



RESEARCH PAPER

Exploring Everyday Information Practices of Urban Teens in Pakistan

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ABSTRACT

This study aims to explore the ways through which Pakistani urban teens seek, use, and share their everyday information. It also identifies the challenges they have to face during this practice, and the relationship between teens' demographics and their everyday information practices is also explored. The quantitative approach was applied to conduct a questionnaire survey among 100 urban teens. Descriptive and inferential statistics analyzed the collected data through SPSS version 19. Results show that everyday information practices play an important role in teens' lives and parents are the major source of information for urban teens, while from non-human sources computers and the internet are basic sources. Urban teens manage and wield their information before sharing it with others and at the same time, their information-sharing behaviour is highly positive. A positive relationship was found between teens' demographics (age, gender, and number of siblings) and their everyday life. Multiple challenges for seeking, using, and sharing information are also part of teens' everyday life information practices. This study strongly recommend that information management is an important component of everyday information practices.

Keywords: Everyday Information Seeking, Information Practices, Information Sharing, Information Use, Teens' Everyday Life

Introduction

For the last few decades, the terms and discourses of “*everyday life information seeking*” (ELIS), “*everyday life information behavior*” and “*everyday life information practice*” have been emphasized in information behavior research. The concepts of “information behavior” and “information practices” are related to different discourses that open an alternative viewpoint on exploring information. Savolainen (2008) described that ‘everyday information practices’ are set by socially and culturally established ways to identify, seek, use, and share the information available in various sources such as newspapers, the internet, and television. Solomon (1997) pointed out that these practices are part of something that people call “making sense of the everyday world and its events”. Moreover, information practices are partially overlapped in work-related and non-work-related environments. Agosto and Hassel (2006a) emphasized the need to tie developmental theory to the research of information-seeking behavior of youth to know why teens engage in different information behaviors. Savolainen (2008,) stated that ‘everyday information practices’ are mostly in a non-work context, which includes hobbies, participation in social activities, and the entire problem-solving activities.

Savolainen (1995) coined the term ‘everyday life information seeking (ELIS)’ in the field of library and information science. According to Savolainen (2007) the growing popularity of the concept of ‘information-seeking behavior’ does not mean that all the researchers accept this phrase without reservation. Even though information behavior is a popular phrase, the reflective discourse on information behavior has remained fragmentary, and the concept is largely used in an unreflective fashion. Before elaborating details of the study, it is appropriate to focus on and understand different terms and

respective discourses of the field such as “everyday life information seeking” (ELIS), “everyday life information behavior” and “everyday life information practice”. The researcher contacted Dr. Reijo Savolainen, who gave the concept of ELIS in 1995 in his article entitled “Everyday life information seeking: approaching information seeking in the context of way of life” - Savolainen (1995). Savolainen elaborates that the terms that briefly characterized, “information behavior” and “information practice” are (alternative) umbrella concepts referring to how people articulate their information needs, seek, use, share, and manage information (Reijo Savolainen, personal communication, June 08, 2018).

Savolainen (2007) in his article “Information Behavior and Information Practice: reviewing the Umbrella Concepts” explains the definition, nature, discourse, and historical evolution of the above-mentioned terms in chronological order. According to him, phrases such as “information behavior” and “information practice” refer to how people use these terms to deal with information. These terms mainly deal with methodological issues by referring to different discourses that provide a broader context of information studies. At the very outset these “umbrella concepts” may seem synonymous but they have different theoretical perspectives. Thus, the concepts of “information behavior” and “information practice” are related to different discourses, which open alternative viewpoints on exploring information (Savolainen, 2007).

This area of research, “Everyday information practices of Pakistani teens” has not been explored yet. However, for the last two decades, different aspects of information-seeking, behavior, and practice have been analyzed among the different target groups in Pakistan. Among these studies, Anwar (2007) has given the description and analysis of the conducted research in his article, “Research on Information Seeking and Use in Pakistan: An Assessment”. Rafiq S, et al., (2021) explored the everyday life information-seeking patterns of the females who were residents in Punjab University hostels.

In this study, the important community of Pakistan's “urban teens” has been selected for research. So this study is specifically designed to know the Everyday Information Practices of urban teens. The main objective of this study would be to explore the everyday life information practices of urban teens and to explore the ways through which Pakistani teens seek, use, and share their everyday information. Challenges faced by teens and the relationship between teen demographics and their practices were also investigated.

The results of this study would be helpful for academicians to understand Pakistani teenagers' information behavior. Deployment of diverse information-related services and development of information literacy programs. This research would also help understand the issues and problems of “everyday information practices” of Pakistani teens.

Literature Review:

To understand the background and the concepts of this study, relevant literature is searched and reviewed. Special focus is on the background behind the conceptual frameworks for this research such as information Seeking (IS), Information use (IU), and Information sharing (ISH). Various databases were searched like Google Scholar, Information Science and Technology Abstract, ProQuest, etc.

The literature review is divided into the following sections:

- Information Seeking
- Information use
- Information Sharing
- Challenges faced during everyday information practices.

A good number of studies are available on information behavior and this literature is not only vast but fragmented as well. Three major components of everyday information practices were introduced by Savolainen (2008) which are Information seeking, information use, and information sharing. These components are part of his everyday information Practice model as well. A model of information practice was also proposed by McKenzie (2003) and this model was based on information-seeking of everyday life.

Savolainen (2008) specified the components of everyday information practices in (Figure 1). According to this figure information seeking is based upon information source horizons and information pathways, Information use means to wield and judge the value of information to further use and information sharing is to receive and share information with others.

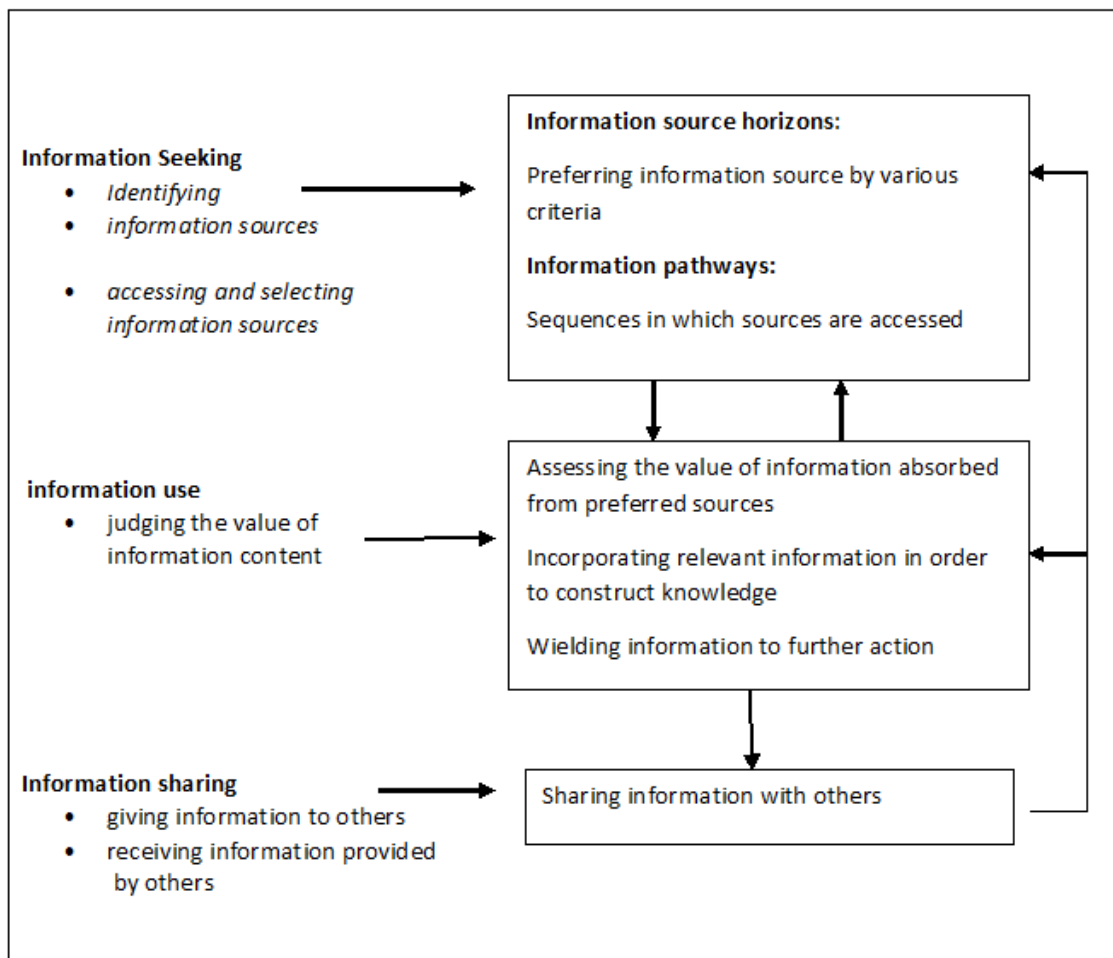


Figure 1 Major Components of Everyday Information Practices. (Adapted from Savolainen, 2008, p.49).

Information Seeking

With the eruption of the World Wide Web, and Information and Communication Technologies (ICTs), ways of life have changed, especially among teens, Agosto, Magee, Dickard, and Forte (2016). The literature on ELIS behaviour of the young generation is less than the literature on information-seeking behaviour. Few studies are conducted directly on the ELIS behaviour of this age group (Meyers, Fisher, and Marcoux, 2009; Agosto and Hughes-Hassell, 2005, 2006a, 2006b, 2007). Information Seeking (IS) in everyday life context is, seeking the information to solve the everyday life issues that occur daily. Different research studies have established that ELIS is essential to solving the problems of everyday life. The base of ELIS is Bourdieu's (1984) concept of "Habitus" (which are habits

and way of life) that leads to Savolainen's (1995) own two core concepts of "Way of life" and "Mastery of life" in ELIS Framework.

Agosto and Hughes-Hassell (2005) did their research on ELIS for young adults of urban and they presumed that the habits of young adults in their everyday life information seeking are determined by their social lives. Dankasa (2015) focused on the need to understand ELIS through the lens of a variety of cultural and social situations. Given (2002) did in-depth interviews to explore the information-seeking behavior of students and to understand the overlapping concept of work and non-work. The author mentioned that "information behaviors cannot be purely defined by the situation, but must also take account of other areas of individual's lives that help to inform situational context" (p 28). This statement supports the findings of Agosto and Hughes-Hassel (2005). They introduced the typology and reported that friends and families are the preferred ELIS sources.

Yadamsuren (2009) explored the incidental exposure to online news for everyday life information seeking. Researchers investigated that online news reading behaviour is also affected by culture, society, and other people. this study also confirmed the assertions of Savolainen (1995), Spink and Cole (2001), and Smith (2012) that culture has an important role in everyday life information seeking. McKenzie (2003) proposed a model of information practices that was based on information seeking in everyday life. This model emphasized the value of non-active information seeking with active information seeking.

The information horizon concept is also important in everyday life seeking. The same information horizon concept was compared by Dankasa (2015) to the small world as used by Chatman (1991) in the study *"Information use environment of religious professionals: A case study of the everyday life information seeking behavior of Catholic clergy in Northern Nigeria"*. Beheshti and Andrew (2013) discussed that 'everyday life information seeking (ELIS)' occurs daily. Savolainen (2010) described, "The keyword is "everyday life", which refers to a set of attributes characterizing relatively stable and recurrent qualities of both work and free-time activities. Mai (2016) mentioned that ELIS is a departure from the majority of information behavior research that tends to focus on work tasks and occupations. Dankasa (2015) explains that the ELIS model is based on seeking orienting information and problem-solving (practical) information. Some of the themes were also explored earlier in everyday life information-seeking studies as mentioned by Drake (2005) which are as follows: Ross (1999) "those having reading-for-pleasure as a hobby", Julien (1999) "Adolescent's barriers of information seeking", Ross (1999), Edwards (1996) "Adolescents making career decisions", Nicholas (1998) "parents with children under the age of 5 years" and Walter (1994) "Children".

Information Use

The use of information may be the least studied aspect of information behavior (Vakkari, 1997) In some studies, on information needs and its use, the term "use" is misunderstood and used as a way to ask users how to use the information source. This research has requirements for use and what users have for the composition of channels for access to information sources (traditionally, LIS's interest is to provide information access to information sources or channels to information sources). As an information channel (Spink & Cole, 2001b), there is a clear distinction between the search and use of information on the one hand, and the use of information on the other. Dervin (2003) stated that information seeking is purpose-based and this purpose may be personal, social, or academic and the humans will use the collected information in any case. Thinking will be required to meet the needs and as Kuhlthau (2004) mentioned, thinking will occur throughout the search process and this thinking process will also indicate the information used. Todd, (2003, p. 40) stated that adolescents are not "passive, robot-like processors of information; rather they are active creators of new knowledge" How they construct and apprehend the knowledge is significant. On this understanding, information use recommends modifying

the structure of knowledge. Todd (1999) explored the information needs of teenage girls about drug use. A cognitive structure of information use was identified. Gross (2006); Hirsh (1999); and Large, et al., (1998) explored the information use through relevancy criteria and regarding their seeking results, what judgment youth make. These studies suggest that youth can make use of a variety of criteria on the relevance of information. Gross (2006, p.136) provided such an example by describing that children aged 10 and above observed similarity in their information seeking and suggested that cognitive engagement "follows the Piagetian scheme" and moving towards age 11 they were capable of making relevant judgments. Hirsh (1999) explained that youth used different ways to assess the different areas of relevance novelty, peer interest, and topicality, and their knowledge grew with the adaptation of their relevance criteria. Large, et al (1998) suggested that youth are far better at relevancy judgments than search strategies. Heinström, J., Sormunen, E., Savolainen, R., & Ek, S. (2020) described how individuals did their everyday actions based on their attitudes, beliefs, and expectations. This study was done on upper secondary school students.

Information Sharing

The exchange of information is called information sharing. Information sharing is another behavior that varies from culture to culture. The web environment has also changed the information-sharing environment. Wilson (1981) was the first researcher who focused on information exchange and its role. He also introduced information sharing is multidimensional and this also varies from context to context. Mohammed and Norman (2017) explored the millennial generation's organizational information-sharing practices through semi-structured interviews, think-aloud, and observations. Hanell and Hanell (2017) measured Facebook activities for information sharing. Peel and Rowley (2010) measured the information-sharing attitudes of workers, working for children and young people's organizations, and findings showed that participants were well aware of the importance of information seeking and they also tested problems in sharing information with others. Lips and Eppel (2017) shared the information-sharing behaviors, motivations, and conditions under which individuals share their personal information in their daily lives. Hartzum and Hildegard (2019) did their research to know how international students are coping with their everyday information needs and their study-related issues behaviorally and effectively as well. This study proves that everyday life information practices are having an impact on their behavior and studies. Savolainen (2019) did a conceptual analysis of modeling the interplay of information seeking and information sharing. Three main approaches were employed by the researchers and they found that the interactive approach provided the most sophisticated research perspective on the relationship.

Challenges faced during everyday information practices

The obstacle to finding information in daily life has nothing to do with the Savolainen framework but is based on general research on information retrieval that extends the Savolainen framework. Literature shows that the campus librarian was not the potential source of finding information for the adults (Julien, 1999; Agosto and Hughes-Hassell, 2005, 2006a, 2006b). It was found as an institutional barrier by Julian and she concluded that "The results also show that many adolescents did not understand what decisions they needed to make about their future" (p.47). Agosto and Hughes-Hassell (2005) mentioned that family and friends are the preferred information source for ELIS when they introduced the typology and reported that families and friends are preferred ELIS sources and Laplante (2010) also shared the same findings. Many studies have been done which are purely done on everyday life information seeking without imposing questions or assigned projects in information scenarios. In such research cases, Postan-Anderson and Edwards (1993), are included who did their research on young females and patterns of library use. They observed that libraries are reviewed negatively by their participants. Julien (1999) used open-ended questions for the survey to know the behavior

of high school students under the age group of 15-19. The interesting part of this study was that the findings were having the similarities same as those of Agosto and Hughes-Hassell's (2005,2006a,2006b) studies of urban teens. Agosto and Hughes-Hassell concluded that ELIS for teens is gathering and processing information to facilitate the teen to adulthood maturation process. The interesting thing they reported is that teenagers do not use libraries as a preferable source, as they do not perceive libraries as helpful for ELIS. Overall this study shows, as stated by authors "the necessity of tying youth information-seeking research to developmental theory"

Meyers, Nathan, and Saxton (2007) explored on information barriers theme, they spent more than one year observing the adolescent interactions with their librarians within the framework of Kuhlthau's (2004) model of intervention, and the findings of this research were very interesting. "The teacher-librarian is well-positioned to facilitate connections between the library environment and students' lives but is also equally positioned to create a negative situation through rules preventing interpersonal sharing, or discounting students' prior knowledge" (p.10). Fauzi and Kadir (2015) mentioned that when adolescents are not getting information from their parents they are finding information from different sources like media, books, and websites. Poston-Anderson and Edwards, S. (1993) studied "The Role of Information in Helping Adolescent Girls with Their Life Concerns" through a qualitative way this study was done on 28 adolescent girls to know their everyday concerns of life. They were asked what problems and issues they had during the last month and the information received from their answers was divided into two groups of "relationships" and "education and work" (Pg.26) Later on the same Authors Edwards and Poston-Anderson (1996) focused on how these adolescent girls are finding their everyday information related to their work and education. They observed that these girls were not formally seeking their information but were just asking from their mothers' these girls were less intent toward their teachers, librarians, and career advisors and less toward their fathers. From a friend, they were not taking any information related to their future. For their plans, they were not approaching any adults other than their parents as they said that most adults think that 12 -14 years old is not an appropriate age for such topics. Chatman's (2000) theories of life in the round and small world experience of life. It was mentioned that participants were clear about potential barriers, like embarrassment, social perception, or relationships of unequal power. "The EIP model suggests that information seeking, use, and sharing are modes of everyday information practices accomplished in daily life world" Savolainen and Thomson (2022).

Barriers for adolescents in seeking information related to their career decision-making were searched by Julien (1999) semi structured interviews were also conducted with the same sample of 400 adolescents to know about their decision-making, 40 % of adolescents were not even aware of where they can get the information while the trustworthiness for using the information was also very critical. Kolarić, Cool, and Stričević (2018) This study was done to explore the existing publications done so far on ELIS of teens within the information science field to know their everyday life decision-making.

Material and Methods

This research is a pilot test of a doctoral study. Quantitative research methodology was employed for this pilot testing so that at least one hundred urban teens could participate in this study. The survey instrument was developed with the help of literature including the "*Information Seeking Self-Regulation Questionnaire (SRQ-IS)*", and "*Scale of Knowledge Sharing*". Three experts' opinions were also taken on the research questionnaire from International and national experts in the information management field including the researcher, faculty member, and the pioneer of the said concept, and the recommended changes were made accordingly. The definition of everyday information practice was added to the questionnaire for the understanding of participants.

The researcher has collected data from urban teens enrolled in urban school systems. The developed research questionnaire was distributed among 100 participants to collect information on the constructs of EIP which are “information seeking” “information use” and “information sharing”. The participants were asked to show their agreement on a five-point Likert scale, such as strongly agree=5, agree=4, neutral=3, disagree=2, and strongly disagree=1.

The data were collected from five urban schools in major cities of Pakistan, from each school 20 students were asked to fill out the questionnaire. These schools and students were selected through convenient sampling and the students were teenagers. The collected data was analyzed using the Statistics Package for Social Science (SPSS version-19).

Results and Discussion

Demographic Information

The result was a total of 100 urban teens. These 100 fulfilled the criteria and were able to be part of data analysis, out of these 100 students there were 44 male students while 56 were female students. Age-wise these teens were divided into two groups. One group was from 12-15 years old and the other one was from 16-18 years old. The majority of urban teens (64%) age ranged from 12-15 years followed by 36 % of respondents who belonged to the 16-18 years’ age group. From sibling analysis, a significant majority of respondents (94%) had up to 5 siblings and only 6% of respondents had 6-9 siblings.

Table 1
Demographic characteristics of the respondents

Demographics	Categories	F	Percentage
Gender	Male	44	44
	Female	56	56
Age	12-15	64	64
	16-18	36	36
Siblings	0-5	94	94
	6-9	6	6

Information seeking behavior

The first research question asked from the urban teens was how do they seek, use, and share their everyday information? For seeking practice three statements were developed, the first statement was What kind of human sources, do you prefer when seeking everyday life information and the options were given to parents, friends, relatives, and teachers.

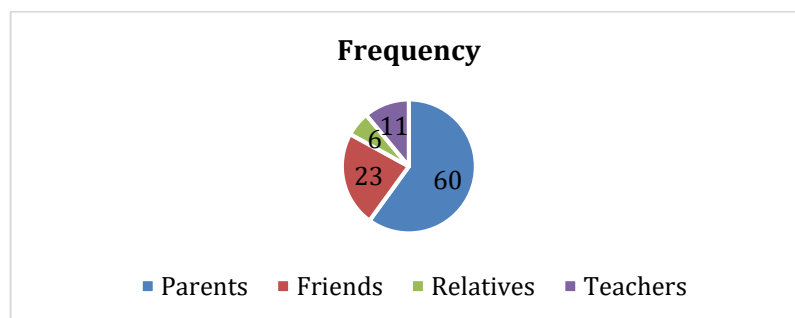


Figure 1. Percentage of resources for information-seeking

The overall mean score indicated that the parents are the preferred source, and parents were found as the first source for seeking everyday information with the highest mean score of 60%. The lowest mean score of 6% was found for relatives, this was an unexpected but interesting finding that the family members are considered by very few students as a preferred source to get the information. While looking at Figure 1 for teens the friends were found a second preferred source for seeking information after the parents and 23% of students were found who were getting information from their friends. The collected data also shows that "teachers" who are normally considered the first source of seeking information for students were found in third place and only 11% of teens were getting information from their teachers. This finding also proved that students preferred their parents and friends for getting the information and fewer students were found consulting the teachers as a first source of seeking everyday information.

Respondents' opinion about their class, age fellows, and their sisters and brothers was also taken. The frequency distribution of the respondents' opinions was also interesting, 67% of students responded "I learn from my class and age fellows". This finding shows that teens are more comfortable with their age and class fellows for getting everyday information, while the number of respondents with "I learn from my sisters and brothers" with a frequency of 33% which is a lesser number of the total population.

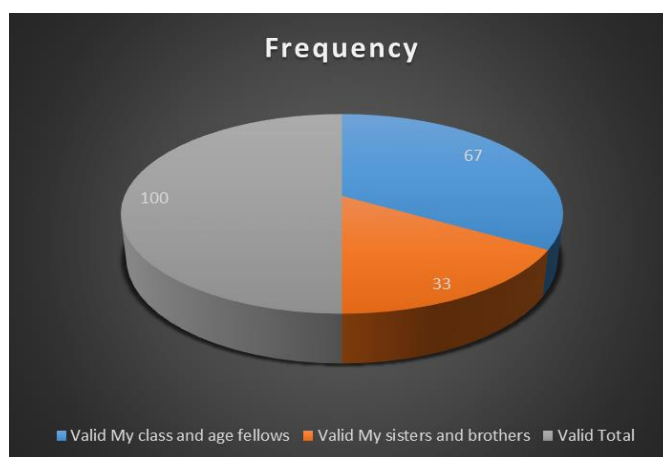


Figure 2 Frequency Distribution of Respondents' Opinion

Frequency Distribution of Respondents' opinion about "What sources of other type do you prefer when seeking everyday life information" Keeping in view the resources other than relatives, siblings, and class fellows, respondents' views about non-human sources like telephone, TV, computer & internet, newspaper, and books were also collected and tested.

The highest frequency remained for the option "computer and internet", $f = 76(76\%)$ this high frequency shows that most teens' preferred information-seeking source is computer and internet. The other non-human sources like telephone, television, books, and newspapers were observed to be used with very less frequency which is between 4-8% only, from this 4-8 percent, the telephone was with 8% frequency, books with 7%, newspapers with 5% and the lowest frequency was for the television. This analysis also highlighted the changing trends of TV, telephone, books, and newspapers.

Table 2
Sources for seeking everyday life information

Sources	Frequency	Percent
Computer and internet	76	76
Telephone	8	8
Books	7	7

Newspaper	5	5
TV	4	4

Information use behavior

Six statements were given to assess the information use behavior of urban teens (Table 3). The statement "before using information, I prefer to wield information in action" remained with the highest mean score ($M=2.42$) which meant, teens wield information in action before using. Many existing studies also showing the results that students use relevancy criteria before using information but relevancy criteria before using information were not chosen as a strategy by a majority, in this study "I prefer to consult only relevant information" was found with a mean score 2.02 ($SD = 0.97$). Filtering information before use remained at the second-highest place with a score ($M= 2.31, SD= 0.96$) which proved action existed to a large extent. However, as seen in Table 3, the authenticity of information was not a major concern for the teens, they did not think that this serious activity significantly affected their information-using behavior. The mean score for this statement "I prefer to assess the authenticity of information that may be questionable" was 2.01 ($SD= 1.02$) and judging the value of information was even having a lesser score of 1.95 ($SD= 0.91$). The lowest mean score remained for "I prefer to go through all the information I am getting" ($M= 1.92, SD= 0.99$). These unexpected but interesting results show that in everyday life teens do not bother with many things that they may follow seriously in the future for their studies, career, and then even for their everyday life.

Table 3
Information use behavior of Urban Teens

Before using the information I prefer to:	Mean	SD
wield information in action	2.42	1.01
filter information	2.31	0.96
consult only relevant information	2.02	0.97
assess the authenticity of information that may be questionable	2.01	1.02
judge the value of information	1.95	0.91
go through all the information I am getting	1.92	0.99

Scale: 1= Strongly disagree; 2=Disagree; 3= Undecided; 4=Agree; 5= Strongly Agree

Information sharing behavior

Information sharing behavior was tested by asking five questions, as shown in Table 4 study participants, the highest mean of 3.95 ($SD=1.12$) was for the statement "Share the information with everyone which I am getting from different sources" while the lowest mean score was ($M=2.50$) for the statement "avoid sharing information with peers whenever possible. Comparing the results of both these statements with their respective highest and lowest mean scores, this has been analyzed that in everyday life teens are sharing their everyday information happily and they don't avoid sharing whenever possible. The mean score for the statement "I prefer to share because people only share with those who share with them" was 3.02. The results of this statement show that in everyday life teens are used to sharing their information with those who are sharing their information with them, so the information exchange trend in teens' everyday life is depending upon the response of others. While sharing with a condition "I share my information only when someone asks" has been identified as the third-highest level. The survey score in this regard was ($M=3.49; SD= 1.23$). In addition to the general information behavior, to know how many believe that sharing is caring, the survey statement "I prefer to share my information as I believe sharing is caring of others" was identified with a mean score ($M=3.74; SD= 1.19$).

Table. 4
Information sharing behavior

Information Sharing I prefer to:	Mean	SD
avoid sharing information with peers whenever possible	2.50	1.31
share because people only share with those who share with them	3.02	1.44
share my information only when somebody asks	3.49	1.23
share my information as I believe sharing is caring for others	3.74	1.19
Share the information with everyone which I am getting from different sources	3.95	1.12

Scale: 1= Strongly disagree; 2= Disagree; 3= Undecided; 4= Agree; 5= Strongly Agree

Gender-based Differences for Information Use and sharing behaviour

An Independent sample t-test was applied to know the difference between genders regarding their information use and information-sharing behaviour. Table 5 summarizes the results. These figures are showing a statistically significant difference in means scores of males [Mean=4.003, 3.4409; SD= .52887, .81335] and females [Mean= 3.779, 3.2607; SD= .49042, .62542] for their information use and sharing behaviour. However, they differed as males were found to be more (mean= 4.003) keen to use information than females (mean= 3.4409) and they differed slightly in the same way for their information-sharing behaviour where males (mean=3.779) were found more positive in sharing information than the females (mean= 3.2607). a statistically significant difference was not found for information use behaviour ($p=.033$) and a statistically significant difference was found for information sharing behaviour ($p= .228$)

Table 5
Gender-based Difference

Dimensions	Male		Female		P-Value
	Mean	SD	Mean	SD	
Use Mean	4.0038	.52887	3.7798	.49042	.033
Share Mean	3.4409	.81335	3.2607	.62542	.228

* $P < 0.05$

Age-based Correlation

Age-based correlation between the mean of use and share. The first group is for the age between 12-15 years old students and the second group is for 16-18 years old students. The results show that for both groups the correlation is positive and significant.

Sibling based Correlation

Sibling based correlation in Table 6 shows that the correlation for the use means and share mean is significant for up to 5 siblings while for 6-9 siblings mean score of using information is positive and correlated but for sharing mean the correlation was found in significantly negative association.

Table 6
Siblings based Correlation

		Sibling	Use	Share	Manage
0 - 5	Use	Pearson Correlation	1	.278**	.277**
		Sig. (2-tailed)		.007	.007
	Share	Pearson Correlation	.278**	1	.145
		Sig. (2-tailed)	.007		.164
6 - 9	Use	Pearson Correlation	1	.306	-.122

	Sig. (2-tailed)	.556	.818
Share	Pearson Correlation	.306	1
	Sig. (2-tailed)	.556	.905

** . Correlation is significant at the 0.01 level (2-tailed).

Information-seeking, using, and sharing challenges

A total of 14 statements were given to check the challenges that urban teens are facing while seeking, using, and sharing their everyday information. Table 7 shows survey participants trusted that finding everyday information is a challenge for them, moreover spending more time may allow them to get their relevant information, but they don't have sufficient time to find their required information and they often don't have access to their required information. The issue of using information properly was asked by the teens and their response towards using information was that they don't easily use the collected information as they think it will be a type of plagiarism. The purpose of this question was to know if they agreed with the myth that this is a type of plagiarism, another reason for not using the information was that the level of material is not according to their age level, the mean score for this statement was $M=3.45$. The result ($M=3.25$; $SD=1.16$) was found for the respondents against their response that teens don't use information because most sources from where they are getting information are providing them too general information and, for them, it becomes useless as they are looking for relevant information only, moreover they don't have time to go through all the information. In the same way, mostly they do not have much time to help others by providing the information that they are looking for, moreover helping others is not an act of appreciation because there is a lack of appreciation for information sharing, due to this reason many of them became afraid of sharing information considering that, they may not be able to provide accurate information. Table 8 also presented those participants in this survey who had all the possible challenges for sharing the information and the scores were quite high for these challenges as well, such as "I don't share information as a difference of opinion would often offend others" ($M=3.08$). $M=2.93$ for "I don't share information as I don't want to be perceived as show off". Shyness in sharing the information was also found a sound challenge with a mean score ($M=2.75$; $SD=1.40$) and sharing culture ($M=2.96$) as well. The highest mean score ($M=3.64$; $SD=1.19$) was found for the challenge where teens don't easily use collected information as many students have the mindset, that there is a myth that this is a type of plagiarism. Overall results show that sharing behavior has more challenges than seeking and using everyday information.

Table 7
Challenges that urban teens have to face while seeking, using, and sharing information

I don't:	Mean	SD
find exact information to fulfill my needs	3.62	1.17
often have access to my required information easily	3.36	1.34
have sufficient time to search for the required information	3.50	1.26
easily use collected information as many students have the mindset, that there is a myth that this is a type of plagiarism	3.64	1.19
use the information because the level of material mostly is not age-appropriate	3.45	1.16
use the information as most sources provide general information	3.25	1.16
have much time to help others by providing information	3.22	1.37
share as there is a lack of appreciation of information sharing	3.12	1.32
Share information with everyone as I am afraid I may not provide accurate information	3.53	1.25
Share information as a difference of opinion would often offend others	3.08	1.45
share as I don't want to be perceived as a "show off"	2.93	1.43
Share information with everyone due to a lack of sharing culture	2.96	1.22

share because I am too shy to provide my own opinion	2.75	1.40
share as I am afraid that others would perform better	2.44	1.38

Scale: 1= Strongly disagree; 2= Disagree; 3= Undecided; 4= Agree; 5= Strongly Agree

Conclusion

The data analysis describes that parents were the first preferred source of teens' everyday information and friends and teachers were the second sources to fulfill their information needs by wielding information in action. These results have some similarities with (Agosto and Hughes-Hassell (2005) who mentioned that family and friends are the preferred information source for ELIS when they introduced the typology and reported that families and friends are preferred ELIS sources and Laplante (2010) also shared the same findings. so in stark contrast to the model proposed by Savolainen, R., & Kari, J. (2004), this study reveals that from non-human sources the internet is the most preferred source of information used by urban teens to seek, manage, and share their information. The second most preferred source of information was found to be human sources. This finding of the conducted study correlates with the findings of Chen & Hernon (1982), who have demonstrated the central role of family members, friends, and other people in non-work information seeking.) The results of this study also indicate some similarities with the pioneering findings of Sonnenwald and Wildemuth (2001). In their study, the Internet was placed first in the preference order of information sources needed for coursework. The most central position given to human sources is quite clear, as mostly the joint family system exists in Pakistan and urban teenagers look up to their older siblings, parents, and even grandparents for obtaining and/or verifying the obtained information. Whereas Savolainen, R., & Kari, J. (2004), lay great emphasis on print media and networked sources occupy the third place in their study, indicating that the Internet has firmly established its position within people's information source horizons as a third choice.

The results for sharing the information were interesting and urban teens preferred to share with peers whenever possible. Pakistani male teens' information behaviour is comparatively more positive than that of female teens. This study also delves deeper to understand challenges during everyday information practices, that are ever present and have become embedded in the everyday information practices of urban teens and the highest score was for the statement "I don't easily use collected information as many students have the mindset that this is a type of plagiarism". The biggest seeking challenge was students didn't have access to their required information easily, while information using the challenge was, that students were not using the information as most students provided too general information.

The questionnaire was filled out by teens in the presence of the researcher and the researcher explained to many students about the questions coming under the term of information use as teens were considering information use as "how to use any information". The aspects of information use proposed by Savolainen (2008) were misunderstood by a majority of teens. This point was also discussed by Vakkari (1997) that the use of information may be the least studied aspect of information behavior and is misunderstood in many studies. Todd, (2003, p. 40) stated that adolescents are not "passive, robot-like processors of information; rather they are active creators of new knowledge" On this understanding information management recommends modifying the structure of information practices. So during this study, the researcher observed that information management should also be a separate aspect of everyday information practice, like information seeking, use, and sharing. Thus this study provides value addition to Savolainen's (2008)' study and reveals that information seeking, usage, and sharing are not the only major constructs, management of information is also a vital component of the everyday learning practices of urban teenagers.

Proposed Components of Everyday Information

<p>Everyday information practices and their constituent information actions (routine and non-routine)</p>
<p>Information Seeking - Identifying and preferring information sources by constructing information source horizons -accessing sources (information pathways)</p>
<p>Information Use -judging the value of information -filtering information -wielding information in action</p>
<p>Information Management -manage what to share - reduce the misperceptions -for future use</p>
<p>Information Sharing -giving information to others -receiving information from others</p>

Figure 3. Proposed Components of Everyday Information

Recommendations

This study strongly recommend that information management is an important component of everyday information practices. The findings would assist in developing helpful guidelines for urban teens to improve their EIP. To reach out to the urban teenagers' technology-oriented pedagogy, everyday information needs and practices must be incorporated. The findings of this study would be helpful for policymakers and educationists for making better education policies and curricula. These findings will also help develop useful directions for information literacy programs and for librarians in designing information literacy curricula.

Limitations of the study

The rural students are not part of this study only the urban students who are currently enrolled in schools were the participants in the study.

Practical implications

As far as the practical implications of this study are concerned and the results of this study are showing, young adults are mostly collecting their everyday information from computers and the internet. Their parents and age fellows are their first source when these young students are collecting information and this study has also investigated "managing the information", as an important component of everyday information practices. The results of this analysis show that young adults are well aware of the "issues of biases" as this statement was at the highest score so they must be very careful and vigilant about the received information and before sharing the information they must be giving their opinion that received information has been received from which medium, how much-shared information will be reliable and how they manage their information before sharing.

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