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Perception of Library and Information Science Teachers Towards their Contribution to the Profession in India

Nagesh R* and M. Chandrashekara

Department of Library and Information Science, University of Mysore, Mysuru - 570 005, India
**E-mail: nagesh.brm@gmail.com*

ABSTRACT

The main purpose of the present study is to identify and understand the objectives and factors that influenced LIS teachers to make academic and research contribution towards the profession in India. It also intended to know the opinions of LIS teachers on their overall academic and research contributions towards the profession. A survey approach was used in this study and structured online questionnaire framed. Response was found that out of 353 respondents, 287 (81 %) responses received. The scope of study was confined to in-service teachers of library and information science in state and central universities of India. A total of 287 respondents, 202 (70.38 %) was male and 85 (29.61) was female. The study found that, the self-interest and professional interest are the major factor responsible for contributing to the LIS field. The self-interest of the LIS teachers has positive direct effect on professional interest and positive indirect effect on overall professional contribution to the LIS field. The professional interest of the LIS teachers has positive direct effect and its positive effect on overall professional contribution to the library and information science profession is statistically significant. It also found that, the overall opinion of LIS teachers on their academic and research contribution towards the profession in India is stating 'adequate'.

Keywords: Library profession; Academic contribution; Research contribution; Library science teachers; Self-interest; Professional interest

1. INTRODUCTION

One aspect of profession growth of library and information science can be measured through the academic and research contribution of LIS teachers. More contribution is one of the significant indications of the subject growth. An active academic and research contribution by LIS teachers is shows the substantial growth of the profession and measuring of research contribution is defined by impact of research publications and research output[1]. Academic and research contribution is taken as a measure of teachers effectiveness in the profession and contribution to a subject is body of knowledge and literature growth. The academic and research contribution helps to sustain the development of new knowledge and ultimately contribute to the growth of LIS as a profession or discipline. Therefore, the hindrances are facing by teachers in their academic and research activities need to be identified to overcome their problems[2]. Academic contribution by teachers in the field is directly relevant to their career goals and objectives. If these are strongly outlined by teachers, definitely there could be more contribution by teachers[3]. Looking at the increase in academic and research contribution by LIS teachers that becomes apparent, LIS as profession is maturing as a field of study and developing a larger body of research and literature[4]. Academic and research productivity or contribution by the teachers is to communicate and share new avenues of knowledge in the profession. The profession growth can be identified through the academic and research contributions of LIS stakeholders, mainly teachers of the subject. More contribution is one of the significant indications of subject growth. That's why this study is carried out to identify the objectives and understand the factors that influenced LIS teachers to make contribution towards the profession.

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2. LITERATURE REVIEW

Some of the studies related to academic and research contribution of library and information science teachers were reviewed. Jadhav[5] conducted study on role of LIS educators in growth of LIS profession in 21st century; the study found that LIS educators are playing an important role in design and delivery of LIS education to create appropriate human resources to the changing scenario in the field of LIS profession. Negi[6] found that LIS teacher's contribution in the growth profession is constant and major reason for research productivity is objectives and goals set by them. Fuller[7]; Walters and Wilder[8] have studied research productivity among Library and Information Science (LIS) faculty based on goals set throughout the careers of tenure track and tenured professors in LIS schools. Powell, *et al.*[9] portrays that the striking feature of the LIS contribution has always been its concern with the means by which ideas, information, and/or knowledge are materially realised. Lund[10]; Meho and Spurgin[11] have studied the role of LIS educators with their research duties, how such

research generate information to be encoded and stored so that profession enhances the global visibility. The present study is an attempt to understand the objectives and factors that made an impact to contribution of LIS teachers in the profession. Brar et al. [12] studied the role of LIS educators in the information society that, the teachers must strive to bridge the gap between academic and needs of information society, so that stakeholders of profession can be benefited optimally and can get the subject knowledge and working skills in the profession. Pandita and Singh[13] have described the contribution as a measure of teacher's effectiveness in the profession and contribution to a subject area is body of knowledge and literature growth.

3. OBJECTIVES

- To study the objectives of LIS teachers towards their academic and research contribution in the profession.
- To analyse the factors that made an influence to LIS teachers in their professional contribution.
- To know the opinions of LIS Techers on their overall professional contributions.

4. HYPOTHESIS

Hypothesis 1: Self-interest of the LIS teachers has positive direct effect on professional interest and positive indirect effect on overall professional contribution to the LIS field.

Hypothesis 2: Professional interest of the LIS teachers has positive direct effect on overall professional contribution to the LIS field.

5. SCOPE AND LIMITATIONS OF THE STUDY

Many studies conducted to analyse the research contribution of LIS schools and faculty members in India to know the output of doctoral degrees and also record the research trends in LIS profession. There are also studies on publication productivity of LIS teachers, LIS education & curriculum and LIS schools in India. But less attention is given to study the overall contribution of LIS teachers towards the profession in India. It is evident from the above review of literature that the study is not carried out on the present area of study. The objectives and factors are taken here as measures of contributions of LIS teachers in the profession. Here study mainly focused on how these objectives and factors influencing LIS teachers in their academic and research contribution. The academic and research contribution helps to sustain the development of new knowledge and ultimately contribute to the growth of LIS profession. The growth and development of LIS profession benefitted by various stakeholders in the subject for their professional growth also. The study is limited to only present working permanent LIS teachers in state and central universities of India.

6. METHODOLOGY

The study covers all in-service LIS teachers in state and central universities in India. There are 353 LIS teachers from 108 LIS schools in India. The present study used survey method for data collection by using structured questionnaire which was designed in Google form. Likert scale from 1 to 5 used in the questionnaire to know objectives, factors and opinions of LIS teachers to make contribution in the profession. The study is not used any sampling method for data collection since number of in-service LIS teacher in India is only 353. Out of 353, the complete and fully response received from 287, hence the rate of response accounts for 81.30 per cent. At preliminary stage the explorative factor analysis is applied to the items of the objectives to reduce the dimensionality of items of contributions in the field of LIS. At second stage measurement model of Confirmatory Factor Analysis (CFA) is bring estimated to check the validity, to draw the path diagram

Table 1. Demographic profile of the respondents

	Frequency	Per cent
Designation		
Professor	104	36.2
Associate professor	45	15.7
Assistant professor	138	48.1
Total	287	100.0
Gender		
Male	202	70.4
Female	85	29.6
Total	287	100.0
Nature of university		
State university	218	76.0
Central university	69	24.0
Total	287	100.0

Table 2. Objectives to make contributions in the field of LIS

Objectives	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Sharing Knowledge	194 (67.6)	89 (31.0)	4 (1.4)	0 (0.0)	0 (0.0)	287 (100.0)
Professional Development	126 (43.9)	156 (54.4)	4 (1.4)	1 (0.3)	0 (0.0)	287 (100.0)
Gain Popularity	35 (12.2)	88 (30.7)	63 (22.0)	59 (20.6)	42 (14.6)	287 (100.0)
Become a subject Expert	100 (34.8)	135 (47.0)	27 (9.4)	1 (5.9)	8 (2.8)	287 (100.0)
For CAS	57 (19.9)	157 (54.7)	35 (12.2)	32 (11.1)	6 (2.1)	287 (100.0)
Build a Good Network	161 (56.1)	109 (38.0)	14(4.9)	2 (0.7)	1 (0.3)	

as well as to obtain the standardised and undersised coefficients of the model. For dimensional reduction of the factor analysis SPSS 21 version based on principal component analysis with varimax rotation method is applied. To fit the measurement model of CFA and path diagram, AMOS 20 is used.

7. DATA ANALYSIS AND INTERPRETATION

This section presents the results obtained from online questionnaire through Google Form. The data were tabulated and analysed as follows: designation and gender wise distribution of LIS teachers in India, objectives and factors that influenced LIS teachers to made academic and research contribution in the profession. The barriers faced by LIS teachers during their contribution.

Table 1 shows designation wise of distribution of LIS teachers in the study. Out of 287 LIS teachers, 104 (36.2 %) are Professors, 45 (15.7 %) are Associate Professors and 138 (48.1 %) are Assistant Professor. Among the LIS teachers, the proportion of Assistant Professors is relatively higher and followed by Professor. The percentage of Associate Professor in LIS profession is minimum. Table 1 shows gender wise distribution of LIS teachers in the study. Out of 287 LIS

Table 3. Influencing factors for contribution to LIS profession

Influencing factors	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Personal motivation	158 (55.1)	119 (41.5)	9 (3.1)	1 (0.3)	0 (0.0)	287 (100.0)
Teaching experience	116 (40.4)	161 (56.1)	8 (2.8)	2 (0.7)	0 (0.0)	287 (100.0)
Working environment	73 (25.4)	156 (54.4)	45 (15.7)	12 (4.2)	1 (0.3)	287 (100.0)
Interact with experts	113 (39.4)	151 (52.6)	19 (6.6)	4 (1.4)	0 (0.0)	287 (100.0)
Faculty development	65 (22.6)	177 (61.7)	32 (11.1)	11 (3.8)	2 (0.7)	287 (100.0)
Conferences/seminars	90 (31.4)	173 (60.3)	15 (5.2)	8 (2.8)	1 (0.3)	287 (100.0)
Institutional support	58 (20.2)	180 (62.7)	37 (12.9)	12 (4.2)	0 (0.0)	287 (100.0)
Emerging developments	158 (55.1)	116 (40.4)	10 (3.5)	3 (1.0)	0 (0.0)	287 (100.0)
Incentives in academics	35 (12.2)	139 (48.4)	85 (29.6)	25 (8.7)	3 (1.0)	287 (100.0)
Involvement in academic	182 (63.2)	94 (32.8)	10 (3.5)	1 (0.3)	0 (0.0)	287 (100.0)

Table 4. Opinions of LIS teachers on overall contribution to LIS profession

Contributions	Excellent	Good	Adequate	Poor	Very Poor	Total
Publication in Journals	108(37.6)	120(41.8)	48(16.7)	8(2.8)	3(1.0)	287(100.0)
Editorship in Journals	29(10.1)	65(22.6)	81(28.2)	87(30.3)	25(8.7)	287(100.0)
Books & Edited Chapters	36(12.5)	93(32.4)	87(30.3)	58(20.2)	13(4.5)	287(100.0)
Editorship in Proceedings of Conference/Seminars	46(16.0)	106(36.9)	95(33.1)	35(12.2)	5(1.7)	287(100.0)
Minor and Major Research Projects	33(11.5)	80(27.9)	101(35.2)	50(17.4)	23(8.0)	287(100.0)
Paper Presentations in Conferences/Seminars	108(37.6)	144(50.2)	31(10.8)	2(0.7)	2(0.7)	287(100.0)
Organized No. of Conferences/Seminars	33(11.5)	92(32.1)	140(48.8)	14(4.9)	8(2.8)	287(100.0)
Conducted Training Program	27(9.4)	63(22.0)	118(41.1)	68(23.7)	11(3.8)	287(100.0)
Developed Learning Materials	28(9.8)	69(24.0)	90(31.4)	84(29.3)	16(5.6)	287(100.0)
Presentations in OP, RC and Short Term Courses	66(23.0)	102(35.5)	95(33.1)	17(5.9)	7(2.4)	287(100.0)
Research Supervision for Ph.D & M.Phil.	59(20.6)	98(34.1)	88(30.7)	35(12.2)	7(2.4)	287(100.0)
H-index, i10 Index & Citations	29(10.1)	80(27.9)	128(44.6)	41(14.3)	9(3.1)	287(100.0)
Publication in Newspapers & Magazines	9(3.1)	40(13.9)	71(24.7)	127(44.3)	40(13.9)	287(100.0)
Awards in LIS Profession	19(6.6)	57(19.9)	103(35.9)	84(29.3)	24(8.4)	287(100.0)
Membership in LIS Associations	36(12.5)	163(56.8)	73(25.4)	11(3.8)	4(1.4)	287(100.0)
Participation in BoS & BoE	40(13.9)	126(43.9)	105(36.6)	12(4.2)	4(1.4)	287(100.0)

Table 5. Descriptive statistics

Five Dimensions	N	Min.	Max.	Mean	Std. Dev.	Variance
Objectives to make contributions in the LIS	287	1.00	3.50	1.9228	.49760	.248
Influencing Factors for Contribution to LIS	287	1.00	3.90	1.7913	.40697	.166
Overall Contribution to LIS Profession	287	1.00	5.00	2.6135	.73379	.538

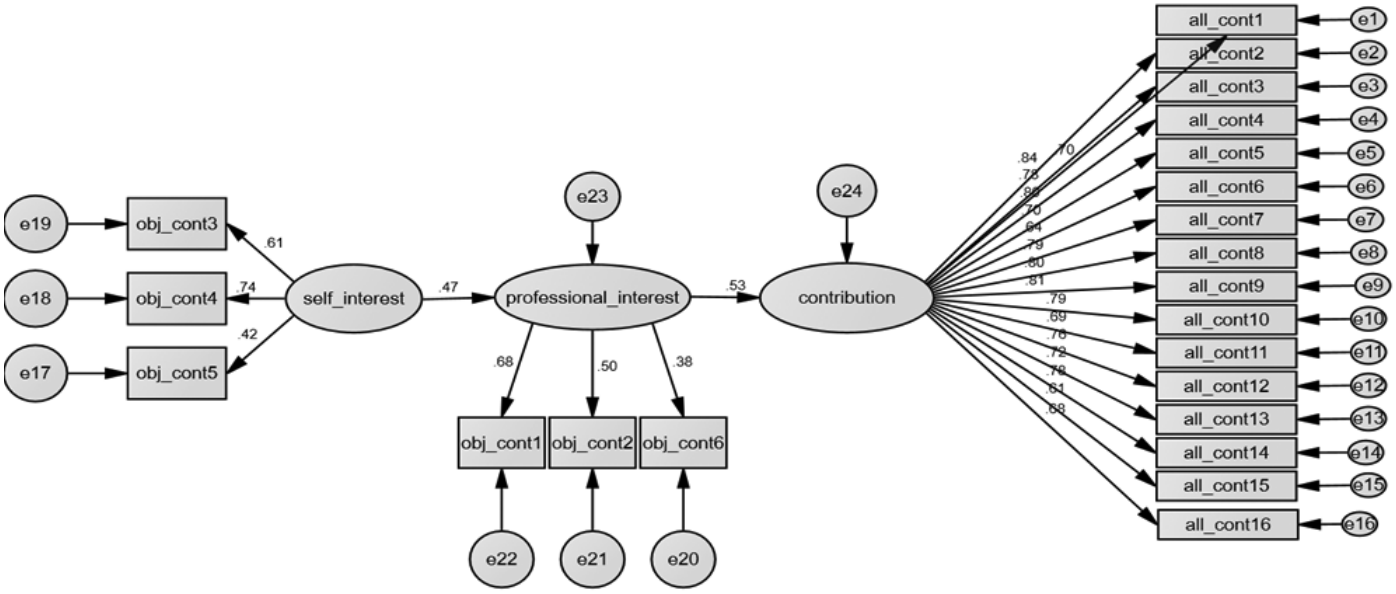

Figure 1. Measurement model of effect of self-interest and professional interest on overall professional contribution.

teachers, 202 (70.4 %) are male teachers and 85 (29.6 %) are female teachers. The percentage of female teachers is very low compare to the percentage of male faculties in LIS profession at Indian state and central universities. Table 1 also indicates that number and percentage of teachers working in both Central and State University of India in LIS profession. Out of 287 LIS teachers, 218 (76 %) are state university teachers and 69 (24 %) are central university teachers. The percentage of teachers in State Universities is relatively higher than the percentage of faculties of Central Universities.

Table 2 shows that six objectives are identified to make contributions in the field of LIS. These objectives are identified based on the expert opinion and literature. These objectives are multiple response items. Every LIS professional were expressed their objectives to make contribution as sharing knowledge, professional development, gaining popularity, to become expert in LIS, for career advancement and to build good professional network. Table 4 shows 67.6 per cent and 56.1 per cent of the LIS professionals strongly opinioned that their objectives to make contributions to the LIS field are sharing knowledge and to build a good professional network.

Table 3 shows the various influencing factors for contribution to LIS profession. Personal motivation, and involvement in academic and research activities are highly preferred and first set of influencing factor for contribution to LIS profession. 55.1 per cent and 63.2 per cent of LIS professionals are strongly opinioned that these two factors influence their contribution to LIS profession.

Table 4 shows 41.8 per cent of teachers opinioned that their contribution in journals publication is good and followed by 37.6 per cent is excellent. 30.3 per cent of teachers opinioned that their editorship in journals is poor and followed by 28.2 per cent adequate. 32.4 per cent teachers opinioned that their contribution in the publication of books and edited chapters is good and followed by 30.3 per cent adequate. 36.9 per cent teachers opinioned that their contribution as editorship in proceedings of conference is good and followed by 33.1 per cent adequate. 35.2 per cent teachers opinioned that their contribution in minor and major research projects is adequate and followed by 27.9 per cent good. 50.2 per cent of teachers opinioned that their contribution as paper presentations in conference/seminars is good and followed by 37.6 per cent is excellent. 48.8 per cent of teachers opinioned that their contribution as organizing secretary of conference/seminars is adequate and followed by 32.1 per cent good. 41.1 per cent of teachers opinioned that their contribution as coordinator for training programs conducted is adequate and followed by 23.7 per cent Poor. 31.4 per cent of teachers opinioned that their contribution in the development of learning materials is adequate and followed by 29.3 per cent poor. 35.5 per cent of teachers opinioned that their contribution as lectures delivered in refresher course, orientation and special lecture programs is good and followed by 33.1 per cent is adequate. 34.1 per cent of teachers opinioned that their contribution as research supervision for Ph.D and M.Phil good and followed by 30.7 per cent adequate. 44.6 per cent of teachers opinioned

that the research impact of their publications is adequate and followed by 27.9 per cent good. 44.3 per cent of teachers opinioned that article publications in newspapers and magazines is poor and followed by 24.7 per cent adequate. 35.9 per cent of teachers opinioned that an award received is adequate and followed by 29.3 per cent poor.

Table 5 indicates the descriptive statistics of five dimensions. The dimension of objectives to make contributions in the LIS field consisting six items of Likert scale from 1 to 5, where 1 indicate strongly agree and 5 indicate strongly disagree. Table 5 shows objectives to make contribution in the LIS field dimension have mean value of 1.9228 with standard deviation of 0.49760. The mean value of 1.9228 is close to 2 indicating 'agree'. In overall the respondents of the study are 'agreed' for all the items of the dimension of objectives to make contributions in the LIS field.

The dimension of influencing factors for contribution to LIS consisting ten items of Likert scale from 1 to 5, where 1 indicate strongly agree and 5 indicate strongly disagree. As per Table 5, this dimension has mean value of 1.7913 with standard deviation of 0.40697. The mean value of 1.7913 is close to 2 indicating 'agree'. In overall the respondents of the study are 'agreed' for all the items of the dimension of influencing factors for contribution to LIS.

The dimension of overall contribution to LIS profession consisting sixteen items of Likert scale from 1 to 5, where 1 indicate excellent and 5 indicate very poor. Table 5 indicates this dimension has mean value of 2.6135 with standard deviation of 0.73379. The mean value of 2.6135 is close to 3 indicating 'adequate'. Thus, the respondents of the study are stating 'adequate' for all the items of overall contribution to LIS profession.

The self-interest and professional interest are the major factor responsible for contributing to the LIS field; hence, the confirmatory factor analysis is conducted for further to test the hypothesis. The results of measurement model of CFA obtained by using AMOS 20 indicated the direct effect of self-interest on overall contribution has negative and statistically significant at 5 per cent, the model again specified and final measurement model in terms of path diagram is represented in Fig. 1. Figure 1 shows the self-interest of the LIS teachers has direct effect on professional interest. The professional interest in turn influences the overall contribution of the LIS teachers. However, the indirect effect of self-interest on overall contribution is also captured through professional interest since arrow is pointing from self-interest to professional interest and professional interest to overall contribution.

The coefficient of the results of measurement model of CFA is obtained by using both standardised and undersised methods. However, the coefficient in the Fig. 1 indicates only the standardised coefficients. The numerical coefficient value on the arrow from self-interest to professional interest is 0.471. This standardised coefficient is statistically significant at 1 per cent, hence, it can be concluding that the direct positive effect of self-interest on professional interest is statistically significant. Similarly, the numerical coefficient value on the arrow from professional interest to overall contribution is 0.535. This standardised coefficient is also statistically significant at 1 per cent, hence, it can be concluding that the direct positive effect of professional-interest on overall contribution is statistically significant. The indirect effect of self-interest on overall contribution through professional interest is 0.252. Based on the path coefficient mentioned in the path diagram are statistically significant at 1 per cent, therefore the hypothesis 1 and 2 "Self-interest of the LIS teachers has positive direct effect on professional interest and positive indirect effect on overall professional contribution to the LIS field" and "Professional interest of the LIS teachers has positive direct effect on overall professional contribution to the LIS field" cannot be rejected.

8. DISCUSSIONS

The self-interest and professional interest are the major factor responsible for contributing to the LIS field. The standardised coefficient of self-interest on professional interest is statistically significant at 1 per cent, hence, the direct positive effect of self-interest on professional interest is statistically significant. Similarly, the numerical coefficient value on the arrow from professional interest to overall contribution is 0.535. This standardised coefficient is also statistically significant at 1 per cent, hence, the direct positive effect of professional-interest on overall contribution is statistically significant. The indirect effect of self-interest on overall contribution through professional interest is 0.252. The self-interest of the LIS professionals has positive direct effect on professional interest and positive indirect effect on overall professional contribution to the LIS field. The professional interest of the LIS professionals has positive direct effect on overall professional contribution to the LIS field. Hence, the study found that self-interest is an antecedent for professional interest, and professional interest play a dual for antecedent for overall contribution and consequent for self-interest in the study. Overall contribution is a consequent in the study.

9. CONCLUSIONS

Objectives in terms of interest of LIS teachers to make contribution in the profession are classified into self-interest and professional interest. The self-interest and professional interest and also factors are influenced LIS teachers to contribute more in academic and research activities towards the growth of the profession in India. Self-interest of the LIS teachers has positive direct effect on professional interest and positive indirect effect on overall professional contribution to the profession. The professional interest of the LIS teachers has positive direct effect on overall professional contribution to the profession. All factors have made a positive impact to LIS teachers to make contribution towards the profession in India. The overall opinion of LIS teachers on their academic and research contribution towards the profession in India is stating adequate.

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CONTRIBUTORS

Mr Nagesh R. is a Ph.D student in the Department of Library and Information Science, University of Mysore, Mysuru. He also works as Librarian in Government First Grade College, Doddaballapur, Bangalore rural district, Karnataka. He has completed his M.L.I.Sc from University of Bangalore, Bangaluru His research area is on "A study on contributions of teachers of library and information science towards the profession in India".
He has carried out reviewing the literature, data collection, interpretation and drafting of paper.

Dr M. Chandrashekara is a Professor and Head in the Department of Library and Information Science, University of Mysore, Mysuru. He has completed his Ph.D in field of LIS.
He has guided and assisted in all the arrears of the research paper mainly in analysis and interpretation of the collected data.