



Problems Faced by Library Professionals and Teachers in Practicing Information Literacy Skills: A Quantitative Study Conducted at Khairpur Universities, Sindh

Naveed Hussain Abro	M.Phil. Scholar, Department of Technology, Superior University, Lahore, Punjab, Pakistan.
Asad Iqbal Hussain	Professor, Library Information Science Department, Superior University, Lahore, Punjab, Pakistan.
Muhammad Rafique	BBS, University of Technology and Skill Development, Khairpur, Sindh, Pakistan.

Vol. 3, No. 1 (Winter 2023)

Pages: 283 – 289

ISSN (Print): 2789–441X

ISSN (Online): 2789–4428

Key Words

Current Status of Information Literacy, Library Professionals, Teachers, Quantitative Research

Corresponding Author:

Naveed Hussain Abro

Email: naveed@bbsutsd.edu.pk

Abstract: This research examined Khairpur University librarians' and instructors' information literacy challenges. The study employed questionnaire-based quantitative research to achieve its goals. Data were collected using a standardised questionnaire and validated through a pilot study. All Engineering University and General University Khairpur Mirs Sindh professors and staff were the population. Library and Information Sciences faculty and professionals provided the data. The researcher manually handed 60 surveys under purposive sampling to Engineering and General Universities Khairpur, achieving the highest response rate at 92 percent. The study found that most participants were facing problems like inadequate IT infrastructure of the Institute, low speed of internet, lack of access to Internet facility, lack of awareness of E-resources, lack of useful pieces of training on library literacy information practises, non-availability of full-text access to most journals and books, energy crisis/load shedding, information overload, unavailability of latest journals and books, energy crisis/load shedding.

Introduction

Information literacy covers a wide range of topics and has become a necessity in every educational establishment, particularly in the library and information sciences. Every education expert and policymaker is intrigued by the significance of information literacy to lifelong learning. At a global level, the significance of information literacy has been recognized. In order to improve education, the United States of America has even initiated training programs for information literacy and revised its information literacy programs. Literature Gap According to (Batool & Webber, 2017) in the context of Pakistan, the quantity of literature on facts literacy has never been satisfactory. Hence, understanding this gap,

this study ambitions to fill this gap. Context to the Research Problem As Coordinator of Information Literacy and as a reference and practice librarian at a studies college in Jamaica for nearly twenty years, I confronted some dilemmas withinside the exercise of facts literacy training.

Information Literacy in Curriculum

One of the best organizations for education accreditation, the Middle States Commission on Higher Education has mandated that institutions it accredits include information literacy instruction across disciplines because "many

components of facts literacy are crucial additives of widespread training." In point of fact, it can be challenging to distinguish facts literacy from the requirements of excellent undergraduate education. Statements of other curricula from around the world emphasize the fundamental role of facts literacy (Ali et al., [2021a,b](#); Ali et al. [2020](#)). According to Rader ([2020](#)), New Zealand has had a national information literacy curriculum framework since the early 1990s, and Virkus' overview of information literacy in Europe established the early integration of information literacy into Sweden's elementary school curriculum.

However, information literacy is recognized for its "actual international" value, so its importance extends far beyond academia. In today's knowledge-based society, facts literacy is seen as a tool for personal empowerment and financial advancement. Instead of a job, it is seen as a resource for personal and professional development and a method for developing new knowledge and facts. The connections that exist between information literacy and workplace skills are the focus of recent research.

The objective of the Study

1. To investigate problems encountered by library professionals and teachers in practicing information literacy skills at Khairpur Universities.

Literature Review

Information Literacy in Pakistan

Information literacy is becoming increasingly popular with Pakistani researchers, particularly those working in the library and information sciences. However, Western nations are unlikely to lack information literacy frameworks in Pakistan (Batoool & Webber, [2019](#)). Currently, the information literacy system is not being improved in a practical way by library associations or education experts in library science.

Unfortunately, education sectors should implement information literacy; In the fields of library science and education, little is known about it. The level of implementation of the systematic information literacy curriculum is not satisfactory. However, fewer educational establishments offer information literacy instruction at the elementary level. Baji et al. ([2018b](#)) have argued that professional librarians and curriculum must take information literacy into account and that if this is not done, all librarian practices will fall short of expectations.

According to Odede ([2018](#)), teachers must be able to deal with and adapt to the numerous data structures that are available, and Babak (2019) investigated ILSE, which is a crucial skill for not only the best educational success but also for functioning more successfully in the educated society. On average, contributors' ILSE was found to be high, with the majority (97%) at a mild or high level, according to this examination. This is encouraging because today's students also have to look at very different learning resources and combine the information they find.

This study's ILSE ranges of contributors were unaffected by gender, which confirms the results of previous research. However, a number of studies have found gender-specific variations in the ILSE version (Demiralay, [2008](#)).

Adeyoyin (2006) conducted a survey of the majority of college library staff in West Africa to assess their document and information and communication technology (ICT) literacy levels. The results showed that the majority of professionals—48.38 percent—and paraprofessionals—15.97 percent—were computer literate.

According to White ([2021](#)), it has been determined that the importance of information specialists and schools in higher education establishments has been identified for the purpose of jointly developing and expanding information literacy programs that enable college students and teachers with the relevant

competencies to be considered information literate (Niqab et al., 2015). In addition, information literacy provides a brief overview of the pedagogical approaches that can be utilized in the teaching of information literacy preparation and emphasizes the significance of evaluation as a means of lowering the overall cost of the process for college students who participate.

As a result, the literature review suggests that more research into issues related to information literacy is needed to make it easier and more accommodating for students, teachers, and library professionals.

According to this review of the literature, information literacy standards were thoroughly investigated. However, there are not many studies on the information literacy paradigm. The process of information literacy has only been the subject of a small number of studies. The majority of studies used library information literacy scales to evaluate this phenomenon and examined it within the context of contemporary library issues studies.

Methodology

The study has adopted a descriptive survey questionnaire design. A questionnaire with close-ended questions has been designed for data collection. The sample of the study is comprised of librarians, chief librarians, assistant librarians, and the library staff working in the universities of Khairpur.

A sampling of the Study

According to Mugenda (2008), the total number of people in the study area can be assumed to be the total number of people to whom the findings of the studies can be applied. A sample, on the other hand, is a subset of the overall population. The sample is, in contrast, smaller than the population. There are 60 participants in this study, of which 30 are library professionals and 30 are university teachers.

Tool

A closed-ended questionnaire having 42 items was used to collect data.

Data Collection Technique

To meet the objectives of the study, a close-ended questionnaire was developed for data collection. The questionnaire was developed in collaboration with the experts. After the approval of the questionnaire, it was then sent to professional librarians and teaching staff teaching in universities located in Khairpur.

Data Analysis

The study adopted a total purposive sampling technique, to study all respondents. The questionnaires were used as an instrument for gathering data, and the data gathered were analyzed with descriptive statistical tools. Specifically, percentages, frequency, count, and SPSS software are employed in data analysis.

Demographic Information

The demographic information includes educational institution information, designation information, educational information, gender information, and information regarding job experience.

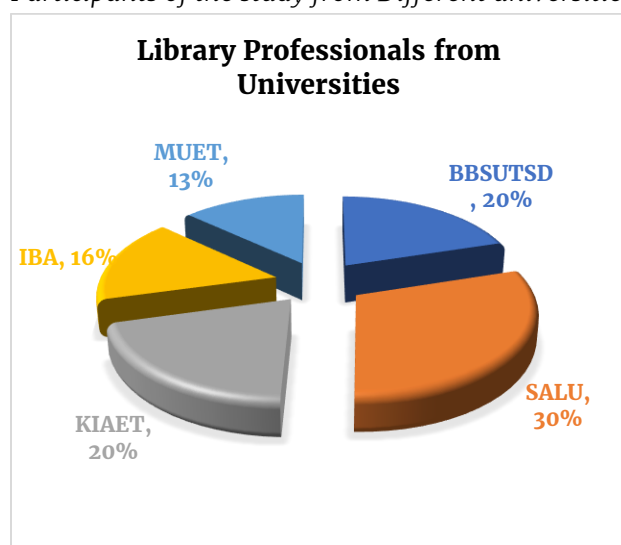
Participants of the Study from Different Universities

This study had two types of participants, professionals Librarians working in the libraries of the universities and the other type of respondents in the study were teachers teaching in the Library and Information Sciences departments of the universities. teachers Library professionals of the study were from five universities, the Benazir Bhutto University of technology & skill development Khairpur (BBSUTSD), Shah Abdul Latif University Khair Pur (SALU), Mehran University Engineering Technology, Khairpur Institute of Agriculture engineering and technology, Khairpur, and IBA

Institute of Emerging technology Mall Khairpur (IBA-IET). There were n=30 respondents in the data collection process, n=6(20%) respondents were from Benazir Bhutto University, n=9 (30%) from SALU, n=6(20%) from Mehran University, n=5(16%), from Khairpur Institute of Agricultural Engineering and technology, and n=4 (13%) respondents from IBA Institute of Emerging technology Mall road Khairpur. The analysis of the data shows that the majority of respondents were from SALU.

Figure 1

Participants of the study from Different universities



There were n=30 teachers who participated in the data collection process. The total n=4(13%) respondents were from the Benazir Bhutto University, n=5 (16%) from SALU, n=6(20%) from Mehran University, n=5(16%), from Khairpur Institute of Agricultural Engineering and technology, and n=10 (30%) respondents from IBA Institute of Emerging technology Mall road Khairpur. The analysis of the data shows that the majority of respondents were from SALU.

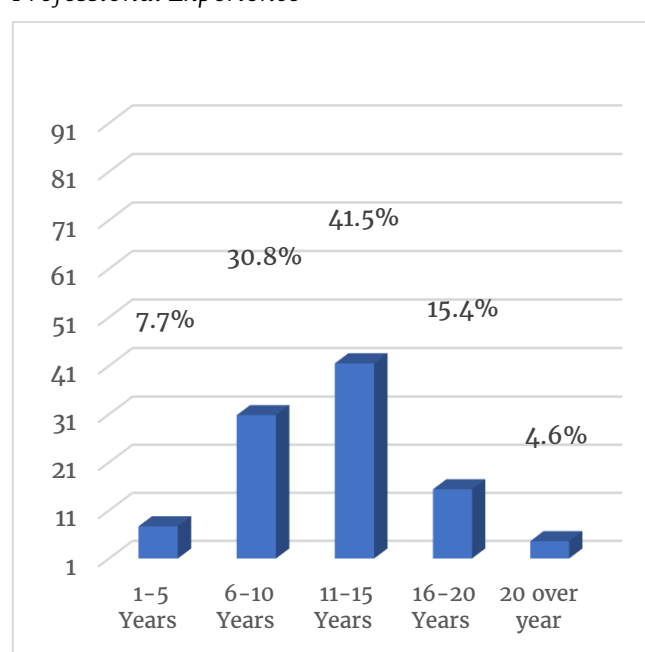
Professional Experience of Respondents

Respondents were questioned to mention their professional experience. Figure 4.3 shows that a big majority of the respondents n=27 (41.5%) was having professional experience ranging from 11-

15 years, and n=20(30.8%) respondents with experience of 6-10 years, n=10 (15.4 %), respondents were having experience 16-20 years, n=5 (7.7%), were having experience 1-5 years, and there were only three respondents who had over 20 years experience, n=3 (4.6 %). This result shows that the majority in this results was the category of librarians who have 11-15 years of experience in the field. The second big majority had 6-10 years of professional experience. See the given

Figure 2

Professional Experience

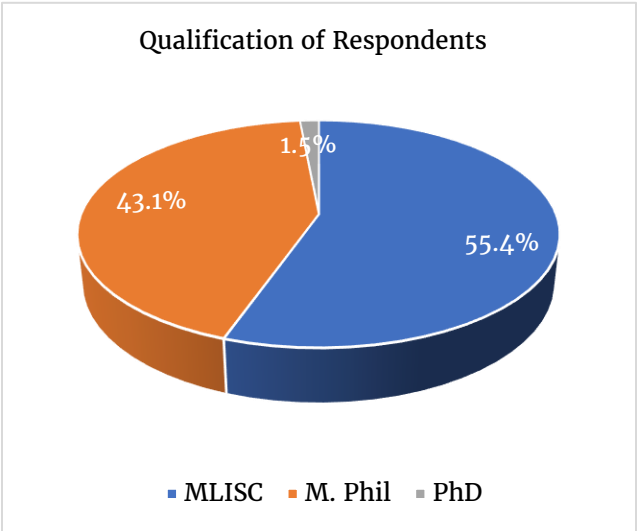


Qualification of Respondents

Qualification was another variable mentioned in the questionnaire for which the respondents were asked to give responses. Figure 4.4 reveals that frequency n=36 (55.4%) respondents had MLIS degrees. The second majority n= 28(43.1 %) possessed MS/M. Phil degree, while frequency n=1 (1.5. %) mentioned that they had a doctorate degree. This result showed that most of the respondents were MLIS while the second majority had an M. Phil degree.

Figure 3

Qualification of the Respondents



Problems Encountered in Practicing Information Literacy Skills among Library and Information Science Professionals at Khairpur Universities

Participants agreed that the Lack of support from senior management is a big problem for practicing library information skills (Mean=3.65, std.deviation=1.067). The participants agreed that lack of support from teachers is also one of the important problems (Mean=3.88, std. deviation= .960). The participants agreed that lack of resources is a big problem they are facing(Mean=3.58, std. deviation=.864). The respondents agreed that no guidelines and instructions from the government for implementing Information Literacy programs is a big problem for them(Mean=3.55, std.deviation=.730). the participants agreed that Insufficient funding is a very big problem they were facing(Mean=3.74, Std.deviation=.853) Lack of technological pieces of equipment is also one the important problems they were facing(Mean=3.66, std.deviation=.756). the respondents also agreed that lack of collaboration among library staff is one of the major problems they were facing(Mean=3.74, std.deviation=.853).

Table 1

Problems encountered in practicing information literacy skills among library and information science professionals

S#	Statements	Mean	SD
1.	Lack of support from senior management is a big problem for practicing library information skills	3.65	1.067
2.	Lack of support from teachers	3.88	.960
3.	Lack of resources	3.58	.864
4.	No guidelines and instructions from the government for implementing Information Literacy programs.	3.55	.730
5.	Insufficient funding.	3.74	.853
6.	Lack of technological pieces of equipment	3.66	.756
7.	Lack of collaboration among library staff	3.74	.853

Scale= Strongly Agree- Agree- Neutral- Strongly Disagree- Agree

Discussion

Participants agreed that the Lack of support from senior management is a big problem in practicing library information skills (Ahmad et al., 2021). The participants agreed that lack of support from teachers is also one of the important problems. The participants agreed that the lack of resources is a big problem they are facing. The respondents agreed that no guidelines and instructions from the government for implementing Information Literacy programs is a big problem for them (Khan et al., 2023). The participants agreed that Insufficient funding is a very big problem they were facing Lack of technological equipment is also one of the important problems they were facing. The respondents also agreed that lack of collaboration among library staff is one of the major problems they were facing.

Conclusion

- The Lack of support from senior management is a big problem for practicing library information skills.
- The lack of support from teachers is also one of the important problems.
- The lack of resources is a big problem they are facing.
- There are no guidelines and instructions from the government for implementing Information Literacy programs.
- Insufficient funding is a very big problem
- They were facing a Lack of technological equipment's is also one of the important problems they were facing.
- The lack of collaboration among library staff is one of the major problems they were facing.

Recommendations

In light of the findings of the study the researcher gives the following necessary recommendations;

- Internet connection and power supply ought to be improved by the authorities.
- Inadequate funding is the major problem faced by the libraries professionals.
- Lack of collaboration among staff was also one major problem faced by librarians, and it shows this was the most protuberant problem of the libraries. Therefore librarians should go through a collaboration procedure that will make all the professionals competent and useful for their profession and institutions.
- The users have limited access to data, access to library data should be increased by the authorities.
- The technological equipment should be enhanced at universities of libraries and this issue is needed to be improved.
- Policies regarding library information sciences professionals concerning information literacy should also be developed by all concerned authorities.

- Exploring the problem of inadequate funding of libraries that affect the process of Information literacy among users and students
- Investigating Causes of lack of Internet connection and power supply for Information literacy among library professionals.
- Exploring collaboration among Information literacy staff: A study conducted at universities located in Islamabad.
- Exploring the Role of information sharing and collaboration in the Practice of Information Literacy; a study conducted on public and private universities in Islamabad
- Investigating motivation for Learning Information Literacy Education
- Investigating positive and negative aspects of policies regarding Information Literacy Education
- Exploring the Perception of undergraduate students about Information Literacy Education
- Investigating The Status of IL skills of undergraduate students
- IL program needed as a course or otherwise for undergrad and other students
- Exploring the Aptitude of Undergraduate Students towards Information Literacy Education
- The role of Information Literacy as Being Adopted for Coursework in Academia
- Investigating the Role of Action research in the studies of teachers who are motivated to improve their Information Literacy
- An Ethnographic Analysis of information literacy practices among Pakistani Students Parents
- The Current study is based on universities located in Khairpur, Sindh only; a further investigation can be conducted on other public and private universities in different areas of Pakistan.

- A study may be carried out to explore the experience of students in using Information Literacy Skills.
- This kind of study ought to be conducted on a wide-ranging scale with a different populations like judges, doctors, teachers, and engineers.
- The upcoming Researchers ought to think of the investigation of this subject with various situations and populace.
- This study may be reproduced with different aspects.

References

- Ahmad, S., Niqab, M., Ali, N., Faizi, W.U.N. (2021). The Effect of ICT on Administrative Effectiveness: Throwing A Glance on Upper And Lower Dir Educational Institutes In Khyber Pakhtunkhwa, Pakistan. *Webology*, 18(1), 732-753.
- Ali, N., Shah, M., & Hamid, A. (2020). The Levels of Examination's Phobia in English Subject: Students' Perceptions in the Secondary Schools of Pakistan. *Review of Education, Administration & LAW*, 3(2), 175-193. <https://doi.org/10.47067/real.v3i2.51>
- Ali, N., Ullah, A., Ali, R. N., Ali, N. N., & Zeb, A. (2021). The curriculum of Khyber Pakhtunkhwa: An analysis of grade-IX English textbook with gender perspectives. *Elementary Education Online*, 20(5), 1391-1404.
- Baji, F., Bigdeli, Z., Parsa, A., & Haeusler, C. (2018). Developing information literacy skills of the 6th grade students using the big 6 model. *Malaysian Journal of Library & Information Science*, 23(1), 1-15. <https://doi.org/10.22452/mjlis.vol23no1.1>
- Batool, S. H., & Webber, S. (2019). A contextual framework for primary education: Fostering information literacy in Pakistan. *Global Knowledge, Memory and Communication*, 68(3), 164-176. <https://doi.org/10.1108/gkmc-06-2018-0060>
- Demiralay, R., (2008). Evaluating prospective teachers' perceptions of information literacy self-efficacy in terms of their use of information and communication technologies. Unpublished Master's Thesis, Gazi University, Ankara.
- Khan, M. Z., Niqab, M., & Ali, N. (2023). Analyzing the mediating effect of organizational citizenship behavior on the relationship between HRM practices and intellectual capital in educational settings in Pakistan. *Pakistan Journal of Humanities and Social Sciences*, 11(1). <https://doi.org/10.52131/pjhss.2023.1101.0327>
- Mugenda, A. G., & Mugenda, A. G. (2008). Social science research: Theory and principles. Nairobi: Applied, 11-22.
- Niqab, M., Sharma, S., Ali, N., & Mubarik, M. S. (2015). Perception Based Principal Leadership Measurement: Does It Work in Pakistan?. *International Education Studies*, 8(4), 29-39. <https://doi.org/10.5539/ies.v8n4p29>
- Odede, I., 2018. A comparative analysis of information literacy self-efficacy skills of postgraduate students in library schools in South-South , Nigeria. *Library Philosophy and Practice*, 1-15.
- Olu Adeyoyin, S. (2006). ICT literacy among the staff of west African university libraries. *The Electronic Library*, 24(5), 694-705. <https://doi.org/10.1108/02640470610707286>
- Rader, H. B. (2020). Conference circuit: New learning environments: The importance of information literacy in academia. *College & Research Libraries News*, 59(7), 509-511. <https://doi.org/10.5860/crln.59.7.509>
- White, A. M. (2021). Information literacy and critical thinking in higher education. *Research Anthology on Developing Critical Thinking Skills in Students*, 111-124. <https://doi.org/10.4018/978-1-7998-3022-1.ch007>