IJCRT.ORG ISSN : 2320-2882

INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

Academic Contributions Of Library And Information Science Teachers Towards The Profession In India

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ABSTRACT-
The present study pertains to the examination of the academic contributions made by teachers of library and information science (LIS) to their profession in India. The teachers in the profession plays a significant role in bringing LIS programs by designing, evolving a curriculum effectively based on society desires to create human resources with appropriate knowledge and skills in the varying scenario of global market in the field. The primary objective of the study is to understand the contribution areas of teachers in the academic in India. This study also aimed to identify the academic contribution of LIS teachers towards the profession in India based and designation. The data source employed for this inquiry is the quantitative data pertaining to the contributions of teachers. The data was collected through a structured questionnaire by using a survey method. There were a total of 353 teachers from 106 state universities and 19 teachers from central universities. The response rate was 81.30%, with 287 respondents. The results of the study show that out of three categories of LIS teachers with respect to designation, professors have contributed more in academic activities followed by associate professors.

Keywords: Academic contribution, Academic activities, Library science, Library profession, Information science, Profession development.

INTRODUCTION

The contemporary library and information science profession is confronted with a greater volume of information than in previous times, and must adapt with greater agility to ongoing changes. The landscape of LIS is evolving at a rapid pace, characterized by global diversity and marked by transformations in the intellectual environment and patron approach to information. The profession plays a pivotal role in the advancement and progress of the nation by satisfying the information needs of society, and this objective cannot be accomplished without the involvement of LIS educators. The role of the teacher is of paramount importance in educating and empowering professional communities in various aspects of the subject. The growth of the profession can be gauged by the academic and research contributions of LIS stakeholders, particularly the teachers of the subject. Increased contributions serve as a significant indicator of the growth of the field.

Academic and research productivity by the teachers is to share new avenues of knowledge in the profession (Morrison, 2016). An active academic and research productivity by educators, shows the significant growth of the profession and measuring of research involvement is defined by impact of research publications and research productivity (Budd, 2015). They also play a vital role in capacity building like creativity, transformation of knowledge and capacity to use high technology (Dalrymple & Varlejs, 1995; Karisiddappa, 2020; Dora & Anil Kumar, 2017). Academic contributions of LIS teachers, such as authorship in books, editorship in books, presentations in refresher courses and orientation programs, presentations in short-term

courses and special lecture programs, organized conferences, workshops and training programs at international level, learning/study materials developed at international and national levels, participation in board of studies, participation in board of examinations. Research contributions of LIS teachers such as publications in international journals, publications in national journals, paper publications in proceedings of conference at international and national level, editorship/membership in international journals, editorship/membership in national journals, Ph.D supervision, major research projects, minor research projects, and editorship in conference proceedings.

REVIEW OF LITERATURE

Many studies into the publication productivity of LIS teachers, as well as the LIS education and curriculum offered by schools in India. However, there has been a lack of attention given to studying the overall contribution of LIS teachers to the profession in India. Based on the aforementioned literature review, it is evident that there is a gap in research in this particular area.

A study into the productivity of research in the field of LIS in India, based on Ph.D. theses submitted to various Indian universities since 1957, was conducted by Kumbar and Vasantharaju (2008). The attainment of a doctoral dissertation is considered to be one of the indicators of research productivity. The development of Ph.D programmes in the field of LIS is increasing and also a great initiative and efforts of current LIS professionals in India (Thavamani, 2013; Pandita & Singh, 2017). A study on publication impact of South Indian LIS faculty was conducted by Harinarayana and Vasanthraju (2012), this study covered 26 south Indian universities and 02 colleges offering master program in LIS.

For global prominence, the LIS teachers need to enhance the commitment of academic and research activities for more contribution to the growth of LIS profession in India. The contributions of LIS teachers towards the growth profession is constant. Garg and Sharma (2017), have examined the research contribution by LIS faculty, an active research contribution is showing the significant growth of the profession and determining of research contribution is defined by impact of research output. It is evident from the above review of literature that, the study is not carried out on the present area of study.

OBJECTIVES OF THE STUDY

1. To understand the contribution areas related academic of LIS teachers in India.
2. To identify the academic contributions of LIS teachers towards the profession based on designation.
3. To identify the significant difference in academic contributions among professors, associate professors and assistant professors.

HYPOTHESIS

H_o: There is no significant difference in academic contributions between professors, associate professors and assistant professors.

H_1: There is a significant difference in academic contributions between professors, associate professors and assistant professors.

METHODOLOGY

The primary source of data for this study comprises quantitative data on the contributions of LIS teachers. The data encompasses a variety of contributions, including publications, presentations, authorship in books and book chapters, PhD supervisions, memberships in academic boards, editorship in journals, books and proceedings, minor and major research projects, and study materials. The data was collected through a questionnaire, utilizing a survey method. The researcher selected all in-service LIS teachers from state and central universities for this purpose. There was a total of 353 teachers in 106 state universities and 19 teachers in central universities. A meticulously organized online questionnaire was disseminated to all in-service Library and Information Science (LIS) teachers included in the study. The response rate was 81.30%, with 287 respondents.

The designation of LIS teachers in this study is categorized as assistant professors, associate professors, and professors. To analyze the number of designations of LIS teachers in the study, a one-way ANOVA is conducted. The findings of the descriptive statistics on the areas of research contribution across designation is presented.

NEED FOR THE STUDY

The present study has observed that several researches performed formerly on diverse factors of LIS education and curriculum, LIS faculties and infrastructure, research output of LIS faculties, however less interest is given to LIS teachers who impart library education and empowering professional groups in diverse aspects of the concern. the academics have given a splendid contribution to the profession by way of actively carrying out their instructional and research activities in India. retaining those, the researcher observed this have a look at is extra big to carry out. The LIS instructors are engaged in collaborative coaching, expertise sharing, mutual support on strategic troubles, implementing curriculum trade, improvements in teaching and research activities. This study is intended to analyze the academic and research contributions of LIS teachers towards the profession in India.

ANALYSIS AND INTERPRETATION OF DATA

The responses were analyzed based on designation wise of LIS teachers by keeping the objectives of the study and also hypothesis.

Table 1: Designation wise distribution of respondents

Designation	Frequency	Percent
Professor	104	36.2
Associate Professor	45	15.7
Assistant Professor	138	48.1
Total	**287**	**100.0**

Table 1 shows the distribution of teachers in the field of LIS, categorized by their respective designations. Among the 287 teachers, the proportion of professors is 104 (36.2%), followed by associate professors at 45 (15.7%), and assistant professors at 138 (48.1%). It is noteworthy that assistant professors constitute the largest group of LIS instructors, while professors rank second. On the other hand, the smallest group of LIS instructors is comprised of associate professors.

Table 2: Authorship in books and book chapters

Designation	Authorship in books			Authorship in book chapters		
	N	Mean	Std. Dev.	N	Mean	Std. Dev.
Professor	104	3.34	5.132	104	8.83	8.525
Associate Prof.	45	2.11	4.318	45	7.51	8.084
Assistant Prof.	138	0.77	1.865	138	3.82	4.675
Total	**287**	**1.91**	**3.924**	**287**	**6.21**	**7.226**

Table 2 depicts an average number of books authored by teachers is 1.91; however, this mean value differs across assistant professor (.77), associate professor (2.11) and professor (3.34). The average number of authorships in books published by the professors is higher with the value of 3.34, than the associate professors with the value of 2.11, and assistant professors with the value of 0.77. The average number of authorships in book chapters by teachers is 6.21; however, this mean value differs across assistant professor (3.82), associate professor (7.51) and professor (8.83). The average number of book chapters published by the professors is higher with the value of 8.83, than the associate professors with the value of 7.51, and assistant professors with the value of 3.82.

Table 3: Editorship in books

Area of Academic Contribution	Designation	N	Mean	Std. Dev.
Editorship in Books	Professor	104	4.37	3.596
	Associate Professor	45	3.04	3.548
	Assistant Professor	138	1.30	1.727
Total		**287**	**2.68**	**3.162**

Table 3 indicates an average number of editorships in books by teachers is 2.68; however, this mean value differs across assistant professor (1.30), associate professor (3.04) and professor (4.37). The average number

of editorships in books by the professors is higher with the value of 4.37, than the associate professors with the value of 3.04, and assistant professors with the value of 1.30.

Table 4: Presentations in refresher courses and orientation programs (RC & OP) & short term courses & special lecture programs

Designation	Refresher courses and orientation programs (RC & OP)			Short term courses & special lecture programs		
	N	Mean	Std. Dev.	N	Mean	Std. Dev.
Professor	104	21.59	28.986	104	22.38	22.713
Associate Professor	45	12.96	21.761	45	14.13	12.841
Assistant Professor	138	3.52	5.356	138	8.30	7.419
Total	**287**	**11.55**	**21.383**	**287**	**14.31**	**16.692**

Table 4 consist of an average number of presentations in both RC and OP by librarians is 11.55; however, this mean value differs across assistant professor (3.52), associate professor (12.96) and professor (21.59). The average number of presentations in refresher courses and orientation programs (RC & OP) by the professors is higher with the value of 21.59, than the associate professors with the value of 12.96, and assistant professors with the value of 3.52.

Table 6 indicates an average number of presentations in both short term courses and special lecture programs by teachers is 14.31; however, this mean value differs across assistant professor (8.30), associate professor (14.13) and professor (22.38). The average number of presentations in short term courses & special lecture programs by the professors is higher with the value of 22.38, than the associate professors with the value of 14.13, and assistant professors with the value of 8.30

Table 7: Organized/conducted conference, seminars, workshops & training programs at international level

Areas of Academic Contribution	Designation	N	Mean	Std. Dev.
Organized/Conducted Conference, Seminars, Workshops & Training Programs at International Level	Professor	104	2.11	1.816
	Associate Professor	45	1.33	1.846
	Assistant Professor	138	.46	.897
Total		**287**	**1.19**	**1.633**

Table 7 depicts an average number of organized/conducted conferences, seminars, workshops & training programs at international level as secretary or convener by teachers is 1.19; however, this mean value differs across assistant professor (.46), associate professor (1.33) and professor (2.11). The average number of organized/conducted conference, seminars, workshops & training programs at international level by the professors is higher with the value of 2.11, than the associate professors with the value of 1.33, and assistant professors with the value of 0.46.

Table 8: Organized/conducted conference, seminars, workshops & training programs at national level

Area of Academic Contribution	Designation	N	Mean	Std. Dev.
Organized/Conducted Conference, Seminars, Workshops & Training Programs at National Level	Professor	104	11.26	8.095
	Associate Professor	45	8.67	8.504
	Assistant Professor	138	4.05	3.492
Total		**287**	**7.39**	**7.187**

Table 8 depicts an average number of organized/conducted conferences, seminars, workshops & training programs at national/state level as secretary or convener by teachers is 7.39; however, this mean value differs across assistant professor (4.05), associate professor (8.67) and professor (11.26). The average number of organized/conducted conference, seminars, workshops & training programs at national level by the

professors is higher with the value of 11.26, than the associate professors with the value of 8.67, and assistant professors with the value of 4.05.

Table 9 Contribution across designation related to Learning/Study Materials Developed at International and National Levels

Area of Academic Contribution	Designation	N	Mean	Std. Dev.
Learning/Study Materials Developed at International and National Levels	Professor	104	4.43	9.801
	Associate Professor	45	3.00	5.266
	Assistant Professor	138	1.24	2.492
Total		**287**	**2.67**	**6.631**

Table 9 indicates an average number of learning/study materials (international and national) developed by teachers is 2.67; however, this mean value differs across assistant professor (1.24), associate professor (3.00) and professor (4.43). The average number of learning/study materials developed at international and national levels by the professors is higher with the value of 4.43, than the associate professors with the value of 3.00, and assistant professors with the value of 1.24.

Table 10 Contribution across designation related to Learning/Study Materials Developed at State and University Levels

Area of Academic Contribution	Designation	N	Mean	Std. Dev.
Learning/Study Materials Developed at State and University Levels	Professor	104	5.60	6.270
	Associate Professor	45	3.73	4.239
	Assistant Professor	138	2.38	4.443
Total		**287**	**3.76**	**5.341**

Table 10 indicates an average number of learning/study materials (state and university) developed by teachers is 3.76; however, this mean value differs across assistant professor (2.38), associate professor (3.73) and professor (5.60). The average number of learning/study materials developed at state and university levels by the professors is higher with the value of 4.43, than the associate professors with the value of 3.00, and assistant professors with the value of 1.24.

Table 11 Contribution across designation related to Participation in Board of Studies

Area of Academic Contribution	Designation	N	Mean	Std. Dev.
Participation in Board of Studies	Professor	104	11.14	8.207
	Associate Professor	45	6.51	5.972
	Assistant Professor	138	3.17	3.311
Total		**287**	**6.59**	**6.940**

Table 11 depicts an average number of participations in BoS (national and state) by teachers is 6.59.; however, this mean value differs across assistant professor (3.17), associate professor (6.51) and professor (11.14). The average number of participations in board of studies by the professors is higher with the value of 11.14, than the associate professors with the value of 6.51, and assistant professors with the value of 3.17.

Table 12 Contribution across designation related to Participation in Board of Examinations

Area of Academic Contribution	Designation	N	Mean	Std. Dev.
Participation in Board of Examinations	Professor	104	12.66	13.378
	Associate Professor	45	7.91	6.295
	Assistant Professor	138	3.55	4.058
Total		**287**	**7.54**	**9.782**

Table 12 shows an average number of participations in BoE (national and state) by teachers is 7.54; however, this mean value differs across assistant professor (3.55), associate professor (7.91) and professor (12.66). The average number of participations in board of examination by the professors is higher with the value of 12.66, than the associate professors with the value of 7.91, and assistant professors with the value of 3.55.

Hence, to check whether this difference is statistically significant, the test of ANOVA is conducted, and the result is displayed in table:13.

Table 13. Output of ANOVA on areas of academic contribution across designation

Areas of Academic Contribution	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Authorship in Books	Between Groups	393.399	2	196.700	13.930	.000
	Within Groups	4010.245	284	14.121		
	Total	4403.645	286			
Authorship in Book Chapters	Between Groups	1577.435	2	788.717	16.773	.000
	Within Groups	13354.600	284	47.023		
	Total	14932.035	286			
Editorship in Books	Between Groups	565.301	2	282.651	34.980	.000
	Within Groups	2294.845	284	8.080		
	Total	2860.146	286			
Presentations in Refresher Courses and Orientation Programs (RC & OP)	Between Groups	19459.548	2	9729.774	24.825	.000
	Within Groups	111307.567	284	391.928		
	Total	130767.115	286			
Presentations in Short Term Courses & Special Lecture Programs	Between Groups	11755.383	2	5877.692	24.572	.000
	Within Groups	67932.394	284	239.199		
	Total	79687.777	286			
Organized/Conducted Conference, Seminars, Workshops & Training Programs at International Level	Between Groups	162.384	2	81.192	38.426	.000
	Within Groups	600.076	284	2.113		
	Total	762.460	286			
Organized/Conducted Conference, Seminars, Workshops & Training Programs at National/Sate Level	Between Groups	3169.434	2	1584.717	38.789	.000
	Within Groups	11602.635	284	40.854		
	Total	14772.070	286			
Learning/Study Materials Developed at International and National Levels	Between Groups	610.575	2	305.288	7.246	.001
	Within Groups	11964.638	284	42.129		
	Total	12575.213	286			
Learning/Study Materials Developed at State and University Levels	Between Groups	614.683	2	307.341	11.570	.000
	Within Groups	7544.244	284	26.564		
	Total	8158.927	286			
Participation in Board of Studies	Between Groups	3767.751	2	1883.876	53.460	.000
	Within Groups	10007.907	284	35.239		
	Total	13775.659	286			
Participation in Board of Examinations	Between Groups	4932.355	2	2466.178	31.219	.000
	Within Groups	22435.011	284	78.997		
	Total	27367.366	286			

Thus, it can be concluding that the contribution in the academic areas across designation made by LIS teachers, the null hypothesis of "There is no significant difference in academic contributions among assistant professors, associate professors and professors" can be rejected and an alternative hypothesis of "There is a significant difference in academic contributions among professors, associate professors and assistant professors" can be accepted, since p-value is less than alpha (0.05).

1. Findings

The finding of the present study related to academic contributions of LIS teachers in India listed as below.

- The average number of authorships in books published by the professors is higher with the value of 3.34, than the associate professors with the value of 2.11, and assistant professors with the value of 0.77.

- The average number of book chapters published by the professors is higher with the value of 8.83, than the associate professors with the value of 7.51, and assistant professors with the value of 3.82.

- The average number of editorships in books by the professors is higher with the value of 4.37, than the associate professors with the value of 3.04, and assistant professors with the value of 1.30.

- The average number of presentations in refresher courses and orientation programs (RC & OP) by the professors is higher with the value of 21.59, than the associate professors with the value of 12.96, and assistant professors with the value of 3.52.

- The average number of presentations in short term courses & special lecture programs by the professors is higher with the value of 22.38, than the associate professors with the value of 14.13, and assistant professors with the value of 8.30

- The average number of organized/conducted conference, seminars, workshops & training programs at international level by the professors is higher with the value of 2.11, than the associate professors with the value of 1.33, and assistant professors with the value of 0.46.

- The average number of organized/conducted conference, seminars, workshops & training programs at national level by the professors is higher with the value of 11.26, than the associate professors with the value of 8.67, and assistant professors with the value of 4.05.

- The average number of learning/study materials developed at international and national levels by the professors is higher with the value of 4.43, than the associate professors with the value of 3.00, and assistant professors with the value of 1.24.

- The average number of learning/study materials developed at state and university levels by the professors is higher with the value of 4.43, than the associate professors with the value of 3.00, and assistant professors with the value of 1.24.

- The average number of participations in board of studies by the professors is higher with the value of 11.14, than the associate professors with the value of 6.51, and assistant professors with the value of 3.17.

- The average number of participations in board of examination by the professors is higher with the value of 12.66, than the associate professors with the value of 7.91, and assistant professors with the value of 3.55.

- There is a significant difference in academic contributions among professors, associate professors and assistant professors.

2. Conclusion

- The LIS teachers engage in various professional activities beyond the conventional teaching and learning practices. A study has revealed that LIS teachers make a significant contribution to academic activities in the profession. There was a significant difference in academic contributions among professors, associate professors and assistant professors related to books and books chapters publication, editorships in books, presentations in refresher courses and orientation programs (RC & OP), presentations in short term courses & special lecture programs, organized/conducted conference, seminars, workshops & training programs at various levels, learning/study materials developed at various levels, participations in board of studies (BoS) and board of examinations (BoE). Since the present study focused on the academic contributions of LIS teachers, further study can carry out to understand the knowledge and skills of LIS teachers with respect to academic activities and also research contributions. However, when compared to other designations, there is a notable difference in their contribution. The study resulted that the participation in academic activities by the teachers of LIS is good in terms of there was output in all the areas of academic.

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