Job Burnout Among The Teaching Librarians At A Selected Academic Library In Malaysia

[1]Noor Hasanah Mohd Hanafi, [2]Saidatul Akmar Ismail, [3]Nur Adlina Zulkifli

[1]Senior Librarian, Client Services Division,
Central Library, University of Malaya,
50603 Lembah Pantai Kuala Lumpur

[2,3]Faculty of Information Management,
Universiti Teknologi MARA, UiTM Selangor,
Puncak Perdana Campus,
Shah Alam Selangor

Abstract. This study aims to determine if there are any feelings of burnout among the Teaching librarians at the IL department located in an academic library of a research University in Malaysia. This research is held at the IL department at a selected academic library of a research University in Malaysia. MBI (Maslach and Jackson, 1986) is used to measure job burnout. The MBI contains three subscales: emotional exhaustion, depersonalization, and personal accomplishment. The nine items in the emotional exhaustion subscale describe feelings of being emotionally overextended and exhausted by one's work. The five items in the depersonalization subscale describe an unfeeling and impersonal response towards one's care or service recipients. The subscale of personal accomplishment lists eight items to describe feelings of competence and achievement in one's work with people.
Keywords: Information Literacy, Academic Library, Librarians' Roles, Library and Information Management

1   Introduction

The investigation points keep on showing librarians at a picked academic library of an exploration University in Malaysia. The instructing administrators chose works at the IL office inside the academic library. Their obligations develop around instructing and learning extension offered for the university's understudies and outside library

clients. They show IL course for all understudies, including undergrad and postgraduate understudies. The training bookkeepers work degree is comprehensive of teaching understudies and outside clients on finding data assets, IL course enrolments, participation, evaluations the executives, checking of assignments, the board of reference sources, dealing with inquiries, and different undertakings as doled out by the management in different councils and arrangements inside and outside the library.

This examination aims to see whether there are any sentiments of burnout among the Teaching curators at the IL division situated in an academic library of an exploration University in Malaysia. The IL course is one of the library's activities to help maintain a quality standard of teaching, learning, and research at the university and as an approach to realize the university's vision and mission. The objectives of this study are as follows:

- to identify the source/factors that contribute to the feeling of burnout among the Teaching librarians at the workplace;
- to find out ways to overcome the source of burnout at the workplace from the Teaching librarian's point of view.

As indicated by Sheesley (2001), the dullness of numerous scholastic training curators' library guidance exercises is an issue. This situation is particularly apparent in instructing different course segments with the equivalent academic procedures and exercise plan. The staff's deficiency can lead the expert to expect that help will be deficient for that one serves. The deficiency is a significantly harming feeling for human assistance laborers who are regularly attracted to their callings since they appreciate the sentiment of having adequately helped customers. These are genuine issues assembled from past investigations. It set off the specialist's interest to see if the training curators inside the picked scholarly library where this examination held tend to feel burnout from the activity they do. It is noteworthy to play out this examination for a few reasons. Among the reasons are;

Right off the bat, this investigation gives essential data about the difficulties looked by the showing curators every day in the working environment to play out their principal task as a teacher. The library will distinguish the variables that impacting the burnout sentiments among the bookkeepers.

The yield of this investigation will also draw out the arrangements that can conquer the issues looked by the educating bookkeepers. When the arrangements are discovered, it might lead the library to have a more joyful and progressively gainful staff to serve the library itself.

2 Literature Review

Library instructions and information skills class are among the projects used to upgrade library aptitudes to the understudies and library patrons. These projects help understudies and others to know different kinds of library offices just as library assets and administrations. The expression "data proficiency" first showed up in library writing during the 1970s. In some cases, it is currently wrongly utilized to depict library client training and bibliographic guidance (Wooliscroft,1997). In any case, he includ-

ed that data education programs do significantly more than advise how to utilize the library. Data proficiency is crucially attached to the vital worth and utilization of data.

The job of libraries and curators must change to oblige the new real factors. Shammasi (2012) believes that, "there is a developing agreement that the main capacity of scholarly libraries is not as a storeroom yet as a significant community for learning". He further states that, libraries are fundamentally concerned with the messages that establish the human record and just optionally with the medium by methods for which messages transmitted. The library is a piece of the cultural organizations' general setting that advance instruction, research, learning, social union, and the higher goals of humankind.

As indicated by Diehm, Rae-Anne, and Lupton (2014), learning data education is a multifaceted marvel, including the two originations and ways to deal with learning. The originations include understudies' general comprehension of both learning and data proficiency, while the ways to deal with learning data education incorporate the systems understudies use to learn, supported by their learning objectives and expectations. What the meaning of data education. There are a ton of theoretical and basics of data education these days.

Addison and Meyers (2013) noticed that data proficiency speaks to many discrete capacities or practices communicated by the clients of computerized data frameworks, regularly during the time spent request. These capacities appeared as the "Data Age" aptitudes, the new age introduced by PCs' omnipresence, computerized gadgets, and data administrations in princely Western culture. Such definitional explanations and perceptions, in any case, numerous administrators keep on discussing the fitting meaning of data proficiency.

Alluding to Avery (2017), data education shapes the reason for deep-rooted learning. She added that it is not unexpected to all controls, all learning situations, and all training degrees. It empowers students to ace substance and expand their examinations, become progressively self-coordinated, and expect more central command over their learning. She also added an information literate individual can:

- Determine the extent of information needed
- Access the needed information effectively and efficiently.
- Evaluate the information and its sources critically.
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose.
- Understand the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally.

Comparing library instructions with realizing how to utilize libraries and infer that terms, for example, library guidance and bibliographic guidance are more fittings than data education. Data proficiency is turning into an inexorably fundamental piece of college library client instruction. Data proficiency is turning into an inexorably fundamental piece of college library client training. Data proficiency now is the admitted goal of most library client training programs. The program is a guide to meet targets. The strategies have advanced in the way that guides the library direction into bibliographic instruction. The instruction includes the whole universe of data looking to get ready individuals to seek the idea of long-lasting learning. It stretches out its destina-

tions to showing data looking for aptitudes to all ages and consistently gets ready individuals to utilize data successfully in any circumstance (Abiodun, 2013).

User Education Program and The Roles of Teaching Librarian

According to Ferguson and Ferguson (2005), librarians' role has shifted from information keeper to one the compasses a far greater responsibility for the client's empowerment through one-to-one instructional or user education classes on the use of web-based resources. Rockman (2002) added that academic librarians have a long and rich convention of collaborating with discipline-based faculty members to advance the library's mission and goals. This tradition includes information literacy, a foundation skill for academic success, and a key component of independent, lifelong learning. The tremendous increase in the volume of publication and the resulting complexity of libraries and the methods by which literature is organized and disseminated necessitate user education (Murugan, 2013).

The concept of "library learning," a library-centered independent study and learning process, is propounded by Louis Shores in 1939 (Abdul Rashid, 1997). Shammasi (2012) defined user education "as various programs of instruction, education, and exploration provided by libraries to users to enable them to make more effective, efficient, and independent use of information sources and services to which these libraries provide access. User education has been defined as an instruction that equips library users with the skills to be independent and sophisticated libraries and their resources.

According to Abiodun (2013), user education, also called bibliographic instruction (BI), library instruction, and library orientation, can be defined as instructional programs designed to teach library users how to locate the information they need quickly and effectively. He added that it usually covers the library's system of organizing materials, the structure of the field's literature, research methodologies appropriate to the academic discipline, and specific resources and finding tools. It prepares individuals to make immediate and lifelong use of information effectively by teaching the concepts and logic of information access and evaluation and fostering information independence and critical thinking.

Based on the Standards for Proficiencies for Instruction Librarians and Coordinators: A Practical Guide (2014), the role of an instruction librarian or teaching librarian has shifted, becoming a tremendous job scope to create the professional development opportunities for these librarians and to support teaching and learning offered for the library's users. Among all the proficiencies from the standards are as follows:

Administrative skills

The practical instruction librarians are:
- to communicate own instruction activities and goals with the instruction coordinator regularly to ensure alignment with desired learning outcomes and goals and objectives of the overall instruction program.
- To work well in a team environment and provides the team with knowledge, skill, and time to improve instructional services.

- To maintain and regularly reports accurate statistics and other records reflecting its instruction activities.

Assessment and evaluation skills

The practical instruction librarian is:
- Design effective assessments of student learning and uses the data collected to guide personal teaching and professional development.

Communication skills

The practical instruction librarians are:
- to maintain awareness of different learning styles' communication needs and adjust their communication style and methods accordingly.
- To lead or facilitate discussion of controversial or unexpected issues in a skillful, non-judgmental manner that helps students learn.
- To use standard communication technologies to assist students in and outside the classroom.
- To request feedback from peers on instruction-related communication skills and use it for self-improvement.

Curriculum knowledge

The practical instruction librarians are:
- to analyze the curriculum in an assigned subject area(s) to identify courses and programs appropriate for instruction.
- To keep aware of student assignments and the role of the library in completing these assignments.

Information literacy integration skills

The practical instruction librarians are:
- to describe the role of information literacy in academia and the patrons, programs, and departments they serve.
- Collaborate with classroom faculty to integrate appropriate information literacy competencies, concepts, and skills into library instruction sessions, assignments, and course content.

Instructional design skills

The practical instruction librarians are:

- Collaborate with classroom faculty by defining expectations and learning outcomes to determine appropriate information literacy proficiencies and resources to be introduced in library instruction.
- To sequence information in a lesson plan to guide the instruction session, course, workshop, or other instructional material.
- To create learner-centered course content and incorporates activities directly tied to learning outcomes.
- To help learners assess their own information needs, differentiate among information sources, and help them develop skills to identify, locate, and evaluate sources effectively.
- To scale presentation content to the amount of time and space available.
- To design instruction to meet learners' common learning characteristics best, including prior knowledge and experience, motivation to learn, cognitive abilities, and circumstances under which they will be learning.
- To integrate appropriate technology into instruction to support experiential and collaborative learning and improve student receptiveness, comprehension, and information retention.
- To communicate with classroom faculty and administrators to collaboratively plan and implement the incremental integration of information literacy competencies and concepts within a subject discipline curriculum.

Leadership skills

The practical instruction librarians are:
- to demonstrate initiative by actively seeking out instruction opportunities or instruction committee work within the library, institutions, and regional or national organizations.
- To encourage librarians and classroom faculty to participate in discussions, ask questions, and share ideas regarding instruction.

Planning skills

The practical instruction librarian is:
- to plan presentation content and delivery, and manages preparation time for instruction.

Presentation skills

The practical instruction librarians are:
- to make the best possible use of voice, eye contact, and gestures to keep class lively and students engaged.

- To present instructional content in diverse ways (written, oral, visual, online, or using presentation software), and selects appropriate delivery methods according to class needs.
- To use classroom instructional technologies and make smooth transitions between technological tools.
- To seek clarification of confusing terminology, avoid excessive jargon, and use vocabulary appropriate for students' level.
- To practice or to refine instruction content as necessary to achieve familiarity and confidence with a planned presentation.

Promotion skills

The practical instruction librarians are:
- to promote library instruction opportunities and services to new faculty, underserved departments and programs, and elsewhere on campus, as relevant to instruction responsibilities and subject areas served.
- To establish and maintain a working relationship with assigned academic departments and to incorporate library instruction into the curriculum and other educational initiatives.
- To represent the library and the instruction program effectively and positively at local, regional, and national meetings and conferences.

Subject expertise

The practical instruction librarians are:
- to keep current with basic precepts, theories, methodologies, and topics in assigned and related subject areas and incorporates those ideas, as relevant, when planning instruction.
- To identify core primary and secondary sources within a subject area or related disciplines and promotes the use of those resources through instruction.
- To use the vocabulary for the subject and related disciplines in the classroom and departmental faculty and students.

Teaching skills

The practical instruction librarians are:
- to create a learner-centered teaching environment by using active, collaborative, and other appropriate learning activities.
- To modify teaching methods and delivery to address different learning styles, language abilities, developmental skills, age groups, and student learners' diverse needs.

- Participate in constructive student-teacher exchanges by encouraging students to ask and answer questions by allowing adequate time, rephrasing questions, and asking probing or engaging questions.
- To modify teaching methods to match the class style and setting.
- Encourage teaching faculty to participate in discussions, link library instruction content to course content, and answer student questions.
- To reflect on practice to improve teaching skills and acquires new knowledge of teaching methods and learning theories.
- To share teaching skills and knowledge with other instructional staff.

It is confirmed that instructing administrators have significantly more task to carry out than merely being a scholastic curator. Because of the massive changing of innovation, the network expands what a library could offer. Like never before, scholastic bookkeepers are relied upon to help understudies recognize important, excellent sources on the web, arrange permit understandings for property in the advanced library, and change library administrations into digitized renditions. These innovative changes have realized a requirement for another information base and range of abilities, just as they need to comprehend a changing library culture3 and the capacity to explore a large group of new moral difficulties (Shupe and Puang, 2011). These aptitudes and jobs are more likely than not been making the training custodians overpoared by the measure of desires originating from them when they are playing out their assignment as the teachers. Examination shows noteworthy degrees of burnout in scholarly instructing curators. This article depicts matches with other "helping callings" and looks at attributes, causes, and arrangements of burnout, inside and outside the study hall. Arrangements should be looked for in research on comparative callings, and their viability ought to be estimated (Sheesley, 2001).

Teaching Librarian Job Burnout

The relationship that individuals have with their work, and the challenges that can emerge when that relationship goes astray, have been, for some time, perceived as an amazing wonder of the cutting edge age. The utilization of the term burnout for this wonder started to show up with some consistency during the 1970s in the United States, particularly among individuals working in the human administrations (Maslach, Schaufeli, and Leiter, 2001). In 1990, Charles Patterson and Donna Howell overviewed individuals from the Bibliographic Instruction Section of the Association of College and Research Libraries (ACRL). They discovered 39.3 percent of the encouraging bookkeepers reacting to their overview considered burnout an issue in their positions.

Burnout among encouraging administrators is very regular since it falls into the "helping experts' activity classification. It tends to depict as toward one side is an inclination of prosperity, and close to it an apparent feeling of unevenness that is corrected using successful adapting techniques. Further, on is a phase in which the utilization of improper adapting techniques brings about lost physical and mental assets; things are crazy. Last is burnout in which one feels "done in" by the distressing cir-

cumstance (Sheesley, 2001). It is a severe deal with regards to feeling burnout at one's occupation.

Maslach Burnout Inventory – Educators Survey (MBI-ES)

The Maslach Burnout Inventory (MBI) is designed to assess burnout syndrome's three components: emotional exhaustion, depersonalization, and reduced personal accomplishment. It is one of the most used measurement to identify feelings of burnout among people. There are two Maslach Burnout Inventory forms: the MBI – Educators Survey and the MBI-General Survey (MBI-GS). This study aims to identify the challenges the teaching librarians face at the workplace that may lead them to feel burnout. The MBI-ES is the appropriate tool to use for this study. On a relatable subject, the term recipients refer to a particular person for whom the respondent provides service, care, and treatment. MBI has come up with other forms of inventory measurement for burnout that is meant only for educators called the Maslach Burnout Inventory- Educators Survey (MBI-ES). Several reasons for this high level of interest in teaching burnout:

- The teaching professions is one of the largest and most visible professions in the United States
- The tea teaching profession has been subject to increased pressure by society to correct social problems (e.g., drug, alcohol, sexual abuse), educate students in academic and skill areas, provide enrichment activities, meet the individual needs of all students with a wide range of abilities, and encourage moral and ethical development.
- Several national reports have illustrated that many teachers leave the profession, while fewer choose to become teachers. The situation has resulted in teacher shortages in specific disciplines and predictions of future shortages in all areas.
- In MBI-ES, the term recipient is changed to students as it is more relatable to the people that the teachers are dealing with, giving their service, care, and treatment. As in other helping professions, an initial aspect of educator burnout, emotional exhaustion, is a tired and fatigued feeling that develops emotionally drained. The second component of MBI-ES is depersonalization. Some of the examples that can be seen from depersonalization are cold or distant attitudes, physically distant themselves (e.g., barricading themselves behind their desk), and 'tuning out' students into psychological withdrawals. The third subscale in MBI-ES is the feeling of low personal accomplishment of the job. Most educators become teachers to help students learn and grow; the problem occurs when the teachers do not feel this way about their students anymore (Maslach, Jackson, and Schwab, 1996).
- The MBI-ES can be used at the school district level to detect potential problems. This study is conducted at the IL Department of and academic library of a research University in Malaysia. Maslach, Jackson, and Schwab (1996)

stated that if a particular school, department, or grade has significantly higher scores, the entire district is significantly higher than the educator norms in the MBI Manual. Then follow-up organizational analysis may be warranted.

3 Method

This study is interpretivism, which is a qualitative method research. This research has adopted a qualitative approach as more detailed information can be obtained when the participant gives their feedback to the given question. This investigation distinguishes top to bottom the wellspring of burnout sentiments towards the showing bookkeeper who shows the IL course in a picked academic library. A standout amongst other pieces of applying the subjective technique for this examination is that it can concentrate on the implications passed on by the members, including their conduct and outward appearance. Furthermore, the subjective technique helps extricate honestly on the data regarding the difficulties that the instructing administrators confronted every day at playing out their errands. From the difficulties, non-verbal communication, and outward appearances, the specialist may have recognized whether the encouraging bookkeepers are feeling burnout in the working environment or not. From the analyst's involvement with getting past investigations on work burnout among showing bookkeepers, it is hard to track down exploration papers that utilize subjective strategy as their examination technique. There is a great deal of quantitative technique utilized in past investigations. The hypothesis received for this examination, which is the Maslach Burnout Inventory-Educators Survey (MBI-ES), can be utilized in a subjective technique.

4 Results

The findings are analyzed as indicated by the subtopic of the members' profile, working experience, and instructing style that may prompt surfacing work burnout. Since the members are the showing bookkeepers at an academic library of an exploration University, who shows data proficiency course for both undergrad and postgraduate understudies, the discoveries are broke down based from receiving the Maslach Burnout Inventory – Educators Survey (MBI-ES), which fits directly with the privilege of these IL curators since instructing is their entire occupation scope. In MBI-ES, three subscales should be centered around. They are; Emotional fatigue, Depersonalization, and Personal Accomplishment. The entirety of the subtopic and subscales are talked about and deciphered in this area.

Participants profile

Table 4.1. Participants profile

Code	Age	Gender	Position	Working Experience at the IL Department
L1	34	Female	Librarian	2 Years
L2	41	Female	Senior Librarian	1 Year
L3	30	Female	Librarian	6 Months

Table 4.1 above shows the characteristics of the participants in this study. The participants are coded by "L" that stands for a librarian. The code starts from "L1" to "L3". The characteristics noted by the researcher are age, gender, position, and their working experience at the IL department.

Maslach Burnout Inventory – Educators Survey (MBI-ES) Emotional Exhaustion

According to Maslach, Leiter, & Jackson (1997), the nine items in the Emotional Exhaustion subscale assess feelings of being emotionally overextended and exhausted by one's work. The items in the MBI-ES theory adopted the questions asked within the interview. Mainly focusing on the teaching extension, librarians would help their students understand what they teach in their classes. The first few questions are about their job scopes and responsibility in the IL department. Besides their work at the IL department, they have other librarians work and other administrative work that needs to be accomplished. The teaching librarians elaborated on their teaching responsibilities towards the IL courses for undergraduate and postgraduate students. This section reports the views of the teaching librarians who teach most classes, juggling other job responsibilities.

Teaching Librarians Main Tasks

> L1 : I do information-based services such as workshops, user guid
> ance, developing usage manuals, Facilitating Compulsory Courses.
> L2 : I teach compulsory university courses for undergraduates, info-
> mation skills sessions for postgraduates, requests from liaison faculties,
> and diploma students. Some administrative works related to classes and
> other committees work.

From these statements, the teaching librarians are not only taught the students the IL courses, but they have other job responsibilities that need to be accomplished as well. The researcher is told that they need to participate in other activities done by the library to 106ulfil their Key Performance Indicators (KPI) throughout the year.

Balancing Workloads

The researcher then asked how they juggle their workloads, from being an educator to performing other Librarians' tasks, to participating in the library's activities. All three of them gave similar answers that they are working hard to cope with their workloads.

> L1 : It is quite a struggle if the teaching librarians think about it. We are trying to find a solution for the students coming in for personal consultation because it takes quite a bit of our time.
>
> L2 : The classes are on the pact, and we only have three facilitators. It would be nice to have some help from other librarians.
>
> L3 : It is hectic, juggling classes, and we never fail to have students coming in for consultations, making it hard for the teaching librarians to focus on other tasks.

These statements suggest that the teaching librarians are having some trouble juggling workloads balance. They seem to need some solution in lessening the workloads they are having right now to focus on other tasks.

Teaching Information Literacy (IL) Course

Their primary responsibilities are teaching, and they do have a full commitment to teaching the IL courses. Though they have other job responsibilities apart from the IL department, they have classes almost every day.

> L1 : I teach six undergraduate lectures a week (not including 3-4 hours of scheduled consultations) and four postgraduate workshop hours per week.
>
> L2 : I teach five to six classes per week.
>
> L3 : I have classes every day. Two classes per day.

The teaching librarians have to teach their classes every day despite having all the other job responsibilities that demand them to be committed. It can be assumed that the IL librarians are always busy and always on the go.

Daily Job Routine and Queries Consultation for Students

The researcher is also able to sense a highly committed work ethic among these teaching librarians when asked about their daily routine of going to work. The answers are undoubtedly the same among the three that they prepare the materials to start teaching their first class of the day. When they are asked about their daily routine of going to work, they specifically said that:

> L1 : The morning starts with checking the teaching librarians' email for inquiries and consultation information, ensuring the instructions and

> the learning platform are working well for the week's activity. The rest of the day follows the class and consultation scheduling.
> L2 : Prepare materials for teaching according to the content of the schedule.

Not only that, they are committed to their daily routine work; they also entertain students' queries at all times during their working hours and make sure that the students' problems have a solution to it. However, if they do not know how to solve it, they can even ask the right person to solve the students' queries. L1 stated that:

> If the queries are related to the teaching librarians' primary task, they will immediately assist them. Queries about other divisions will be provided with a point of contact (this includes other departments within the university. – L1

On top of that, L2 stated that they need to make sure that there is an answer to students' queries.
> Yes, we have to make sure that all the problem is solved. – L2

On the other hand, L3 stated that she is still in the learning phase since she joined the IL. However, about six months since this study is conducted, she is committed to answering students' queries. She said,

> She will try her best; the librarian is still new. She has to ask others at her division, but she will not let them hang. – L3

It can be assumed that the teaching librarians are committed to their work by ensuring that they are equipped with the rightful information. They may also be protecting their reputation as teaching librarians, which is a good thing for the IL department, library, and university.

Appreciation by Students

The researcher asked about the students' normal reaction when the teaching librarians managed to solve their problems or answer their queries, and the all three of them said that the students are all pleased with what the teaching librarians have helped them with and always felt delighted after getting the answers to their queries. To make it more interesting, the researcher asked whether they have gotten any thank notes or any forms of token of appreciation by the students for helping them out, and all three of the teaching librarians said yes. Specifically:

> L1 : Yes, the librarians have received a follow-up email thanking her for her help.
> L2 : Yes. Mostly from the postgraduate students.

> L3 :   The librarian once got a gift.

From their answers, the respondents receive the forms of appreciation from library users. It is an evident that they are doing their best in serving the students. It can be measured by the answers gotten from this subscale that these teaching librarians can do their primary responsibility, which is to teach the IL courses, including attending to the students' queries and sorting out solutions to particular problems faced by them. Implying to their answers that they will try their best to cater to the students' needs to complete the IL course shows that they are committed to their work. They do not show any reaction or give answers that entail overextended or exhausted to do their job.

Maslach Burnout Inventory – Educators Survey (MBI-ES) Depersonalization

The depersonalization subscale measures the unfeeling and impersonal response towards recipients of one's service, care, treatment, or instruction. For the MBI Educators Survey, depersonalization here means the educator's unfeeling and objecting to respond positively towards accomplishing their tasks daily, including reasonably treating their students and caring for their welfare to find solutions to their difficulties in completing the IL course.

Treatment towards the Students

In this section, the researcher has asked six questions that mainly focused on teaching librarians to treat their students, their teaching style, and their techniques to ensure effective learning outcomes. For this subscale, the researcher can see a different pattern of answers among the three IL librarians. L1 and L2 seemed to have some answers in common, for example, when the researcher asked what they will do if students failed the IL course, to see their response in terms of portraying their treatment towards their students.

> L1 :   Students who failed did not submit completed coursework, which is worth 50% of their total marks. The librarians followed up with them after each class and with the submission. The librarians do not mind them failing if they fail to complete the assessments adequately.
>
> L3 :   Depends. If the student fails because they did not submit their assignments, it is on them because the librarians tried their best.

From these statements made by L1 and L3, they do not mind if the students failed the IL course due to the students' fault by not completing and submitting their assignments. However, L1 and L2 mentioned that they will make sure that they follow up with their students to make sure that they still submit their assignments to help them pass the IL course. L2 only stated that she could not tolerate it if the students in her class have failed the IL course. Not elaborating more on that matter, the research-

er assumed that she would ensure all of her students will submit their assignments on time.

Personal Response

On the other hand, there is a question on their teaching style and their routine to start the class. This question is to analyze the librarians' job scope, which is to teach the IL course and their ways of connecting with their students. The question is extended to some other relatable questions such as would they just read out the course slides, walk around or just stay behind their desk until the end of the class and their responsiveness in making sure their students understand what they teach in their classes. Their answers are all positive because they do care about their students' understandings of what they teach. Each of them has personal targets to achieve at each class they teach. Their targets are all similar: to ensure that they understand what they teach and apply the skills they have learned elsewhere.

> L1 : The librarians start the class with an activity list and remind them of the things they need to do at the end of each class.
> L2 : Their target is that the students will understand and manage to apply whatever we have taught them.

The librarians wish that the students understand what they taught them. The librarians care a lot. The librarians want them to know how to do assignments correctly. The librarians always tell them to come and see if they do not understand certain things about the subject because IL librarians did not show any impersonal response or an unfeeling towards their job scope, which is being the IL educators course. This condition shows that they enjoy their work at the IL department.

L2 added:

> Since IL is a hand on skills class, we have to make sure that they know what to do for all lectures. The teacher needs to go around the class and randomly check their work. In other words, get them involved in the in-class activity.

The IL librarians are responsive to their job scope, ensuring they achieve their KPI and teach effectively to understand and be skillful after attending their classes.

Maslach Burnout Inventory – Educators Survey (MBI-ES) Personal Accomplishment

The personal Accomplishment subscale assesses feelings of competence and achievement in one's work with people. The IL librarians are asked during the interview on some memorable job-related accomplishment that they have achieved throughout working in the IL department, and among the answers are:

> L2 :   The librarians are still new in the department, but honestly, they feel glad we could help students do better and become better, especially at doing their research work.
>
> L3 :   Because the librarians are still new here, they have not had the chance to experience that much of a memorable experience or accomplishment, but librarians think the students' appreciation is everything. It is already gratifying for them.

From these statements, the IL librarians feel glad to be working at the IL department. They are happy to help and educate the students to become more knowledgeable and skillful. Understandably, they have yet to experience a significant, memorable accomplishment since they are all still at a new phase of working at the IL department. Nevertheless, their adaptation and adherence to their job as a facilitator and an educator, teaching information literacy classes to the students is what this study is all about.

Librarians Shortage

The researcher asked questions regarding the classes they have to teach each day and decided to asked whether the classes are too many to handle by only three IL librarians. From all the answers gotten in correlation to the theory of MBI-ES, which Emotional Exhaustion, Depersonalization, and Personal Accomplishment, these IL librarians are content, happy, and committed to their job. However, the researcher has had honest answers by these librarians, saying that the classes are a bit overwhelming and too many to handle by only three of them. While those L1 and L2 had given a straight "Yes" answer to the question, the respondents are asked about the handling of too many classes by a few IL librarians in the department. L3 has added:

> I am not sure how they handle the classes before entering this department, but it is too hectic. Plus, I am still new, so there are many things I need to learn. I will spend a lot of my time finding solutions for each issue raised by the students. Nonetheless, teaching is not my issue, but the issue for me is students coming in for a consultation. There are too many of them, and it consumes a lot of my time. Because I am still new and I did not know how to manage the consultation hours, I will do better next semester. –L3

From this statement, L3 does feel the classes are too many to be handled by only three IL librarians.

Lighten Workloads at the IL Department

In the beginning, the IL librarians have told the researcher that they have other tasks that need to be accomplished. Despite having their primary task as an educator of the IL course, they have to perform other librarians' tasks outside of the IL depart-

ment to fulfill their Key Performance Indicators (KPI) requirements. The researcher then asked what they think would lessen or minimize their workloads that they are handling right now to focus more on other librarians' work. Some opinions are drawn, as follows:

> L1 : First and foremost, the division itself needs to innovate a lot. We have to simplify a lot of the processes so that the librarians do not do repetitive work. However, innovating takes much time and effort to go into what librarians are expected to do. Innovation is not simple. It would help if you spent time doing it, go benchmarking, and trial and error into many things, which takes your time. On top of that, many students come for a consultation, and sometimes other departments would just send them to the IL department. It is best if other departments would help the students by sending them to the IL department.
>
> L2 : Bring in more facilitators every semester, change individual projects to group projects, and since all assessments are online mode, campus network should be improvised. L3 : We can do video learning, online tutorial, FAQs. Students can always refer to one place, but it will take some time. I can have time to do other librarian's jobs too.

From the statements above, all three IL librarians have acknowledged that there are issues regarding workloads that they are facing, not that they are complaining, but the researcher found out that they need a solution to the workloads that they are facing. They are indeed not implying to not liking what they do but merely finding the best solution to lighten the burden and balance their tasks.

5   Conclusion

The IL librarians have some issues regarding their workloads but not having the signs of job burnout. The researchers have dissected their answers from the meeting meetings directed for the information assortment of this examination, and have presumed that the instructing custodians at the chose academic library does not feel work burnout at the working environment. Hence, in light of the general standards gave by Maslach and Jackson (1986), the IL office encouraging curators appear to encounter moderately low to none enthusiastic weariness, depersonalization, and individual achievement. In light of the aftereffects of past examinations that inspected the degrees of burnout in a few kinds of librarians utilizing the MBI showed that library laborers are not insusceptible to the disorder. However, the circumstance is leveled out. Specifically, Affleck (1996) revealed moderate degrees of all burnout measurements for BI. custodians (enthusiastic exhaustion ¼ 21.00, depersonalization ¼ 5.3, and individual achievement ¼ 37). It appeared that the burnout issues among encouraging custodians or different sorts of curators are as yet leveled out and not at a stress-

ing stage. The discoveries of this investigation uncover the training librarians do not experience burnout in their routine activities but have a few yet passable issues and can still be explained.

References

Abdul Rashid (1997). User education in Indian libraries: an assessment. Library Review, 46 (8), 561 –576.

Abiodun, AS (2013). Methods of user education in academic libraries and the relationship between user education and information literacy. Retrieved from http://www.academia.edu/3828315

Addison, C., & Meyers, E. (2013). Perspectives on information literacy: a framework for conceptual understanding. Information Research: An International Electronic Journal,18 (n3). Retrieved from http://eric.ed.gov/?q=information+literacy&ft=on&id=EJ1044643

Affleck, M.A. (1996). Burnout among Bibliographic Instruction Librarians. Library & Information Science Research 18. 169–172.

Association of College and Research Libraries (2000), Information Literacy Competency Standards for Higher Education, Association of College and Research Libraries, Chicago, IL.

Avery, S. (2017). Setting Them Up for Success: Assessing a Pre-Research Assignment for First-Year International Students. Communications in Information Literacy, 11 (2), 324-338. https://doi.org/10.15760/comminfolit.2017.11.2.5

Axtell, C., Maitlis, S. & Yearta, S. (1997). Predicting immediate and longer-term transfer of training. Personnel Review, 26 (3), 201–212.

B. Ravi, Kumar. (2009). User education in libraries. International Journal of Library and Information Science 1(1), 1-5.

Ball, D. (2005), Managing Suppliers and Partners for the Academic Library, Facet, London

Benjes-Small, C., & Miller, R. K. (2017). The hats we wear: examining the many roles of the new instruction librarian. American Libraries, 48(11/12). 46-49. Retrieved from http://ezproxy.um.edu.my:3768/ehost/pdfviewer/pdfviewer?vid=2&sid=35044468-cd3a-

Breivik, P.S., & Gee, G. (2006). Higher Education in the Internet Age: Libraries Creating a Strategic Edge, American Council on Education, Edge, Westport, CT.

Patterson, C. D., & Howell, D. W., Library user education: assessing the attitudes of those who teach." RQ. 29

Clark, R. E., & Voogel, A. (1985). Transfer of training principles for instructional design. Education Communication and Technology Journal, 33 (2), 113–123.

Diehm, Rae-Anne & Lupton, M. (2014). Learning Information Literacy. Information Research: An International Electronic Journal, 19(n1), Retrieved from

http://eric.ed.gov/?q=information+literacy&ft=on&id=EJ1020729

Dunaway, M.K., & Orblych, M.T. (2011). Formative assessment: transforming information literacy   instruction. Reference Services Review, 39 (1), 24 – 41.

Edward K. Owusu-Ansah (2005). Debating definitions of information literacy: enough is enough! Library   Review, 54 (6), 366 – 374.

Emmett, A., & Emde, J. (2007) Assessing information literacy skills using the ACRL standards as a guide. Reference Services Review, 35 (2), 210 – 229.

Ferguson, K. S., & Ferguson, A. (2005). The remote library and point-of-need user education: An   Australian academic library perspective. Journal of Interlibrary Loan, Document Delivery & Electronic Reserve, 15(3), 43-60.

Goldstein, I. L. (1986). Training in organizations: Needs assessment, development, and evaluation. Pacific Grove, CA: Brooks/Cole.

Gonzalez, A.J. (2009) Needs assessment of library instruction at Texas A&M University Libraries using student feedback. Performance Measurement and Metrics, 10 (2). 122- 133.

Janes, J. (2001). Survey research design. Library Hi Tech 19(4), 419-421. Retrieved from http://www.adolphus.me.uk/emx/surveys/design.htm
Jayakaran Mukundan, & Touran Ahour. (2011). Burnout among female teachers in Malaysia. Journal of International Education Research, 7(3). 25-38. Retrieved from https://doi.org/10.19030/jier.v7i3.4972

Knight, L.A. (2002). The role of assessment in library user education. Reference Services Review,   30(1), 15 – 24.

Knight, L.A. (2006). Using rubrics to assess information literacy. Reference Services Review, 34(1), 43-55.
Kuan-nien, C., & Pei-chun, L. (2011) Information literacy in university library user   education. Aslib Proceedings, 63(4). 399-418. Retrieved from https://doi.org/10.1108/00012531111148967

Lim, D. H. (2002). Perceived differences between classroom and distance education: Seeking instructional strategies for learning application. International Journal of Educational Technology,3 (1). Retrieved from http://www.ed.uiuc.edu/ijet/v3n1/d-lim/index.html.

Lim, D. H., & Morris, M. L. (2009). Learner and instructional factors influencing learning outcomes within a blended learning environment. Educational Technology & Society, 12 (4), 282–293. Retrieved from http://www.ifets.info/journals/12_4/24.pdf

Lindauer, BG (2004). Information literacy and instruction: the three areas of information literacy   assessment. Reference & User Services Quarterly, 44 (2), 122-9.

Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. Annual Review of Psychology, 52.   397-422.

Matteson, M. L., & Miller, S. S. (2013). A study of emotional labor in librarianship. Library and Information Science Research, 35(1). 54-62. Retrieved from

https://doi.org/10.1016/j.lisr.2012.07.005

Medical Education and Research. (2015). Job burnout: how to spot in and take action. Retrieved from https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/burnout/art20046642

Miller, R. (2018). What is a research instrument? Gumberg Library. Retrieved from http://guides.library.duq.edu/researchinstruments

Mohd Sharif Mohd Saad, Edzan N. N., & Zainab A. N. (2005). Assessing learning outcomes of information literacy programmes: Malaysian academic libraries, International Conference on Libraries, Towards a Knowledge Society, 14-16 March 2005, Penang, 14 p.

Murugan, S. (2013). User education: Academic libraries. International Journal of Information Technology and Library Science Research, 1 (1), 1- 6. Retrieved from: http://acascipub.com/Journals.php

National Institute for Learning Outcomes Assessment. (2011). Transparency Framework. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA). Retrieved from: http://www.learningoutcomesassessment.org/TransparencyFramework.htm

Oakleaf, M. (2009). The information literacy instruction assessment cycle: A guide for increasing   student   learning and improving librarian instructional skills. Journal of Documentation, 65(4), 539 –   560.

Rader, H. (2003). Information Literacy – A Global Perspective. In A. Martin and H. Rader, eds. Information and IT Literacy: Enabling Learning in the 21st Century, 24-42. London: Facet.

Rockman, I. F. (2002). Strengthening connections between information literacy, general education,   and assessment efforts. Library Trends, 51(2), 185-198.

Rosnah Taib (2001). Performance indicators for academic libraries in Malaysia. Paper presented at the Proceedings of the PPM/PSZ, Conference on Knowledge Management in the Digital World, 22-24 Oct. 2001, Hotel Puteri Pan Pacific, Johor Bahru. Retrieved from http://eprints.utm.my/2883/

Rubina Bhatti. (2003). Perceptions of user education in the university libraries of Pakistan. Unpublished Ph.D. thesis, University of Manchester, Manchester.

Sauro, J. (2013). 7 steps to conducting better qualitative research. MeasuringU. Retrieved from https://measuringu.com/qualitative-steps/

Schensul, S. L., Schensul, J. J., & LeCompte, M. D. (2013). Initiating ethnographic research: A mixed-   methods approach, 2. Rowman & Littlefield.

Shammasi Ali Suleiman. (2012). User Education Programs in Academic Libraries: The Experience of the International Islamic University Malaysia Students. Library Philosophy and Practice. Retrieved from http://www.webpages.uidaho.edu/~mbolin/ali.htm

Sheesley, D. F. (2001). Burnout and the academic teaching librarian: an examination of the problem and suggested solutions. The Journal of Academic Librarianship, 27(6). 447-451.

Retrieved from https://doi.org/10.1016/S0099-1333(01)00264-6

Shupe, E. I., & Pung, S. K. (2011). Understanding the changing role of academic librarians from a psychological perspective: A literature review. The Journal of Academic Librarianship, 37(5). 409-415. Retrieved from https://doi.org/10.1016/j.acalib.2011.06.005

Sun, P., & Rader, H.B. (1999). Academic library user education in China. Reference Services Review, 27 (1), 69 – 72. Technology and Library Science Research, 1(1). Retrieved from http://acascipub.com/Journals.php

Togia, A. (2005). Measurement of burnout and the influence of background characteristics in Greek   academic librarians. Library Management, 26(3). 130-138. Retrieved from https://doi.org/10.1108/01435120510580870

Tucker, J. M. (1980). User education in academic libraries: A century in retrospect. Library Trends,   29(1), 9-27.

Webber, S., & Johnston, B. (2000) Conceptions of information literacy: new perspectives and implications. Journal of Information Science, 26(6), 381-397.

Wooliscroft, M. (1997). From Library User Education to Information Literacy: some issues arising in this evolutionary process. Paper presented at COMLA Workshop, Gabarone, Botswana, July 1997. Retrieved from http://www.otago.ac.nz/library/pdf/tandlpapers_MJW.pdf