

Identification and Evaluation of Library and Information Science (LIS) Teachers based on Students' Opinions

Lulu Rout¹ Shubhasmita Acharya²

¹Department of Library and Information Science
Fakir Mohan University, Balasore, Odisha, 756020.
E-mail- lulurout62@gmail.com

²Department of Library and Information Science
Mizoram University (a Central University), 796001.
E-mail- shubhasmitaacharya898@gmail.com

Abstract

This paper explores the intrinsic qualities of library and information science teachers that convert a normal teacher into a favorite one. This study focuses on the current status of LIS education in Odisha, India. The students who belong to regular departments and the students who belong to self-financing departments are compared concerning their understanding level of LIS-related concepts. The research method is descriptive. An online questionnaire was designed with three major sections and distributed among sample students. Four departments of various universities were selected for this study. Two departments from regular and two were self-financing. A total of 112 students provided their responses, which was subjected to analysis. Major analyses like the students' reason for choosing a library and information science course, number of teachers available in their departments, and number of classes students attended per day were analyzed. In addition, the materials used by the teachers for delivering knowledge, positive characteristics of teachers, and the negative characteristics were analyzed.

Keywords: LIS teachers, LIS students, students' opinion, Teacher quality

Received: 14.6.2022 Accepted: 27.12.2022
© ISAST

ISSN 2241-1925



1. Introduction

While delivering the concept of university, the three things that come to everyone's mind are students, teachers, and administrative staff. Without the students, the university cannot run; without the teachers, the students cannot be benefited, and to support both the students and teachers, the administrative staff is required. So, this triangular structure of the university is important to becoming a successful and top-ranked university. To make students understand the course, teachers play a vital role in delivering concepts as well as practical knowledge.

The status of library and information science education in Odisha state is still in the adult stage, not a mature one. Because almost all (excluding 2-3 institutions) government and private institutions, including autonomous/degree colleges and state/deemed universities, are still not providing any graduate or diploma level courses in library and information science. We can also say that this factor is more responsible for the unemployment of LIS students and minimizes the value of LIS education compared to other courses. As far as the university-level courses are concerned, four universities, namely Utkal University, Sambalpur University, Gangadhar Meher University, and Khallikote University, serve regular and fully-flagged library and information science departments. Except for these four, there are two universities, namely Fakir Mohan University and North Odisha University, offering LIS courses in self-financing (SFC) mode. The students admitted to all these universities are completely unaware of the courses as they are never taught about them. So, the concerned teacher must make them aware and make them completely understand the courses, the career opportunities, the benefits, and other things about the LIS courses. On occasion, it has been seen that lecturers inform students about various sorts of materials, such as Open Educational Resources (OERs) and Open Course Wares (OCWs) (Acharya & Rout 2022). So, to understand the teaching environment, to measure the understanding level of students regarding the courses, and to find out some drawbacks of the classroom environment, this study has been conducted. Here students' opinions have been taken to determine the teacher's efficiency, the factor of motivation, how a teacher is supposed to do his/her duty during the official hour, etc.

2. Review of Related Literature

Tremendous research has been done in the area of teaching and the effectiveness of teaching. Here, some literature has been analyzed based on general context, and some are a special reference to library and information science teaching.

Students' motivation is the most important factor while learning through classroom teaching. Strategies, types of equipment, and methods used while delivering concepts through teaching increase students' motivational levels (Bomia, et al. 1997). In earlier times, traditional teaching methods were more beneficial because the traditional environment positively impacted girls and

boys to find various problem-based solutions. But recently, a study was conducted by Samuelsson, (2010), where the author found that there was no difference between boys and girls in the context of competencies.

Teachers' qualities are another motivation factor for students pursuing higher education. The research conducted by Patton and, De Sena, (1966), where teacher qualities were evaluated and found that a sense of humor, knowledge about the subject, and friendly nature are some good qualities of a teacher that become motivational factors for students. Another side, a boring attitude of a teacher, unfair grader, over-strict, no sense of humor, and requiring too much homework, are some major demotivational factors for students.

Learning a language should be valuable and interesting for the students. Using high-quality language may make students biased while understanding the concepts (Walker, 1974). Another factor that helps the students to get better clarification about the subject matter is the attention of the students. A teacher should manage the internal environment to focus students' attention. Positive behavior like good humor/jokes, and asking questions to students are some common influential behaviors of a good teacher. On the other side warning loudly, scolding, and ignoring are common demotivational factors for students toward a teacher (Cicekci & Sadik, 2019). A study was conducted by Cristian, and Denisa, (2014) to determine teachers' qualities based on students' opinions. The authors found that clarity of teaching and illustrating theories with examples are some motivational characteristics of teachers. As most students possess a favorite teacher, these types of good qualities influence those students to get better knowledge about the subject matter. There are some characteristics like, not getting ideas about the students, lack of self-control, unpleasant voice, and so on, through which students can determine the poor teachers (Newmark, 1929).— The library and information science course is a job-oriented course. Students from different backgrounds and states are choosing library science courses to get a job (Rout & Acharya, 2019).

3. Objectives of this Study

The research topic itself reflects the main purpose of conducting the research, but some other implicit major objectives are:

- To know the student's understanding level of the LIS course.
- To find out the motivational factors for LIS students in Odisha.
- To determine the student's satisfaction with their teachers.
- To locate the source of problems faced by the students.

4. Research Methodology

As we already discussed in the introduction part of this paper, four universities have regular departments in library and information science and two universities serve the same library and information science course in self-financing (SFC) mode. Two regular LIS department students and two SFC department LIS

students were selected by using cluster sampling for collecting the data. Students who are still pursuing the course and students who passed in the last two years were considered the total population. Due to the rising Covid-19 situation, an online questionnaire was preferred for data collection. The questionnaire was designed by google questionnaire, which includes closed-ended and open-ended questions. Randomly the questionnaires were distributed to the students and research scholars of these four departments. There were 130 questionnaires sent through e-mail, What's App, and by personal contact; 112 (86%) valid questionnaires came back, which was considered to be useful.

5. Data Analysis

After successful collection of data, they were analyzed by MS-Excel and SPSS software. The overall analysis and the results are discussed below,

5.1 Demographic Characteristics of the Respondents

The demographic characteristics of the survey participant indicated in Table 1 included gender, course, age, background discipline, and university where participants belong. Data reveal that female participants (57%) outnumbered male participants (43%). The majority of the respondents (73%) were MLIS P.G students, followed by M.Phil. students (18%) and Ph.D. students (9%). As per age, the majority of respondents (58%) are between 20-25 followed by 25-30 (42%) with no respondents aged 30. The highest number of participants (35%) were from Fakir Mohan University, followed by Sambalpur University (24%), then Utkal, and North Odisha University (21% each).

Table 1. Demographic Characteristics of Participants

Variables	Category	N	%
Gender	Male	48	43
	Female	64	57
	Transgender	0	0
Course	MLIS (P.G Students)	82	73
	M.Phil.	20	18
	Ph. D.	10	9
Age	20-25	65	58
	25-30	47	42
	30+	0	0
Background Discipline	Science	61	54
	Arts	43	38
	Commerce	8	7
University	UU	23	21

	SU	27	24
	FMU	39	35
	NOU	23	21

5.2 Comparison of Reasons for Choosing LIS Course per Gender

The survey statements were designed using a 3-point Google linear scale in Google forms. The analysis has been conducted to compare students' responses as per gender.

The Chi-square analysis reveals that there is no significant difference in the reason of students by gender (with p-value > 0.05) as the majority of males (28%) and females (44%) felt that the library and information science course is a job-oriented course; 30 percent of males and 36 percent of females said that their friend circle was not an influential factor in choosing a LIS course. In regards to reason 3, there was no significant difference per gender in the reason of students (with a p-value > 0.05), in that the majority of males (29%) and females (33%) felt that family was an influential factor in choosing the LIS course. Further, with regards to reason 4, there was no significant difference between the reason of students (with p-value = 0.491) as most males and females love to work in a library. There was no significant difference (With a p-value > 0.05) among students as the majority of males (26%) and females (40%) decided to join the LIS course as an easier way to get a government job.

Table 2. Comparison of Reason per Gender

Reasons	Gender					
	Options	Male		Female		Chi-square (p-value) n=112
		N	%	N	%	
1. LIS course is a job-oriented course	Fully support	31	28	49	44	X^2 at 2 df = 2.822 ^a (.244)
	Support	14	13	14	13	
	No support	3	3	1	1	
2. Influenced by friend	Fully support	2	2	5	4	X^2 at 2 df = 1.089 ^a (.580)
	Support	12	11	19	17	
	No support	34	30	40	36	
3. Influenced by	Fully	0	0	5	4	X^2 at 2 df

family	support					= 4.356 ^a (.113)
	Support t	33	29	37	33	
	No support	15	13	22	20	
4. Love to work in a library	Fully support	14	13	15	13	X ² at 2 df = 1.424 ^a (.491)
	Support t	28	25	44	39	
	No support	6	5	5	4	
5. Easy way to get a government job	Fully support	10	9	7	6	X ² at 2 df = 2.176 ^a (.337)
	Support t	29	26	45	40	
	No support	9	8	12	11	

5.3 Presence of Favorite Teacher

As per Table 3, there is no significant difference (with p-value = 0.480) between male and female students, as the majority of male students (34%) and female students (50%) said that they have their favorite teacher in the department.

Table 3. Presence of Favorite Teachers

Question	Gender					
Do you have a favorite teacher?	Response	Male		Female		Chi-square (p-value) n=112
		N	%	N	%	X ² at 2 df
	Yes	41	34	56	50	= 1.466 ^a
	No	2	2	2	2	(.480)
	May be	5	4	6	5	

5.4 Analysis of the Number of Teachers and Students' Class Attendance

As per Pearson's correlation coefficient analysis, the number of teachers and students' attendance in classes are statistically not significant ($r = 0.373^{**}$, $p > 0.001$). The direction of the relationship is positive (i.e., the number of

teachers and students' attendance are positively correlated), meaning that these variables tend to increase together (if the number of teachers increases, then automatically, students' attendance will increase).

Further, as per the analysis, out of the four universities, a majority of the respondents (78%) said the teacher strength in their respective departments was 3, followed by 21 percent of respondents who said strength was 2. On the other part, the majority of the students (62%) were taking four classes a day, followed by 25 percent of students taking three classes a day, and 1 percent of students attending 1 class a day.

Table 4. Number of Teachers and Students' Class Attendance

Statements	Options	N	%	Correlation (p-value) n=112
Number of teachers	One	0	0	$r = 0.373^{**}$ (1)
	Two	24	21	
	Three	87	78	
	Four	1	1	
	Five	0	0	
	Six	0	0	
Students' attendance of classes per day	One	1	1	
	Two	3	3	
	Three	28	25	
	Four	69	62	
	Five	10	9	
	Six	0	0	

5.5 Qualities of a Good Library and Information Science Teacher

Good clarity in subject concepts is the most influential factor for teachers in classroom teaching. The majority of male (23%) and female (36%) students felt that crystal clear clarity in subject concept enhances the teachers' qualities, followed by 17 percent of males and females who stated that clarity in teaching is a good quality for the teacher.

Table 5. Qualities of a Good LIS Teacher

Qualities n = 112	Male		Female	
	N	%	N	%
The clarity of teaching	19	17	19	17
The attitude of the teacher	3	3	3	3
Good clarity in subject concept	26	23	40	36
Good looking	0	0	2	2
Sense of humor	0	0	0	0

5.6 Equipment Used during Teaching

Library and information science teachers of the selected universities use their own knowledge/experience to deliver information during teaching is supported by 24 percent male and 33 percent female. However, 12 percent of male and 20 percent of female students replied that teachers are using their own prepared material during classroom teaching, followed by 4 percent of males and 3 percent of females who stated that teachers were using mobile phones for teaching the concept, 3 percent male and 2 percent female supported that teachers were also using laptops for delivering knowledge.

Table 6. Equipment Used during Teaching

Equipment's used	Male		Female	
	N	%	N	%
Own prepared notes	13	12	22	20
Material by using mobile phones	5	4	3	3
Materials by using the laptop	3	3	2	2
Own knowledge/experience	27	24	37	33

5.7 Positive and Negative Attitudes of Teachers

Positive attitude analysis found that library and information science teachers provide sufficient time to their respective students with a mean value of 2.85, followed by teachers help to make students aware of the latest trends related to the subject (mean value=2.77). Teachers also help in career development (mean value=2.73), and teachers make the concepts clear to the students (mean value=2.70).

On the negative side, the majority of the respondents (with a mean value=2.10) agreed that teacher discusses more non-academic topics than academic topics, followed by speed of teaching (mean value=1.99).

Table 7. Analysis of some Positive and Negative Statements

Variables	Statements	Minimum	Maximum	Mean	SD
Positive	Teachers are providing sufficient time for teaching.	1	3	2.85	.407
	Teachers can clear the concepts	1	3	2.70	.567
	Teachers are using examples while clarifying concepts	1	3	2.67	.663
	Teachers help in carrier development.	1	3	2.73	.569
	The teacher helps to make aware of the latest trends.	1	3	2.77	.5.2
Negative	The teacher discusses more non-academic topics as compared to academic topics.	1	3	2.10	.930
	Speed of teaching is high among teachers	1	3	1.99	.865
	Teachers are not maintaining body language.	1	3	1.45	.721
	Teachers are not good at research.	1	3	1.59	.824
	Lack of subject-related knowledge	1	3	1.55	.806

5.7 Analysis of Students' Understanding per Department

Two regular and two self-financing departments were chosen for this study. An analysis was conducted to identify any difference between the regular department students and self-financing department students in their understanding of subject-related concepts. It was found that there was no significant difference (with a p-value = 0.58) between the students of regular departments and self-financing departments in their understanding level.

Table 8. Understanding Level among Students of Regular and Self-Financing Departments

Departments	Extremel y high		High		Moderate		Lo w		Chi-square (p-value)
	N	%	N	%	N	%	N	%	n = 112
Regular	3	3	32	29	14	12	1	1	X ² at 3 df = 7.482 ^a (.058)
Self-financing	13	11	31	28	18	16	0	0	

6. Conclusion

The outcome of this study reveals that the Library and Information Science teachers are positively performing their academic activities regularly. Out of the total respondents, male students (34%) and female students (50%) have their favorite teacher in their respective departments. There were no significant differences between male and female students in having a favorite teacher. The major reason behind choosing LIS education after graduation is LIS courses are job-oriented. After that, some students also loved to work in a library environment, and some were influenced by their family members to get admitted into LIS course.

Although two universities are offering regular LIS courses, there are only three teachers, wherein self-financing courses are the same. Students regularly attend four classes and it was also found that if the number of teachers increases, students' attendance of classes per day will automatically increase. Good clarity in the concerned subject and clarity in teaching technique is the major characteristics of being a good Libray and Information science teacher. Teachers in selected universities use their own knowledge and experiences while teaching students and research scholars and they also use their own prepared material for delivering teaching. The ability of the teacher to provide more time for students is one important positive characteristic. After that, making students clear about the concept is another positive characteristic of a teacher. On the other hand, a teacher who discusses more non-academic-related topics has a negative impact on students. Again, the speed of the teaching language is another factor for demotivating students and makes less concept clearing. As far as the level of understanding is concerned, there is no significant difference between the students and research scholars of regular departments and self-financing departments. It means the understanding level of students was the same in both regular and self-financing departments.

References

- Acharya, S., & Rout, L. (2022). Use Analysis of Various LIS Open Access Resources in Pandemic Situation in Odisha State: A Survey Include LIS User's Opinion. *Qualitative and Quantitative Methods in Libraries*, 11(3), 429-454. Available at: <<http://www.qqml.net/index.php/qqml/article/view/763>>. Date accessed: 23 dec. 2022.
- Bomia, L., Beluzo, L., Demeester, D., Elander, K., Johnson, M., & Sheldon, B. (1997). The impact of teaching strategies on intrinsic motivation. ERIC Document Reproduction Service No. ED 418925, Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education.
- Cicekci, M. A., & Sadik, F. (2019). Teachers' and students' opinions about students' attention problems during the lesson. *Journal of Education and Learning*, 8(6), 15-30.
- Cristian, S., & Denisa, M. A. (2014). Students' opinions regarding the qualities and skills of the teachers. *Procedia-Social and Behavioral Sciences*, 128, 146-151.
- Newmark, D. (1929). Students' opinions of their best and poorest teachers. *The Elementary School Journal*, 29(8), 576-585.
- Patton, R. A., & De Sena, P. A. (1966). Identification through student opinion of motivating and nonmotivating qualities of teachers. *Journal of Teacher Education*, 17(1), 41-45.
- Rout, L., & Acharya, S. (2019). Student perspective while choosing distance education in library and information science education in Odisha: A survey included a State University LIS students in library science. *Library Philosophy and Practice*.
- Samuelsson, J. (2010). The impact of teaching approaches on students' mathematical proficiency in Sweden. *International Electronic Journal of Mathematics Education*, 5(2), 61-78.
- Walker, J. L. (1974). Opinions of university students about language teaching. *Foreign Language Annals*, 7(5), 102-105.