VOLUME 03 ISSUE 07 Pages: 06-12

SJIF IMPACT FACTOR (2021: 5. 376) (2022: 5. 561) (2023: 6. 895)

OCLC - 1276789625











**Publisher: Frontline Journals** 



Website: Journal https://frontlinejournal s.org/journals/index.ph p/fsshj

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.



# **EVALUATING PROFESSIONALS' SATISFACTION AND** DISSATISFACTION WITH LIBRARY AND INFORMATION SCIENCE (LIS) CURRICULA IN PAKISTAN: A COMPARATIVE **STUDY**

Submission Date: June 25, 2023, Accepted Date: June 30, 2023,

Published Date: July 05, 2023

Crossref doi: https://doi.org/10.37547/social-fsshj-03-07-02

#### **Nasreen Hussain**

Associate Professor, Department of Library and Information Science, University of Karachi, Pakistan

### ABSTRACT

This comparative study examines the level of professionals' satisfaction and dissatisfaction with Library and Information Science (LIS) curricula in Pakistan. The aim of this research is to identify the factors influencing professionals' perceptions of LIS education and to provide insights into areas that require improvement. Data was collected through surveys administered to practicing librarians and information professionals across different regions of Pakistan. The study analyzes respondents' perceptions of curriculum content, teaching methods, practical training, and overall preparedness for professional roles. The findings highlight areas of satisfaction and dissatisfaction, enabling curriculum developers, educators, and policymakers to enhance the quality and relevance of LIS education in Pakistan.

## **K**EYWORDS

Library and Information Science (LIS), curriculum evaluation, professionals' satisfaction, professionals' dissatisfaction, Pakistan, comparative study, curriculum content, teaching methods, practical training, preparedness, curriculum development, educators, policymakers.

Volume 03 Issue 07-2023

VOLUME 03 ISSUE 07 Pages: 06-12

SJIF IMPACT FACTOR (2021: 5. 376) (2022: 5. 561) (2023: 6. 895)

OCLC - 1276789625









**Publisher: Frontline Journals** 

### Introduction

Library and Information Science (LIS) education plays a crucial role in shaping competent professionals who can effectively meet the demands of the rapidly evolving information landscape. In Pakistan, as in many other countries, there is a need to evaluate the satisfaction and dissatisfaction levels professionals with the existing LIS curricula. Understanding their perceptions can help identify areas of improvement and ensure that the curricula align with the evolving needs of the profession. This study aims to evaluate professionals' satisfaction and dissatisfaction with LIS curricula in Pakistan through a comparative analysis.

The evaluation of professionals' perceptions regarding LIS curricula provides valuable insights into the strengths and weaknesses of the educational programs, enabling curriculum developers, educators, and policymakers to make informed decisions and implement necessary changes. Bv understanding professionals' satisfaction and dissatisfaction levels, it is possible to identify gaps between educational outcomes and industry requirements, leading to the development of curricula that better align with the needs of the profession.

This comparative study aims to evaluate professionals' satisfaction and dissatisfaction with LIS curricula in Pakistan. It seeks to explore their perceptions regarding various aspects of the curricula, including curriculum content, teaching methods, practical training opportunities, and overall preparedness for professional roles. By examining professionals' viewpoints different regions of Pakistan, the study aims to identify regional variations and provide a comprehensive understanding of the strengths and weaknesses of LIS education across the country.

The findings of this study will contribute to the ongoing discourse on LIS curriculum development and improvement in Pakistan. The identification of areas where professional's express satisfaction will validate the effectiveness of current practices and provide a foundation for continued success. Conversely, the identification of areas of dissatisfaction will help pinpoint specific areas for improvement, ensuring that the curricula address the evolving needs of the

VOLUME 03 ISSUE 07 Pages: 06-12

SJIF IMPACT FACTOR (2021: 5. 376) (2022: 5. 561) (2023: 6. 895)

OCLC - 1276789625











**Publisher: Frontline Journals** 

profession and equip graduates with the skills and competencies required for success.

Ultimately, the goal of this study is to enhance the quality and relevance of LIS education in Pakistan providing evidence-based insights into professionals' satisfaction and dissatisfaction with the curricula. It is expected that the findings will inform curriculum developers, educators, and policymakers in making informed decisions to bridge the gap between educational outcomes and industry expectations. By aligning LIS curricula with professional requirements, the study aims to contribute to the development of a highly skilled and competent workforce capable of addressing the challenges and opportunities in the field of library and information science in Pakistan.

### **M**ETHOD

To evaluate professionals' satisfaction and dissatisfaction with LIS curricula in Pakistan, a comparative study design was adopted. The study involved collecting data from practicing librarians and information professionals across different regions of Pakistan.

A survey questionnaire was developed to assess professionals' perceptions of various aspects of the LIS curricula. The questionnaire included items related to curriculum content, teaching methods, practical training opportunities, and overall preparedness for professional roles. The questions were designed using a Likert scale, allowing respondents to rate their level of satisfaction or dissatisfaction.

The survey was administered electronically to ensure wide accessibility and reach. A purposive sampling technique was employed to select participants. ensuring representation diverse professional backgrounds and experiences. The survey data was collected over a specified period to capture a comprehensive snapshot of professionals' views.

Descriptive statistics, such as mean and standard deviation, were used to analyze the survey responses. The comparative analysis involved comparing satisfaction and dissatisfaction levels across different regions and professional categories. The findings were presented using tables, charts, and graphs to provide a clear understanding of the results.

VOLUME 03 ISSUE 07 Pages: 06-12

SJIF IMPACT FACTOR (2021: 5. 376) (2022: 5. 561) (2023: 6. 895)

OCLC - 1276789625









**Publisher: Frontline Journals** 

To enhance the reliability and validity of the study, steps were taken to ensure the anonymity and confidentiality of the participants. Ethical considerations were followed, and informed consent was obtained from all respondents.

The study's limitations include potential response bias and the focus on a specific geographic area. However, the findings can still provide valuable insights into professionals' perceptions of LIS curricula in Pakistan and serve as a foundation for further research and improvements in LIS education.

Overall, the methodological approach employed in this study enables a comprehensive evaluation of professionals' satisfaction and dissatisfaction with LIS curricula in Pakistan, facilitating a better understanding of the strengths and weaknesses of the existing educational programs.

### RESULTS

The analysis of the survey responses provided valuable insights into professionals' satisfaction and dissatisfaction with LIS curricula in Pakistan. The study examined various aspects of the curricula, including content, teaching methods,

practical training, and overall preparedness for professional roles. Here are some key results:

#### **Curriculum Content:**

Overall, professionals expressed satisfaction with the breadth and depth of the curriculum content. The majority of respondents indicated that the curriculum covered essential topics relevant to the field of library and information science. However, some expressed dissatisfaction with the outdatedness of certain course materials and the need for more emphasis on emerging technologies and trends.

### **Teaching Methods:**

Professionals generally showed satisfaction with the teaching methods employed in LIS curricula. Traditional lecture-based approaches were commonly used, but there was a desire for more interactive and practical teaching methods, such as case studies, group projects, and hands-on experiences. Respondents highlighted importance of active learning to enhance their understanding and application of theoretical concepts.

#### **Practical Training:**

VOLUME 03 ISSUE 07 Pages: 06-12

SJIF IMPACT FACTOR (2021: 5. 376) (2022: 5. 561) (2023: 6. 895)

OCLC - 1276789625











**Publisher: Frontline Journals** 

Dissatisfaction was observed regarding the availability and quality of practical training opportunities. Many professionals expressed a need for more practical exposure during their education, including internships, field visits, and with opportunities to work real-world information systems. They believed that practical training would better prepare them for the challenges they would face in their professional careers.

#### **Preparedness for Professional Roles:**

Respondents varied in their perceptions of their preparedness for professional roles completing their LIS education. While some felt adequately prepared, others expressed dissatisfaction and believed that their education did not equip them with the necessary skills and competencies required in the field. There was a demand for more practical-oriented coursework and greater emphasis on professional ethics, research methods, and information management techniques.

### Discussion

The results of this study highlight both positive aspects and areas of improvement in LIS curricula

in Pakistan. The satisfaction expressed regarding curriculum content and teaching methods suggests that the foundational knowledge and instructional approaches are generally perceived satisfactory. However. the as expressed dissatisfaction with certain aspects, such as outdated materials and a lack of practical training, indicates the need for curriculum enhancements to align with the evolving demands of the profession.

The findings also emphasize the importance of incorporating more interactive and practical teaching methods to enhance students' learning approaches. experiences. Active learning including case studies and group projects, can promote critical thinking, problem-solving skills, and better application of theoretical concepts to real-world scenarios.

The dissatisfaction regarding practical training underscores the necessity of providing ample opportunities for students to gain hands-on experience within authentic library and information settings. Collaborations with libraries, information centers, and other relevant institutions can facilitate internships, field visits, and mentoring programs, enabling students to bridge the gap between theory and practice.

VOLUME 03 ISSUE 07 Pages: 06-12

SJIF IMPACT FACTOR (2021: 5. 376) (2022: 5. 561) (2023: 6. 895)

OCLC - 1276789625











**Publisher: Frontline Journals** 

### Conclusion

In conclusion, this comparative study sheds light on professionals' satisfaction and dissatisfaction with LIS curricula in Pakistan. The findings indicate a general satisfaction with curriculum content and teaching methods, but highlight areas of improvement in terms of outdated materials, practical training opportunities, and preparedness for professional roles.

The results emphasize the need for continuous evaluation and enhancement of LIS curricula to align with the evolving needs of the profession. Curriculum developers, educators. and policymakers should consider integrating emerging technologies, updating course materials. incorporating more interactive teaching methods, and providing practical training opportunities to improve the overall quality and relevance of LIS education in Pakistan.

By addressing the identified areas of dissatisfaction and incorporating professionals' feedback, LIS programs in Pakistan can better equip students with the knowledge, skills, and competencies necessary for successful careers in the field of library and information science. Further research and collaboration among stakeholders are warranted to implement the necessary improvements and ensure the continuous development of LIS education in Pakistan.

### REFERENCES

- 1. Achakzai, A., & Mahmood, K. (2019). Assessing the effectiveness of library and information science curriculum in Pakistan: Perceptions of LIS professionals. Information Development, 35(2), 284-297.
- 2. Al-Rashidi, H., & Hasan, H. (2015). LIS education and research in Pakistan: A critical analysis. Information Development, 31(3), 303-315.
- 3. Ashraf, T., Mahmood, K., & Rehman, S. U. (2017). LIS education in Pakistan: A comparative analysis of curriculum. The Journal of Academic Librarianship, 43(5), 417-423.
- 4. Kamal, S., & Nazim, M. (2018). LIS education in Pakistan: A survey of library and information

Volume 03 Issue 07-2023

11

VOLUME 03 ISSUE 07 Pages: 06-12

SJIF IMPACT FACTOR (2021: 5. 376) (2022: 5. 561) (2023: 6. 895)

OCLC - 1276789625











**Publisher: Frontline Journals** 

- science curricula. Pakistan Library Information Science Journal, 49(2), 3-15.
- **5.** Kausar, A., & Sarwar, S. (2014). Library and information science education in Pakistan: An analysis of LIS curricula. Library Philosophy and Practice (e-journal), 1069.
- **6.** Mahmood, K., & Ashraf, T. (2017). Evaluation of library and information science education programs in Pakistan: Perceptions of LIS educators. Information Research, 22(2). paper 760.
- 7. Raza, M. M., & Mahmood, K. (2020). Evaluating library and information science education in Pakistan: Perceptions of LIS students. The Journal of Academic Librarianship, 46(2), 102109.
- 8. Shah, S. (2016). LIS curriculum development in Pakistan: An overview. Library Philosophy and Practice (e-journal), 1403.
- **9.** Shafiq, M. (2018). Library and information science education in Pakistan: Current status and future prospects. Journal of Education and

10. Sultana. R... & Mahmood, (2016).Accreditation of library and information science programs in Pakistan: Perceptions of LIS educators. Malaysian Journal of Library & Information Science, 21(1), 1-15.

Research, 8(1), 1-18.

Volume 03 Issue 07-2023

12