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An illustration of influence of Socio-economic factors on career aspirations of Library Science Graduates of Karnataka state, India

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Abstract

The paper aims that choosing a profession career as Library and Information Science (LIS) in the socio-economic scenario of Karnataka. In the survey study mainly focus on Karnataka state nine general universities LIS students. The pre-structured questionnaire distributed to 350 LIS students in nine general universities of Karnataka state. Among the 350 questionnaire get 331 filled responses. Collect the data and the analysis and summarize the information thought the using Statistical package for social science (SPSS). Major finding of the paper more female students than male students sought admission to LIS course throughout the Karnataka state universities. The LIS students more admitted by rural area and of their more parent's prime occupation is agriculture. Also found that 38.37% of the parents LIS students are do not know the aware on LIS course. Majority 81.87% of the students are join for LIS to getting a job and their future plan. Only 17.22 percent of students are intention to pursue the education and doing the Ph.D.

Keywords: Library and Information Science, Career Aspiration, Socio-economics factors, Professionals, Karnataka state, Universities

Introduction

Profession is most important tools for measuring the Socio-Economic status in this current situation. Profession is an occupation, especially one which requires special training. Career development is a progression up in an occupation which one chooses near the beginning of one's working life. People develops various skills and knowledge purposefully to progress in their occupation and to attain higher status. In a technologically and socially complex society education /training plays a major role to help people identify their occupational activities they want to pursue and guide them in their career development.

Library and Information Science (LIS)education in India will be completing 100 years in 2011. It is time for introspection and a need to know the present status of LIS and areas that need improvement. History provides a picture of growth and development, which lends a

perspective to such a study. This article presents an insight of these historical developments in LIS education in India since its inception.

The beginning of the 20th century marked the beginning of LIS education in India. There is a vast literature crediting sayyaji Rao Gaekwad, the then Mahajan of the erstwhile princely state of Baroda. For initiating the LIS education movement in the country. American librarians, William Alanson Borden and Asa Don Dickinson were the first LIS Teachers in India. In the present study an attempt has been made to know perspective of socio economic factors of the students who departments for Library and Information Science course.

House & A (1988) as stated their study on library school students, that analysis the influencing factor on choosing career in library science, also he comparison LIS careers with substitute occupation, then he stated that LIS students exceptions on placement and salaries. Further he done comparison on fresh and experience LIS students. Dukic (2019) was a survey conducted on master of LIS and others in Hong Kong. He stated in his study that the motivating factor for choose the profession in Library science. Then he mentions that development of LIS profession by the focusing on application and services of ICT, Marketing and academic research activities are all important. Issa & Nwalo (2008) are observed in their study that how undergraduate students are choosing the LIS profession in Nigeria. They investigate that majority of the LIS students they didn't choose first choice as a Library Science. More than 38 per cent of students influence by the previous library students and LIS profession. The study concludes that despite the popular courses such as accountancy, medicine and law, to recommends the public awareness on LIS profession. Mau (2003) has investigated on career aspirations in technological professional careers as a function of race and sex. He describes the influence factor in selecting the profession career regarding their self-concept, parental involvement, socioeconomic status, and academic achievement. Also he mentions that men were more likely than women to persist in technological career aspirations. Finally he found that academic proficiency and self-efficiency were two of the strongest predictors of persistence in technological professional careers.

Need of the study.

Libraries hold a special position in the development of a society. Libraries is evident from the fact that administrators took keen interest and are responsible for LIS education in the society. LIS education in India is fortunate to have its torch bearer none other than the father of Library science, the great S R Ranganathan. It is high time, libraries and teachers should come together to overcome all shortcoming and take LIS education to greater heights. Therefore, the present study is undertaken to know the socio-economic factors of students who sought admission to this course throughout Karnataka State Universities.

Major objective of this paper is:

To know the academic background of LIS students enrolled in the universities of Karnataka State.

To know their factors of motivation / inspiration for choosing librarianship as a career.

To find out about their family background, like education of their parents, their parental profession and Awareness about LIS course.

To assess their professional inclination of Indian LIS students.

To know the age and gender –wise distribution of LIS students.

To know why and how they join the library profession.

Method and scope of the study

The present paper is identifying the influencing the social and economic factors in choosing professional career by LIS students. To fulfilment of objective of the study, primarily, information referred by relevant sources, then data has been collected by conducting a survey in nine universities across the Karnataka state on student of the Library and information Science. Identified respondents as who sought admission for master's degree in course during 2018 -2019. A pre-structured questionnaire designed and it was distributed to the students. The total 350 questionnaires were distributed to the students of LIS at nine universities and return back with 331 filled questionnaire. The questionnaire personally collected from the students during the period of academic session 2018-2019. Gather the data and organise it in the systematic way. Data has been presented in tabular and graphical forms, analysed and summarized by using the statistical packages, i.e. SPSS 17

The study is confined to LIS course remaining at nine universities of Karnataka state only LIS students of regular made were selected. The survey thought Questionnaire was conducted at the following universities.

Akkamahadevi Women's University, Vijayapura
Bangalore University, Bangalore
Karnatak University, Dharwad
Kuvempu University, Shivamogga
Mangalore University, Mangalore
Ranichennamma University, Belagavi
Srikrishna Devaraya University, Jnana sagara.
Tumkur University, Tumakuru
University of Mysore, Mysuru

Analysis and Interpretation of the results

Data obtained has been analysed keeping in view of the achieve the objectives stated above. The results are summarized and presented into demographic analysis; educational and Occupational background of family; socio-economic status.

1. Demographic and Geographical presentation of respondents

To identify the factors in choosing career by LIS students, the sample has been randomly collected by LIS students of nine universities.

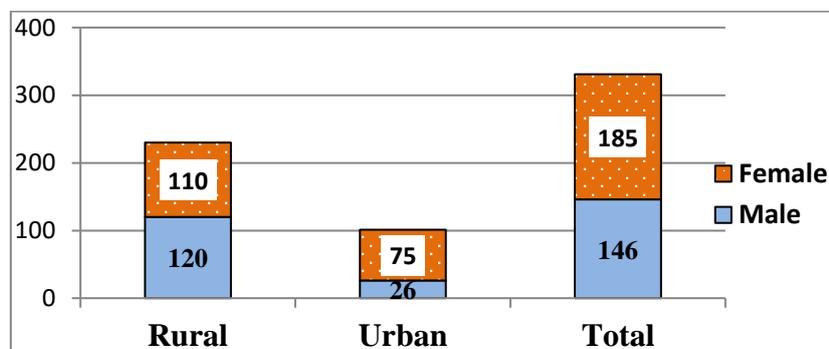


Fig.1 Gender wise and Domicile-wise Respondents

The figure 1 shows the demographic character of the sample respondents. predominance of female students (55.09%) over male students (44.01%) and also domicile-wise distribution of respondents. It is clear demonstrate that majority of the students hails from rural areas. Therefore, in Karnataka state the awareness and importance of LIS education in urban area has to be made and the LIS professional has to make some effort to attract students from urban areas.

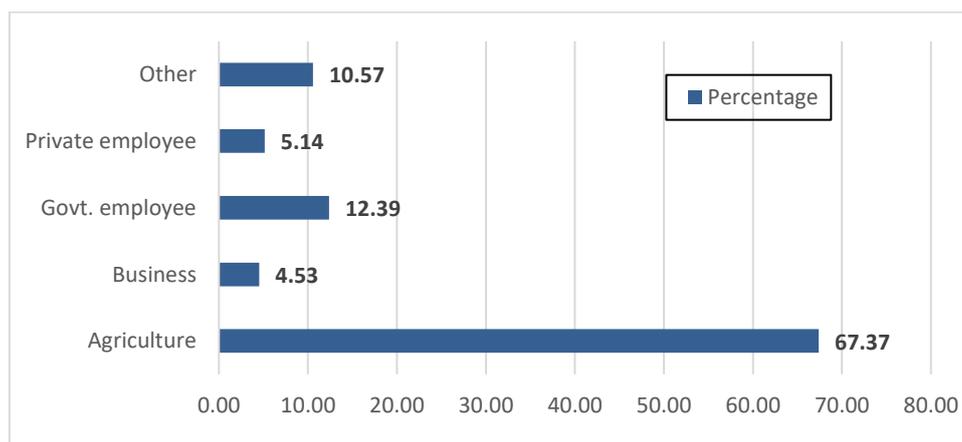
Table-1 University wise respondents

University	No. of Respondents	Percentage (%)
Akkamadevi Women's University	22	06.65
Bangalore University	70	21.15
Karnatak University	47	14.20
Kuvempu University	46	13.90
Mangalore University	24	07.25
Rani Chennamma University	32	09.67
Sri Krishna Devaraya University	9	02.72
Tumkur University	45	13.60
University of Mysore	36	10.88
Total	331	100

In the total 331 figure out respondents, then here categorised by geographical distribution means university-wise. The Table 1 shows that the University-wise distribution of respondent samples. Highest number sample has been collected from Bangalore University that is 70, means 21.15 percent of total response. Least number respondents from the Sri Krishna Devaraya University, Bellary i.e. 09.

2. Family background of the respondents

Effectively choosing the professional career of person determined by the standby support from family and society.



The figure 2 demonstrates that the parent occupation of the respondents. As we seen in that chart, majority (67.37%) of the occupation of respondent parents is agriculture i.e. 223 out of total response, followed by government employment (12.39%). And very few number of respondents parents are businessmen (4.53%). Therefore, it is inferred that agriculture is the main occupation of the parents of the respondents.

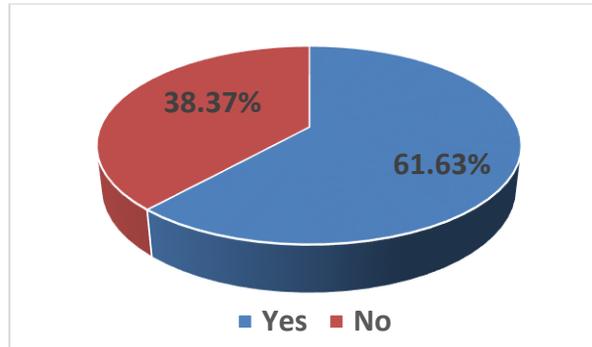


Fig. 3 Parents awareness about the course

The figure 3 exhibits that parents awareness level about the LIS course. majority (61.63%) of respondents parents have awareness about the LIS course, whereas 38.37% of the parents do not know the such LIS course. The publicity of the course is need of the hour.

3. Evaluate the student's insight on the LIS field:

Before identifying socio-economic factor choosing in LIS career, must know the students perception before and after join the LIS course.

Motivating factors to join LIS course:

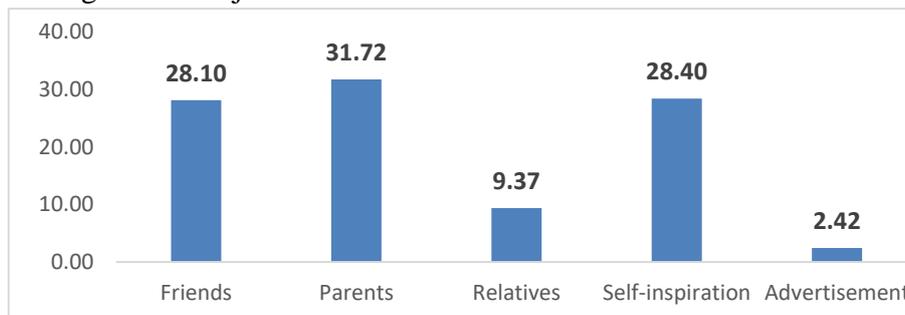


Fig. 4 motivation factor to join LIS course

The figure 4 shows that motivation factor to join the LIS course. 31.72% of the total respondents were motivated by their parents. Followed by self-motivated (28.40) and their friends (28.10) in respectively in second and third. By the advertisement only 2.42 percent of the total respondents are motivated.

Reasoning for joining the Course:

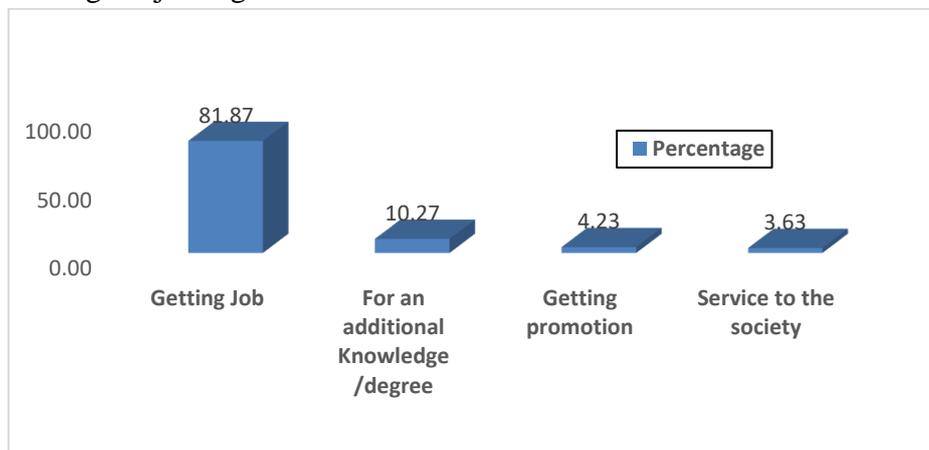


Fig. 5 Reason for joining the course

The figure 5 exhibits that reasons for joining Library and Information Science course for their future career. Majority 81.87% of the students are join for LIS to getting a job. 10.27% of the respondent's intention was for doing LIS course for increase an additional knowledge or degree. Then 3.69 % respondents are chosen LIS course for providing better services to the society by equipping themselves with professional knowledge after completion of the course. A few respondent's intention was to doing getting promotion in already doing jobs. Therefore, it is inferred from the data that unemployment is one of the major problems in India in general and Karnataka in particular.

4. Future Plan of LIS graduates

When come to influencing factor on choosing professional career in LIS field, we also know the what they decide or plan in future. Future plan predominantly impact on their professional career.

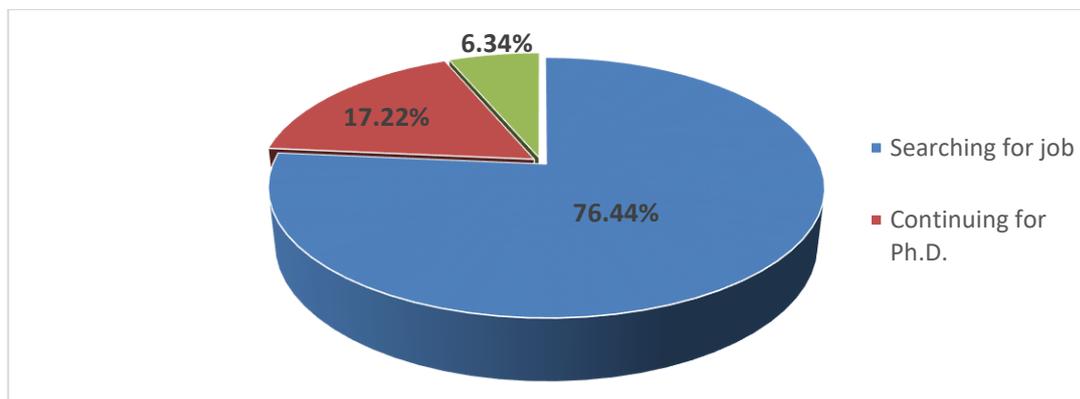


Fig. 6 future plan of LIS graduates

The figure 6 demonstrate that future plan of LIS graduates. It clearly shows that 76.44 % of the student's future plan was to search for a job, whereas 17.22% student's intention were to join Ph.D. as continuation of their education. Remaining 6.34 per cent of the total students showing their inclination to other then above two future plan and no future plan what to do.

Findings and Suggestion

1. Majority (55.9%) of the female students sought admission to LIS course throughout the Karnataka state universities. Out of 331 students, majority of the students (230) hails from rural areas. 101 represents belonging to urban area. In Karnataka state the awareness and importance of LIS education has reached to rural areas. But unfortunately the awareness and importance of LIS education is not reached to urban area and the LIS professional has to make some effort to attract students from urban areas. Adequate representation be provided to the students from the urban areas in order to encourage them to take up this professional course.
2. Majority (67,4%) of the parent's occupation is agriculture. Therefore, it is inferred that agriculture is the main occupation of the parents of the respondents.
3. Majority (61.63%) of the parents have awareness about the LIS course whereas 38.37% of the parents do not know the existence of LIS course. It may be due to lack of awareness or wide publicity about the course. Therefore, the professional associations in the state of Karnataka have to make an attempt to create awareness about the LIS course through government.

4. 31.72% of the total respondents were motivated by their parents. Followed by self-motivated (28.40) and their friends (28.10) in respectively in second and third. By the advertisement only 2.42 percent of the total respondents are motivated. It can be observed that the modern day popular method of advertisement has no impact than friends, parent's suggestion for who have recommended the course at the postgraduate level in the state of Karnataka,
5. Majority 81.87% of the students are join for LIS to getting a job. 10.27% of the respondent's intention was for doing LIS course for increase an additional knowledge or degree. Then 3.69 % respondents are chosen LIS course for providing better services to the society by equipping themselves with professional knowledge after completion of the course. A few respondent's intention was to doing getting promotion in already doing jobs. Therefore, it is inferred from the data that unemployment is one of the major problems in India in general and Karnataka in particular.
6. 76.44 % of the student's future plan was to search for a job, whereas 17.22% student's intention were to join Ph.D. as continuation of their education. Remaining 6.34 per cent of the total students showing their inclination to other then above two future plan and no future plan what to do. In this study, the majority of students are having interest for the job after completing the course, so placement facility is essential depending on their knowledge in the concerned field

There is a need to create public awareness about the LIS profession to attract the best brains in the country to join the LIS profession who can meet the challenges of 21st century in dealing with the problems in Indian librarianship. University should maintain a quality curriculum that continues to prepare students to build up their skills in a most effective and efficient manner. There shall be a separate selection and admission criteria for professional course like LIS. There should be more IT components in the curriculum of LIS Education. Universities should also start short-term courses with an emphasis on practical training on various aspects of IT application to prepare the LIS professionals to face challenges posed by IT. Recruitment of foreign students should be encouraged.

Conclusion

The success of any educational programmed depends much on adequate provision of funds, students support services and availability of infrastructural facilities. Advances in computer and communication technologies and its application in imparting education is a great boon to LIS education. Creating innovative programmers and acquiring new skills is an added responsibility of the faculty members in an IT environment. Library and Information Science education is facing a new challenge in the information age. By and large LIS departments in India follow traditional curriculum in imparting LIS having rating LIS having less provision for the application of new technologies comprising computer technologies comprising computer application to libraries. The new millennium demands that le new millennium demands that there is a need to develop a new type of information specialists to cater lation specialists to cater to the needs of newly emerging information needs of the users. It is very urgent to give a facelift to the existing traditional courses by adding new relevant topics in the curriculum.

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