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Résumé de l'article

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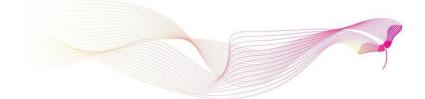
Building public libraries for teens through community engagement:
A case study of a public library in South Korea

Construire des bibliothèques publiques pour les adolescents grâce à l'engagement communautaire : une étude de case d'une bibliothèque publique en Corée du Sud

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Abstract: This study investigates essential elements of public libraries for teens. Based on the community engagement model, this study adopted a case study approach with a regional central library in Seoul, South Korea. Data were collected using interviews, surveys, and meetings with the local council. Analysis of the survey with 180 teens and 60 parents was performed. Interviews with 9 teens and 10 parents and 3 local council meetings were analyzed. The study suggests improvements in services for teens in Korean public libraries. The study shows that libraries should go beyond being a space for reading and studying to become a center of connected learning.

Keywords: public library, library services, teens, community engagement, Republic of Korea

Résumé : Cette étude porte sur les éléments essentiels des bibliothèques publiques pour les adolescents Sur la base du modèle d'engagement communautaire, cette étude a adopté une approche d'étude de case avec une bibliothèque centrale régionale a Séoul, en Corée du Sud. Les données ont été recueillies au moyen d'entretiens, d'enquêtes et de réunions avec le conseil local. L'analyse de l'enquête auprès de 180 adolescents et 60 parents ont été réalisées. Des entretiens avec 9 adolescents et 10 parents et 3 réunions du conseil local ont été analyses. L'étude suggère d'améliorer les services destinés aux adolescents dans les bibliothèques publiques coréennes. L'étude montre que les bibliothèques doivent aller au-delà d'un espace de lecture et d'étude pour devenir un centre d'apprentissage informel and formel connecté.

Mots clés : bibliothèque publique, services de bibliothèque, adolescents, engagement communautaire, République de Corée

Introduction

Teens are individuals in the stage between childhood and adulthood with various informational, cultural, and developmental needs. Adolescence is the period in which teens witness physical growth and formation of reason and self-consciousness, as well as emotional maturity. Satisfying teens' curiosity and intellectual needs during this period through various activities is important. Libraries should provide an environment that can satisfy the needs necessary for teens' intellectual, emotional, and social development. They must also play a role in the successful transitioning of teens from childhood to adulthood (ALA 2017). In recent years, the library's role as an educational, cultural, and social infrastructure that anyone can use and equally benefit from has been emphasized, centering on public libraries or school libraries. The American Library Association (ALA) in the United States established the Young Adult Library Services Division in 1957 and have successfully employed various efforts such as organizing collections with which teens can relate or providing diverse services for teens. These efforts are also reflected in the standards of the ALA. The Young Adult Library Services Association (YALSA) of the ALA emphasizes the restructuring of library youth services based on a youth-centered approach (ALA 2017). It specifies six benefits that teens gain from libraries—namely, leadership, literacy, technology and digital citizenship, creativity, community, and learning. Moreover, YALSA has also developed guidelines for the development of teen programs (ALA 2015) and teen spaces (ALA 2012).

Although public libraries in South Korea were developed with a focus on services and facilities for adults, since 2000, they have expanded their services to include children as well. However, library services for teens have been relatively neglected. Consequently, although teens account for a considerable number of potential public library users, their library utilization has been decreasing. In the demographics of South Korea, the proportion of teens is shown to be approximately 9.68% of the national total (Korean Statistical Information Service 2021). However, the public library statistics in 2016–2018 (National Library Statistics System 2020) reveal that the proportion of teens using the public library annually is only 7%. Considering that children's library use comprises 26%, it can be seen that the use of libraries in childhood does not result in library use in adolescence. Additionally, with the increasing use of smartphones and the internet, the decrease in teens' literacy is seen as a social problem, and the fact that libraries do not function as an information source to meet teens' information needs is being highlighted (Acker and Bowler 2018). Library services must be improved in such a way that teens can also receive services equal to other users, and efforts should be made to bring about their growth in various aspects such as self-actualization and social life.

This study investigates essential elements of public libraries for teens using a case study approach at a regional central library in Seoul, South Korea and community engagement as a theoretical framework.

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History of libraries and Library and Information Science education in South Korea

In South Korea, the modern Korean library was established in 1906, and the first public library (Namsan Library) was established in 1920, beginning the service of modern public libraries. It was not until the mid-1900s that the librarian education program began to be established. Starting with the establishment of the Department of Library Science at Yonsei University in 1957, 34 universities currently operate the Departments of Library and Information Science. To become a librarian in South Korea, students need to get an undergraduate degree in Library and Information Science. This is different from Taiwan and France, where qualification exams were introduced for librarians, and the United States and Canada, which operate Master's programs in Library and Information Science.

Despite South Korea not having a long history of libraries, their role as community centers that actively embrace technological and cultural changes while being supported by communities is emphasized. Recently, librarians are being required to play various roles, including that of educators, program planners, and experts. Under the mission of providing equal access to information to all users, public libraries are making various efforts to provide services for all generations. "Libraries that change our lives-The 3rd Library Development Plan" announced by the Ministry of Culture, Sports, and Tourism (2019) suggested strengthening library services customized to life cycle and included services for teenagers. However, compared to other user groups, youth are not yet provided relatively sufficient services. According to a recent study, only 24% of public libraries have space for teens. Issues such as poor library use by teenagers and the lack of librarians for teens, dedicated space, and budget have been pointed out (Lee and Kang 2022).

Theoretical framework
Community engagement

Community engagement is defined as "the process of working collaboratively with and through groups of people affiliated by geographic proximity, special interest, or similar situations to address issues" (Davis 2011). Here the community is a concept that includes various stakeholders and is based on the similarity of the region, interest, and belonging. Engagement refers to the strategic process in which the different communities cooperate to reach the same goal. Community engagement is emphasized in organizational operation because it facilitates communication and understanding of the project that the organization intends to carry out. Moreover, through the participation of a variety of people, it is possible to understand problems and devise solutions from various perspectives. Additionally, community members naturally form networks and understand each other easily. Through this community engagement, increasing an individual's trust, agreement, support, and participation in the organization of the community is made easy.

The conditions for successful community engagement are as follows. First, information about the goal that the organization wants to pursue should be shared, and opportunities for members to express their opinions and participate should be provided

(Davis 2011). Second, trust that their participation will be reflected in organizational decision making and feedback regarding how their participation is reflected in organizational decision making is also crucial (Davis 2011).

Community engagement is also emphasized in libraries. The ALA defines community engagement as "the process of working collaboratively with community members to address issues for the betterment of the community" (ALA 2018). Libraries are institutions of lifelong learning. They provide a space for exploring new ideas and accessing technology and information. Libraries should provide spaces for users to meet community members to address these diverse needs (ALA 2018). Community engagement is an important factor that can turn the library into a local community hub (Hapel 2020); moreover, librarians' efforts for community engagement are positively changing users' perceptions of the library (Reid and Howard 2016). A broad understanding of community engagement, networking, efforts for continuous communication, flexible access, and partnership are factors that can lead to successful participation in the community. In other words, the more librarians are involved in the community, the better they can help the community. Therefore, librarians should be aware of the fact that they are experts capable of developing community, and they should incorporate their own values and ethical foundation into the community. Librarians should actively create opportunities to interact with the community, which can continue to recognize the value of the library (Caspe and Lopez 2018; Hapel 2020).

Community engagement is particularly important for the development of youth services in public libraries. This is because library services for teens must presuppose understanding teens, identifying teens' information needs, and setting the direction of the teen-led initiative.

Literature review

Research related to youth services in the library in and out of South Korea has been studied for this literature review, and it mainly discusses the direction of youth services, current status surveys and needs assessment, and space for teens in libraries. Studies on the direction of youth services in libraries have focused on understanding teens, emphasizing librarians' roles, teen initiatives, and cooperation with local organizations. Martin (2015) emphasized youth services in the context of connected learning in teens. For this purpose, ethnography in the Philippines was performed. Martin stressed that librarians should play a role in the larger learning ecosystem of teens and that they should become teens' mentors such that they can connect learning to fields of interest. He also confirmed that it is important to encourage teens to lead a workshop or program and include local experts who can help in explaining the different paths between interests and careers. Boeglen and Cherrington-Stoddart (2017) indicated that youth services have not been provided properly in U.S. even though teens constitute a large part of the population. They also highlighted that to expand youth services, it is necessary to stress that the experiences and learning of the teen have a great impact on the lives of young people. They also stated that there is a need to develop programs and services that meet teens' emotional and social needs, emphasizing the need for cooperation with other local groups for this purpose. Ornstein

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and Reid (2021) analyzed key factors that could contribute to the success of youth services by evaluating public libraries in the U.S. and Sweden, where youth services are active. They discovered that the most important factors include an independent space where teens can experience a sense of belonging and ownership, a comfortable and welcoming atmosphere, library programs that can be conducted while reflecting teens' interests, flexibility of programs and spaces, the availability of librarians with youth service experience, and interaction with librarians.

Studies on the current status and awareness of youth services in libraries mainly focused on identifying the factors that hinder teens' information needs and library use as well as suggesting directions for library improvement. Lee (2007) conducted surveys of high school students in South Korea and identified that teens need information on careers, classes and learning, interpersonal relationships, health problems, leisure activities, and social issues. She explained that teens have difficulties acquiring this information and determining the information sources that they need, thereby emphasizing the need for the active intervention and support by the library. Kim and Um (2010) investigated the teen programs operated by public libraries in South Korea, identified factors that hindered the use of teen programs, and suggested improvement plans. The factors hindering the activation of teen programs included the difficulty in recruiting participants, librarians' burden in leading programs, reliance on external instructors, and environments that impede the autonomous participation of teens. To solve these problems, Kim and Um recommended designating a person in charge, program development through institutional cooperation, and network establishment. Howard (2011) investigated Canadian teens' perceptions of public libraries and conducted questionnaires and focus group interviews. The study found that 87.6% users had library membership cards, but 70% did not visit the library very often. The main reasons for their lack of use included the poor accessibility of the library, lack of interesting programs, and lack of computers. Dissatisfaction with collections and librarians was relatively low, and as improvement points, they identified the need for the expansion of electronic information, reading materials for pleasure, marketing, elaboration of curation of teen specific collections, a more comfortable library environment, and a social and entertainment space. Asemi (2018) conducted a survey on teens in Iran and found that while the most used library materials were educational collections, the most used library service was the library information service, rather than the circulation or reference information service. It was found that the library does not sufficiently meet teens' information needs. Therefore, the study suggested that the first priority in the library's youth service is to identify their information needs.

Research on teen space has also been actively conducted recently. Lin, Pang, and Luyt (2015) conducted interviews and observations with 12 teens to investigate the meaning of a library space for teens in Singapore. The results suggested that a library should have diverse forms; it should be a space that provides information and learning where individuals can explore and accumulate knowledge and also an entertaining, networking, and social space where individuals can interact with many people. Agosto et al. (2015) conducted a study on a library space for teens in the United States. They indicated that a physically comfortable space, leisure activity space, space for learning

activities and information usage, and space dedicated for teens are needed for organization of youth space in the public library. Chang (2018) conducted a survey on teens who use public libraries in South Korea, and analyzed the relationship between the spatial characteristics of public libraries and teens' attitudes toward using them. The study found that there is insufficient space for reading materials for teens and there is a difference in the demand for library space according to school age. It also emphasized that the space for teens should be constructed considering the emotional atmosphere and that a space composition plan that understands the characteristics of teens should be presented.

Previous research can be summarized as follows. Adolescence, as a period of physical, emotional, and logical growth, has various information needs, and the role of libraries in satisfying them is being strengthened. In addition, since services, programs, collections, and spaces for teens in public libraries in South Korea are especially lacking, library services for teens in this country should recognize teens as partners and provide services systematically tailored to their needs. They should be approached within the context of cooperative relationship with various stakeholders in the communities.

Method
Case study
This study was conducted by using the regional central library in Gangnam-gu, Seoul, as a case study. This library was selected because, first, the proportion of the teen population in this area is higher than that in other parts of Korea and Seoul, but the rate of their library use is relatively low. The proportion of the teen population in this region is 11.1%, which is high compared to the proportion in Korea (9.7%) and Seoul (8.6%). On the contrary, while the percentage of library memberships in 2018 among teens was 10.7% nationwide and 9% in Seoul, in Gangnam-gu, the percentage of registered library users among teens was only 6.2%. The percentage of books borrowed by teens accounted for 6.77% nationwide and 5.7% in Seoul in 2018, while it was only 5.35% in Gangnam-gu. Second, the library was judged as suitable to apply community engagement as it already had a library management committee in active operation and various library activities led by local residents were being conducted. Third, there was a growing demand for youth services at this library, led by library users and the management committee.

Community engagement model
This study applied the following community engagement model to suggest the direction of improvement of the library's youth service (Table 1). First, the library provided opportunities for participation by various group members as facilitators and provided feedback on the activities. Second, various stakeholders in the community interested in the library's youth service were invited to participate in this study. Third, community stakeholders participated in the research in direct and indirect ways. They participated in surveys, interviews, and regional council meetings to express opinions. They also planned or participated in programs provided by the library.

Participants	Regional central library librarian, regional branch library librarians, and partnership organizations (local secondary and high school librarians, principal, youth centers outside school, secondary school students, and parents)
Library's roles	Facilitators
Community's roles	Active engagement
Approach	A community-driven approach
Direction of engagement	Mixed (direct and indirect engagement)

Table 1: Community engagement model employed in the study

Data collection and analysis

To derive a service plan suitable for teen users through community engagement activities, surveys, interviews, and regional council meetings were held in May through October 2019. A survey was conducted to understand teens' needs and their satisfaction with the library's youth services. The survey was conducted with teenagers and parents during May 2019. The study targeted 184 teens and 60 parents in Gangnam-gu. The youth included 140 teens attending middle and high schools (teens in school) and 44 teens who did not go to middle or high schools but were preparing for study or employment through homeschooling or out-of-school support centers (teens outside school). In addition to teens in school, teens outside of school were included because the number of teenagers who are not attending schools in South Korea is increasing, and there is an increasing demand for practical intervention by community institutions such as libraries for teens outside school (Park and Hwang 2022). A survey on the necessity of library services for teens was conducted among parents. Parents were included because the close bond shared by parents and teens in South Korea, indicating their influence on adolescents' life (Lee 2018).

The survey was conducted by visiting organizations in Gangnam-gu with the cooperation of two middle schools, one high school, and a library in the region. The researcher informed the teachers, librarians, parents, and teens about the purpose of the study, anonymity, confidentiality, and the right to not participate in the study and to stop participating in the study at any time. After obtaining consent from teens who expressed their intention to participate, data were collected using anonymous hard-copy questionnaires. The respondents included 59 males and 119 females with 77 respondents aged 13–15 years and 97 aged 16–18 years. The questionnaire consisted of questions about library use purpose, library use behavior, obstacles to library use, library functions that adolescents consider important, library service satisfaction, and demands for library service. Parents were also voluntarily recruited from users visiting one out-of-school support center and one library in the region. The frequency analysis and descriptive statistical analysis of the survey were performed using SPSS.

Following the survey, interviews were conducted with 9 teenagers and 10 parents to collect in-depth opinions about library youth services. From June to July 2020, interviewees were recruited from parents and adolescents participating in the programs offered by the library in Gangnam-gu. After the end of the program, the researcher visited and explained the study purpose and procedure, and interviews were conducted for users who agreed to participate in the study. The interview was conducted after the consent form was signed, and each interview took about 30–40 minutes per person. The semi-structured interview with teenagers and parents comprised questions used in

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the survey concerning the purpose and type of their actual library use, obstacles to using the library, and the desired requirements and aims of youth services (see Table 2).

Category	Subcategory
Awareness of library youth services	Purpose of library use (loan of library collection, program use, space use, etc.)
	Purpose and vision of library services
	Library's function
	Purpose and vision of youth services
	Obstacles to use libraries
Satisfaction and usability	Areas and reasons for satisfaction and dissatisfaction with library youth services
	Improvements of youth service

Table 2: Survey and interview questions concerning teens' information needs

To collect various opinions for youth services, a local council was formed. Boeglen and Cherrington-Stoddart (2017) pointed out the cooperation with various stakeholders in the community for youth services in libraries. They play a vital role in planning and running youth services, providing venues for youth services, encouraging youth participation, and growing them into members of the community. It is important to understand the opinions of various stakeholders in the community in regard to library youth services. The members of the local council were selected after consultation with libraries and schools in the region. The council meetings were held periodically over three rounds, and in addition to collecting opinions on the youth library through the council meetings, the research process was shared with them periodically. The council comprised 24 people, including 5 librarians, 2 regional branch library directors, 2 local youth center representatives, 2 local librarian teachers, 2 local secondary and high school principals, 3 youth experts, 1 library space expert, 5 students, and 2 parents.

Findings
Survey
Awareness of youth services in public libraries

The teenagers' and parents' awareness level concerning youth services—that is, the purpose of library use of teenagers, obstacles pertaining to library use, important functions to be performed, and factors requiring improvement for youth services—was investigated. The results are shown in Table 3.

Concerning their purpose of using libraries, all respondents (both teens in and out of school and parent groups) answered that they used the library mostly to read or borrow books (91.4%, 65.9%, and 81.7%, respectively). The most frequent answers for teens in school were to use library space (74.3%), study (37.9%), use the internet (33.6%), and watch videos or movies (30.7%). For teens outside school, to use library space (52.3%), watch videos or movies (36.4%), use the internet (29.5%), and study (22.7%) were the most frequent purposes. The most frequent purpose of use for teens in school and outside school was similar. However, teenagers in both groups did not participate in library programs or find materials for assignments. Meanwhile, the parent

group answered that teens used the library to study (70.0%), find materials necessary for assignments (43.3%), and participate in library events or programs (35.0%); in contrast to the responses of teenagers, they considered that there were few cases of teenagers who used the library to use the internet (10.0%) or watch videos or movies (5.0%). The one-way Anova test was conducted to find out if there is a difference in the usage of libraries among the three groups. As shown in Table 3, the items for "to read or borrow a book," "to study," "to participate in library events or programs," "to use library space," and "to spend leisure time" were statistically significant. It can be seen that there is a difference in the perception of the use of libraries by the teens in school, teens outside school, and parents groups. However, there was a statistically significant difference only in "to-spend leisure time" in the difference between the two groups - teens and parents. In other words, when the youth group was grouped into one group, there was no statistically significant difference from the response of the parent group. What can be inferred from these results is that there is no common response pattern between the two youth groups. In other words, it can be seen that even for teenagers of the same age, the condition of 'school' affects the purpose of using the library.

In a survey of factors hindering teenagers from using public libraries, teens in school responded that they had difficulties in using the library because of the lack of seats (67.1%), lack of useful programs (40.0%), and lack of books to read or of desired books (34.3%), respectively. Teens outside school responded that difficulties arose because there were no books to read or no desired books (36.4%), books were difficult to read because they were old and dirty (31.8%), and there was no librarian to provide reading counseling or guidance (25%). Meanwhile, the most frequent responses from the parent group about the factors hindering library use were: not having time to use the library because teens were busy with private instruction and tutoring (61.7%), lack of seats (41.7%), and short opening hours (40.0%). In general, teens responded that the lack of space and lack of desired materials were the obstacles to their use; however, parents viewed teens' lack of physical time as a greater hindrance. Yet, it was seen that in reality, for teens in school who spend a lot of time at school, private institutes, and tutoring, the lack of time was not an absolute reason hindering library use.

Regarding public library functions that are important for youth services, all teens in school, teens outside school, and parent groups stated providing reading information (80.7%, 68.2%, and 86.7%, respectively). Regarding the next important function, teens in school and teens outside school stated providing education (76.4% and 61.4%, respectively), while parents stated providing space (75.0%). As other important functions, teens in school stated providing space (30.0%) and various cultural programs (25.7%), teens outside school stated providing community-linked programs (40.9%) and club support (29.5%), and parents stated providing various cultural programs (63.3%) and providing information equipment (31.7%). Compared to the parents, teens in school seemed to view the provision of education as an important function of the library, while teens outside school regarded the provision of community-linked programs and club support as more important than the other two groups.

This study investigated the most important factors that public libraries should improve for youth services. Multiple responses were allowed. The results showed that responses to important factors to improve the youth service were evenly distributed in all three groups. However, teens in and outside school responded the most to improvement to book collections on various topics (topics of interest) (86.4% and 59.1%, respectively), while parents responded the most to improvement in the development and expansion of services tailored to teens (85%). It is also notable that the assignment of dedicated professional librarians was the lowest in all groups.

Awareness		Teens in school (N=140)		Teens outside school (N=44)		Both teens (N=188)		Parents (N=60)		Teens in school vs. Teens outside school vs. Parents		Both teens vs. Parents	
		N	%	N	%	N	%	N	%	X^2	Significance probability	X^2	Significance probability
Purpose of public library use	To read or borrow a book	128	91.4	29	65.9	157	85.3	49	81.7	17.043	0.000***	0.461	0.497
	To study	53	37.9	10	22.7	63	34.2	42	70.0	4.922	0.085*	1.615	0.204
	To find materials needed for assignments	14	10	5	11.4	19	10.3	26	43.3	0.073	0.964	0.005	0.942
	To participate in library events or programs	5	3.6	7	15.9	12	6.5	21	35.0	9.014	0.011**	0.182	0.670
	To use library space	104	74.3	23	52.3	127	69.0	20	33.3	7.640	0.022**	0.020	0.887
	To spend leisure time	30	21.4	2	4.5	32	17.4	15	25.5	13.863	0.001***	8.251	0.004***
	To use the internet	47	33.6	13	29.5	60	32.6	6	10.0	0.257	0.879	0.011	0.917
	To watch a video/movie	43	30.7	16	36.4	59	32.1	3	5.0	1.575	0.455	1.069	0.301
	Total number of responses	424	302.9	105	238.6	529	287.4	182	305.5				
Obstacles to public library use	No time to use because of busy schedule	42	30.0	10	22.7	52	28.3	37	61.7	3.253	0.197	2.328	0.127
	Lack of seats	94	67.1	10	22.7	104	56.5	25	41.7	27.565	0.000***	0.491	0.483
	Short opening hours	23	16.4	9	20.5	32	17.4	24	40.0	6.096	0.047**	5.654	0.017**
	Using devices is more convenient than using the library	8	5.7	7	15.9	15	8.2	21	35.5	4.620	0.099*	0.196	0.658
	No books to read or no desired books	48	34.3	16	36.4	64	34.8	11	18.3	0.988	0.610	0.925	0.336
	No useful programs available	56	40	7	15.9	63	34.2	9	15.0	9.123	0.010**	0.655	0.419
	Library use is difficult	3	22.1	3	6.8	6	3.3	6	10.0	4.404	0.111	2.704	0.100
	No librarian to provide reading counseling/guidance	6	4.3	11	25.0	17	9.2	5	8.3	16.445	0.000***	0.825	0.364
	Books are difficult to read because they are old and dirty	31	22.1	14	31.8	45	24.5	3	5.0	4.137	0.126	2.549	0.110
	Total number of responses	311	222	87	197.7	398	216.4	142	237.1				
Public library's function	Providing reading information	113	80.7	30	68.2	143	77.7	52	86.7	5.534	0.063*	2.258	0.133
	Providing space	42	30.0	11	25.0	53	28.8	45	75.0	23.425	0.000***	23.067	0.000***
	Providing various cultural programs	36	25.7	12	27.3	48	26.1	38	63.3	0.070	0.965	0.028	0.867
	Providing community-linked programs	32	22.9	18	40.9	50	27.2	17	28.3	6.985	0.030**	1.229	0.268

	Providing education	107	76.4	27	61.4	134	72.8	15	25.0	3.997	0.136	0.109	0.741
	Providing information equipment	16	11.4	7	15.9	23	12.5	19	31.7	12.136	0.002***	11.664	0.001***
	Club support	23	16.4	13	29.5	36	19.6	17	28.3	5.433	0.066*	2.046	0.153
	Total number of responses	369	263.5	118	268.2	487	264.7	203	338.3				
Factors for improving youth services	Securing books on various topics	121	86.4	26	59.1	147	79.9	49	81.7	15.923	0.000***	0.090	0.764
	Development and operation of various programs	114	81.4	24	54.5	138	75.0	48	80.0	13.977	0.001***	0.624	0.429
	Development and expansion of tailored youth services	119	85.0	22	50.0	141	76.6	51	85.0	26.345	0.000***	1.890	0.169
	Space composition suitable for new information environment and user needs	115	82.1	25	56.8	140	76.1	49	81.7	13.104	0.001***	0.807	0.369
	Assignment of a dedicated professional librarian	109	77.9	20	45.5	129	70.1	43	71.7	16.951	0.000***	.053	0.818
	Total number of responses	607	433.5	122	277.4	729	396.2	248	413.4				

*p<0.1, **p<0.05, ***p<0.01
statistically significant

Table 3: Awareness of youth services in public libraries (multiple responses)

Satisfaction with youth services in public libraries

Teenagers' and their parents' satisfaction with respect to the current teen services of the public library was investigated, including the satisfaction level for the books and information, programs, equipment and environment, space, service, and staffing. As shown in Table 4, the satisfaction of teens in school (3.96) was the highest, followed by that of teens outside school (3.55). Parents' satisfaction (3.22) was the lowest. The same trend was seen in the detailed items of the satisfaction survey and the one-way Anova test was conducted to analyze three populations. As a result, the difference in satisfaction among the three groups was found to be statistically significant in all items except for the notification service item for requesting and receiving desired books. The low satisfaction level of the parent group suggests that their expectations for the services of the public library are relatively high, whereas the high satisfaction of teens in school can be assumed to be because they lack the understanding and expectations about the potential for teen-specific programs, services, and collections provided by the library.

It was seen that teens outside school were less satisfied with the programs (3.31), books and information (3.48), which could be because they have high expectations and strict satisfaction evaluation given their high will to acquire knowledge information from the library compared to teens in school. In other words, it could be that teens in school have other options for acquiring these services and resources or it could be that teens in school are less highly motivated than their out-of-school counterparts.

Satisfaction		Average			F	Significance probability
		Teens in school	Teens outside school	Parents		
Books and information	There are books and information necessary for school learning	4.10	3.42	3.27	27.218	0.000***
	There are books and information that help in navigating career paths	4.08	3.53	3.22	24.289	0.000***
	There are books and information necessary for leisure use	4.11	3.50	3.51	13.833	0.000***
	Section Mean	4.10	3.48	3.33	27.058	0.000***
Programs	There are reading, culture, and education programs that I want to participate in	3.42	3.16	2.93	5.405	0.005**
	The process and method of participating in the program are convenient	3.70	3.37	3.22	6.513	0.002***
	There are many useful programs available	3.71	3.40	2.83	20.906	0.000***
	Section Mean	3.61	3.31	2.99	12.933	0.000***
Equipment and environment	The library is adequately equipped with information environment such as computer, software, and DVD	3.74	3.35	2.82	20.519	0.000***
	There is enough space for teens to use	3.90	3.51	2.51	41.040	0.000***
	The library is adequately equipped with desks, chairs, furniture, light, and ventilation facilities	4.06	3.74	3.27	16.495	0.000***
	Section Mean	3.90	3.69	2.87	40.859	0.000***
Space	The arrangement of space in the library is appropriate	4.05	3.69	3.10	23.696	0.000***
	The spaces in the library tend to be comfortable and convenient	4.14	3.77	3.24	22.431	0.000***
	Section Mean	4.10	3.73	3.17	26.032	0.000***
Service	The read, loan, return, and interlibrary loan service are systematic and convenient	4.08	3.67	3.73	5.062	0.007***
	The notification service for the desired book application and book acquisition is smooth	3.79	3.63	3.50	2.449	0.089*
	Section Mean	3.94	3.65	3.62	4.280	0.015**

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Employee	The librarian (or staff) is friendly and professional in responding to the requested information	4.22	3.70	3.42	20.494	0.000***
	The number of librarians (or staff) is sufficient	4.03	3.51	3.27	15.105	0.000***
	Section Mean	4.13	3.61	3.35	22.37	0.000***
	Overall Mean of satisfaction	3.96	3.55	3.22	31.725	0.000***

*p<0.1, **p<0.05, ***p<0.01
statistically significant

Table 4: Satisfaction with youth services in public libraries

Demand for improvement of youth services in public libraries

The extent to which improvement is needed was investigated in six areas of the public library's youth services: the role and function of public libraries, types of books and information provided by public libraries, subject and genre, program, service, and space (Table 5).

In all surveyed areas, the requests for improvement were the highest among parents (3.41), followed by teens outside school (3.32) and teens in school (2.92). In the case of teens in school, not only were the overall requests low, but also the requests for items in all areas were lower than those of the other two groups. This can be seen to be related to the same context where the satisfaction of the teens in school with the current level of youth service was high as seen before. In other words, it can be said that their demand for improvement was low as their satisfaction level was high. A one-way Anova test was conducted to find out if there is a difference in the service improvement requirements among the three groups. Except for some sub-items in each area ("learning-related," "literature," "webtoon," "self-help," and "politics/society" in subjects and genres of books; information provided by public libraries such as, "loans and return," "Chaekbada," and "books recommended by librarians" in Services provided by public libraries area; and "Reference room" in space provided by public libraries), the difference among groups in terms of improvement needs was found to be statistically significant.

The following describes the highest and lowest need for improvement within each of the three groups in this study. Teens in school had the highest demand for improvement in the space (3.01) and the lowest demand for improvement in the role and function of public libraries (2.81). Students outside school had the highest demand for improvement in programs (3.47) and the lowest demand for improvement in services (3.09), while parents had the highest demand for improvement in the space (3.61) and the lowest demand for improvement in the service (3.25). There is a similarity between teens in school and parents in that they have high demands for space improvement, and between teens outside school and parents in that they have relatively low demands for improvement in services.

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Demand for improvement		Average			F	Significance probability
		Teens in school	Teens outside school	Parents		
Roles and functions of public libraries	Browse	2.71	3.12	3.02	3.131	0.046**
	Loan/return	2.60	3.17	2.93	4.733	0.010**
	Information data acquisition and management	2.94	3.45	3.23	3.570	0.030**
	Librarian's response to users	2.53	3.05	3.03	6.228	0.002***
	Support for reading activities	2.75	3.40	3.33	8.874	0.000***
	Support for leisure activities	2.73	3.48	3.32	11.381	0.000***
	Support for study- and career-related materials	2.92	3.31	3.43	4.791	0.009***
	Library use education	2.79	3.31	2.87	4.054	0.019**
	Up-to-date information education	2.88	3.33	3.35	5.269	0.006***
	Development and provision of reading culture education program	2.80	3.29	3.40	7.370	0.001***
	Development and provision of customized information service	2.77	3.43	3.36	9.867	0.000***
	Club support	2.79	3.38	3.43	11.095	0.000***
	Provision of space	2.97	3.74	3.70	11.966	0.000***
	Equipment and provision of opportunities to experience the latest IT devices and software	3.10	3.67	3.52	5.386	0.005***
	Provision of a cozy and comfortable space	2.90	3.67	3.36	6.566	0.002***
	Section Mean	2.81	3.39	3.29	8.912	0.000***
Books and information provided by public libraries	Paperback books	3.01	3.45	3.52	4.545	0.012**
	Ebooks	2.98	3.46	3.47	6.335	0.002**
	Audio books	2.83	3.24	3.44	8.871	0.000***
	Serials (magazines)	2.76	3.32	3.27	8.255	0.000***
	Internet information	2.90	3.40	3.25	4.301	0.015**
	Multimedia	2.95	3.52	3.35	5.553	0.004***
	Section Mean	2.91	3.40	3.38	8.864	0.000***
Subjects and genres of books and information provided by public libraries	Career-related	3.18	3.63	3.68	5.088	0.007**
	Learning-related	3.20	3.51	3.53	2.108	0.124
	Literature	3.17	3.36	3.34	0.648	0.524
	Webtoon	2.95	3.16	2.86	0.811	0.445
	Travel	2.62	3.21	3.23	9.941	0.000***
	Language	2.85	3.33	3.34	5.747	0.004***
	Self-help	2.93	3.10	3.25	1.681	0.188
	History	2.86	3.09	3.48	5.578	0.004**
	Religion	2.53	2.79	2.88	2.578	0.078*
	Politics/society	2.99	3.26	3.23	1.409	0.247
	Art/pop culture/art/music	2.88	3.49	3.56	9.141	0.000***
	Science	3.07	3.10	3.77	7.381	0.001***

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	Technology/engineering	2.91	3.07	3.61	7.844	0.001***
	Computer/ IT	3.00	3.26	3.65	6.122	0.003***
	Section Mean	2.92	3.20	3.36	5.590	0.004***
Programs provided by public libraries	Reading program	2.93	3.53	3.74	14.202	0.000***
	Exhibitions and lectures	3.01	3.45	3.79	11.980	0.000***
	Language course	2.98	3.40	3.53	7.258	0.001***
	Movie screening	2.99	3.53	3.35	5.566	0.004***
	Image editing and video production program	3.05	3.48	3.64	6.882	0.001***
	Popular culture-related programs (dance, music, drama, etc.)	2.99	3.43	3.49	5.533	0.004***
	Extracurricular activities	3.01	3.45	3.46	5.719	0.004***
	Section Mean	2.99	3.47	3.57	11.873	0.000***
Services provided by public libraries	In-library browsing	2.88	3.07	3.15	1.194	0.035**
	Loans and return	2.81	2.93	3.02	0.714	0.491
	Request of books	3.12	3.31	3.65	4.177	0.017**
	Chaekbada	2.93	3.00	3.22	1.535	0.218
	Ask the librarian	2.74	3.00	3.27	5.146	0.006***
	Librarian recommendation books	3.01	3.00	3.30	1.650	0.194
	Library use education	2.76	3.29	3.11	4.396	0.013**
	Section Mean	2.89	3.09	3.25	2.750	0.066*
Space provided by public libraries	Reading room	3.20	3.33	3.68	2.8888	0.058*
	Study room	3.34	3.58	3.97	5.486	0.005***
	Reference room	3.09	3.26	3.29	0.678	0.509
	Digital archive	2.99	3.35	3.60	6.656	0.002***
	Audio–visual room/education room	2.80	3.35	3.65	14.803	0.000***
	Culture class	2.72	3.30	3.53	15.769	0.000***
	Club room	2.92	3.26	3.52	6.367	0.002***
	Resting area	3.07	3.44	3.61	5.115	0.007***
	Section Mean	3.01	3.36	3.61	6.989	0.001***
Average		2.92	3.32	3.41	6.179	0.003***

*p<0.1, **p<0.05, ***p<0.01
statistically significant

Table 5: Level of demand for improvement of youth services in public libraries

Judging from the survey results, although there are many similarities among the three groups in their perception of youth services, it can be seen that there is a difference between each group concerning satisfaction and demand for improvement. It was found that school students showed a high satisfaction in all areas and a low demand for improvement, while parents showed a low satisfaction and a high demand for improvement. Unlike school students, teens outside school appeared to be interested in acquiring knowledge and information from the library, parents wished that the library would improve as an institution that replaces or supplements schools or academies, and school students generally did not seem to have high expectations for library services. It is necessary to design youth services according to the environment

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and awareness level of stakeholders, and a flexible improvement plan that can encompass different stakeholders should be proposed.

Interviews with teens and parents

The results from interviewing 9 teenagers and 10 parents are as follows. The interviews resulted in strong opinions about stereotypes regarding the library. Teens mostly associated the library with a quiet and rigid space, whereas parents associated it with books, gatherings, knowledge, and clubs. Outside of their school hours, teenagers visited various spaces such as game rooms, karaokes, cafes, and restaurants. Not one respondent stated that they mainly visited the library in their spare time. Regarding their library use, most respondents visited the library in order to do school assignments or to read for educational purposes. They did not use the library for leisure time, weekends, and meeting with friends. Concerning the reasons for not using the library, there were common opinions that the library had a rigid image as a learning or quiet space, making it difficult to visit it freely. Parents and adolescents commonly indicated that improving the image of a comfortable and free of rules and restrictions library would make library access easier. The following are excerpts from teen and parent interviews:

> I want the library to be a place where you can move around and feel comfortable. I feel like I have to be quiet and not make any noise now. (Student interviewee 3)

> I think I should be quiet, so I only visit to study for exams. I wish I could visit when I want to talk with my friends or just take a break. (Student interviewee 9)

Regarding their use of library collections, parents would like to see more electronic materials such as e-books and audiobooks, whereas teens would prefer more material about hobbies and recreational reading such as mystery novels, comic books, sports magazines, and collections that enable career/vocational exploration. As for programs and services, students would like to have programs in which they could actively participate and/or exhibit their works such as psychological and counseling programs and a makerspace program. They also would like to have an extension of operating hours that do not overlap with school hours. Regarding the need for a dedicated space, both parents and teens actively agreed on the need for an exclusive space, particularly a space separate from children, where noise is allowed but safety is ensured. In terms of teen space, spatial elements that could support various youth programs other than reading were requested, such as comfortable sofas or chairs, resting area, play area, group study room, studio, and soundproofing. The following are excerpts from teen and parent interviews:

> Collections for learning are available in the school library or at home. Rather than those, I wish there were books that I could read comfortably, like romance novels, detective novels, or comic books. (Student interviewee 5)

> I would like the opinions of the students to be reflected in all aspects, including collections, programs, and space. I would like the collections to be composed mainly of

the desired books, and I want the programs to be developed as the students want. I think investigating the students' opinions would be most important. (Parent interviewee 7)

Regional council meetings

The regional council meetings were held three times. The participants of the local council were recruited based on cooperation with local libraries and schools, and these meetings were led by the researchers. Through the initial meeting, the study's purpose and methods were shared and various opinions were collected and reflected. In the second meeting, the findings of the survey and interviews conducted among teenagers and parents were shared along with domestic and international case studies. Opinions concerning youth service development were collected. In the final meeting, suggestions developed by the research on youth service improvement were shared and opinions were collected. The ideas highlighted in the council meetings were as follows. The fundamental problem with youth services was that the teens were not attracted to the library. Therefore, it was continuously emphasized through the activities of the council that an approach that could draw the teens to the library should be established. It was also interesting to note that as the activities of the council continued, the role of the regional council was emphasized, and willingness of members to participate increased.

The opinions on youth services emphasized through local council activities were as follows. Youth services should serve as the process wherein teens grow into adults independently, and teens' self-initiation should be emphasized. Collections should not be limited to academic books and should expand to collections on hobbies that are interesting or fun including cultural books, as well as collections that can help teens grow on their own such as self-development and career guidance. In terms of service, there is a need for a diversification of programs that can embrace teens outside school and teens in school. Programs should also be developed to embrace the needs of both educational and non-educational programs, such as programs that can boost courage and confidence in emotionally vulnerable children, allow teens to find themselves, encourage relaxation, and provide guidance on careers, college entrance, and school assignments. There is also a need for a separate space for teens, and it should be a space that can promote various activities both individual and group. Important excerpts from the council's activities on youth services include the following:

> The characteristic of a library is that it is of a public nature, and I hope that it will lower the barrier to entry for teens and not prejudice their views. I hope content can be created in which children can take the initiative. (Representative of youth center outside school)

> The target audience for using the local library and participating in the programs being conducted is local residents. Therefore, I think that local residents like me can play a major role in connecting the residents and the library. (Representative of local residents)

There are various teens, such as teens outside school, well-educated teens, and teens with depression or no motivation. Libraries need an engaging content and access guide to draw a diverse group of teens. (School librarian)

In order to solve teen problems or plan spaces in public libraries, it is important to engage with residents…As a challenge that public libraries can take on, the three main elements should be included when planning a space. We need a youth organization that plans the space and sees it with love. Teens can stumble if the people around them are not organized. (Parents)

The implications drawn from the surveys, interviews, and regional council meetings are as follows. First, the main purpose of the current use of public libraries by teens is to borrow and return books, read, and study. Teens seem to lack awareness about other functions, services, and programs that the public library should perform. Second, securing books on various topics (topics of interest), setting up new spaces, and developing and expanding tailored youth services were found to be the most important factors in improving youth services. As collection space and services are the main resources of youth services, it can be seen that almost all elements require improvement. Finally, the common opinion of the surveys, interviews, and regional council meetings was that it is necessary to secure a dedicated space that is not static and that supports various activities, establishes information resources, and develops programs that can actively support teen's academic and career paths, and devises customized programs and services based on different challenges and experiences.

Discussion

Based on the research results, this study suggests improvements in youth services in the local public library, focusing on the direction, collections, programs, services, and space. Before considering the details of public libraries for teens, the direction for the library's youth services should be first suggested. The establishment of the direction is an essential element for the various stakeholders of youth services to have a common goal and continuous engagement. Therefore, this study suggests that *the direction of youth services* should go beyond being a space for reading and studying to become the center of informal and formal connected learning, developing into a social and cultural symbolic space where various experiences and activities can be performed as a community space for teenagers. The library's youth service should support connected learning where teens can rest, spend time, explore, and learn. Furthermore, it should improve teens' creativity, collaboration ability, and learning capability through expanded opportunities such as user-centered programs, collections, and space, and play a role as the facilitator of teens. It should point toward connected learning led by teens, where they develop leadership and acquire literacy and digital citizenship skills through libraries. Finally, libraries should embrace the role of a connector between teens and community institutions through strategic partnerships with local schools, local youth centers, parents, and students.

Collections for teens should be diversified in terms of library content and customized to meet the diverse information needs of teens. There were differences in

expectations for the collections in the surveys, interviews, and council meetings, but there were various fields of improvement for the collections, including academics, career, leisure, psychology, self-development, and e-books and audiobooks. Collection development should be conducted in consideration of the expansion of science, technology, engineering, and math (STEM) activities, assignment support books, and digital information that can be used to acquire and explore the skills related to careers and occupations, support psychological and recreational activities, and support creative activities. Collection development on various topics is similar to previous studies (Lee 2007; Howard 2011). However, this study emphasized the collection of topics related to psychology, relationships, hobbies, relaxation, and STEM activities other than education.

Information services for teens should be able to accommodate a wide range of teen needs, including learning, career, hobby, and entertainment. According to the results of the surveys and interviews, teens were highly satisfied with traditional information services such as loans, returns, browsing, and user education and had low demand for improvement concerning these. However, the expectations for the library information services provided in addition to the traditional information services were low. Moreover, it was emphasized through interviews and council meetings that the main function of teen information services should be youth-led, and that synergy can be created if provided in cooperation with external related organizations, experts, and communities. Based on this, leadership and partnership services based on networking with the local organizations and experts should be supported. Teen leadership is necessary for teens to grow into healthy citizens through the virtue of guiding and caring for each other within a peer group. It was proposed that teen committees be formed for the teens themselves to provide opinions on the library's collection, service, program, and space composition and provide them with opportunities to voluntarily participate in library operations and services. This can support customized teen information services and provide teens with opportunities to develop leadership and establish library identity and values. Partnership is a virtue necessary to promote mutual understanding and to grow together. Strengthening partnerships with other libraries in the area, school libraries, and support centers outside school will enable teens to receive a balanced service rich in quality and quantity.

It was found that *teen programs* that respect teens' diverse temperaments and characteristics should be developed and experience-based programs that harmonize reason and emotion should be provided for the healthy growth of teens. According to the results of the teen survey, of the several areas of youth services (i.e., books and information, programs, services, equipment and environment, space, and staff), their satisfaction with the programs was the lowest and the programs had the highest demand for improvement. Further, as a result of parent interviews, it was found that appropriate programs for teens were lacking in quantity and quality, there is a need to develop programs based on the understanding of the current state of teens, and there is hope that experience-based programs would provide an opportunity to give them a sense of accomplishment. Programs that can embody useful knowledge for future planning for teens who invest the most time and effort in learning and career design are needed. Simultaneously, programs that support the psychological stability of teens

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who are exhausted from their studies and career preparation, help in acquiring sharing and cooperative attitudes while participating with peers, and promote convergence thinking and self-directed inquiry skills necessary for the future society are needed. Accordingly, for program development, a reading program for knowledge acquisition and career exploration; creative activity support program; leisure, hobby, and psychological health program; and a multimodal literacy education program using various applications and media are proposed. Previous studies (Kim and Eom 2010) have identified that the diversity of teen programming is important and that school cooperation or securing youth librarians is important to secure students' participation. This study differs in that it proposes programs emphasizing the harmony of reason and emotion, social participation, and convergence thinking and self-directed inquiry skills.

Finally, *the teen space* must be differentiated from other spaces in the library, and its symbolism for youth services must be emphasized. Therefore, this study emphasized the need for a space with social and cultural symbols representing teens to revitalize the identity and use of youth library services. The need for a dedicated place for teens was emphasized in the interviews, surveys, and council meetings, further emphasizing the demand for a space in the library for information and communication technology (ICT) utilization, meeting friends, and spending free time. It is similar to previous studies (Lin, Pang, and Luyt 2015; Agosto et al. 2015) stating that teen spaces should support various social activities while exploring knowledge. However, considering that the existing image of libraries as a quiet reading space was an obstacle to the use of libraries, the study emphasized a flexible space and facility that can support youth services, programs, and collections. It should be constructed as a social networking space where teens can rest, spend leisure time, and enjoy cooperative activities with peers. The networking space for teens should provide an environment that can support emotional exchange and social and intellectual development by setting it as a space in which they can learn with peers, carry out cooperative activities such as projects and assignments, and enjoy games and leisure activities. In addition, this space should be set up to enable various arts and craft activities as well as ICT and should be composed of a space where technology and programs that can support STEM education and activities for youth are combined.

This study was conducted targeting a library in a specific area in South Korea; therefore, the survey results are not sufficient to be generalized. Furthermore, non-library users did not participate in the interviews. Their comments could have been different or provided unique insights.

Conclusion

Although teenage users form a large potential user group for public libraries, they have historically been neglected in the provision and planning of public library services, and this is particularly true in South Korea. Therefore, this study started on the premise that community engagement is important to suggest the direction of improvement of current youth library services. A case study was conducted with a regional central library in Seoul, South Korea. Interviews, surveys, and meetings with

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the local council were conducted. Findings from the surveys, interviews, and council meetings with participants from all interested communities/stakeholders suggest the need for improvements in youth services in public libraries, focusing on the direction, collections, programs, services, and space. The study presented the direction of library services for teens that libraries should go beyond being a space for reading and studying to become a center of informal and formal connected learning. The study found that collections should include support for diverse teen's activities such as academics, career, leisure, psychology, self-development, and online activities. For programs, a reading program for knowledge acquisition and career exploration; creative activity support program; leisure, hobby, and psychological health program; and a multimodal literacy education program using various applications and media were proposed. The study also emphasized the need for a space dedicated to youth in order to provide services, collections, and programs optimized for teens.

This study is significant in that it suggests an improvement plan for teen library services through various ways of community engagement. In addition, this study is meaningful in that it seamlessly presents collections, programs, services, and spaces under the same direction of teen service. Moreover, it is significant in that it suggests the direction, collection, services, programs, and space of library services that can be applied to the field through a case study. Improving library services through diverse community engagements is vital in that libraries can get community support. The results of this study are meaningful in that they can be applied not only to help field librarians develop youth services, but also to increase the understanding of youth services in librarian education and re-education.

Acknowledgements

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