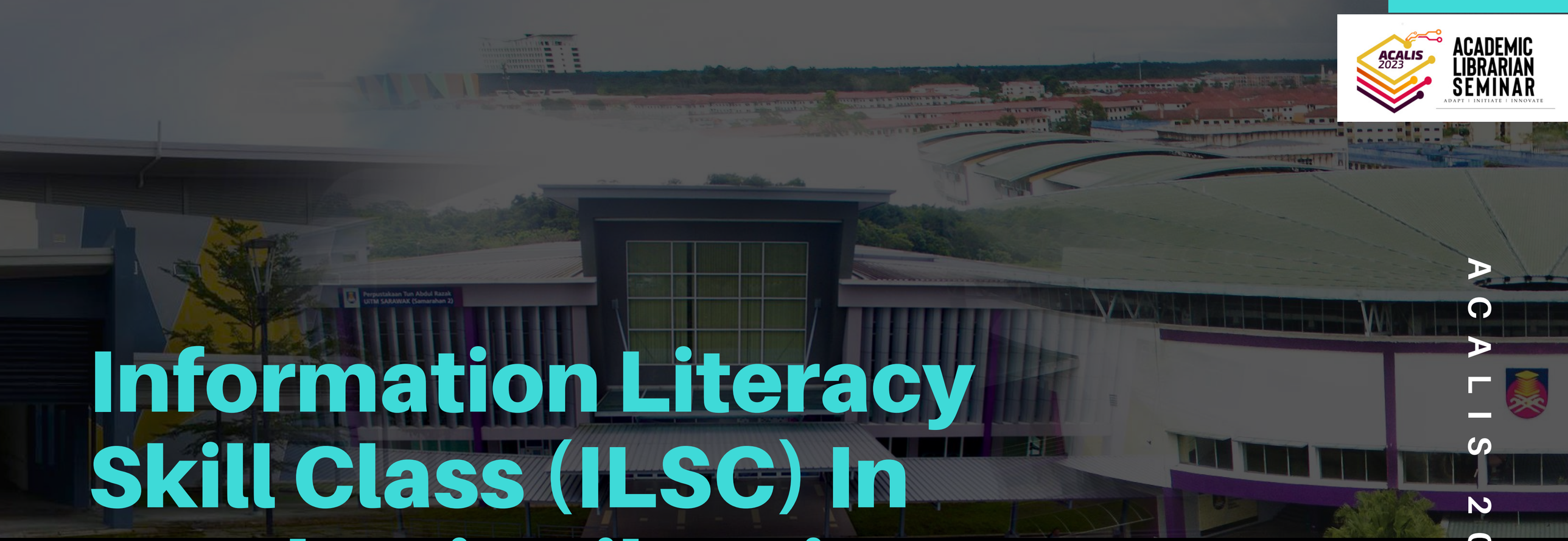

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Information Literacy Skill Class (ILSC) In Academic Libraries :

A STUDY OF LIBRARIANS' PERCEPTION, PRACTICES, CHALLENGES AND STRATEGIES

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MEET OUR TEAM

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INTRODUCTION

- The phrase "information literacy" was originally introduced in 1974 by Zurkowski, who encouraged instructionally proficient people to be aware of how to use data resources in their work (Badke, 2010).

- Information literacy refers to a set of skills which enable individuals to identify the right information, when it is needed and having the skills to locate, appraise and how to use the right information at the right time (Association of College & Research Libraries, 2002).

- Alexandria mentioned; “information literacy empowers people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals. It is a basic human right in a digital world.”

- The significance of IL is growing in light of the evolving information environment and user needs in academic libraries that offer both print and electronic resources. Patrons must develop their IL abilities in order to utilize these resources.

RESEARCH OBJECTIVES

To identify the perception of academic librarians about information literacy skills class

To identify challenges that librarians perceived while offering information literacy skill class in the academic libraries

To identify the current practice of librarians regarding information literacy skill class in the academic libraries

To identify the strategy needs to be adopted by librarians for effective implementation of information literacy skill class in the academic libraries

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RESEARCH METHODOLOGY

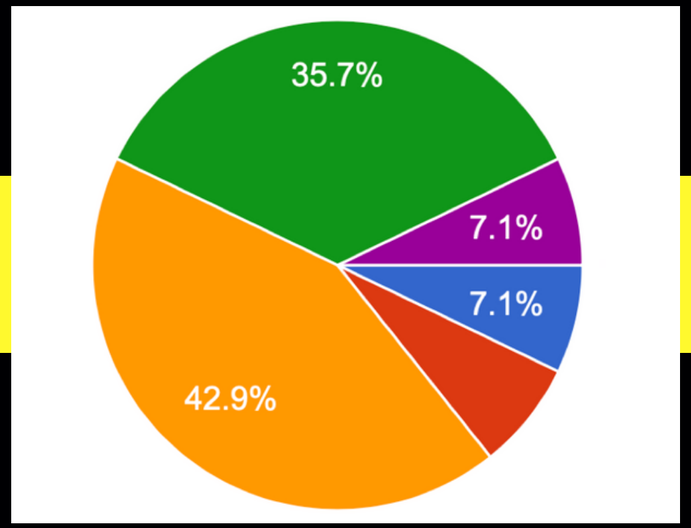
A quantitative research approach was used and this methodology was adopted from a previous study conducted by Ghulam, M. U. D., Muhammad, I. M., & Arslan, S. (2022).

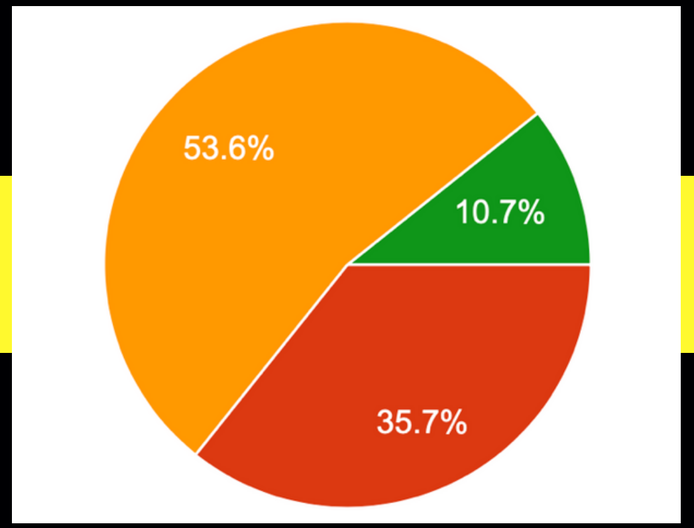
- *"Information literacy instruction in university libraries of Islamabad, Pakistan: a study of librarians' perceptions, practices, barriers, and strategies."*

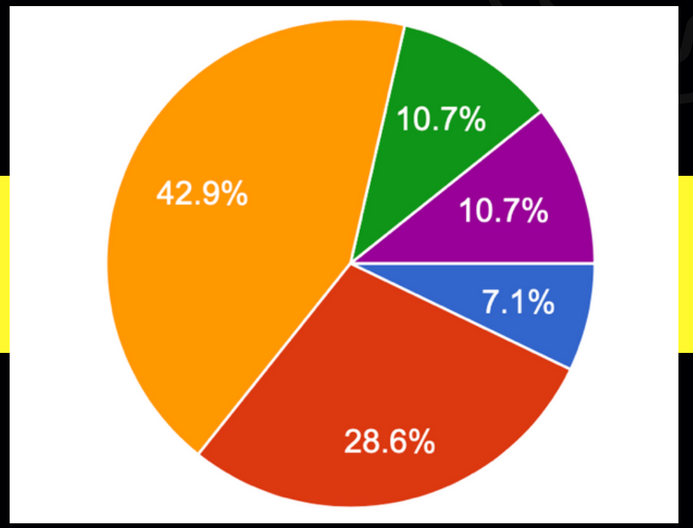
A survey was conducted to gather information from librarians at four (4) different academic libraries using an online questionnaire. The libraries involved are PTAR UiTM Cawangan Sarawak, PeTARY UNIMAS, Curtin Malaysia Library and Swinburne Sarawak Library.

The questionnaire was created on Google Forms and delivered via WhatsApp before being followed up with via email and phone call to the representative of each chosen academic library (position S29 and above).

FINDINGS & RESULT







DESIGNATION

Deputy Chief Librarian : 7.1%
Chief Librarian : 7.1%
Senior Librarian : 42.9%
Librarian : 35.7%
Assistant Librarian : 7.1%

QUALIFICATION

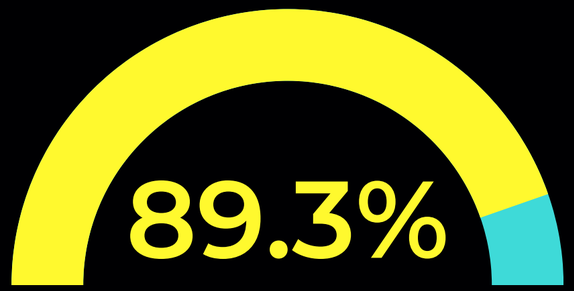
PhD : 0%
Masters : 35.7%
Degree : 53.6%
STPM/Diploma : 10.7%

EXPERIENCES

00 - 05 years : 10.7%
06 - 10 years : 10.7%
11 - 15 years : 28.6%
16 - 20 years : 42.9%
Over 20 years : 7.1%

Librarians perception about ILSC

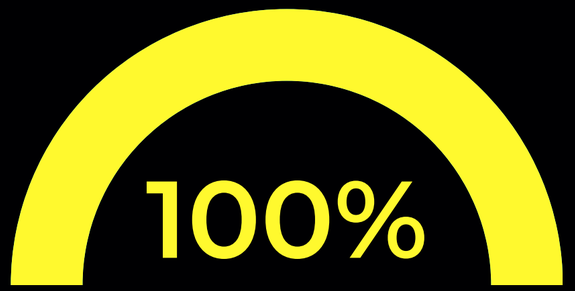
The majority of the respondents are most confident using the library catalog to locate the resources with the percentage amount of 89.3% (25 respondents)



Current practices of ILSC

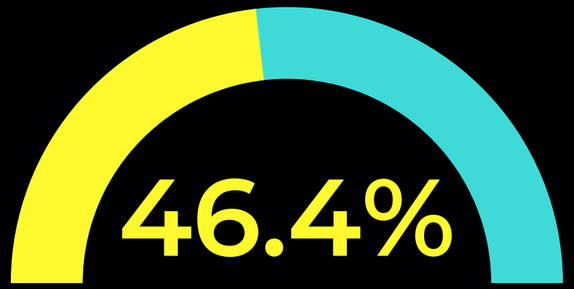
The result shown the most ILSC offered in the libraries are :

1. Online Searching Techniques (100%)
2. Introduction to library resources, services, etc. (100%)



Challenges that librarians perceived while offering ILSC in the academic libraries

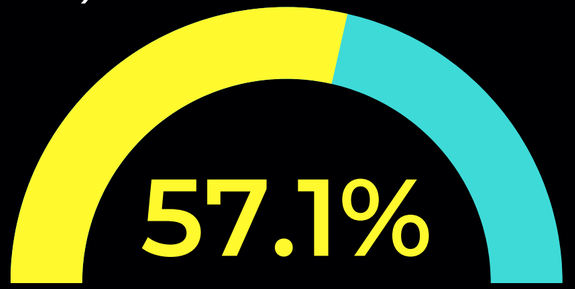
From the result, most of the respondents with 13 respondents (46.4%) strongly agreed that lack of collaboration between faculty and librarians is one of the challenges they received while offering ILSC



Strategy needs to be adopted by Librarians for effective implementation of ILSC in the academic libraries

The result shown, 16 respondents (57.1%) out of 28 respondents strongly agreed that strategy needs to be adopted for effective implementation of ILSC are :

1. IL awareness programme for library users
2. ILSC as part of curriculum (integrated or embedded into curriculum)



DISCUSSION & CONCLUSION

1

All of librarians are presenting ILSC at their academic institutions; however, there were also a number of challenges reported, such as a lack of collaboration in between faculty and librarians, a lack of skills among instructors to offer ILSC, a lack of awareness about the importance of ILSC among users, a lack of training opportunities for librarians regarding ILSC, a lack of interest by the library users and a lack of time by the librarians due to professional workload.

2

These challenges were seen as having negative effects on providing ILSC in the libraries. Thus, it is recommended that librarians take the appropriate actions to resolve these challenges in ILSC in order to get the best outcomes.

3

They should be required to offer the needed knowledge and awareness for library users either in traditional or modern approaches.

4

Besides, librarians must work closely with other stakeholders, including senior management and faculty, to integrate or embed ILSC into course curricula.

5

Therefore, a sufficient amount of training for ILSC instructors should be required in order to enhance their abilities to meet the informational needs of users.

6

This study comes to the conclusion that librarians working in academic libraries are fully aware of the importance of IL teaching in fulfilling patrons' informational demands. Most librarians have the necessary skills to provide teaching in ILSC.

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THANK YOU

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