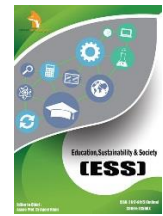


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RESEARCH ARTICLE

LECTURERS ATTITUDE TOWARDS COMMUNICATING WITH LIBRARIANS FOR PRODUCTIVE TEACHING IN SEVERAL PRIVATE HIGHER LEARNING INSTITUTIONS IN SELANGOR

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ABSTRACT

The research investigated the attitude of lecturers towards communicating with librarians for a productive teaching process in universities in several private higher learning institutions in Selangor. The research adopted the descriptive survey design. The population of the research comprised 2,500 lecturers in several private higher learning institutions in Selangor. The instrument for data collection was a questionnaire. A total of 750 copies of questionnaire were administered by the researchers, out of which 730 copies were correctly filled and returned and used for the research. The data obtained were analyzed using frequencies, mean and standard deviation. The results revealed that lecturers show a positive attitude in communicating with librarians for a productive teaching process in several private higher learning institutions in Selangor. Based on the findings, it was recommended among others that lecturers should check the library information resources at the beginning of each semester to know whether the information resources required for the courses they teach are sufficient or not; this will help in building library collections. Lecturers should also communicate with the librarian on library resources and services and the way they feel that librarian can serve them better.

KEYWORDS

Communication, Library Information Resources, Lecturers Attitudes, Productive Teaching.

1. INTRODUCTION

The awareness of library information resources can be found as the means of knowledge of the existence of the resources in the library and by grasping the information, this will enable the user to make full use of the library resources (Ndidi, et. al, 2019). Library information resources concern themselves not solely with re-establishing the physical situations that consist of the face-to-face procedures and awareness also gives meaning to the changes of structure and content of the library resources and also awareness in the library information resources also defined as the availability of the resources of the same field which is important to the user of the library (Ndidi, et. al, 2019). Librarians are custodians of knowledge and disseminators of educational materials or resources that aid the teaching, learning, and research efforts of lecturers and students in universities. They ensure that the objectives and goals of the parent institution are actualized while lecturers are those whose responsibility is to make use of the information resources provided by the librarians to teach productively and impart knowledge to students.

Librarians are the custodian of key stakeholders in the development of information in the libraries and play an important role in guiding and supporting researchers to use the library facilities and increase their knowledge in providing the sources of information.

According to Allan, (2016), productive teaching has become an issue of concern as the landscape of higher education has been facing continuous changes in the educational system. The student body has extensively expanded and diversified, both informally and formally. Changes in

technologies and a paradigm shift in the higher education environment call for new approaches to support teaching and learning (Allan, 2016).

The various changes in the higher education environment are: changing in student expectations, changing in student populations, increased focus on students' employability, increased demand for a flexible curriculum, changing information technologies, particularly social media, changes in pedagogies, changing in relationships with knowledge, changes in accessing and retrieving of information and increased competition from local and global competitors. All these changes call for lecturers and librarians' communication for a better and improved method of teaching in higher education (Allan, 2016).

Lecturers and librarians play a vital role in supporting their parent institutions to achieve their objectives productively. Both are involved in teaching students how to make productive use of the information resources available in their university library. Lecturers and librarians have mutual goals and concerns towards students' learning. In addition, they want students to develop a greater understanding of, and respect for books, journals, electronic and other information resources, as well as to enhance students' information literacy skills, while helping them become great writers, problem solvers, and critical thinkers as well as become self-actualized and lifelong learners.

Lastly, they want to build a vibrant and goal-oriented social and learning community on campus. None of these mutual goals can be achieved in isolation because of the changes in the higher education environment. No matter how intellectually endowed a lecturer may be, he or she cannot

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exclusively impart in the students all that they require in any given subject matter; This is because knowledge is dynamic and productive teaching depends among other things, on several variables; namely personal and in-depth knowledge of the subject matter, quality of research put into it, teaching methods employed as well as the communicative ability and literacy skill of the teacher (Uslu, 2018).

Productive teaching depends upon lecturers having the knowledge and skills to think critically and be able to impart such knowledge to the students. Productive teaching is more than just the successful transference of knowledge; it ensures that students acquire the needed skills that will help them become lifelong learners. A study defines productive teaching as creating a situation or selecting life-like situations to enhance learning, showing, telling, giving instruction, making someone understand to learn, and imparting knowledge and skills required to master a subject matter (Monica, 2013). Teaching is an activity that is aimed at bringing about meaningful learning through a method that is morally and pedagogically acceptable.

A study states that lecturers need to possess the teaching ability of the 21st century skills, such as problem-solving, collaboration, communication, information literacy skill, and creativity. This will help them to upgrade their knowledge base of the teaching profession. To achieve this, there is a need for constant communication with the librarian who is custodian of information resources (Monica, 2013).

Some researchers have defined communication as interactions and engagements which take place between different actors in the education sector. In this research, communication has to do with lecturers communicating with the librarians concerning their information needs and various information resources available in the library and how they can access it. Lecturers need librarians' assistance in the provision of information resources both in print and non-print. They are supposed to communicate their information needs to the librarian, for the librarian to provide them with adequate and current information resources needed to foster quality teaching. Lecturers are to dialogue with the librarian to know the various databases subscribed by the library and how they can access them. Without proper communication between lecturers and librarians, lecturers may not know the various services librarians can render to them.

When lecturers fail to communicate with the librarian about their respective information needs, it may lead to poor research output and teaching. When lecturers communicate with the librarian, it makes them aware of the current information resources available in the library that will be of immense benefit for their research work. Furthermore, for librarians to achieve a successful synergy with the lecturers, librarians need to understand lecturers' attitudes towards communicating with them. Success in fostering lecturers' communication with the librarian depends on the perception and attitude of lecturers in communicating with the librarians. Aharony illustrates that some lecturers show a negative attitude in communicating with the librarian due to differences in gender and type of faculty (Aharony, 2013).

This is in line with the understanding from (Yousef, 2010), stating that some lecturers show a negative attitude when it comes to communicating with the librarian about their information needs, because of differences in gender and type of college. Lecturers prefer to communicate with librarians of the same sex than the opposite sex. Yousef (2010) further states that the type of college affects lecturers' communication with the librarian. Those lecturers in humanity communicate more frequently with the librarian than lectures in sciences. Previous study also concludes that gender differences and type of college can make lecturers show a negative or positive attitude in communicating with the librarian.

There is a need for librarians and lecturers to collaborate and communicate to ensure productive teaching in an educational environment. Lecturers need to communicate their respective information needs to the librarians, to serve them better. Librarians need to understand the opinions and lecturers' attitudes towards communicating with them in the areas of their information needs, information resources available in the library both print and electronic resources. Knowing lecturers' attitudes towards communicating with the librarian would help in the construction of clear and solid librarians and lecturers' collaboration.

2. STATEMENT OF THE PROBLEM

Lack of communication between lecturers and librarians will leave lecturers unaware of the databases subscribed to and other information services librarians can render to them that will enhance teaching. The communication of lecturers and librarians is the key to successful and

productive teaching in higher institutions. Some lecturers do not make use of the library, they do not encourage students to make use of the library, and this affects the students' academic performance. However, while lecturers and librarians' communication is important, lecturers' attitude towards communicating with the librarian remains crucial and critical in the sense that it reveals the strength, weakness, quality, and relevance of communication. Secondly, if library's resources are not put to maximum use, it would lead to wastage, low academic standards and the production of poor quality graduates. It has been observed by the researcher through experience as a librarian working in the university library that lecturers show a negative attitude towards relating and communicating with the librarian. However, no similar research has been done in this area to the best of knowledge of the researcher. To empirically authenticate these observations and experiences, there is a need to determine lecturers' attitude towards communicating with the librarian for productive teaching in several private higher learning institutions in Selangor.

3. OBJECTIVE OF THE RESEARCH

The main purpose of the research is to determine lecturers' attitude towards communicating with the librarians for productive teaching in several private higher learning institutions in Selangor. While the specific objectives are to determine:

- i. Lecturers' attitude towards communicating with librarians to know the various databases and information services provided in the library for productive teaching in several private higher learning institutions in Selangor.
- ii. Lecturers' attitude in communicating their respective information needs to the librarians for productive teaching in several private higher learning institutions in Selangor.

4. LITERATURE REVIEW

In general, attitudes are positive or negative behaviors' that one has on something or somebody. Attitudes are dispositions and feelings, prejudices or bias, preconceived notions, ideas, fears, and convictions about any specific topic (Erhabor, 2012). There are different definitions of attitude by different authors and researchers. According to Lahey, (2011) define attitude as a belief that predisposes us to act and feel in certain ways. Some of research define attitude as positive or negative evaluations of people, objects, ideas, or events (Kavanaugh and Solomon, 2013). Attitudes are made up of emotional reactions (affective) thoughts, beliefs (cognitive), and actions (behavioral). Attitude in this research has to do with the lecturer's behavior or feeling towards communicating with the librarians regarding the information resources and services available in the library.

Communication has been defined by many authors, it involves a systematic and continuous process of telling, listening, and understanding. It is a two-way process involving the following elements: a sender, a message, a medium, a channel, a receiver, response, and feedback (Allen, 2011). However, it is not sufficient to have just all these elements; there should be cooperation and understanding between the two parties involved.

Communication is an exchange of ideas, facts, opinions, or emotions of two or more persons. Communication in this research has to do with interactions between the library and lecturers that result in increased knowledge of library services, resources, and programs. Lecturers and librarians have the opportunities to foster better understanding, share knowledge and expertise through open and frequent communication, through informal and formal communication, through traditional media or channels or online communication, through established informal relationships and communication links (Chutima and Thammathirat 2013).

Research has proved that poor communication between librarians and lecturers hinders productive collaboration. The poor communication was the prime area of difficulty between librarians and lecturers' interaction and was thus a major hindrance in the development of information resources; as such both parties remained unaware of the other's needs and problems (Matacio and Closser, 2017). A study observed that constant communication between librarians and lecturers results in better library services and utilization of library resources by lecturers and students (Hervold, 2010).

It has been proved by research that librarians are using several relationship-building strategies including formal communication, campus involvement, and informal contacts to build a strong relationship between librarian and lecturers. Recent research found that libraries use formal and informal communication like letters to faculty offering assistance in

teaching critical thinking, library newsletters, faculty surveys, development seminars, and workshops to build librarians' and lecturers' communication (Black, Crest, and Volland, 2001).

Other study state that another way to make informal contact with lecturers is via networking at social gatherings and campus events. Lecturers must use formal as well as informal methods to cultivate a solid communication with librarians of their respective institutions. Whether the method is formal or informal, the level of trust that is fostered by this sort of relationship will pave the way for more communication (Huerta and McMillan, 2000). Previous research surveyed what prevents lecturers from communicating their respective information needs with the librarian in Nigeria (Montiel-Overall, 2010). The research adopted descriptive survey design, a sample size of 248 was used for the research and questionnaire was used to collect data which was analyzed using mean and standard deviation. The questionnaire was presented as an open-ended question, and coding out the written responses revealed that lecturers believed that communicating their respective information needs with the librarians is important, but a lot of factors prevent them from communicating as supposed. It was suggested that inviting librarians to departmental meetings, granting lecturers' status to librarians, and venturing out of the library to interact with lecturers 'are some of the suggestions to improve communication. Gale (2015) surveyed on what prevents lecturers and librarians from consulting with one another to coordinate acquisitions or help meet curricular needs in Nigeria. Descriptive survey design was used for the research, and the sample size was 25 lecturers and 25 librarians making it 50 respondents. A questionnaire was used to generate data which was analyzed using mean and standard deviation. The findings show that lecturers do not coordinate with academic librarians to coordinate acquisitions or help meet curricular needs as a result of many factors. There is a need for librarians and lecturers to communicate to ensure productive teaching in an educational environment. Lecturers need to communicate their respective information needs to the librarians, in

order for librarians to serve them better.

To add, a research in the library of Al-Hussein bin Talal University and found in the participants' perspectives statistics that communication in providing information services alongside with the understanding and listening to the users of the library is very crucial too. Furthermore, the respondents from Al-Hussein bin Talal University highlighted the competence, the skills and knowledge from the librarians being a contributing factor in providing the best information services for the users of the library (Abutayeh, N, 2020).

5. METHODOLOGY

The research adopted a descriptive survey and the population of the research is made up of lecturers in several private higher learning institutions in Selangor. Seven hundred and fifty (750) was used as a sample for this research. This sample represents (30) percent of the population. Proportionate stratified random sampling was used to distribute 750 copies of the questionnaire among the respondents drawn from several private higher learning institutions in Selangor. This is to ensure that each subgroup within the population receives proper representation within the sample. Data were collected using a questionnaire titled "Lecturers' Attitude Towards Communicating with the Librarians' for productive Teaching" (LATCLET). A return rate of 730 (97.3%) was recorded. Data were analyzed using mean and standard deviation.

6. FINDINGS

What is the Lecturers' attitude towards communicating with the librarians to know the various databases and information services provided in the library for productive teaching in several private higher institutions in Selangor?

Table 1: Lecturers' Attitude Towards Communicating with the Librarians to Know the Various Databases and Information Services Provided in the Library.

Statement	M	SD
Lecturers' attitude towards communicating with the librarians as to know the various services and databases available in the university library.		
Communicating with the librarians enables me to be familiar with the library resources, services, and databases available in the university library.	3.87	1.15
I have access online to all resources needed for my research and teaching, so there is no need for better communication with the librarians.	3.61	1.25
I access the library website and make my observations and recommendations to the librarians.	3.66	1.14
I know and access the various services and databases available in my university library.	3.70	1.09
I would appreciate opportunities to keep current with the library's electronic resources and services.	3.74	1.10
I would like to provide the library committee with feedback on the services offered to the users.	3.69	1.17
Total	3.71	1.15

Table 2: Lecturers' Attitude in Communicating their Respective Information Needs to the Librarians.

Statement	M	SD
Lecturers' attitude in communicating their respective information needs to the librarians.		
Librarians can become partners with lecturers' in curriculum reform and achieving resource-based learning for students.	3.28	1.23
It is needful communicating my information needs to the librarians	4.22	2.00
Communicating with the librarian about my information needs is unimportant as the departmental resources/my personal collections are sufficient for me to plan and teach my course.	3.65	1.14
I do not know the librarian enough to start communicating my information needs to them.	3.65	1.11
When I fail to communicate my information needs to the librarians, it may lead to poor research output.	3.76	1.08
I believe communicating my information needs to the librarians foster quality teaching and students learning.	3.84	1.08
Total	3.73	1.27

Table 1: shows that lecturers show a positive attitude in communicating with the librarians to know the various databases and information services provided in the library with an average mean score of (3.71). This implies that lecturers in several private higher learning institutions in Selangor communicate with the librarians to know the various databases and information services provided in the library for a productive teaching and learning process.

What is the lecturers' attitude in communicating their respective information needs to the librarians for productive teaching in several private higher learning institutions in Selangor?

Table 2 shows that lecturers show a positive attitude in communicating their respective information needs to the librarians, with an average mean score of (3.73), This implies that lecturers in several private higher learning institutions in Selangor communicate their respective information needs to the librarians for a productive teaching and learning process.

7. DISCUSSION OF FINDINGS

The findings show that lecturers have a positive attitude in communicating with librarians to know the various databases and information services

provided in the library: judging by the average mean score of (3.71). The findings show that lecturers believed that communicating with the librarians enabled them to be familiar with the library resources, services, and databases available in the university library. Judging by the mean score of (3.87). The reason for lecturers' positive attitude in communicating with the librarian could be that librarians are custodian of information and lecturers need this information for their research and teaching as such, they communicate with the librarian to know the various information resources and databases available for their use. The findings of this research is in line with that of Aharony, (2013) state that lecturers communicating with the librarians enable them to know the various databases and services that librarians can render to them.

8. CONCLUSION

The research had supported the earlier submission that the lecturer's positive attitude in communicating with the librarians brings about productive teaching in their classes. Changes in technologies and a paradigm shift in the higher education environment call for lecturer's constant communication with the librarians to be able to know and utilize the information resources provided in the library for a better research output and improved method of teaching in higher education.

RECOMMENDATIONS

- i. Lecturers should be willing to accompany their classes to the library to be familiar and be able to access relevant information resources for this will help students in information literacy skills.
- ii. Lecturers should check the library information resources at the beginning of each semester to know whether the information resources required for the courses they teach are sufficient or not; this will help in building library collections.
- iii. It is not enough for lecturers to communicate their information needs to the librarians, it is expected and advisable for them to visit the library to know the services, and databases available and how they can be accessed.
- iv. Lecturers should also communicate with the librarian on library resources and services and the way they feel that librarian can serve them better.

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