information
12 need by a user who may then make demands upon formal and
13 informal information sources or services in order to satisfy the
14 needs.

15

16

1 *Information Needs*

2 According to Kuhlthau (1993), information needs is often
3 understood as evolving from a vague awareness of something
4 used and as culminating in locating the information that
5 contributes to understanding and meaning. This concept, as
6 viewed by Hepworth, Harrison and James (2002), could be
7 interpreted as data; information and knowledge that help deal
8 with situations and can lead to more effective management of
9 the condition and improved quality of life. In professional
10 settings, information needs could be classified according to their
11 connection with tasks (Bystrom, 1999).

12 *The Arab Republic of Egypt (ARE)*

13 Egypt is one of the oldest countries in the world, with
14 recorded history dating back to about 4000 B. C. It has a total
15 area of about 386.662 sq mi, and estimated population (based on
16 the census of 2012) of 83,688,164. It is located in the northeast
17 of Africa on the Mediterranean Sea. It is bounded to the West by

1 Libya, to the South by Sudan, and to the East by the Red Sea
2 and Israel (Infoplease, 2012).

3

4 **Begging and beggars: Description, image, characteristics,**
5 **categories, causes and consequences**

6 *Description and image*

7 Adriaenssens and Hendrickx (2010) described begging as
8 an unregulated and informal economic activity. As viewed by
9 Khan, Menka and Shamshad (2014), begging is an activity
10 derived from poverty and destitution. Begging in many
11 countries, such as Morocco, India and the USA, is considered a
12 criminal offence and then prohibited by law (Roblee-Hertzmark,
13 2012). In India, for example, the government has enacted a law
14 in 1959, known as “The Bombay Prevention of Begging Act”
15 that bans begging in the state of Bombay. In addition to its legal
16 status, begging is socially low prestige behaviour. The General
17 Social Survey of 1989 ranked it even below prostitution and

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 drug dealing (Smith 2005). In addition to social stigmatization,
2 the people who are begging are also at risk of physical violence,
3 either by street dwellers or passers-by (Kennedy & Fitzpatrick,
4 2001, Dean & Melrose, 1999). The beggar is more likely to be
5 verbally abused or physically assaulted (Fooks & Pantazis
6 1999). As a “profession”, it is not tremendously profitable.
7 Estimates on yields have generally found that begging produces
8 less income than full-time work (Smith, 2005; Dean & Melrose,
9 1999; Lee & Farrell, 2003); though Adraenssesns and
10 Hendrickx (2010) found that native beggars in Belgium could
11 live above the poverty line (assuming they begged full-time,
12 which is a big assumption). According to Khan, Menka and
13 Shamshad (2014), beggars in the developing countries are the
14 victim of an unbalanced socio-economic system. They are
15 amongst the most vulnerable people in the society. They are the
16 result of the economic deprivation, breakdown of the
17 socioeconomic structure and destitution. The beggary work is a
18 very big social problem all societies face. “Begging is a social

1 problem which has not only the psychological consequences
2 such as the development of inferiority complex in the beggars'
3 family members and their network of kinship, but also will
4 affect, as an unpleasant problem, the geographical and social
5 structure of the cities" (Ahamdi, 2010, p. 136).

6 *Characteristics*

7 A number of previous studies (Burt & Cohen, 1989;
8 Goldber, 1995 and Lee & Farrell, 2003) have been conducted on
9 how the beggars are characterized. The most general finding is
10 that beggars are more likely to be single and childless, have
11 substance abuse problems, more mental health issues, a higher
12 probability of imprisonment history and victimization, sleep
13 rough and experience food insecurity.

14 *Categories*

15
16 Burke (1999) and Horn and Cooke (2001) identified the
17 major categories of begging as follows:

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 - *Passive begging*: in this type of begging, the beggar is
2 either standing or sitting in a fixed place with a sign or
3 vessels pleading donations from others.

4 - *Active begging*: the beggar moves from one place to
5 another one with his/her vessel asking for help.

6 - *Aggressive begging*: the beggar is using here harsh
7 words and threats in his/her soliciting others.

8 Beggars who adopt the passive begging style tend to get
9 more donations than those adopt the active style, while beggars
10 who are following the aggressive style are described to be the
11 least successful style (Burke, 1999).

12
13 *Causes and Consequences*

14 According to Gloria and Samuel (2012), begging may be
15 attributed to many influential factors, such as poverty,
16 homelessness, unemployment, religious obligation, children's
17 education and the family rejection. Osofisan (1996), Jowette,

1 Banks and Brown (2001), Lynch (2005) and Gloria and Samuel
2 (2012) have identified some consequences of begging,
3 especially street begging, such as sexual exploitation/abuse,
4 kidnapping, forced into crime, being forced prostitution, illegal
5 drug trade, accident risks, harsh weather and harassment by the
6 police.

7

8 **Previous research on beggars' information needs and**
9 **information-seeking behaviour**

10 In fact, much of user studies in general and information
11 needs/information-seeking behaviour research in particular have
12 focused on many information needs/behaviour of many popular
13 work groups like teachers, lawyers, doctors, engineers and many
14 other accepted work groups, but other social vulnerable and
15 marginalized work groups, such as beggars, have not received
16 any considerable and significant attention by these studies. As
17 mentioned earlier, no systematic and methodical research has

1 previously been conducted on the information-seeking
2 behaviour and the information needs of beggars.

3 Earlier research tends to be general and did not try to
4 identify the real and actual information needs as well as the
5 information-seeking behaviour of such kind of information
6 seekers/users in these environments. All previous studies (Khan,
7 Menka & Shamshad, 2014; Baiee, 2014; Asrese et al., 2014;
8 Gloria & Samuel, 2012; Ahamdi, 2010; Ogunkan & Fawole,
9 2009) have studied this information group from the descriptive
10 perspective, focusing more on its demographic characteristics
11 without addressing its information-seeking behaviour as well as
12 its information needs. Khan, Menka and Shamshad (2014), for
13 example, tried to examine the spatial pattern of urban beggars'
14 demographic characteristics, literacy, employment, household
15 infrastructural facilities as well as their socio-economic status in
16 urban areas of the Aligarh district of Uttar Pradesh (India). 892
17 beggars' households were surveyed for this study in which the

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 rural survey consisted of 496 households and the urban survey
2 consisted of 396 households. Results revealed that beggars of
3 the central blocks of the district experienced the lowest level of
4 socioeconomic status, while the marginal blocks witnessed high
5 as well as medium level of socio-economic status. Through a
6 case control study, Baiee (2014) tried to identify the affecting
7 factors of the beggary activity among children in the urban
8 community of Hilla city (the province of Babylon, Iraq). Two
9 hundred children were randomly selected from the urban areas
10 as 100 cases and 100 controls. The study revealed that the
11 family history of begging, disability, father's death, family's
12 size, smoking as well as the drug abuse was linked to the
13 beggary activity among children. Trying to investigate the
14 demographic characteristics and socio-economic factors of
15 begging in Bahir Dar (Ethiopia), Asrese et al. (2014) designed
16 their case-control study on 204 (102 cases [beggars] and 102
17 controls [non-beggars]). They found that poverty (98%),
18 unemployment (78%) and physical handicap (54%) were the

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 major reasons led to beg. They also indicated that there was a
2 significant relationship between begging and both literacy status
3 and the age of beggars. They reached the conclusion that
4 illiteracy, migration, old age as well as the low annual
5 household income were linked significantly to being a beggar.
6 Using a descriptive survey, Gloria and Samuel (2012) tried to
7 study the causes and consequences of the street begging in
8 Nigeria. 52 adult beggars (26 males and 26 females) interviewed
9 in this study indicated that factors, such as homelessness
10 (100%), rejection by family, harsh weather (94.2%) and poverty
11 (76.8%) were the worst consequence of begging. The study also
12 revealed respondents' most important economic/psychosocial
13 needs as Money (88.5%), learning a trade (80.8%), healthcare
14 (71.2%) and accommodation (55.7%). Through a structured
15 questionnaire designed to collect data on beggars'
16 characteristics, Adedibu and Jelili (2012) tried to examine the
17 characteristics and types of beggars (n= 597) in Kano, Ibadan
18 and Enugu (Nigeria). The study identified six statistically-

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 derived types of beggars with certain characteristics, which are
2 also used to clarify reasons for getting involved in the beggary
3 activity. Based on the culture of poverty and social
4 disorganization theories, Ahamdi (2010) surveyed 330 beggars
5 in Shiraz (Iran) of whom 75.5% were males and 24.7% were
6 females. Half was married, 51% were under 20 years old, 33.5%
7 were between 20 and 59 years old and only 15.5% aged 60 and
8 over. The education level of about 75% of them was primary
9 school and lower, 25% was in middle and high school. The
10 mean of their daily income was more than their daily regular
11 expenditure. Ahamdi's results implied that there is a significant
12 relationship between the factors of "being religious", "marital
13 status", "levels of education", "being rural or urban",
14 "occupation" and "social class" of the beggars and their attitudes
15 toward the beggary activity. Ogunkan and Fawole (2009)
16 conducted an empirical report of the incidence and dimension of
17 begging in Nigerian cities with Ogbomoso as a case study. The
18 enumeration of beggars was conducted on different weekdays at

1 different districts in Ogbomoso Township to obtain data on
2 incidence of begging while questionnaires were administered on
3 randomly selected beggars to obtain information on their socio-
4 cultural and socio-economic characteristics. The study showed
5 that socio-economic characteristics of beggars reflect that
6 begging is more pronounced among male, married and
7 illiterates, while the socio-cultural characteristics revealed that
8 begging is prevalent among Muslim Hausas.

9

10 **Overview and characteristics of begging and beggars in** 11 **Egypt**

12 Begging is a global phenomenon, not limited only to
13 Egypt or developing countries, where poverty strongly exists,
14 but also to rich countries as the high standard level of living and
15 welfare might encourage laziness rather than working. “Begging
16 flourishes because the community tends to be generous to
17 beggars” (Namwata, 2012, p. 306). Poverty, homelessness, low

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 education, illiteracy, unemployment, family troubles,
2 psychological and economic problems contribute to the begging
3 phenomena in Egypt. As viewed by Asrese et al. (2014) and
4 Gloria and Samuel (2012), the growth of these marginalized
5 groups is strongly associated with the economic conditions that
6 spread across the Egyptian society. Begging in Egypt, as
7 anywhere in the world, is not an option, although it is when
8 poverty and illiteracy are correlated with each other. It is rarely
9 for beggars to choose such types of work or activity. No one
10 says “I want to be a beggar when I grow up” or wakes up one
11 morning and decides that begging would be a great job”
12 (Roblee-Hertzmark, 2012, p. 7). Many of Egyptian beggars are
13 begging to meet their daily needs of food and shelter regardless
14 of whether they are satisfied with being beggars or not.
15 “Beggars felt very bad towards begging life and saw begging
16 activity as an immoral conduct” (Namwata, p. 306).

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 There are two major types of beggary in Egypt. The first
2 type is called a seasonal begging, where beggars gather on
3 seasonal occasions, such as official holidays and festivals
4 moving from one place to another seeking for the best places to
5 solicit people, either for money or food. The second one is an
6 enduring begging, where beggars gather in certain places
7 throughout the year. Additionally, there are other types of
8 begging from the perspective of the purpose of begging. For
9 example, there are begging for money, food, clothing and
10 begging for even a cigarette! Beggars in Egypt gather around
11 charities, such as hospitals, Mosques, Churches and social care
12 institutions, shopping malls, banks and ATM machines. They
13 also gather around crowded areas and places, where a large
14 number of people congregate, such as metro, railway stations
15 and public transportations. In Egypt, begging, which is
16 described as a business, as viewed by Xinhua (2010), flourishes
17 strongly during religious occasions like Eid (Muslims' big
18 festivals) as well as spiritual months like Ramadan (the fasting

1 month for Muslims), which is considered to be the very peak
2 season for beggars, especially in Islamic countries, as Muslims
3 want to make an approach to Allah (the God) by helping the
4 poor people.

5 The image of beggars in Egypt is very bad and many
6 people do not like or even accept such kinds of “work” or
7 activity! A large number of Egyptian beggars try to escape from
8 the pressure of the name "Beggar” or “Panhandler” as it might
9 bring shame not only to themselves, but also to their
10 families! Begging in Egypt is considered to be a criminal
11 offence. According to the Egyptian law No. 49 of 1933, which
12 cares about begging and beggars in Egypt, the beggar, who is
13 aged as fifteen years or more (have been modified by law 31 of
14 1974 on the determination of the age of the juvenile to be up to
15 18 years instead of 15 years), is punished by
16 imprisonment for not exceeding two months when begging on

1 the public highway or public shops, even claimed or pretended
2 to do service to others or display Games or sell anything.

3 Due to the low-income of many Egyptians (GDP per
4 capita is \$3314 according to the World Bank (2014), high
5 unemployment rate (13, 40%, according to Trading Economics
6 (2014), lower standard of living and the lack of job
7 opportunities, some Egyptians have been forced to join
8 professions and activities that unrelated to their qualifications,
9 or they are not consistent with their abilities/desires. The
10 beggary is one of these activities, which is considered one of the
11 many phenomena and multi-dimensional factors affecting the
12 Egyptian society. According to Ahamdi (2010), "Begging
13 develops in societies where there is not the appropriate job for
14 the people with a special profession or skill and the society can't
15 effectively solve the problems of the poor" (pp. 136-137).
16 "Begging has become a career in Egypt, so you are not sure
17 whether a beggar really needs help or not," Azza Koriem, a

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 professor of sociology, told Xinhua (2010). Begging in Egypt
2 is mainly comprised of rural migrants who come from poorer
3 areas like rural areas, exploited children, unemployed and laid-
4 off people. All family members or one of the two parents or one
5 of the children or even all of them may go to the beggary.
6 Begging in Egypt, as it is anywhere else, has a lot of serious and
7 dangerous consequences. Sharing Osofisan (1996), Jowette,
8 Banks and Brown (2001), Lynch (2005) and Gloria and Samuel
9 (2012), some examples of these consequences are sexual
10 harassment, prostitution, kidnapping, crime, drugs trade, police
11 annoyance and infectious diseases.

12 A large number of beggars in Egypt are undocumented and
13 cannot be controlled fearing of accountability and tax evasion.
14 For that reason, there are no reliable statistics on the real number
15 of them worldwide. In many countries, beggars are not regarded
16 as workers by the national legislation, and they are often
17 working away from the eyes of the official authorities.

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 Regarding the estimation of their number in Egypt, there are no
2 systematic data on the real and exact number of the local
3 beggars in Egypt. However, Alfath (2014) estimated them as
4 two million beggars who are mostly concentrated in the greater
5 Cairo, which includes three governors, and in most urbanized
6 areas like Alexandria. Surprisingly, the Egyptian government is
7 aware of the increasing number of beggars in these large cities,
8 but no action, unfortunately, is taken. While every business in
9 Egypt has its own union, association or syndicate concerned
10 with its affairs like the syndicate of teachers, doctors, lawyers,
11 etc., beggars do not have such kinds of unions or syndicates that
12 may care or think about their different affairs as well as their
13 diverse rights. It is worth mentioning that the only
14 association/union/syndicate in the world devoted to the affairs
15 and rights of beggars was founded in Jordon in 2014. There is
16 no even a clear job title or description to discuss the possible
17 tasks and activities that beggars could do. The Egyptian
18 government does not give a functional entity to beggars

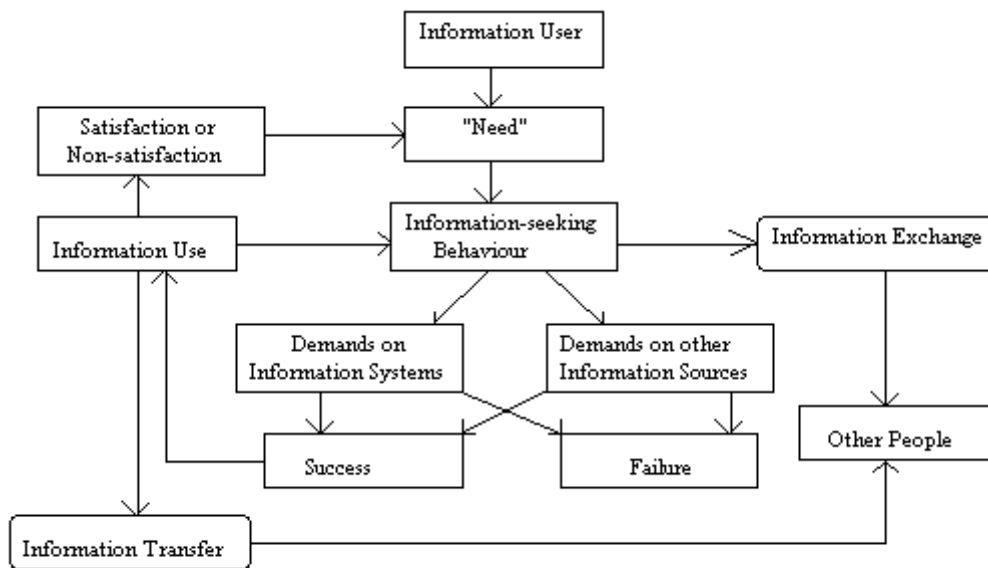
1 considering that such “illegal work” cannot be controlled or
2 codified due to many considerations based on the nature,
3 demography, heterogeneous properties of beggars. Due to the
4 uprising of beggars that held in Cairo in November of 1959, the
5 Egyptian government allocated this month as a symbolic month
6 to combat and fight the phenomena of begging in Egypt.

7

8 **Conceptual framework**

9 Based on Wilson’s theory/model of information behaviour,
10 this study was designed. As shown in Figure 1, Wilson (1981)
11 tried to draw attention to the interrelationships among concepts
12 that affect the user’s information behaviour. He proposed that
13 information behaviour covers all features and aspects related to
14 the human information behaviour, whether this behaviour is
15 described to be active or passive. The
16 information seeking behaviour is the act of actively seeking and
17 using information in order to meet a specific query. It is the

1 behaviour which stems from the searcher's interaction with the
2 system in question. This system could be a technological one,
3 such as the interaction with a search engine, or a manual one,
4 such as the selection of information sources which are relevant
5 to the query. The information use behaviour pertains to the
6 searcher's adoption for the required knowledge.



7

8 *Figure 1: A model of information behaviour by Wilson (1981)*

9

10

1 **Research questions**

2 Based on the five goals of this study, the six following
3 research questions provide the focus and direction for the
4 research among Egyptian beggars:

5 **RQ1.** What are the demographic characteristics of
6 Egyptian beggars?

7 **RQ2.** What are the information needs of Egyptian
8 beggars?

9 **RQ3.** What is the information-seeking behaviour
10 profile of Egyptian beggars?

11 **RQ4.** Why are Egyptian beggars seeking for
12 information?

13 **RQ5.** What types of information sources are Egyptian
14 beggars using?

15 **RQ6.** What are the obstacles/challenges, if any, met by
16 Egyptian beggars when accessing information?

1 **Research design and methodology**

2 This study is concerned with the information-seeking
3 behaviour of Egyptian beggars as well as their information
4 needs. In fact, conducting such kind of research engages a
5 variety of complexities (Asrese, Tilahun & Mekonnen, 2007).
6 Special care, therefore, should be taken particularly concerning
7 the methodological and ethical issues when it comes to design
8 and collect data. When collecting data from a population like
9 beggars, sampling may cause a problem. “Unless there is a
10 definite reception centre, which provides services for beggars, it
11 seems very difficult to design reliable sampling technique.
12 Beggars are also mobile, and many of them have no definite
13 address, which make sampling frame impossible. These are the
14 main methodological problems associated with the study of
15 beggars. By combining different approaches, it may be possible
16 to generate empirical information about the beggars with
17 reasonable assurance” (Asrese, Tilahun & Mekonnen, 2007, p.

1 76). Due to the difficulty of making a direct conversation with
2 beggars, described as roving, mutant and uncontrolled people,
3 this research is based primarily on a convenience sample, and
4 this makes this study exploratory in nature.

5 To overcome this difficulty, the researcher contacted
6 someone who is involved in contacting with such kinds of
7 people in Egypt. The researcher reached a sensible number of
8 these beggars. To stimulate their participation, some gifts, such
9 as tangible gifts (clothes and children's toys) and refreshments
10 as well were presented to participants. According to Richard
11 and Casey (2000), such kind of "nonmonetary Incentives" is
12 symbolic, and other symbols may be worthy substitutes. "Gifts
13 can work well, but they must be adequately described in
14 advance to avoid disappointment when they are presented.
15 Sometimes gifts can be of limited financial value, but have
16 significant emotional or psychological value" (Richard, and
17 Casey, 2000, p. 79). After introducing himself and the purpose

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 of the study, the researcher asked the hired participants to be in
2 contact with him through his mobile phone, being the most
3 convenient way of communication that almost all participants
4 have. Using an adapted form of snowball sampling, the
5 researcher asked all beggars who came into contact with him to
6 pass on this announcement to the other beggars who wish to
7 participate in the study. Snowball sampling is one whereby one
8 participant provides the researcher with the names of other
9 qualifying individuals (Kratt, 2003). In accordance with the
10 views of Gruppetta (2005), the researcher wished to reach as
11 many individuals as possible from applying the method allowing
12 the participation of a large proportion of relevant cases and
13 avoiding any bias that might happen, but ensuring low cost. In
14 qualitative studies, the snowballing sample is often used in
15 conjunction with focus groups, which seek to study problems in
16 depth, and consequently, focus groups were used. Focus
17 groups, as viewed by Morgan (1996), provide a valuable tool for
18 exploratory research and can be used to test initial ideas

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 concerning the research design. The focus group technique,
2 which is a variation of the group interview, has been used
3 extensively to ascertain the perceptions and feelings of
4 participants around a particular area of inquiry (Chase, 2000).
5 The advantage of this method is to reveal, through a deep
6 interview, several issues, which are difficult to detect accurately
7 and deeply with other methods, such as surveys. In this study,
8 the key purpose of applying the focus group method was to
9 allow participants to express their opinions freely concerning
10 their use of information, to provide the opportunity to hear a
11 range of participants' views. Despite some apparent
12 demographic differences, this study was concerned with the
13 impact of demographics on the use of information among
14 participants. Hence, the researcher did not intentionally wish to
15 establish any balance in relation to the demographic
16 characteristics of the participants (gender, age, income and
17 education) in this study. It was a heterogeneous group
18 confirming the involvement of a lot of Egyptians beggars in the

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 beggary activity. Due to the lack of awareness among most of
2 the participants as well as the low level of education of a large
3 number of them, some training sessions were provided to
4 prepare them to the subject of the study, and how to answer the
5 given questions presented by the researcher. One research
6 assistant and two interviewers were recruited to help the main
7 researcher to conduct the research. Four pilot interviews were
8 carried out by the research team. Based on these interviews, the
9 interviewing guide was edited according to the gaps identified.
10 The researcher also interviewed some specialists on the beggary
11 activity in Egypt (n= 2). Large numbers responded initially to
12 the announcement of the study. However, practical constraints
13 resulted in the need for the researcher to select a sample, with 49
14 being the effective size. Participants' ages ranged from under 15
15 to above 41 and comprised twenty-seven males and twenty-two
16 females. Based on the administrative division of Egypt (three
17 greater areas; North, Middle and Upper Egypt) and for the focus

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 groups, respondents were divided into three equal sized groups
2 as appropriate (See Table 1).

3

4 **Table 1.**

5 *The distribution of Egyptian beggars groups*

Groups	Males	Females	Total
The North Egypt (Alex.) Group	7	5	12
The Middle Egypt (Cairo) Group (1)*	7	6	13
The Middle Egypt (Cairo) Group (2)*	6	6	12
The Upper Egypt (Qena) Group	7	5	12
Total	27	22	49

6 **These two groups represent the Greater Cairo, which is described as the*
7 *largest metropolitan area in Egypt, the largest urban area in Africa and*
8 *ranked as 17th among the largest metropolitan in the world*
9 *(Demographia, 2014).*

10

11 The above size, as viewed by Krueger and Casey (2008),
12 is appropriate to conduct the study. The number of each group
13 was easily controlled. Interviewees were clearly informed of the
14 purpose of the study as well as the confidentiality of the data
15 gathered from them. Interviews were conducted in January

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 2014. Sessions ranged approximately between seventy to almost
2 one hundred minutes, viewed as adequate by Gibbs (1997).
3 During the interviews, extra questions were asked to clarify and
4 simplify the answers and get more detailed explanations
5 depending on the interviewees' responses. Interview sessions
6 were digitally recorded. Notes were also taken by hand. Based
7 on the Krueger's (1994) framework analysis, the data of this
8 study were analyzed. Krueger's approach provides "A clear
9 series of steps, which could help first-time researchers to
10 manage the large amount and complex nature of qualitative data
11 much more easily" (Rabiee, 2004, p. 657).

12

13

14

15

16

1

2 **Findings of the study**

3 The findings of this study are organized according to the
4 order of the items listed in its interview. Additionally, they are
5 handled in the light of answering the six research questions of
6 the study.

7

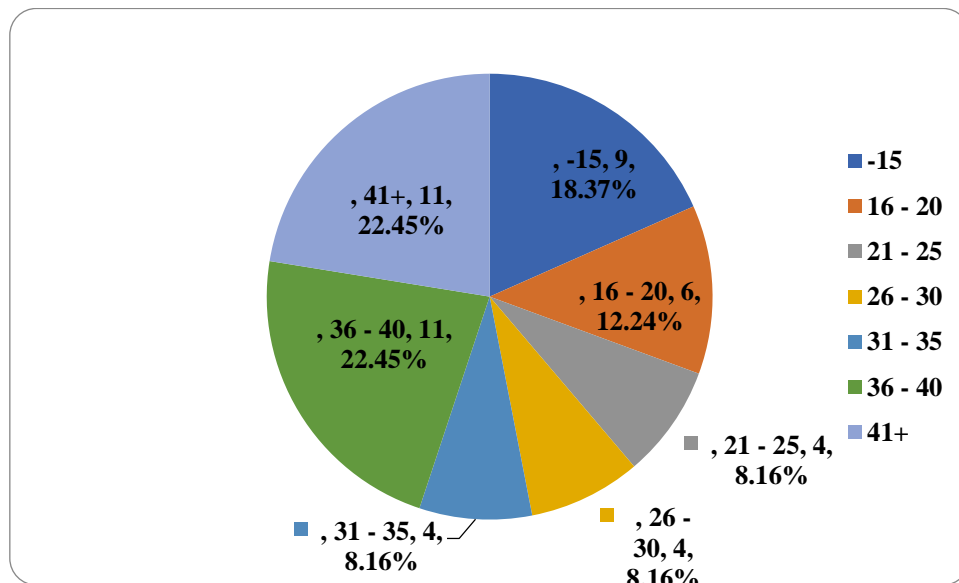
8 ***RQ1. What are the demographic characteristics of Egyptian***
9 ***beggars?***

10 Regarding the demographic characteristics (gender, age,
11 education, social status & income) of Egyptian beggars, this
12 study revealed that Egyptian beggars tend to be males (slightly
13 more than half), mostly with no formal education (slightly more
14 than half), with an average age around 30s, labelled as low-
15 income persons and mostly single. In details, as shown in Figure
16 2, the age of Egyptian beggars was around 30 years old. Over
17 half of them (53.1%) were aged above 30 years. Those who

Specialized Texts in Library and Information Science in English

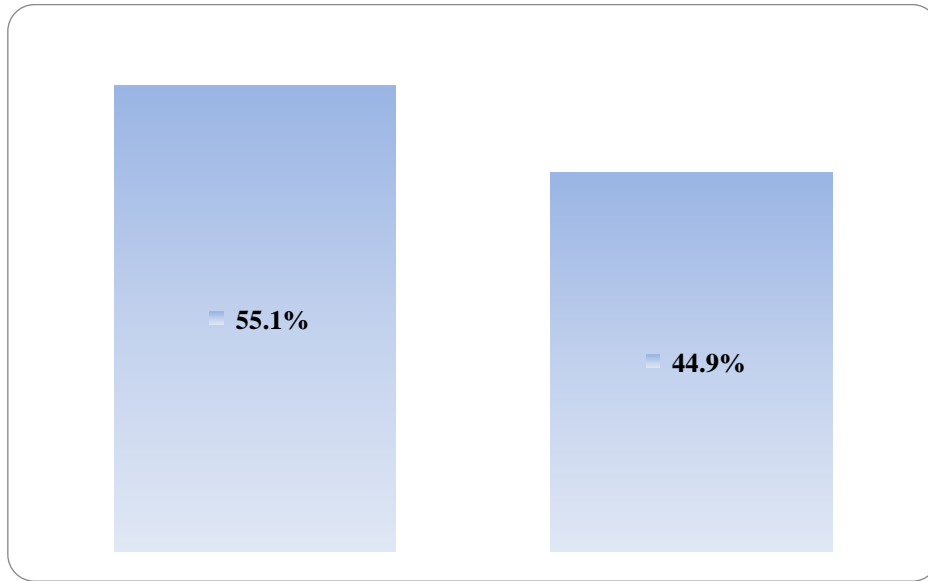
Authored by Prof. Dr. Essam Mansour

1 were under 20, described as young beggars, constituted almost
2 one third (30.6%, of whom 28.6% were characterized as
3 children) of the total Egyptian beggars.



4
5 *Figure 2: The age of Egyptian beggars*

6 Just over half (55.1%) of Egyptian beggars, as shown in
7 Figure 3, were males and the rest portion (44.9%) were females.



1

2

Figure 3: The gender of Egyptian beggars

3

4

5

6

7

8

9

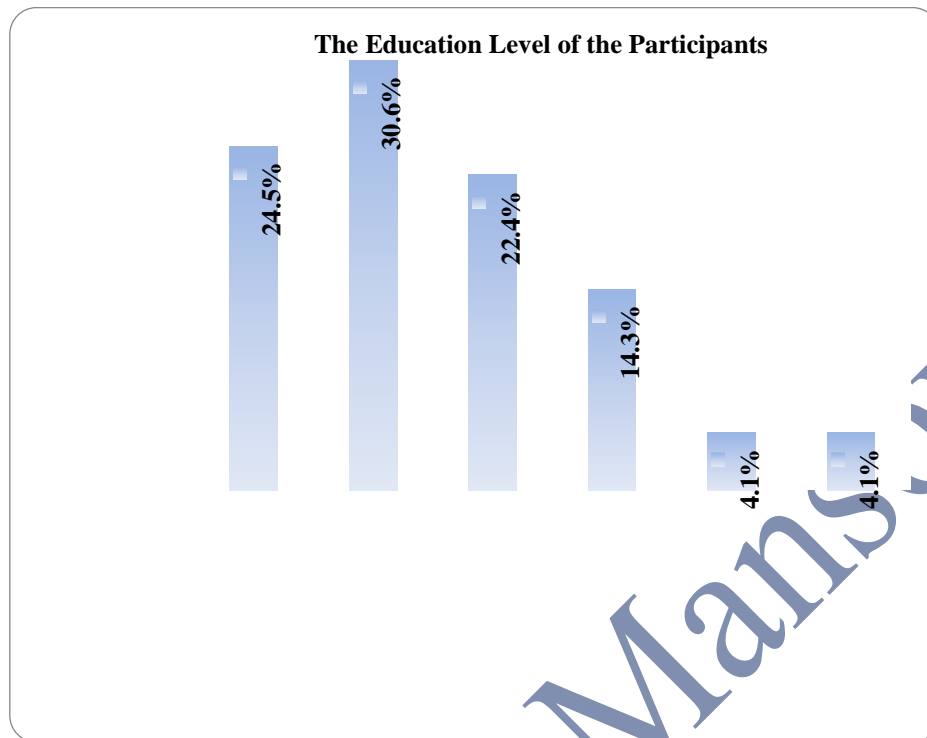
10

11

This study revealed that almost a quarter (24.5%) of Egyptian beggars was totally uneducated, as they did not know how to read and write at all, followed by nearly one-third (30.6%) of them with no formal education. The study also found that 20% of Egyptian beggars were at least with “some primary education”, followed by 14.3% with “primary school”, 4.1% with “some elementary school” and 41% with “high school” (See Figure 4).

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour



1

2

Figure 4: The education level of Egyptian beggars

3

4

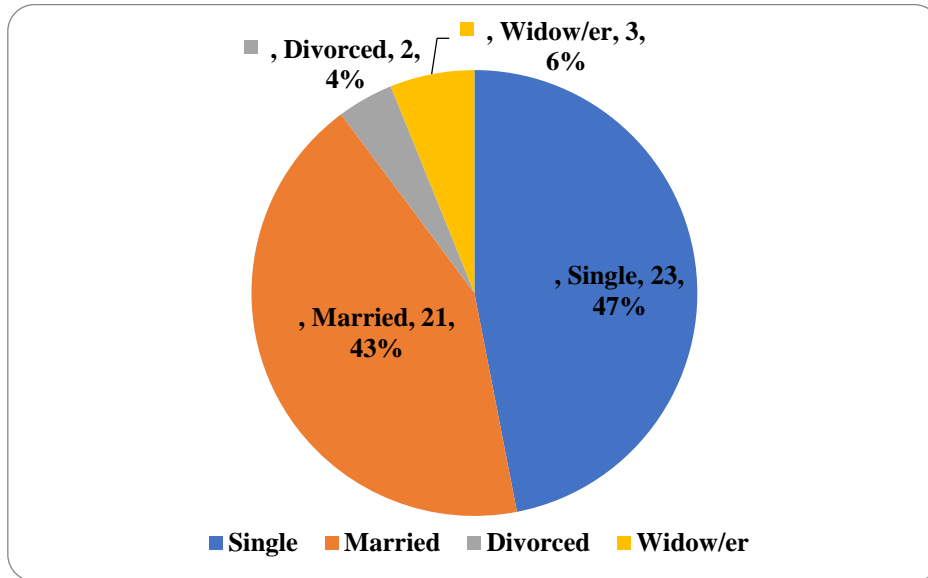
5

6

7

8

As Figure 5 shows, approximately half (47%) of Egyptian beggars indicated that they were single, followed by 43% who indicated that they were married, 4% and 6% were divorced and widow/er respectively.



1

2

Figure 5: The social status of Egyptian beggars

3

4

5

6

7

8

9

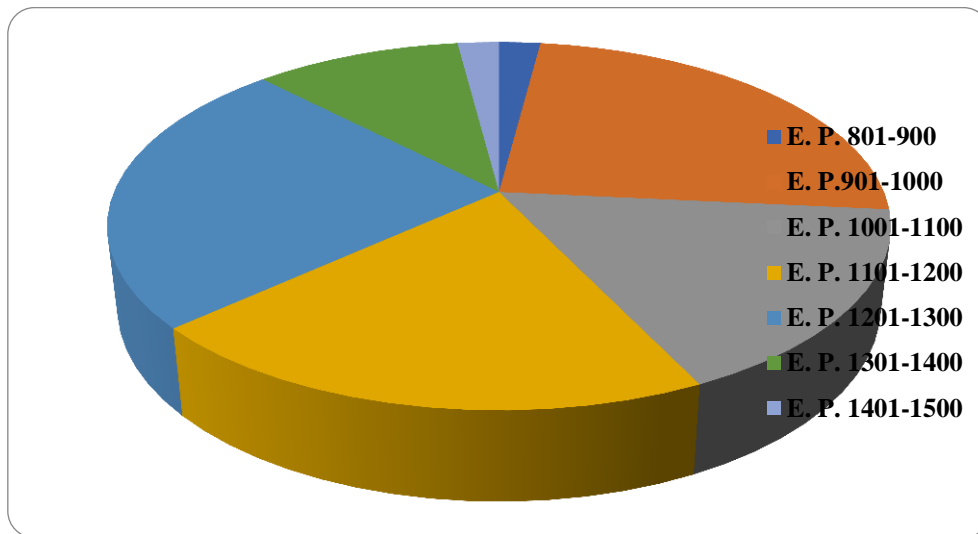
10

11

As shown in Figure 6, the study showed that the monthly income of Egyptian beggars ranged from 801 to 1500 Egyptian pounds (1 USD = 7.15 EGP, based on the exchange rate of September, 2014). The study revealed that 43% of Egyptian beggars earn less than 1000 Egyptian pounds monthly, followed by 20% to 1101-1200 pounds, 25% to 1201-1300 pounds and 14% to 1301-1500 pounds.

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour



1

2

Figure 6: The monthly income of Egyptian beggars

3

4

5

6

7

8

9

10

11

1 ***RQ2. What are the information needs of Egyptian beggars?***

2 Regarding their answer to this question, the study found
3 that a large number (89.8%) of Egyptian beggars indicated that
4 they have not been aware enough of their information rights and
5 (83.7%) of them have not been able to identify their needs of
6 information well. Fewer of them (15.3%), who are mostly
7 young men, have been aware of this right knowing well how to
8 address their needs of information through the use
9 of appropriate ways and tools to reach their determined goals.
10 Information needs of beggars, such as physical, personal,
11 familial, social and environmental needs led them to depend on
12 many different channels and sources to meet these needs,
13 especially informal channels/sources. The Egyptian beggars'
14 needs of information were described as very simple,
15 uncomplicated and reasonable needs reflecting their basic needs.
16 Taking into consideration its level of importance, information
17 related to begging, communicating with friends/peers/family,

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 issues related to security and family were most commonly
2 wanted by almost all Egyptian beggars. It is worth mentioning
3 that a few (8.3%) equal numbers of young males and females
4 were seeking for information which relates to a better career
5 than beggary.

6

7

8

9

10

11

12

13

14

15

1 **RQ3. What is the information-seeking behaviour profile of**
2 **Egyptian beggars?**

3 The findings of the study illustrated how Egyptian beggars
4 interpret their needs of information. The information-seeking
5 behaviour profile of a very large number (91.8%) of them
6 indicated a preference for informal sources over formal
7 sources to solve problems that relate to everyday existence using
8 some assistive devices, especially mobile phones. Almost all
9 Egyptian beggars (97.6%) revealed that the
10 verbal communication with peers, friends and families were
11 identified as the most popular and informal sources of
12 information they followed. As a result of the lack of experience
13 of some of Egyptian beggars who are mostly characterized as
14 young (under 20 years (30.6% of whom 28% were children),
15 they rely largely on consulting with senior beggars as a very
16 much preferred method of getting information.

17

1 ***RQ4. Why are Egyptian beggars seeking for Information?***

2 Data obtained from Egyptian beggars interviewed in this
3 study who were involved in the use of information indicated
4 that their priorities of this use were mainly to help in performing
5 tasks and activities which relate to their beggary, such as
6 searching for new and free places to beg than rather places
7 that are monitored by the police. They also indicated that they
8 were seeking for information relating to finding safe shelters to
9 sleep or to rest. Some of them also indicated that they were
10 using information for the purpose of communication and
11 coordination, especially concerning the prosecution of the
12 police. Very few (8.2%) of Egyptian beggars, described as
13 somehow educated, added that they were also seeking for
14 information to use in their communications to get other better
15 work. Despite being a very small number, some of this amount
16 stated that they were seeking for information, particularly
17 formal information listed in formal sources, such as newspapers

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 and magazines, to find any advertisements suiting their poor
2 qualifications and their big ambitions as well. To reduce the
3 work pressure, a very small number (6.1%) of them stated that
4 they were seeking information to have some fun using audio-
5 visual materials as well as recreational programs.

6

7

8

9

10

11

12

13

14

15

1 *RQ5. What types of information sources are Egyptian beggars*
2 *using?*

3 Regarding this question, the findings revealed that
4 information sources used by Egyptian beggars varied between
5 oral and written sources. For the purpose of exchanging
6 information, a very large number (93.9%) of Egyptian beggars
7 were found to prefer the use of the oral or informal sources,
8 which described also as interpersonal sources, such as
9 communication with their peers and friends, especially those
10 who are close geographically to them and with their family
11 through mobile phone devices or face-to-face meeting. Such
12 categories of informal sources were described as the most
13 popular sources of information to Egyptian beggars. A large
14 number (85.7%) of Egyptian beggars indicated that they learned
15 from each other and shared many different experiences,
16 particularly beggary-related experiences. In addition, they
17 mentioned that the verbal communication with peers and

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 friends were identified as the most popular channels of
2 information they followed. Close to a quarter (22.4%) of
3 Egyptian beggars, who was described as at least with some
4 elementary education, depended also on formal sources of
5 information, such as TV and Radio programs as well as books
6 and newspapers. TV, Radio, newspapers, magazines and books
7 were respectively the most famous formal sources of
8 information they followed. Almost one-third (32.5%) of
9 Egyptian beggars were using both TV and Radio programs to
10 get information about their beggary, such as information
11 about weather, political and religious events, celebrations as
12 well as enjoying recreational programmes and movies. 18.4% of
13 Egyptian beggars, especially those who have a reasonable
14 proportion of education, confirmed that they get written
15 information from daily newspapers and magazines to get
16 generally informed about the current events. 44.4% (four
17 beggars) of this ratio confirmed that they were also using
18 newspapers and magazines primarily to find out new job

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 opportunities to improve their current status of work. 8.2% of
2 Egyptian beggars also confirmed that they were using
3 entertainment books to get some fun. It is worth mentioning that
4 a very large number (81.6%) of Egyptian beggars who were
5 using information indicated that they did not know how to save
6 information they have. Most of them also did not have any kind
7 of devices for storing and retrieving information, and many of
8 them demonstrated that they did not know, or even have, how to
9 use a storage medium for information, or know how to save
10 information on their mobile phones. In this regard, the
11 researcher asked beggars to identify their literacy levels of
12 reading and writing. As shown in Table II, 30.6% of beggars
13 indicated that they did not know how to read and write at all.
14 32.6% of them described their literacy level of reading as
15 “poor”, followed by 26.5% as “fairly well”, 6.1% as “well” and
16 just two (4.1%) as “very well”. The study also showed that
17 34.7% of beggars described their literacy level of writing as

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 “poor”, followed by 24.5% as “fairly well”, 6.1% as “well” and
2 just two (4.1%) as “very well”.

3 **Table II.**

4 *Egyptian beggars’ perception of their level of literacy of reading and writing*

Proficiency	Reading		Writing	
	Frequency	%	Frequency	%
Not at all	15	30.6	15	30.6
Poor	16	32.6	17	34.7
Fairly well	13	26.5	12	24.5
Well	3	6.1	3	6.1
Very well	2	4.1	2	4.1
Total	49	100%	49	100%

5

6 In the same regard, Egyptian beggars were asked to
7 identify their proficiency and perceptions of their use of
8 communication devices (land/mobile phones), computers and
9 Internet applications (browsing, chatting, e-mail, etc.). As Table
10 III shows, all Egyptian beggars (100%) indicated that their
11 proficiency level of using communication devices, such as
12 land/mobile phones was at least “well”. While 57.1% and 59.2%
13 of them indicated respectively that they did not use computers

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 and Internet applications at all, 22.4% and 18.4% of them
2 described their proficiency level of using computers and Internet
3 applications respectively “poor”. 20.4% and 22.4% indicated
4 that their proficiency level of using computers and Internet
5 applications respectively was at least “fairly well”.

6 **Table III.**

7 *Egyptian beggars’ perception of their use of communication tools/devices, computers*
8 *and Internet apps*

Proficiency	Communication Tools (Land/Mobile phones, etc.)				Internet Apps. (Browsing, e-mail, chat)	
	Communication Tools (Land/Mobile phones, etc.)		Computers		Internet Apps. (Browsing, e-mail, chat)	
	Frequency	%	Frequency	%	Frequency	%
Not at all	0	0	28	57.1	29	59.2
Poor	0	0	11	22.4	9	18.4
Fairly Well	0	0	4	8.2	4	8.2
Well	34	69.4	4	8.2	4	8.2
Very Well	15	30.6	2	4.1	3	6.1
Total	49	100%	49	100%	49	100%

9

10

11

12

13

1

2

3

4 *RQ6. What are the obstacles/challenges, if any, met by*
5 *Egyptian beggars when accessing information?*

6 The findings of this study indicated that there have
7 been many challenges and problems faced by Egyptian beggars
8 during seeking information. In detail, almost all Egyptian
9 beggars interviewed in this study stated that they have a lot of
10 obstacles and challenges during their using of information
11 which, in turn, affected their benefit of its capabilities. The
12 illiteracy and the time were the most important obstacles and
13 challenges that prevented many of them from using of
14 information. They confirmed that such kinds of challenges and
15 problems have a significant impact on their seeking information.
16 Other challenges, such as psychological burdens suffered about
17 the image being beggars, lack of awareness about the basic

1 rights, including information rights, lack of financial resources,
2 lack of training and skills were also significant to Egyptian
3 beggars when seeking and accessing different sources of
4 information.

5 **Discussions and conclusions**

6 Generally speaking, information is very important and
7 required to all human beings including beggars. It is really
8 needed as it is closely linked to democracy and development and
9 enjoying life. Any use of information depends largely on the
10 need for that information. “An information need arises when an
11 individual senses a problematic situation or information gap, in
12 which his or her internal knowledge and beliefs, and model of
13 the environment fail to suggest a path towards the satisfaction of
14 his or her goals” (Case 2007, p. 333). Such an identified
15 information need may lead to information seeking and the
16 formulation of requests for information (Ingwersen & Järvelin,
17 2005).

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 As much as possible, this study tried to determine the
2 information-seeking behaviour of Egyptian beggars. As a result
3 of illiteracy of a large number of beggars interviewed in this
4 study, and due also to the low-level of the education of some
5 others, participants' answers and comments were described as
6 spontaneous, improvisational and disorganized answers. This
7 created, in turn, a problem in the extraction of their phrases and
8 expressions. According to Khan, Menka and Shamshad (2014),
9 the beggar population in the developing countries are the victim
10 of an unbalanced socioeconomic system. They added that "The
11 need for a better understanding of the effects of demographic
12 factors on socioeconomic development has become a matter of
13 prime concern with the emergence of new demographic trends
14 in the developing countries in recent decades" (p. 349).

15 In this regards, data about the demographic characteristics
16 of Egyptian beggars that they tend to be men (slightly more than
17 half), mostly with no formal education (slightly more than half),

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 with an average age around 30s, labelled as low-income
2 persons, mostly single and mostly Muslims. The study showed
3 that the beggary activity in Egypt is to be equal to some extent
4 between men and women, as just over half (55.1%) of Egyptian
5 beggars were described as men and 44.9% were as women. This
6 finding is not consistent with some earlier studies (Asrese et al.,
7 2014; Adedibu & Jelili, 2011 & Ahmadi, 2010) that indicated
8 that the beggary is a male-dominated activity. It is worth
9 mentioning that the male participants in this study, especially
10 younger participants, were more active in their discussions with
11 the research team than female participants. Regarding their age,
12 the study showed that almost a quarter (24.4%) of Egyptian
13 beggars was aged under 20 years, of whom 9 (18.4%) were
14 aged as 15 years and less, 3 (6.1%, boys) was aged as 16 years
15 and just 2 (4.1%, girls) was aged as under 17 years. According
16 to the Egyptian Child Law (No. 12 of 1996 amended by Law
17 126 of 2008), which defines the child as the person who does
18 not exceed the age of eighteen, this means that all these 14

1 (28.6%) male and female beggars are considered to be children
2 in the eye of the Egyptian law. As seen in other poorest areas in
3 the world, as viewed by Baiee (2014), some of the beggary
4 activities are performed by children. In fact, child begging is a
5 common strategy for some low-income households in Egypt. It
6 appears not only in poor rural, but also in urban areas purposing
7 to decrease their costs and increase income. Sharing Gloria and
8 Samuel (2012), there are some factors that contribute to the
9 child begging, such as poverty, education and gender
10 inequality. Baiee (2014) also added that the family history of
11 begging, disability, father's death, size of family, smoking and
12 the drug abuse were linked to the beggary activity among
13 children. Such kinds of problems push children to be subject to
14 various types of abuses/harassment, such as verbal, physical and
15 sexual abuse/harassment. According to a recent study conducted
16 by the National Center for Social and Criminological Research
17 (NCSCCR) in Egypt, there are about 3 million street children in
18 Egypt as a result of social injustice and slum life (Egypt

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 Independent. (2011). Regarding their education, the study
2 revealed that the use of information is correlated with the
3 Egyptian beggars' education level, where almost a quarter
4 (24.5%) of Egyptian beggars was uneducated, followed by
5 nearly one-third (30.6%) with no formal education, 22.4% with
6 some primary education, 14.3% with primary school, 4.1% and
7 4.1% with some elementary school and high school. Regarding
8 their social status, the study showed that almost half (47%) of
9 Egyptian beggars were single (consistent with the studies of
10 Burt & Cohen, 1989; Goldberg, 1995; and Lee & Farrell, 2003),
11 followed by 43% as married, 4.1% (equally
12 older men and women) and 6.1% as divorced and
13 widow/widower. In this regard, as recorded by some of the
14 participants, the family concern may prevent Egyptian beggars
15 from using of information on a regular base. Regarding their
16 income, the study revealed that Egyptian beggars' income was
17 one of barriers to use and access information, where all
18 Egyptian beggars were labelled as low-income persons with an

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 average monthly income varied from 900 - 1500 Egyptian
2 pound (\$ 125.9 – 209.8). In this regard, Namwata (2012)
3 confirmed that “Frequency of street begging among the young
4 and old determines the extent to which begging is a major
5 means of livelihood and survival as well” (p. 315). The study
6 also showed that a large number (89.8%) of Egyptian beggars
7 interviewed in this study were found to be Muslims and 10.2%
8 of them were Coptic Christians beggars. It is worth mentioning
9 that Christianity in Egypt consist 7% of the Egyptian people
10 (Infoplease, 2012).

11 This study showed that a large number (89.8%) of
12 Egyptian beggars was seeking for information sources that meet
13 their basic demands as well as their daily needs. It also showed
14 that how Egyptian beggars were not able to identify their
15 information needs in a clear way. It also showed that the
16 information-seeking behaviour profile of a very large number
17 (91.8%) of Egyptian beggars indicated a preference for informal

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 sources over formal sources to solve different problems and
2 meet challenges they face during their beggary activity
3 depending on some helping devices, such as Mobile
4 phones. Almost all Egyptian beggars (97.6%), especially those
5 who were described as uneducated persons, revealed that the
6 verbal communication with peers, friends and families were
7 identified as the most popular informal sources of information
8 they followed. As viewed by Sanders et al. (2010), informal
9 learning means the degree in which an individual learns from
10 everyday experience, in work or in life, rather than from formal
11 schooling or participating in formal courses and training.
12 According to Gouldner (1960), the user may seek information
13 from other people, rather than from systems, and this is what is
14 described as the process of 'information exchange'. The use of
15 the word 'exchange' is intended to draw attention to the element
16 of reciprocity, which is recognized by sociologists and social
17 psychologists as a fundamental aspect of human interaction.

1 *“Peers and friends are the most popular sources of*
2 *information that I follow to be informed”.*

3 *“I depend largely on the verbal communication with*
4 *others to exchange information needed to my beggary-*
5 *related activities”.*

6 *Two male beggars of 21-26 and 26-30 years old*

7 The study showed that most of Egyptian beggars
8 succeeded in employing a variety of technologies
9 for communication, specifically the mobile phone, being the
10 most key communication device for most of them, since it
11 enables them to foster emotional links with their peers, friends
12 as well as families, and contributes to the growth of their social
13 networks with others. Much of the information needed by
14 Egyptian beggars was described as factual and realistic
15 information, but some were less clearly defined.

16

1 *“The mobile phone has largely helped me to be in*
2 *contact with others, especially my family and friends. It*
3 *has also helped me in my beggary-related activities”*

4 *A female beggar of over 41 years old*

5 Studies conducted on user needs and the information-
6 seeking behaviour have shown that one’s level of education
7 determines his/her information needs, how he/she confronts an
8 information system and subsequently uses that information. In
9 other words, there is a positive correlation between the level of
10 education and access to information. Due to some difficulties
11 like illiteracy and the limited education, a very large number
12 (93.9%) of Egyptian beggars was not using any type of libraries.
13 The use of the library, which is described as an information
14 system, is related to education and skills associated with
15 reading, but such skills are not owned by many of Egyptian
16 beggars who indicated that they did not consider the library as a
17 source of information! However, just two (4.1%)

1 beggars indicated that they were using other types of libraries
2 like the Mosque library nearby home for religious instructions,
3 and only one (2.1%) beggar was using some other types of
4 libraries, specifically the public library, unintentionally when he
5 was passing by. It is worth mentioning that there are a lot of
6 Mosque libraries scattered throughout Egypt (Muslims consist
7 about 93% of the Egyptian people, Infoplease, 2012).

8
9 *“I relied mostly on information taken from religious*
10 *classes held in the Mosque as well as information taken*
11 *from religious books, which are mostly available in the*
12 *Mosque library”.*

13 *A male beggar of 36-40 years old*

14
15 In terms of using helping technologies and devices related
16 to the use of information like the computer and the Internet, the
17 study showed that such kinds of access were an issue of

1 significance, as few numbers (18.4%) of Egyptian beggars
2 indicated that they were using the Internet on a regular base,
3 especially through their mobile phones, to gather information
4 related to their beggary activity like identifying the
5 proper places of begging, coordinating with peers/friends and
6 connecting with families and friends, especially through free
7 social networking sites, such as Facebook and Viber. On the
8 other hand, close to two-thirds (71.4%) of Egyptian beggars
9 indicated that they did not have enough time or even these basic
10 and proper skills needed to use such kinds of information
11 tools.

12
13 *“Despite their appreciated role, I do not know how to use*
14 *both the computer and the Internet”.*

15 *“Though I know how to use them, I do not have time to*
16 *use the computer and the Internet regularly”.*

17 *Two female beggars of 16-20 and 26-30 years old*

1

2

“I am working seriously to improve my information

3

search skills to be in line with current events”.

4

“I have used the Internet to get along with new

5

techniques related to my beggary”.

6

Two male beggars of 26-30 and 21-25 years old

7

8

Due to its close association with the use of information,

9

this study shaded also the light on the issue of illiteracy of

10

Egyptian beggars, which reached 25.9% (The Central Agency

11

for Public Mobilization and Statistics, 2013). In fact,

12

information literacy is very important owing to the large amount

13

of information available in our contemporary life. According

14

to Britz and Lor, (2010) “Information literacy and the right of

15

access to information are interrelated and interconnected” (p. 8).

16

Information literacy skills are helpful to everybody, including

17

beggars; to meet his/her daily different tasks as well as

1 activities. Like any other professionals, beggars are greatly in
2 need of information literacy skills to have their daily work done
3 successfully. In general, information literate people can improve
4 the quality life of their society (Ranaweera, 2008). The lower
5 educated person is exposed to a lack of necessary skills,
6 knowledge and abilities needed to extend his/her productive
7 period in the labour force. Through their comments, this study
8 concluded that a great number of Egyptian beggars were
9 described as non-skilled beggars, and many of them also feel
10 that their beggary, compared with other professions, does
11 not need any skills related to their seeking and searching for
12 information!

13

14 *“My illiteracy has prevented me from benefitting from*
15 *the use of information”.*

16

A female beggar of 36-40 years

17

1 *“I think that the use of information sources is closely*
2 *linked to some special skills that I do not have”.*

3 *A male beggar of 26-30 years old*

4
5 *“I know well that my skills about digital information are*
6 *very limited. However, I try to improve them”.*

7 *A male beggar of 21-25 years old*

8 *“I do not feel that the use of information needs any high-*
9 *level skills”.*

10 *A male beggar of 36-40 years old*

11
12 Although they are described as low-skilled persons in
13 using Information Communication Technologies (ICTs), 97.9%
14 of Egyptian beggars have mobile phones, and some of them
15 (18.4%) have smart phones, which allow them to use interactive
16 and popular applications to communicate freely with others.

1 With the help of the mobile technology, as viewed by Collins
2 (2014), almost a quarter of million illiterate adults in Egypt,
3 70% of whom are women, have learned to read and interact with
4 others.

5

6 *“The mobile phone has largely helped me to exchange*
7 *information with my family and friends as well”.*

8 *“With the help of the mobile phone and its apps, I*
9 *succeeded in promoting my social network”.*

10 *Two male beggars of 16-20 and 26-30 years old*

11

12 Four (8.2%) of the seven beggars, described as young
13 beggars, who had a connection to the Internet, was more
14 encouraged to do search for information using such medium,
15 and this confirmed that such connection helped in accessing
16 information. Compared with young beggars, this study showed

1 that older beggars' use of ICTs was largely weak. In this
2 regard, Koning and Gelderblom (2006) confirmed that older
3 workers make less use of ICTs in their job, use less complicated
4 applications and have more difficulties in using ICTs. However,
5 though some of Egyptian beggars, who were aware somehow of
6 using information, they indicated that they did not go to any
7 associations related to beggary activity asking for information or
8 even any kind of help. A large number (82.9%) of Egyptian
9 beggars, especially those new to the beggary, confirmed that
10 they lack such skills as well as techniques, which are related to
11 their beggary activity.

12

13 *"I feel that I need some training related to my beggary,*
14 *but such feeling always goes down due to barriers related*
15 *to the lack of time as well as the shortage of money".*

16

A male beggar of 16-20 years

17

1 *“I lack skills needed for begging, but I am working hard*
2 *to improve these skills”.*

3 *A “new” female beggar of 26-30 years old*

4
5 *“I am satisfied with my existing skills and techniques,*
6 *and I do not feel that I have to develop them”.*

7 *A female beggar of over 41 years old*

8 During their seeking and using of information, Egyptian
9 beggars have faced significant problems and challenges. The
10 high degree of illiteracy and the lack of awareness about the
11 basic rights of information as well as information needs were the
12 most important problems and challenges Egyptian beggars
13 faced. The study also showed that although the characteristics of
14 Egyptian beggars vary according to their demography, the most
15 common barrier between them is the high rate of illiteracy.
16 According to the Egyptian Authority for Educating Adults
17 (EAEA) (as cited in the Cairo Post, 2104), 28.5% of all females

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 in Egypt are illiterate and the illiterate males represent 15% of
2 the Egyptian people. In fact, the information literacy is
3 important due to the amount of information, which is available
4 in our contemporary society. Simply being exposed to a great
5 deal of information will not make people informed citizens; they
6 need to learn how to use this information effectively
7 (Association of College and Research Libraries, 2000).
8 According to the Central Agency for Organization and
9 Administration (CAOA) (2009), the illiteracy rate in Egypt
10 reached 30% concentrated mostly in the age group 15 and above
11 and the majority of this percentage is mostly located in the poor
12 and rural areas of Egypt. Young people's share of this
13 percentage is 16.7%. Other problems and challenges, such as the
14 time, psychological burdens, the social image being beggar, lack
15 of accessible information channels, lack of training workshops
16 and necessary skills, lack of money needed to access and
17 use information and low-income were also an issue of
18 significance. However, in spite of these challenges and problems

1 met by Egyptian beggars, some of them, even if few, expressed
2 their desire to enhance their “work” status and to improve their
3 image as beggars!

4 *“Both illiteracy and the time are the most significant*
5 *barriers I confront when accessing information”.*

6 *A female beggar of 26-30 years old*

7 **Recommendations for further research**

8 This study is a serious attempt to meet a terrible gap in
9 recognizing and assessing the information needs of beggars,
10 specifically in Egypt, as well as their information-seeking
11 behaviour. It is the first study of its kind to address,
12 systematically, this marginalized group in society toward the
13 determination of their information needs as well as the
14 identification of their behaviour followed to seek information.

15 Recommendations designed for this study are based on its
16 findings as well as the comments and concern of participants.

17 As much as possible, this study tried to investigate the

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 information-seeking behaviour of Egyptian beggars as well as
2 their information needs. First of all, the continuous phenomenon
3 of begging in Egypt has really become a matter of major
4 concern that should be met by serious research not only by
5 academic researchers, but also by official authorities. As seen
6 earlier, begging in Egypt may be attributed to many factors,
7 such as poverty, homelessness, dropouts, unemployment, family
8 rejection and the economic problems are some of these factors.
9 Although a large number of Egyptians beggars were unaware of
10 their information rights and they also did not know how to
11 identify their information needs well, some of them showed a
12 significant interest in using information mainly for their
13 beggary-related demands and activities as well. The Egyptian
14 beggars' needs of information, such as physical, personal,
15 familial, social and environmental needs, were described to be
16 simple and complex at the same time depending on the
17 understating of the beggars' behaviour. To achieve their needs
18 of information, Egyptian beggars relied heavily on some

1 informal information channels, such as personal contact with
2 their peers, friends, families and relatives as well.

3 Based on the review of the existing literature as well as the
4 findings of the study, further research needed to understand
5 information needs and information dissemination among
6 beggars in a country like Egypt, and how they perceive, choose,
7 use and evaluate different sources of information. Research is
8 also needed about the impact of illiteracy on using of
9 information by this “work” group. Due to the absent role, if not
10 dead role, of all different types of libraries, further research is
11 really and seriously needed about such kind of roles as well as
12 possible suitable services that could be provided beggars. This
13 study suggested that appropriate strategies should be designed
14 towards the usage of traditional and commonly used information
15 dissemination channels, such as cultural performances and
16 group discussions. Like any other persons in the society,
17 beggars should have what is called “Begging Acts and Bill of

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 Rights”, including rights of information. Such kinds of acts and
2 bills need to be designed in Egypt regarding the beggary activity
3 to control and regulate such types of “work”. Reliable, up-to-
4 dated information and statistics about Egyptian beggars are still
5 needed to deal well with such kinds of group of “work” and to
6 understand their actual needs. Finally, the study recommended
7 that beggars’ awareness about their information rights should be
8 promoted through educational programs that help them value the
9 role of information in their life.

10

11

12

13

14

15

16

1

2

3

4

5

6

7

References

Adedibu, A. and Jelili M. (2012), “Characteristics and types of
9 beggars in Nigerian cities: Implications for public policy”,
10 *Centre point Humanities Edition*, Vol. 14 No. 1, pp. 144-167.

Adler, M. (1999), “Public attitudes to begging: Theory in search of
12 data” in Dean, H. (ed.) (1999) *Begging questions: Street-level
13 economic activity and social policy failure*”. Bristol: the Policy
14 Press.

Adriaenssens, S. and Hendrickx, J. (2010), “Informal economic
2 activities: Estimating the yield of begging in Brussels”, *Urban*
3 *Studies*, Vol. 48 No. 23, pp. 23-40.

Ahamdi, A. (2010), “A study of beggars characteristics and attitude of
5 people towards the phenomenon of begging in the city of
6 Shiraz”, *Journal of Applied Sociology*, Vol. 39 No. 3, pp. 135-
7 148.

Alfath (2014), “Two million beggars in Egypt (In Arabic)”, available
9 at [http://alfath.tv/channel/index.php/component/k2/item/103-25-](http://alfath.tv/channel/index.php/component/k2/item/103-25-08-2014-2)
10 [08-2014-2](http://alfath.tv/channel/index.php/component/k2/item/103-25-08-2014-2) (accessed 15 October 2014).

Ashmawy, S. (2005), “Marginal groups in the social history of Egypt
12 (In Arabic). Cairo: Family Library.

Asrese, K, Tilahun, T. and Mekonnen, A. (2007), “Demographic and
14 socioeconomic determinants of women begging in Bahir Dar,
15 Ethiopia”, *Humanities and Social Sciences*, Vol. 2 No. 3, pp. 75-
16 80.

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

Association of College and Research Libraries (ACRL). (2000),

2 “Information literacy”, available at <http://www.ala.org/ala/acrl/>

3 (accessed 4 June 2014).

Baiee, H. (2013), “Factors contributing to child begging in Hilla city-

5 Babylon- Iraq during the Year 2011”, *Iraqi J. Comm. Med.*,

6 July, 3, pp. 195-199.

Baodi, Y. and Patricia, L. (2004), “Information needs and Information

8 seeking behaviour of distance learners at the Institute of Extra-

9 Mural studies in Lesotho”, *Information Development*, Vol. 20

10 No. 3, pp. p. 189.

Britz, J. and Lor, P. (2010), “The right to be information literate: The

12 core foundation of the knowledge society”, *Innovation*, Vol. 4,

13 pp. 8-24.

Brittain, J. (1970), “*Information and its users: A review with special*

15 *reference to the social sciences*”. Bath University Press.

Burke, R. J. (1999), “Tolerance or intolerance? The policing of

17 begging in the urban context?” In H. Dean (Ed), *Begging*

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 questions: Street-level economic activity and social policy

2 failure, pp. 219- 230.

Bart, M. and Cohen, B. (1989), “Differences among homeless single

4 women, women with children, and single men”, *Social*

5 *Problems*, Vol. 36 No. 5, pp. 508-524.

Bystrom, K. (1999), “Task complexity, information types and

7 information sources”, Tampere, Finland: University of Tampere,

8 Acta Universities Tamperensis 688.

Case, D. (2007), “Looking for information: A survey of research on

10 information seeking, needs and behaviour. 2nd ed.”.

11 Amsterdam: Elsevier.

Chase, L. (2000), “Internet research: The role of the focus group”,

13 *Library & Information Science Research*, Vol. 22 No. 4, pp.

14 357–369.

Collins, K. (2014), “40.000 Egyptian adults learn to read with help of

16 mobile app”, available at

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

- 1 [http://www.wired.co.uk/news/archive/2014-09/08/international-](http://www.wired.co.uk/news/archive/2014-09/08/international-literacy-day-mobile-egypt)
- 2 [literacy-day-mobile-egypt](http://www.wired.co.uk/news/archive/2014-09/08/international-literacy-day-mobile-egypt) (accessed 15 Dec 2014).

Dean, H. and Melrose, M. (1999), "Easy pickings or hard profession?

- 4 Begging as an economic activity", in Dean, H. (ed.) (1999).
- 5 Begging questions: Street-level economic activity and social
- 6 policy failure". Bristol: The Policy Press.

Demographia. (2014), "Demographia world urban areas: Built-Up

- 8 urban areas or world agglomerations", available at
- 9 <http://www.demographia.com/db-worldua.pdf> (accessed 24 June
- 2007).

Egypt Independent. (2011), "Study: 3 million children living on

- 12 Egypt's streets", available at
- 13 [http://www.egyptindependent.com/news/study-3-million-](http://www.egyptindependent.com/news/study-3-million-children-living-egypts-streets)
- 14 [children-living-egypts-streets](http://www.egyptindependent.com/news/study-3-million-children-living-egypts-streets) (accessed 15Dec 2014).

Fooks, G and Pantazis, C. (1999), "The criminalization of

- 16 homelessness, begging and street living', in Kennet, P. and

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

- 1 Marsh, A. (Eds.) (1999) *Homelessness: Exploring the new*
- 2 *terrain*". Bristol: The Policy Press.

Gibbs, (1997), "Focus groups", *Social Research Update*", available at

4 <http://www.soc.surrey.ac.uk/sru/sru19.html>

5 (accessed 24 June 2007).

Gloria, O. and Samuel, A. (2012), The prevalence of street begging in

7 Nigeria and the counselling intervention strategies", *Review of*

8 *European Studies*, Vol. 4 No. 4, pp. 77-88.

Goldberg, T. L. (1995), "Altruism towards panhandlers: who gives?",

10 *Human Nature*, Vol. 6 No. 1, pp. 79-89.

Gouldner, A. W. (1960), "The norm of reciprocity", *American*

12 *Sociological Review*, Vol. 161-178.

Gruppetta, M. (2005), "Snowball recruiting: capitalizing on the

14 theoretical 'six degrees of separation", available at:

15 <http://www.aare.edu.au/05pap/gru05247.pdf> (accessed 24 June

16 2007).

Hepworth, M, Harrison, J and James, N. (2002), “The information
2 needs of people with Multiple Sclerosis (MS)”, available at
3 <http://www.mstrust.org.uk/downloads/inareport.pdf> (accessed
4 15 May 2013).

Hörn, M. and Cooke, M. (2001), “A question of begging: A study of
6 the extent and nature of begging in the city of Melbourne. In P.
7 Lynch (ed.), *Critique and Comment: understanding and*
8 *responding to begging. Australian journals.*

Human Rights Watch (HRW). (2003), “The child law: Arbitrary
10 Enforcement and vague laws”, available at
11 [http://www.hrw.org/reports/2003/egypt0203/egyptkids0203-](http://www.hrw.org/reports/2003/egypt0203/egyptkids0203-05.htm)
12 [05.htm](http://www.hrw.org/reports/2003/egypt0203/egyptkids0203-05.htm) (accessed 27 June 2014).

Infoplease. (2012), “Egypt”, available at
14 <http://www.infoplease.com/country/egypt.html?pageno=18>
15 (accessed 9 June 2014).

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

Ingwersen, P. and Järvelin, K. (2005), “The turn: Integration of
2 information seeking and retrieval in context”. Dordrecht:
3 Springer.

Jowett, S., Banks, G. and Brown, A. (2001), “Looking for change:
5 The role and impact of begging on the lives of People who beg.
6 In P. Lynch (ed.)”, *Australian Journals*.

Kennedy, C. and Fitzpatrick, S. (2001), “Begging, rough sleeping and
8 social exclusion: Implications for social policy”, *Urban Studies*
9 Vol. 38 No. 11, pp. 2001-2016.

Kratt, M. (2003), “Female entrepreneurs and credibility: a qualitative
11 study on how female entrepreneurs communicate their
12 credibility”, *UW-L Journal of Undergraduate Research* 6,
13 available at
14 <http://www.uwlax.edu/urc/jur-online/PDF/2003/kratt.pdf>
15 (accessed 20 April 2011).

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

Køning, J. and Gelderblom, A. (2006), "ICT and older workers: No
2 unwrinkled relationship", *International Journal of Manpower*,
3 Vol. 27 No. 5, pp. 467- 490.

Krueger R. (1994), "*Focus groups: A Practical Guide for Applied*
5 *Research*". Thousand Oaks, CA: Sage Publications.

Krueger, R. and Casey, M. (2008), "*Focus groups: A practical guide*
7 *for applied research*" SAGE Publications Inc.

Kuhlthau, C. C. (1993), "Seeking meaning: A Process approach to
9 library and information services". Norwood, NJ: Ablex.

Lankenau, S. (1999), "Panhandling repertoires and routines for
11 overcoming the nonperson treatment", *Deviant Behaviour* Vol.
12 2 No. 2, pp. 183-206.

Lee, B. A. and Farrell, C. R. (2003), "Buddy, can you spare a dime?:
14 Homelessness, panhandling, and the public", *Urban Affairs*
15 *Review* 38, pp. 299-324.

Lynch, P. (2005), "Critique and comment: Understanding and

2 responding to begging", *Australian Journals* 16.

Khan, J. Menka and Shamshad. (2014) , "Scio-economic status of

4 beggars in Aigarh district, India", *The International journal of*

5 *Social Sciences and Humanities Invention*", Vol. 1 No. 5, pp.

6 344-359.

Morgan, D. (1996), "Focus group", *Annual Review*, 22, pp. 129-152.

Namwata, B. (2012), "Feelings of beggars on begging life and their

9 survival livelihoods in urban areas of central Tanzania",

10 *International Journal of Physical and Social Sciences*, Vol. 2

11 No. 7, pp. 306-322.

Ogunkan, D. and Fawole, O. (2009), "Incidence and socio-economic

13 dimensions of begging in Nigerian cities: The case of

14 Ogbomoso", *International NGO Journal*, Vol. 4 No. 12, pp.

15 498-503.

Osofisan, O. (1996), "A crime against the child. In women in
2 numerical news, 1996/97 (Ed)". Federal Office of Statistics, 26,
3 Lagos.

Oxford Dictionaries. (n.d), "Beggars", available at
5 [http://www.oxforddictionaries.com/definition/english/beggar?se](http://www.oxforddictionaries.com/definition/english/beggar?searchDictCode=all)
6 [archDictCode=all](http://www.oxforddictionaries.com/definition/english/beggar?searchDictCode=all) (accessed 11 Jun 2014).

Rabiee, F. (2004), "Focus-group interview and data analysis",
8 *Proceedings of the Nutrition Society*, 63, pp. 655–660.

Ranaweera, P. (2008), "Importance of information literacy skills for
10 an information literate society", available at
11 [http://eprints.rclis.org/11956/1/Microsoft_Word_-](http://eprints.rclis.org/11956/1/Microsoft_Word_-_Prasanna_2.pdf)
12 [_Prasanna_2.pdf](http://eprints.rclis.org/11956/1/Microsoft_Word_-_Prasanna_2.pdf) (accessed 4 June 2014).

Røblee-Hertzmark, A. (2012), "Beggars in three countries: Morocco,
14 India and the United States", available at
15 [http://digitool.library.colostate.edu///exlibris/dtl/d3_1/apache_m](http://digitool.library.colostate.edu///exlibris/dtl/d3_1/apache_media/L2V4bGlicmlzL2R0bC9kM18xL2FwYWNoZV9tZWRpYS8xNzE2NzY=.pdf)
16 [edia/L2V4bGlicmlzL2R0bC9kM18xL2FwYWNoZV9tZWRpY](http://digitool.library.colostate.edu///exlibris/dtl/d3_1/apache_media/L2V4bGlicmlzL2R0bC9kM18xL2FwYWNoZV9tZWRpYS8xNzE2NzY=.pdf)
17 [S8xNzE2NzY=.pdf](http://digitool.library.colostate.edu///exlibris/dtl/d3_1/apache_media/L2V4bGlicmlzL2R0bC9kM18xL2FwYWNoZV9tZWRpYS8xNzE2NzY=.pdf) (accessed 9 June 2014).

Sanders, J., Oomens, S, Blonk, R. and Hazelzet, A. (2010),

2 “Explaining lower educated workers’ training intentions”,

3 *Journal of Workplace Learning*, Vol. 23 No. 6, pp. 402-416.

Smith, P. K. (2005), “The Economics of Anti-Begging Regulations”,

5 *The American Journal of Economics and Sociology*, 64(2): 549-

6 577.

The Cairo Post. (2014), “More than 25% of Egypt’s population

8 ‘illiterate’”, available at

9 <http://egyptianstreets.com/2014/09/09/more-25-of-egypts->

10 [population-illiterate](http://egyptianstreets.com/2014/09/09/more-25-of-egypts-population-illiterate) (accessed 15 Dec 2014).

The Central Agency for Organization and Administration (CAOA).

12 (2009), “Analysis and databases”, available at

13 <http://www.caoa.gov.eg> (accessed 11 May 2014).

The Central Agency for Public Mobilization and Statistics

15 (CAPMAS). (2013), available at <http://www/capmas.gov.eg>

16 (accessed 15 Dec 2014).

The Free Dictionary. (n.d), "Beg", available at

2 <http://www.thefreedictionary.com/beg> (accessed 11 June 2014).

The United Nations. (2014), "Universal declaration of human rights

4 (UDHR)", available at

5 <http://www.un.org/en/documents/udhr/history.shtml> (accessed 9

6 April 2014).

7

The United Nations Development Programme. (2010), "Egypt human

9 development report", available at

10 [http://www.undp.org.eg/Portals/0/NHDR%202010%20english.p](http://www.undp.org.eg/Portals/0/NHDR%202010%20english.pdf)

11 [df](http://www.undp.org.eg/Portals/0/NHDR%202010%20english.pdf) (accessed 11 March 2013).

The World Bank. (2014), "GDP per capita current US\$", available at

13 <http://data.worldbank.org/indicator/NY.GDP.PCAP.CD>

14 (accessed 9 May 2014).

Wilson, T. D. (1981), "On user studies and information needs",

16 *Journal of Documentation*, Vol. 37 No. 1, pp. 3-15.

Xinhua. (2010), “Begging business flourishes during Ramadan in

2 Egypt”, available at

3 <http://www.masress.com/en/egyptiangazette/12021> (accessed 9

4 June 2014).

Richard, and Casey, M. (2000), “Focus groups: A practical guide for

6 applied research”. 3rd edition, Thousand Oaks, CA: Sage

7 Publications.

8

9

10

11

12

13

14

15

16

17

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1

2

3

4

5

6

7

8

9

10

11

12

13

14

Library Terminology:

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

Glossary of Library

1

Terms

2

3

4

5

6

7

8

9

10

11

12

13

14 **A**

15 **Abstract:**

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 "A summary or brief description of the content of another
2 longer work. An abstract is often provided along with
3 the citation to a work."

4

5 **Almanac:**

6 1. A collection, usually annual, of statistics and facts, both
7 current and retrospective. May be broad in geographical and
8 subject coverage, or limited to a particular country or state or to
9 a special subject.

10 2. An annual containing miscellaneous matter, such as a
11 calendar, a list of astronomical events, planting tables,
12 astrological predictions, and anecdotes" (Definition from Yale
13 University Library).

14

15

16

17 **Annotation:**

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 1. A note that describes, explains, or evaluates; especially
2 such a note added to an entry in a bibliography, reading list, or
3 catalog.

4 2. Process of making such notes. Annotation is the end
5 product of making such notes." (Definition from Colorado State
6 University Libraries)

7
8 **Archives:**

9 1. A space which houses historical or public records.

10 2. The historical or public records themselves, which are
11 generally non-circulating materials such as collections of
12 personal papers, rare books, ephemera, etc."

13
14 **Article:**

15 "A brief work—generally between 1 and 35 pages in
16 length—on a topic. Often published as part of a journal,
17 magazine, or newspaper."

18 **Atlas:**

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 "A book or bound collection of maps, illustrations, etc.;

2 Volume of maps, plates, engravings, tables, etc., which may be

3 used to accompany a text; or it may be an independent

4 publication." (Definition from Colorado State University

5 Libraries)

6

7 **Attachment:**

8 "A separate file (e.g., text, spreadsheet, graphic, audio,

9 video) sent with an email message."

10

11 **Authentication:**

12 "A security process that typically employs usernames and

13 passwords to validate the identity of users before allowing them

14 access to certain information."

15 Author: "The person(s) or organization(s) that wrote or

16 compiled a document. Looking for information under its

17 author's name is one option in searching."

18 **B**

1 **Bibliography:**

2 "A list containing citations to the resources used in writing
3 a research paper or other document." See also: Reference.

4

5 **Book:**

6 "A relatively lengthy work, often on a single topic. May be
7 print or electronic."

8

9 **Book stacks:**

10 "Shelves in the library where materials—typically books—
11 are stored. Books in the book stacks are normally arranged
12 by call number. May be referred to simply as the “stacks.”

13

14 **Boolean operator:**

15 "A word—such as AND, OR, or NOT—that commands a
16 computer to combine search terms. Helps to narrow (AND,
17 NOT) or broaden (OR) searches."

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 Browser: "A software program that enables users to access
2 Internet resources. Microsoft Internet Explorer, Netscape
3 Navigator, and Mozilla Firefox are all browsers."

4

5 **C**

6 **Call Number:**

7 "A group of letters and/or numbers that identifies a
8 specific item in a library and provides a way for organizing
9 library holdings. Two major types of call numbers are Dewey
10 Decimal Call Numbers and Library of Congress Call Numbers."

11

12 **Catalog:**

13 "A database (either online or on paper cards) listing and
14 describing the books, journals, government documents,
15 audiovisual and other materials held by a library. Various search
16 terms allow you to look for items in the catalog."

17

18

1 **CD:**

2 "An abbreviation for compact disc; it is used for storing
3 digital information."
4

5 **Chat:**

6 "The ability to communicate with others, computer to
7 computer, via typed messages."
8

9 **Check out:**

10 "To borrow/rent/loan/issue an item from a library for a
11 fixed period of time in order to read, listen to, or view it. Check-
12 out periods vary by library. Items are checked out at
13 the circulation desk."
14

15 **Circulation desk:**

16 "The place in the library where you check out, renew, and
17 return library materials. You may also place a hold, report an

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 item missing from the shelves, or pay late fees or fines there."

2 Also called a Loan desk.

3

4 **Citation:**

5 "A reference to a book, magazine or journal article, or
6 other work containing all the information necessary to identify
7 and locate that work. A citation to a book thus includes its
8 author's name, title, publisher and place of publication, and date
9 of publication."

10

11 **Controlled vocabulary:**

12 "Standardized terms used in searching a specific database."

13 Also see: Descriptors, Subject heading.

14

15 **Course reserve:**

16 "A selection of books, articles, videotapes, or other
17 materials that instructors want students to read or view for a

1 particular course. Print reserve materials are usually kept in one
2 area of the library and circulate for only a short period of time."

3

4 **D**

5 **Database:**

6 "A collection of information stored in an electronic format
7 that can be searched by a computer."

8

9 **Descriptor:**

10 "A word that describes the subject of an article or book;
11 used in many computer databases."

12

13 **Dial-up:**

14 "A device using telephone lines that allows a computer to
15 access the Internet or two computers to communicate."

16

17

18

1 **Dissertation:**

2 "An extended written treatment of a subject (like a book)
3 submitted by a graduate student as a requirement for a
4 doctorate."

6 **Document delivery:**

7 A service that retrieves or photocopies information sources
8 for library users." Also see Interlibrary Loan and Document
9 Delivery (IDD), our guide on USC's document delivery system.

11 **Download:**

12 1. To transfer information from a computer to a program
13 or storage device to be viewed at a later date.

14 2. To transfer information from one computer to another
15 computer using a modem."

16

17

18

1 **E**

2 **E-book (or Electronic book):**

3 "An electronic version of a book that can be read on a
4 computer or mobile device."
5

6 **Editor:**

7 "A person or group responsible for compiling the writings
8 of others into a single information source. Looking for
9 information under its editor's name is one option in searching."
10

11 **Electronic reserve (or E-reserve):**

12 "An electronic version of a course reserve that is read on a
13 computer display screen." See also: Course reserve.
14

15 **Encyclopedia:**

16 "A work containing information on all branches of
17 knowledge or treating comprehensively a particular branch of

1 knowledge (such as history or chemistry). Often has entries or
2 articles arranged alphabetically."

3

4 **F**

5 **Full-text:**

6 "A complete electronic copy of a resource, usually an
7 article, viewed on a computer display screen. The term "full-
8 text" is often used to refer to the electronic version of an article
9 or book that is also published in print."

10

11 **G**

12 **Glossary:**

13 "An alphabetical list of terms specialized to a field of
14 knowledge with definitions or explanations."

15

16

17

18

1 **H**

2 **Hardware:**

3 "The physical and electronic components of a computer
4 system, such as the monitor, keyboard and mouse. Hardware
5 works in conjunction with software."
6

7 **Hold:**

8 "A request by a user to a library that a book checked out to
9 another person be saved for that user when it is returned.
10 "Holds" can generally be placed on any regularly circulating
11 library materials through an in-person or online circulation
12 desk."
13

14 **Holdings:** "The materials owned by a library."
15

16 **HTML** (Hypertext Markup Language):

17 "The computer language used to create documents on the
18 World Wide Web so that they are readable by Web browsers."

1 **Hyperlink:**

2 "An image or a portion of text which a Web user can click
3 to jump to another document or page on the Web. Textual
4 hyperlinks are often underlined and appear as a different color
5 than the majority of the text on a Web page."
6

7 **I**

8 **Icon:**

9 "A small symbol on a computer screen that represents a
10 computer operation or data file."
11

12 **Index:**

13 1. A list of names or topics—usually found at the end of a
14 publication—that directs you to the pages where those names or
15 topics are discussed within the publication.

16 2. A printed or electronic publication that provides
17 references to periodical articles or books by their subject,
18 author, or other search terms."

1 **Instant Messaging (IM):**

2 "An Internet-based service allowing real-time, text
3 communication between two or more users. Instant messaging is
4 also known as chat, especially when more than two people are
5 communicating."
6

7 **Interlibrary Loan (ILL):**

8 "A service that allows you to borrow materials from other
9 libraries through your own library." See also: Document
10 delivery.
11

12 **Internet:**

13 "A worldwide network of computer networks that allows
14 for the transmission and exchange of files. The World Wide
15 Web is part of the Internet."
16
17
18

1 **J**

2 **Journal:**

3 "A publication, issued on a regular basis, which contains
4 scholarly research published as articles, papers, research reports,
5 or technical reports.: See also: Periodical.

6

7 **Journal title:**

8 "The name of a journal. Journal title is one common search
9 term."

10

11 **K**

12 **Keyword:**

13 "A significant or memorable word or term in the title,
14 abstract, or text of an information resource that indicates its
15 subject and is often used as a search term."

16 **Known Item Search:** "A search for an item or article when
17 you have some or all of the citation information ."

18

1 **L**

2 **Limits/limiters:**

3 "Options used in searching that restrict your results to only
4 information resources meeting certain other, non-subject-
5 related, criteria. Limiting options vary by database, but common
6 options include limiting results to materials available full-text in
7 the database, to scholarly publications, to materials written in a
8 particular language, to materials available in a particular
9 location, or to materials published at a specific time."

10

11 **M**

12 **Magazine:**

13 "A publication, issued on a regular basis, containing
14 popular articles, written and illustrated in a less technical
15 manner than the articles found in a journal."

16

17

18

1 **Microform:**

2 "A reduced sized photographic reproduction of printed
3 information on reel to reel film (microfilm) or film cards
4 (microfiche) or opaque pages that can be read with a microform
5 reader/printer."
6

7 **Mouse:**

8 "A device that allows the user to move and click the cursor
9 on a computer screen for different functions."
10

11 **Multimedia:**

12 "Any information resource that presents information using
13 more than one media (print, picture, audio, or video)."
14

15 **N**

16 **Newspaper:**

17 "A publication containing information about varied topics
18 that are pertinent to general information, a geographic area, or a

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 specific subject matter (i.e. business, culture, education). Often
2 published daily."

3

4 **O**

5 **Online Public Access Catalog (OPAC):**

6 "A computerized database that can be searched in various
7 ways—such as by keyword, author, title, subject, or call
8 number—to find out what resources a library owns. OPAC's
9 will supply listings of the title, call number, author, location, and
10 description of any items matching one's search. Also referred to
11 as "library catalog" or "online catalog." You can search USC's
12 OPAC (or USC Library's Catalog) here.

13

14 **P**

15 **Page/Paging:**

16 "To summon or call by name" (Definition from The Free
17 Dictionary). If a book or other library item is located at another
18 location, you can page, or "summon" the book to be sent to your

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 location. For example, to obtain a book from Grand Avenue
2 Library, an off-site USC Library, will require you to page the
3 item and pick it up from Leavey Library. This generally takes
4 one business day. For more information on paging from Grand,
5 [click here](#).

6

7 **PDF:**

8 "A file format developed by Adobe Acrobat® that allows
9 files to be transmitted from one computer to another while
10 retaining their original appearance both on-screen and when
11 printed. An acronym for Portable Document Format."

12

13 **Peer reviewed journal:**

14 "Peer review is a process by which editors have experts in
15 a field review books or articles submitted for publication by
16 the experts' peers. Peer review helps to ensure the quality of an
17 information source by publishing only works of proven validity,

Specialized Texts in Library and Information Science in English

Authored by Prof. Dr. Essam Mansour

1 methodology, and quality. Peer-reviewed journals are also
2 called refereed or scholarly journals."

3 Periodical: "An information source published in multiple
4 parts at regular intervals (daily, weekly, monthly,
5 biannually). Journals, magazines, and newspapers are all
6 periodicals." See also: Serial.

7
8 **Primary source:**

9 "An original record of events, such as a diary, a newspaper
10 article, a public record, or scientific documentation."

11
12 **Print:**

13 "The written symbols of a language as portrayed on paper.
14 Information sources may be either print or electronic."

15
16 **Print Card:**

17 "A card that enables its user to print from a computer, or to
18 make copies of a document at a photocopy machine. Student ID

1 cards sometimes serve as copy cards." For more information
2 see the "Library Printing and Copying" page.

3

4 **Proxy server:**

5 "An Internet server that acts as a "go-between" for a
6 computer on a local network (secure system) and the open Web.
7 Often checks to determine "right of access" to the secure
8 environment and speeds up requests by caching frequently
9 accessed Web pages. Can also act as a firewall."

10

11 **R**

12 **Recall:**

13 "A request for the return of library material before the due
14 date."

15

16 **Refereed journal:**

17 See Peer reviewed journal.

18

1 **Reference:**

- 2 1. A service that helps people find needed information.
- 3 2. Sometimes "reference" refers to reference collections,
- 4 such as encyclopedias, indexes, handbooks, directories, etc.
- 5 3. A citation to a work is also known as a reference."
- 6

7 **Remote access:**

8 "The ability to log onto (or access) networked computer

9 resources from a distant location. Remote access makes

10 available library databases to students researching from home,

11 office, or other locations outside the library."

12 **Renew/Renewal:** "A lengthening (or extension) of the loan

13 period for library materials."

14

15 **Reserve:**

- 16 1. A service providing special, often short-term, access to
- 17 course-related materials (book or article readings, lecture notes,

1 sample tests) or to other materials (CD-ROMs, audio-visual
2 materials, current newspapers or magazines).

3 2. Also the physical location—often a service desk or
4 room—within a library where materials on reserve are kept.
5 Materials can also be made available electronically." See
6 also: Course reserve, Electronic reserve.

7

8 **S**

9 **Search statement/Search Query:**

10 "Words entered into the search box of a database or search
11 engine when looking for information. Words relating to an
12 information source's author, editor, title, subject heading or
13 keyword serve as search terms. Search terms can be combined
14 by using Boolean operators and can also be used with
15 limits/limiters."

16

17

18

1 **Secondary sources:**

2 "Materials such as books and journal articles that analyze
3 primary sources. Secondary sources usually provide evaluation
4 or interpretation of data or evidence found in original research
5 or documents such as historical manuscripts or memoirs."

6
7 **Serial:**

8 "Publications such as journals, magazines and newspapers
9 that are generally published multiple times per year, month, or
10 week. Serials usually have number volumes and issues. The
11 words journal, magazine, periodical, and serial may be used
12 interchangeably."

13
14 **Software:**

15 "The programs installed on and used by the components of
16 a computer system (or, hardware)."

17

18

1 **Style manual:**

2 "An information source providing guidelines for people
3 who are writing research papers. A style manual outlines
4 specific formats for arranging research papers and citing the
5 sources that are used in writing the paper." See Citation. Also
6 see our Citation Guide.

7

8 **Subject heading:**

9 "Descriptions of an information source's content assigned
10 to make finding information easier." See also: Controlled
11 vocabulary, Descriptors.

12

13 **T**

14 **Thesaurus:**

15 "A list of terms which serves as a standardized
16 or controlled vocabulary for identifying, locating, and retrieving
17 information." (Definition from New York Public Library)

18

1 **Thumb drive:**

2 "A small portable device for storing computerized
3 information. A thumb drive can plug into the USB (Universal
4 Serial Bus) port of any computer and store electronic
5 information."
6

7 **Title:**

8 "The name of a book, article, or other information source."
9

10 **U**

11 **Upload:**

12 "To transfer information from a computer system or a
13 personal computer to another computer system or a larger
14 computer system."
15

16 **Uniform Resource Locator (URL):**

17 "The unique address for a Web page which is used in
18 citing it. A URL consists of the access protocol (http), the

1 domain name (www.nmsu.edu), and often the path to a file or
2 resource residing on that server."

3

4 **User ID:**

5 "A number or name unique to a particular user of
6 computerized resources. A user ID must often be entered in
7 order to access library resources remotely."

8

9 **V**

10 **Virtual reference:**

11 "A service allowing library users to ask questions through
12 email or live-chat as opposed to coming to the reference desk at
13 the library and asking a question in person. Also referred to as
14 "online reference" or "e-reference."

15

16

17

18

1 **W**

2 **Wireless:**

3 "The name given to any electronic device that sends
4 messages through space via electric or electromagnetic waves
5 instead of via power cords."
6

7 **World Wide Web:**

8 "A network of information, as a part of the Internet, that
9 includes text, graphics, sounds, and moving images. Also know
10 as the Web or WWW or W3. It incorporates a variety of Internet
11 tools into one method of access, such as the Web browser
12 Internet Explorer, Safari, or Firefox."
13

14 **Z**

15 **Zip drive/zip disk:** "Devices used in the creation of compressed
16 (or "zipped") electronic information.

