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A Historical and Comparative Analysis of Information Literacy Programs in Public and Private Sector Universities of Islamabad

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Abstract

This study presents a historical and comparative analysis of information literacy (IL) programs implemented in public and private universities of Islamabad. The research explores the evolution, structure, and effectiveness of IL instruction within academic libraries, with a focus on how these programs have developed over time and how they differ between institutional types. The main purpose of this study is to explore the historical overview and comparative analysis of Information Literacy programs in Public and Private University of Islamabad using survey research method. The questionnaire was distributed to 332 students of BA/BSc, M.Sc, Mphil and PhD in 20 universities of Islamabad. Questionnaire was distributed to 332 among students, 294 willing participated in this study; the response rate was (88.6%) Chronbach's Alpha test was ensured to test the reliability of the instrument. The data was analyzed using the SPSS version 21. Descriptive and inferential statistics were applied through SPSS for data analysis. The results revealed the majority of both sector public and private universities students looked satisfied with the offered ILI contents, both groups wanted more ILI training of research management Software and advanced searching techniques. This study recommended that libraries need to conduct user surveys on a regular basis to explore in-depth awareness and importance of IL skills of library users.

Keywords: Historical, Analysis, Information Literacy, Library Instructions, Islamabad, Libraries, Public & Private Universities

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Introduction

The concept of information literacy (IL) is wider, deeper and more comprehensive; it aims to build the ability of the user to locate, evaluate, and use effective resources to achieve their educational goals. The word information literacy (IL) was first ever used in 1974 by intellectual property lawyer named Zurkowski when he submitted a report to the National Library and Information Science Committee by industry. This definition also extended by Paul in (1989) by the American Library Association [ALA], Presidential Committee on Information Literacy has defined IL as a “set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information”. The ACRL (2000) defined IL as “the knowledge of information needs, and the ability to identify, locate, evaluate, organize and effectively create, use and communicate information.” IL has lot of models, some are very popular in the world and they were provided extensive guides to formulate strategies to overcome information gaps of the users. The first model of IL was the Information Search Process (ISP) model was developed in the 1980s and it was further developed in the 1990s by Kuhlthau, later The Big6, In Flow Instruction Model, The Research Cycle Raceway Seven Faces of Information Literacy, The Seven Pillars of Information Literacy and Pathways to Knowledge. Bruce (2004) study stated that the concept of Information Literacy Instruction widely discussed by the late 1980s. The Alexandria Proclamation (2005) describes IL played a vital role in lifelong learning to build Information Society to empower the people to seek, evaluate, and use information efficiently to achieve their educational goals. It is a basic human right in a digital world , this area has gotten attention in the last 80’s and now information professionals of the developing countries also consider it a very important catalyst for lifelong learning. Elmborg (2006) study stated that Information Literacy Instruction significantly contributed to academic achievement of the users. Lau (2007) discussed the developed standards by international organizations i.e UNESCO, IFLA and ACRL to promote IL activates. Kuhlthau, Heinström, and Todd (2008) stated that ISP model was developed in 1980s and it was further improved and refined in 90s by Kuhlthau to understand the procedure of the information searching thoughts and feelings of the users in selection, exploration, formulation, collection, assessment and presentation. Obama (2009) highlighted the importance of IL to announce the “National Information Literacy Awareness Month” in October 2009 for all Americans. Grassian and Kaplowitz (2009) provided skills based bibliographic instruction using a research-focused approach. They integrated new technologies in already developing teaching/learning approaches developed by pioneers like Evan Farber and Miriam

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Dudley. Blanchett, Webb, and Powis (2012) study stated that there is a massive quantity of Information literacy literature published every year in which variety from theoretical overviews about the nature of information literacy and different pedagogical approaches were discussed. Kaplowitz (2012) declared that assessment is kind of like spinach in the organizations; provide constructive feedback to improve the instruction for the future, making midstream corrections and also improve instruction on the spot. McNical Shields (2014) Information flow (InFlow) consisted eight learning activities: Map, explore, ask, make, reflect, imagine, show and collaborate. This model was used to design curriculum and its was adopted by the Teachers throughout Europe for Engaging Classrooms (iTEC) project.

Literature Review

In Pakistani LIS literature Anwar (1981) study first used the word user education. He stated that it is not a new subject however, it lacked systematic approaches. Ameen and Gorman (2009) study was another important text in the term IL in local perspective, they stated that they discussed LIS school of the University of the Punjab in 2008 where that IL included in their curriculum for the first time in Pakistan. It was a three-credit hour compulsory course to improve librarians to uplift their abilities and skills to better serve their workplace to help their users. They further stated that HEC (Higher Education Commission) included it as a three-credit hour optional course on IL in the LIS curriculum in 2009. Kousar (2010) study revealed that faculty attitude towards IL is very positive; they are willing to work together with librarians for the improvement of students' IL skills. Bhatti, (2012) found that very few institution libraries (40%) offered IL programmes for their users. Batool and Mahmood (2012) recommended that Information Literacy Instruction might be improved in the country; it may be started from the school level with proper learning Lab facilities and proper infrastructure. Mahmood (2013) discovered that students at the University of the Punjab had basic computer and Internet skills but lacked specialized searching skills. Rafique (2014) study found that faculty members did not have proper abilities of IL as successful library users required. Ullah (2015) recommended that medical librarians required offering IL instruction to their library users. Naveed and Rafique (2018) discussed that IL had a significant impact on the training on users. Rafique and Khan (2018) found that students claimed that they had sufficient skills to recognize and describe the required information but they recommended IL training for the students to become lifelong learners in accessing, analyzing, organizing and using for their future needs. Anwar and Naveed (2019) expressed

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that library orientation is the most popular which incorporates some searching techniques and involvement of faculty and management in IL instruction is almost non-existent in the country. Soroya, et al. (2020) expressed that frequency of attended Information Literacy Instruction sessions played a vital role and had a positive impact on IL self-efficacy of medical students. The study of Pakistani research literature revealed that a lot of studies had been conducted on IL which discussed different perspectives i.e skills, perceptions, problems and self-efficacy, but only two studies were conducted in the past on the assessment of Information Literacy Instruction in medical libraries. There existed no literature on the assessment of Information Literacy Instruction in university libraries of Pakistan, in general, in Pakistan and specifically, to the area of Islamabad. This present study is the first attempt in this context to assess the assessment of information literacy instruction in this area.

Problem Statement

The idea of user education has been extended from information literacy to information literacy instruction. The literature on the Information Literacy instruction practices in developing countries is so limited. No study on the assessment of IL instruction in universities of public and private has been carried out in Islamabad. Information Literacy Instruction is for better service to the clients, library professionals but unfortunately shortages of ILI activities existed in Pakistan. Therefore, it was necessary to assess the current activities practices may be explored in Public and Private Universities in Islamabad.

Research Objectives

The main objectives of this study were:

1. To historical analysis of Information Literacy Instructions programs.
- 2 To determine the difference of ILI practices comparative analysis among the Public and Private Universities in Islamabad.

IL Research Scenario Studies in Pakistan

In Pakistani LIS literature Anwar (1981) study first used the word user education. He stated that it is not a new subject however; it lacked systematic approaches. The first study on IL in having a systematic approach was conducted by Ameen and Gorman in 2009. The researchers suggested that IL may be an integral part of the curriculum of all levels because academic achievement and critical thinking made students empowered learners of information society through

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IL instruction. Later Bhatti (2010) studied ten universities to assess the status of IL programmes. He found that very few librarians (40%) offered formal IL programmes for their users. Mostly libraries provided library orientation and guided tour types activities for new intakes. She suggested that libraries need to conduct IL activities according to the user's requirements. Kousar (2010) conducted a study using ACRL standards. She found Ph.D. students had better knowledge and skills than M. Phil. students in information searching skills. She also found that faculty wanted IL should be conducted in libraries for the improvement of students' and they were willing to help them. Bhatti (2012) study reviewed the IL existing literature to assess the current situation of IL instruction in university libraries of Pakistan. She found that most of the university libraries lack formal IL policies, and a national committee may be formed to improve the current situation. Batool and Mahmood (2012) study found IL activates were not offered in the schools primary of Pakistan. They suggested that proper learning facilities for IL instruction may be provided at the school level to build IT skills. Ahmad (2014) study found that University of the Punjab library users had satisfactory IL skills. They also found them to be familiar with the usage of information. Rafique (2014) also found that faculty members of the University of Lahore were not successful library users. They did not have enough expertise or knowledge to search required materials. Library needs to conduct more IL activities to improve this situation. Naveed and Sharif (2015) conducted the information literacy needs of the fresh M. Ed. Students at the Aga Khan University's Institute for Educational Development, Pakistan. They found that most of the students are well-known for searching through OPAC. They found very few students were weak in library collection searching, they had not enough knowledge about call numbers and author marks to access the library collection. Kousar and Mahmood (2015) study claimed that faculty members' perceptions about their M.S. and Ph.D. students are "fair" or "good" in IL skills. They think that PhD students had better information literacy skills than those in lower levels. These results were similar with some previous studies. Rafique and Khan (2018) conducted a comparative study of two public and private institutes of Lahore to explore the IL skills of management sciences students. They found that most of the students were not visiting the libraries on a regular basis and they preferred to get the required information from online, therefore they were unable to precisely identify the required information. The study highlighted students need to attend IL activities to improve retrieving, using, organizing and presenting of information to become lifelong learners. Naveed and Rafique (2018) conducted a study that found that M. Ed. Students were satisfied and felt that IL training had a significant impact on the training. Anwar and Naveed (2019) study expressed the overview of information literacy (IL) developments in Pakistan. They found that a lot of literature existed on IL worldwide but they found very few studies conducted in Pakistan is very limited. The LIS schools do not impart IL training in their

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curriculum. Cooperation between faculty and Librarians did not exist in the country. They found that a lack of IL policy existed in the country. Libraries did not organize training opportunities for their employees, poor cooperation existed between librarians and faculty, Authorities did not aware about the importance of IL instruction, faculty and students were the primary impediments for developing and implementing it. Higher Education Commission should be implemented as part of curriculum in all educational institutions in Pakistan. Soroya, et al. (2020) examined the predictors of information literacy self-efficacy skills (IL skills) of medical students using both quantitative and qualitative approaches using survey research methods. Wong and Law Emotional Intelligence Scale (WLEIS) scales were adapted to explore ILSES-M among medical students. Out of 526 undergraduate medical students, 223 respond to this study. The findings of the study revealed that emotional intelligence (EI), self-emotions appraisal, others-emotion appraisal, use of emotions, had a statistically significant positive impact ($p < 0.05$) on information literacy (IL) self-efficacy of the medical students. The findings of this showed that students had a positive impact of IL self-efficacy of medical students. The results of the study may be helpful to those library professionals, who designed and conducted IL programs in their libraries.

Research Design and Methodology

The populations included in this study were B.A, BS, M.A/ M.Sc. M.Phil / M.S. and PhD students of universities of Public and Private, Islamabad. A list of 20 universities was prepared from the website of recognized universities of Islamabad, the Higher Education Commission (HEC) of Pakistan <https://hec.gov.pk/english/universities/pages/recognised.aspx#Default> .To obtain the data from the entire population a close-ended survey questionnaire was designed by reviewing existing literature. The researcher of this study designed the questionnaire on the basis of these major areas. This questionnaire was divided into five major parts. The first part consisted of general information of the participants. It is helpful to obtain personal characteristics and background of the respondents (Public or Private) who participated in the study. This part includes (1) name of the user (2) Gender (3) Age Groups (4) Education level. The second part of the questionnaire covered the statements about the contents offered in their IL instruction programmes. Third part of the questionnaire addressed the student' current needs on IL instruction programmes and were measured on five point likert scale Not all, very Little, Neutral , Somewhat and To a great extent. This part includes (1) Need identification (3 statements) (2) Access (4 statements) (3) Evaluation (9 statements) (4) Use (9 statements). The last part of questionnaire

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includes “Kind” of IL instruction your library has offered “ which” Time “ IL offered, At what “Place” and “assess the effectiveness method of IL” Consultation” who were responsible to provide IL training, Whether accommodated in the curriculum” integration with curriculum. George and Mallery (2003) discussed the certain rules which are 0.5 as unacceptable, 0.6 as questionable, 0.7 as Acceptable, and 0.8 as Good and 0.9 counted as Excellent. The value of Alpha is somewhat dependent upon the number of items in the scale. It is also important to note that this has diminishing returns. An alpha of 0.8 is most likely a reasonable goal, while a high value for Cronbach’s alpha shows good internal reliability of the items in the scale. The data (Table 3.1) showed high value (0.881) of reliability coefficient. It means that the scale was good for further analysis of the data for finding the results. The researcher personally visited all the selected universities to explore the assessment of Information Literacy Instructions among male and female students of BA/BS, M.Sc/M.Phil / M.S and PhD level who were studying in these universities of Islamabad. Out of 332 respondents, 294 (88.6%) willingly participated in this study, 117 (39.8%) belongs to public sector universities and 177 (60.2%) are from private sector universities.

Data Analysis

A filled questionnaires’ data were entered carefully into the Statistical Package for Social Sciences (SPSS) software version 20. After entering the data, different statistical techniques were used to analyze the data collected including frequencies, percentages and Independent sample t-Test. The detail of the statistical tests used in this study is as follows.

Respondents’ profile

A total of 294 students participated in this study 117 (39.8%) belongs to public sector universities and 177 (60.2%) are from private sector universities. One hundred and forty four 144 (49.0 %) are the students of Bachelor level, 57 (19.4%) are studying in MA/MSc classes, 55(18.7%) students studying in MS/Mphil and 38 (12.9%) students are from PhD. There were 204 (69.4%) male respondents and 90 (30.6%) were female respondents. Ninety one Students 91 (31.0%) were between the age of 16-20, 160 (54.4%) were between the age of 21-25 , 10 (3.4%) students between the age of 26-30 years, 29 (9.9%) were between the age of 31-35 and only 4(1.4%) students age were between the 36 and above.

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Assessment of Need Identification of Current needs on IL instruction Programmes

The respondents were asked to express their opinion about the Identification of Current needs on IL instruction Programmes between the students of public and private universities of Islamabad capital territory. An independent sample T test was carried out Three statements were presented to show the difference of opinions between the both groups of students of public and private sectors with reference to need identification in universities. The results of these statements found there were no significant differences depicted of opinions that existed in both groups of public and private sectors university students.

Need and kind assessment of an IL instruction offered in the Universities

To explore the need and kind of assessment of an IL instruction six statements were presented. The results of (table 6) showed that both groups of public and private students had a high percentage score which showed that IL instruction sessions in Universities had a significance importance in their studies. The kinds in which the IL instruction they received were the guided library tours, Library orientation, Catalogue instruction, introduction to the library website. But they did not receive IL instruction on database training, advance Internet Searching and conducting literature search and managing information, reference style, and citation management.

Table 1

Need assessment of an IL instruction

Statements	Yes	No
Need of an IL instruction sessions in Universities	249 (84.7%)	45 (15.3%)
Guided Library Tour	222 (75.5%)	72 (24.5%)
Library Orientation	238(81.0%)	56(19.0%)
Catalogue instruction, introduction to the library website	200(68.0%)	94(32.0%)
Database training , advance Internet Searching	33(11.2%)	261(88.8%)

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Conducting literature search and managing information , reference style, citation management	22(7.5%)	272(92.5%)
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Time and place of IL instruction libraries offered in the Universities

Time appropriateness results showed that both groups were happy and had high percentage scores in statement 1 that libraries are always willing to offer IL instruction when students were asked to do so. Students had great importance about IL instruction; they had high percentage scores as IL should be integrated as a course for students. Libraries conducted IL sessions when they installed or acquired a new system or information. They had low percentage scores when new sessions started or when new student intake in the university and libraries lacked in conducting literature search and managing information, reference style, citation management were considered that IL should be conducted. The respondents were asked about places where IL activities should be conducted. The result of place showed that both groups had a high percentage score that IL activities should be conducted in Library Training Room and in the Computer Lab.

Table 2

Time and place of IL instruction libraries offered in the Universities

Statements	Yes	No
Whenever asked to do so	274(93.2%)	20(6.8%)
To new session/first time users	12(4.1%)	282 (95.9)
IL is required course for students	200(68.0%)	94(32.0%)
At specific time after the installation or acquisition of a new system or information	263(89.5%)	31(10.5%)
Conducting literature search and managing information , reference style, citation management	22(7.5%)	272(92.5%)
Library Training Room	279(94.9%)	15(5.1%)
Lecture Hall outside the library	26(8.8%)	268(91.2%)
Computer Lab	227(77.2%)	67(22.8%)

Coordination and designing the curriculum for IL instruction

Both groups were asked that what they think about coordination and designing the curriculum for IL instruction programmes. The results of the study showed most of the students 270 (91.8%) of both groups considered that IL instruction activities should be done with the consultation of teachers. Curriculum results showed that both groups had a high percentage score 225 (76.5%) that both librarian and faculty should be responsible for designing the curriculum for IL instruction.

Table 3

Coordination and designing the curriculum for IL instruction

Statements	Yes	No
IL instruction Programmes developed in consultation with teachers	270 (91.8%)	24 (8.2%)
Faculty should be responsible for designing the curriculum for IL instruction	6 (2 %)	(98 %)
Librarian	63 (21.4%)	231 (78.57%)
Both librarian and faculty	225 (76.5%)	69 (23.46%)

IL instruction who conducts and responsible the IL instruction programmes in your institution

Both groups were asked that who were responsible and delivered to conduct IL instruction programme. The results showed that both groups considered that both librarians and faculty should be responsible with collaboration 251(85.4%) to deliver 229(77.9%) to conduct IL instruction activities.

Table 4

Responsible to conduct and delivering the IL instruction programmes

Statement		Yes	No
Responsible to conduct IL instruction programme	Faculty	18 (6.1%)	276 (93.87%)
	Librarians	25 (8.5%)	269 (91.49%)
	Both librarians and faculty in collaboration	251 (85.4%)	43 (14.62%)
delivering IL instruction programme	Librarian	65(22.1%)	229 (77.89%)
	Both librarian and faculty	229(77.9%)	65 (22.10%)

Results

Both groups wanted more ILI trainings may be conducted on check plagiarism, citation management Software, Copyright information for Scholarly publishing, abilities to judge the authentic information, hands on training of utilization of various research tools and database and on advance searching technique to search literature. Comparatively, public university students had more knowledgeable in advance searching techniques and to search the right information as compared to private sector university students, while private university students had a better knowledge of using Turnitin software. Overall, both groups considered that ILI sessions had a significance importance to improve their knowledge in the shape of guided library tours, Library orientation etc. They wanted ILI should be integrated as an independent course in their syllabus. Library Training Room and Computer Lab are the best places where more practical searching sessions may be conducted. These activate and its contents should be designed with the consultation with teachers and delivered on the basis of cooperation.

Conclusions

They wanted improvement in ILI trainings with respect to check plagiarism and Citation Management Software (Endnote, Refwork, etc), ethical use of information, online searching techniques, Copyright knowledge for Scholarly publishing, abilities to judge the authenticity and evaluation of information, practical usage of

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various tools hardware/software, printer, scanner, MS office, Adobe acrobat, WinZip, Endnote, SPSS etc.), fair and unfair knowledge in use of information, direct plagiarism or self-plagiarism, database training, advance Internet Searching technique and literature search. Comparatively, public sector university students are well aware of advance searching techniques and had more knowledge to search the right information as compared to private sector university students. Private Sector university students had better knowledge of using Turnitin software. Library Training Room and Computer Lab are the best places where more practical searching sessions may be conducted. These activities and its contents should be designed in consultation with teachers.

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