Satisfaction on Library and Information Science Education in Bd: A Case Study on Lis Professional

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Abstract:

This study explores the satisfaction levels of Library and Information Science (LIS) employees in Bangladesh concerning their education and its applicability to professional requirements. With a growing demand for skilled professionals in library and information services, understanding the effectiveness of LIS education has become increasingly important for aligning academic training with the industry's needs. The study employs a survey methodology, gathering responses from LIS employees working in various libraries, including academic, public, and specialized institutions. Findings indicate that while a significant number of respondents express satisfaction with the theoretical knowledge and foundational skills provided by their LIS education, many feel that certain practical skills, such as digital resource management, data collection, and advanced information retrieval techniques, are inadequately addressed. Additionally, participants highlight a gap between current LIS curricula and emerging technologies, such as artificial intelligence and data analytics that are transforming the information science field globally. The study also identifies disparities in satisfaction based on job roles, with senior employees tending to report lower satisfaction with their education, particularly in areas related to modern technological competencies and continuing professional development.

The research concludes with recommendations for enhancing LIS curricula to better meet the evolving demands of the profession in Bangladesh. Suggestions include incorporating more practical, hands-on training, updating course content to reflect global trends, and fostering partnerships between academic institutions and libraries to bridge the gap between education and practice. This study serves as a foundational step toward improving LIS education and aligning it with the expectations of current and future LIS professionals in Bangladesh.

Keywords: Satisfaction Level, professional requirements, industry's needs.

Introduction

Education in library and information science (LIS) is essential for fostering the knowledge and abilities required for efficient information organization, administration, and distribution. In Bangladesh, LIS education has evolved significantly over the past few decades, responding to the rapid advancements in information technology and the shifting demands of the profession. However, questions remain regarding the satisfaction levels

of LIS professionals with the education and training they receive in academic institutions across the country.

This case study examines the satisfaction of LIS professionals with their educational experience in Bangladesh, focusing on the curriculum, teaching methodologies, practical training, and job preparedness. By investigating these aspects, the study aims to uncover the strengths and gaps in LIS programs and provide insights into how the curriculum aligns with the demands of the modern information environment. The findings from this research could guide educational reforms in LIS programs, ensuring that future professionals are better equipped to meet the challenges and expectations of the field.

Through surveys and interviews, this study seeks to capture LIS professionals' perspectives on the adequacy of their education, exploring both the positive and challenging aspects. The outcomes of this research will provide valuable insights into how LIS education in Bangladesh can be improved to meet international standards and effectively prepare professionals to lead in a knowledge-driven society.

Today's knowledge-driven world, Library and Information Science (LIS) education has become essential for preparing professionals who can manage, organize, and facilitate access to information in diverse environments. As societies increasingly rely on digital information and data-driven insights, the role of LIS professionals is more vital than ever, especially in developing countries like Bangladesh, where the need for effective information management is on the rise. Although LIS professionals are essential to research, education, cultural preservation, and well-informed decision-making, their education's caliber and applicability are frequently disregarded.

In Bangladesh, LIS education is offered at various public and private universities, with curricula designed to prepare students for roles in libraries, archives, research institutions, and information centers. However, the dynamic nature of information needs, coupled with rapid technological advancements, presents a challenge

for LIS programs to remain relevant and responsive. This raises an important question: Are LIS professionals in Bangladesh satisfied with the education they received, and does it align with the current demands of the profession? Understanding the satisfaction levels of LIS graduates is crucial as it directly impacts their job performance, career growth, and overall contribution to the field.

This study explores the satisfaction of LIS professionals in Bangladesh with their educational experiences, focusing on aspects such as curriculum content, teaching methodologies, practical training, and job readiness. Finding the discrepancies between academic preparation and the real abilities needed in the industry is another goal of the study. By analyzing feedback from LIS professionals, this study hopes to highlight both the strengths and areas for improvement in LIS education, providing valuable insights for educators, policymakers, and curriculum designers.

Methodologically, this study employs a combination of surveys and in-depth interviews with a diverse group of LIS professionals currently working in Bangladesh. Participants share their perspectives on whether the curriculum met their expectations, the quality of faculty, the adequacy of resources, and the relevance of their training to real-world applications. Moreover, the study examines how well LIS programs equip students with essential skills such as digital literacy, information retrieval, data management, and customer service, all of which are increasingly critical in modern information environments.

It is anticipated that the results of this study would advance knowledge of how LIS instruction in Bangladesh conforms to regional and international professional standards. They may also reveal opportunities for developing curricula that better integrate technology, enhance practical training, and foster critical thinking and problem-solving skills. In turn, this could lead to greater satisfaction among LIS professionals, resulting in a more empowered workforce capable of driving positive change in libraries and information services across the country.

Ultimately, the insights gathered from this research aim to guide improvements in LIS education in Bangladesh, ensuring that future professionals are well-prepared to meet the challenges and expectations of the field. As LIS professionals become increasingly central to information management in the digital age, a robust and satisfying educational foundation will be key to enhancing the quality of information services provided to society.

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It is anticipated that the results of this study would further knowledge of how Bangladeshi LIS education complies with regional and international professional standards. They may also reveal opportunities for developing curricula that better integrate technology, enhance practical training, and foster critical thinking and problem-solving skills. In turn, this could lead to greater satisfaction among LIS professionals, resulting in a more empowered workforce capable of driving positive change in libraries and information services across the country.

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Statement of the problem

Bangladesh's library and information science (LIS) curriculum has changed dramatically over the years, with the goal of preparing professionals for

positions requiring knowledge of information management, organization, and access facilitation. However, questions remain about the effectiveness of these academic programs in equipping graduates with the skills, knowledge, and practical experience needed in today's dynamic information landscape. Many LIS professionals report facing challenges in applying theoretical knowledge to real-world settings, while others express concerns about curriculum relevance and job readiness. Additionally, rapid technological advancements demand an LIS curriculum that is adaptable and forward-thinking, yet gaps persist in this area.

Given these issues, it is essential to assess the satisfaction levels of LIS graduates in Bangladesh with their educational experiences. This research will address how well LIS programs in Bangladesh meet the expectations of graduates and align with the demands of the profession. The study explores areas where LIS programs may fall short and identifies opportunities for improvement to bridge the gap between education and the professional requirements of the field.

Purpose of the Study

This study aims to evaluate the degree of satisfaction that Bangladeshi library and information science professionals have with their training and education. Specifically, it aims

➢ To assess the degree of satisfaction among Bangladeshi library and information science (LIS) professionals.

➢ Focusing on key areas such as curriculum relevance, teaching quality, practical training, and alignment with current industry demands.

➢ To identify strengths and areas for improvement within LIS education in Bangladesh.

Questions for the Study

The following research questions form the basis of this study:

How satisfied are LIS professionals in Bangladesh with their educational experience?

This question aims to gauge the overall satisfaction of LIS professionals regarding their education, including aspects such as the relevance of the curriculum, teaching quality, and availability of resources.

To what extent does the LIS curriculum in Bangladesh prepare graduates for real-world challenges in the information science field?

This question aims to assess how well the curriculum prepares graduates for the real-world needs of their careers, particularly in the fields of user services, information management, and technology.

What are the perceived strengths and weaknesses of LIS education in Bangladesh according to practicing professionals?

This question is focused on identifying both the strengths and areas for improvement within LIS programs, as experienced by those currently working in the field.

How does the satisfaction with LIS education in Bangladesh impact the professional performance and career growth of LIS graduates?

This question examines whether there is a link between satisfaction with LIS education and factors such as job performance, job satisfaction, and professional development, thus highlighting the practical implications of educational satisfaction.

What recommendations can be made to improve LIS education in Bangladesh to better align with industry standards and professional demands?

Based on the insights from LIS professionals, this question aims to propose actionable steps to enhance the quality, relevance, and effectiveness of LIS programs in Bangladesh.

Methodology

Research Design: Using a case study methodology, the study examines Bangladeshi LIS professionals' satisfaction with their schooling**.** This design allows for an in-depth exploration of the subject matter through qualitative and/or quantitative data collection.

Sampling: The research likely targets a specific group of LIS professionals, such as librarians, information scientists, and other related professionals, working in public or private sectors. The sample size would be determined based on the scope of the study, which could include a mix of experienced professionals and recent graduates.

Data Collection

Surveys/Questionnaires: The study may have used structured surveys or questionnaires to gather quantitative data about the satisfaction levels of LIS professionals. These instruments would include questions on various aspects of LIS education, such as curriculum content, practical training, and industry relevance.

Interviews/Focus Groups : In-depth interviews or focus groups with a chosen set of professionals may have been held to thoroughly examine their experiences and difficulties in order to obtain additional qualitative insights.

Data Analysis:

Quantitative Analysis: The survey responses would likely be analyzed using statistical methods to identify patterns and trends in satisfaction levels, as well as correlations between various factors like educational background and professional satisfaction.

Qualitative Analysis: Interview and focus group data would be analyzed thematically, identifying recurring themes related to gaps in education, practical challenges, and professional development needs.

Limitations: The study might acknowledge potential limitations such as a limited sample size, response biases, or the generalizability of findings, as the research is based on a case study of LIS professionals in Bangladesh.

Ethical Considerations: The study would ensure informed consent from participants, confidentiality of responses, and transparency in the data collection process to maintain ethical standards.

Literature Review:

Alam (2021) analyzes his paper on how service quality affects library patron happiness. The study assesses elements like certainty, responsiveness, empathy, tangible resources, and dependability using models like SERVQUAL. The findings show that customer happiness is greatly increased by better service quality, especially in the areas of personnel support and resource availability. The study highlights how critical it is to keep improving library services in order to satisfy patron needs and promote a better learning environment.

A study by Sunil Tyagi, Abhinav Paliwal, and Jasbir Singh (2021) examines how satisfied library and information science (LIS) workers are with their jobs. It looks into things like compensation, workload, professional development possibilities, work environment, and interpersonal interactions. Even if a large number of professionals are happy in their positions, the study shows that issues like a lack of resources, a lack of recognition, and heavy workloads have an effect on overall contentment. To increase LIS experts' job happiness, the study highlights the necessity of improved working conditions, chances for career advancement, and acknowledgment.

Ng Kim-Soon and Abd Rahman Ahmad (2013) look into how satisfied patrons are with the facilities, services, and information resources offered by a public university library. It evaluates things like the quality of services, the functionality of facilities, and the sufficiency of resources. The results show that although consumers value professional assistance and resource availability, there are gaps in technological space and facilities that have an impact on satisfaction levels. To better serve customers' demands and improve their overall experience, the study recommends upgrades to digital resources, infrastructure, and service delivery.

Osama Youssef Smadi (2022) investigates in his paper how satisfied students with impairments are with the library and information services. It assesses things including staff assistance, resource availability, assistive technology, and accessibility. The results show that although many students value the efforts made to meet their

requirements, there are still issues with infrastructure, specialized resource availability, and staff training on disability support. In order to provide students with disabilities with fair library experiences, the study emphasizes the necessity of enhanced accessible measures, inclusive services, and staff sensitization.

The paper by Muthuraja, Surendra, and Shivaraj B. Halyal (2018) looks at how satisfied patrons are with the resources, services, and facilities offered by libraries, with an emphasis on how effectively they satisfy their requirements. The effectiveness of services, the sufficiency of amenities like seats, lighting, and technology, and the caliber and applicability of resources are among the important aspects examined. Although consumers are usually satisfied with personnel assistance and the availability of resources, the survey concludes that physical facilities and technology infrastructure require improvement. The study highlights how crucial frequent changes and user input are to improving library experiences and preserving high satisfaction ratings.

In their 2019 paper, George Azubuike Onwueme, Millie N. Horsfall, and Chukwuemeka O. Azubuike assess the quality of Library and Information Science (LIS) instruction at a few Nigerian colleges, emphasizing curricular content, instructional strategies, facilities, and industry applicability. While the report points out advantages such the thorough theoretical grounding that students receive, it also points out drawbacks including out-of-date curricula, poor infrastructure, and little exposure to real-world situations. To better prepare graduates for professional employment, recommendations include updating curricula, enhancing instructional materials, and developing closer ties with the information sector.

At Tezpur University in India, Mukesh Saikia and Anjan Gohain (2013) examine how users utilize and are satisfied with the library's materials and services. Aspects including personnel support, digital material accessibility, resource availability, and facility quality are all evaluated. High levels of satisfaction with the library's collection and staff assistance are shown by the findings, which also highlight areas that need improvement, like

improved digital infrastructure and longer hours. According to the report, in order to strengthen the library's support of scholarly and research endeavors, user-centric enhancements are important.

Sazzadul Karim (2018) looks at the demands and satisfaction of users of the residential hall libraries at Dhaka University in Bangladesh. It assesses elements including infrastructure, personnel assistance, accessibility, and the sufficiency of resources. Users express frustration with outmoded collections, subpar facilities, and limited technical resources, but they still respect the libraries' convenience and relevance, according to the research. In order to better serve users' academic and research needs, the study emphasizes the necessity of modernization, resource upgrades, and enhanced services.

In their 2018 paper, Md. Shariful Islam and Md. Nazmul Islam examine the publication trends, theme areas, and research output of Library and Information Science (LIS) research in Bangladesh. It highlights important trends like user satisfaction research, digital libraries, and an increasing focus on information technology. Among the difficulties mentioned are inadequate finance, a lack of cooperation, and a dearth of publications in foreign journals. To promote LIS scholarship in Bangladesh, the study recommends building research capability, improving infrastructure, and promoting cooperation.

According to Mark Ronar G. Galagala's article from 2024, university students' satisfaction with library resources and services is evaluated using the Kano model. It divides the facilities, personnel assistance, and resource availability into three satisfaction levels (basic, performance, and exciting components) for library services. The results indicate that while basic services like staff support and resource access are important for user happiness, extra elements like cutting-edge technology and contemporary facilities can also excite users and improve their entire experience. To match student expectations, the study highlights how crucial it is to consistently improve both basic and sophisticated services.

According to Asaduzzaman, Moyazzem Hossain, and Mahabubur Rahman (2013), student happiness and service quality in Bangladeshi private universities are related. It looks at the relationship between student happiness and important aspects of service quality, including assurance, responsiveness, empathy, and dependability. The results indicate that administrative effectiveness, infrastructure, and faculty assistance are three areas where high-quality services have a major impact on student satisfaction. According to the survey, private colleges should concentrate on enhancing these areas in order to keep their competitive edge and improve the entire student experience.

This article by Anand Y. Kenchakkanavar Dr. and Santosh M. Chavan Dr. (2020) gives a summary of job satisfaction among Library and Information Science (LIS) workers and looks at the elements that affect it. Important components include the work atmosphere, pay, and possibilities for career progression, job security, and relationships with coworkers. According to the study, despite the fact that a large number of LIS professionals express pleasure with aspects of their jobs like variety and user contact, problems including poor pay, little opportunity for professional growth, and a lack of recognition endure. Addressing these issues, according to the article, may increase employee retention and work satisfaction in the LIS industry.

Khatun, Shalehar & Hossain Md Rubel (2021) conduct on customer satisfaction Article it's illustrates that service quality, network coverage and pricing matters to the user and effect on user perceptions to telecom providers. Some research also emphasized on the loyalty of customers in telecom sector especially in Bangladesh is associated with the quality of the service as well as the quality of the customer's support. Research carried out in the past also proved that student clusters like those of Rajshahi University considered about internet speed and cost when they assess telecom services like the one offered by Robi Axiata Limited.

Hossain et al. (2022) in the paper posits that rural farmers, such as those found in the Manda Upazila, frequently need to search for timely and quality agricultural information through informal networks, local extensionists, and increasingly mobile technologies.

Roy and Bouchard, (1999) have explored different concrete measures to assess user satisfaction about information systems, as strong but context-sensitive tools are not themselves satisfactory. They are contributors of the research which supports the argument that traditional techniques are often inadequate when it comes to capturing users' perspectives, particularly within dynamic organization scenarios. The authors suggest that a more flexible model encompassing both quantitative measures and user's confirmed opinions can further enhance the validity and applicability of satisfaction measurements.

Islam and Habiba (2015) look into how staff and students at a private university in Bangladesh use the internet and technological resources. Their findings indicate a growing dependence on digital resources for research and academic purposes, despite ongoing infrastructural, training, and access constraints. The results emphasize that in order to increase academic communities' efficient use of e-resources, better ICT infrastructure, ICT facilities, and user training are required.

A study by Bellary Sadlapur and Naik (2015) looks at how information and communication technology (ICT) affects library workers' job satisfaction at NMIMS Deemed University in Mumbai. The study shows that effective use of ICT technologies can improve library staff members' job happiness, professional confidence, and job efficiency. To keep engaged and aware of technological changes in academic libraries, this further suggests that access to new digital tools and continual education are crucial.

Sultana and Begum (2012) examine the study focuses on the work climate, pay, recognition, and advancement opportunities for women library and information professionals working in the Dhaka municipal health library. Their research shows that, although a high percentage of respondents were moderately satisfied, factors such as little to no promotional opportunities and gender-specific challenges affected the mood of the entire organization. The study highlights the necessity of

gender-specific policy measures and good career development perspectives to increase job satisfaction in this profession.

Madukoma, Akpa, and Okafor (2014) examine how motivation and training affect University of Lagos, Nigeria, library employees' job performance. They discovered that regular training initiatives and/or rewards significantly improve worker output, contentment at work, and service delivery. The study emphasizes how continuous professional growth and recognition can improve the productivity and contentment of library employees.

Suki and Suki (2013) also examine the correlation among quality of service and students satisfaction from users of state university library. The analysis reveals significant and strongly positive relationships between service quality dimensions (i.e., responsiveness, reliability, tangibles) and customer satisfaction. It is recommended that for improving user experience and satisfaction in academic libraries high quality service must be continuously provided.

Zakaria et al. (2011) examine the service quality measurements in northern public libraries and it was determined that tangible, reliability, responsiveness, assurance and empathy are the important factors of SL. Their study shows that customer satisfaction is closely related to the quality dimension addressed, especially the staff behaviour and physical facilities. The authors add that ongoing testing and enhancement of these service components are essential to enhance the public's perception and use of library services.

Aktar and Habiba study user information needs and satisfaction in certain academic libraries in Bangladesh and indicate the divergence between the users' expectation and the library service provision. Their results reveal that while users appreciate digital contacts and collections and an updated collections, lack of infrastructure, staff support, and resources often prevent complete satisfaction. The research suggests enhancing library resources, digital access and user-friendly services to serve the changing information demands of the academic society.

Data Analysis:

Table 1: Respondent by Age

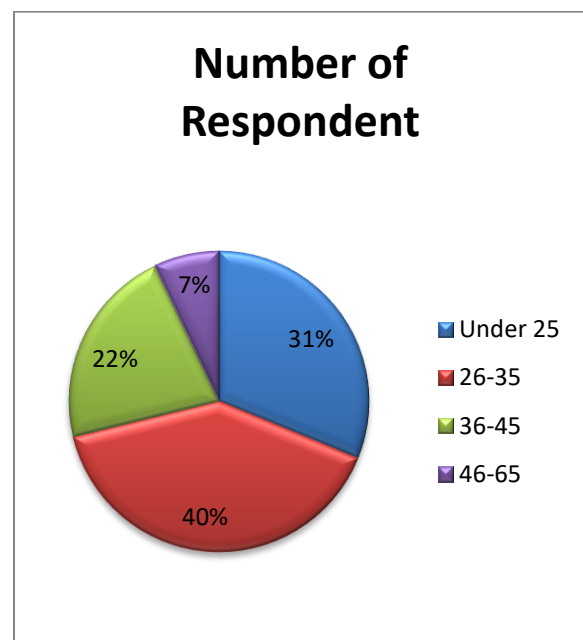| Age Group	Number of Respondent	Percentage
Under 25	53	31%
26-35	63	40%
36-45	24	22%
46-65	17	7%
	157	100%

Table 1: Shows that among the 157 respondents, most of the significant number of the respondents was in young ages like 26 to 35 are the most respondents and 46 to 65 are the fewer respondents.

Table 2: Qualification by Respondent

Degree	Number of Respondent	Percentage
Bachelor	50	32%
Masters	100	64%
MPhil	5	3%
PhD	2	1%

Number of Respondent
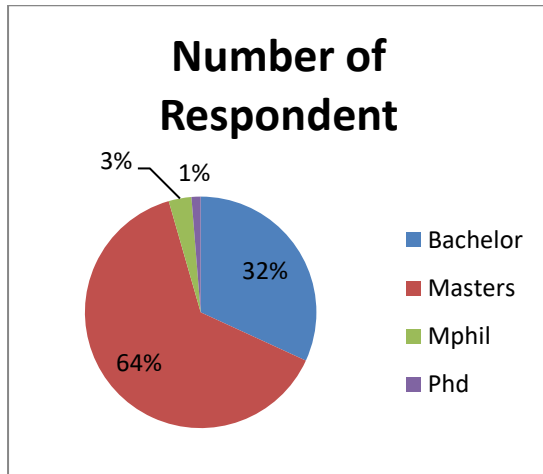
- Bachelor 32%
- Masters 64%
- Mphil 3%
- Phd 1%

Table 2: Qualification by Respondent demonstrates how masters are outperforming others in this field. Of the library professionals surveyed, 100 (64%) have master's degrees, 50 (32%) have bachelor's degrees, 5 (3%), have an MPhil, and 2 (1%), have a PhD.

Table 3: Current Employment Status

Degree	Number of Respondent	Percentage
Employed in LIS field	72	46%
Employed Non LIS field	23	15%
Unemployed	12	7%
Student	50	32%

Number of Respondent

- Employed in the field
- Employed non LIS field
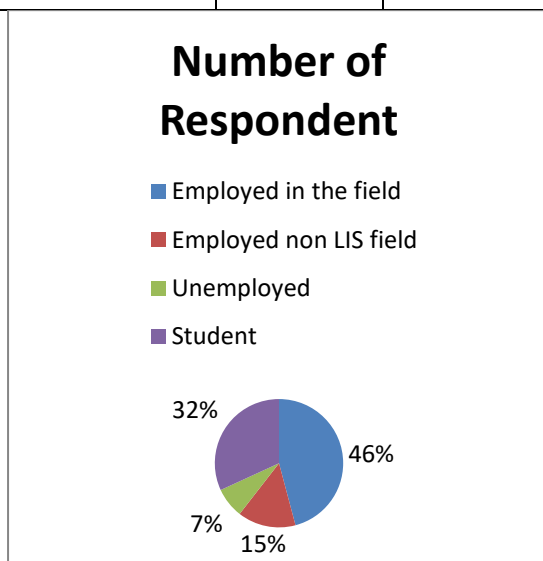- Unemployed
- Student

46%, 15%, 7%, 32%

Table 3 illustrate that the more significant proportion of the respondents employment in the field of LIS (72,46%), Employment Non LIS field (23, 15%), unemployment (12,7%), student(50, 32%).

Table 4: LIS curriculum to current job market requirements

Degree	Bachelor	Masters	MPhil	PhD
Number of participants	50	100	5	2
Very Relevant	20	32	1	0
Neutral	23	43	2	1
Not Very Relevant	5	21	1	1
Not at all relevant	2	4	1	0

Degree	Number of participants	Very Relevant	Neutral	Not Very Relevant	Not at all relevant
Bachelor	50	40%	46%	10%	4%
Masters	100	32%	43%	21%	4%
Mphil	5	20%	40%	20%	20%
Phd	2	0%	50%	50%	0%

Table 5: Theoretical knowledge provided in our LIS program

Degree	Bachelor	Masters	Mphil	Phd
Number of Respondent	50	100	5	2
Highly Satisfied	34	41	1	0
Satisfied	11	23	2	1
Neutral	3	25	1	1
Dissatisfied	1	8	1	

Very Dissatisfied	1	3	0	0

Degree	Number of participants	Highly Satisfied	Satisfied
Bachelor	50	68%	22%
Masters	100	41%	23%
Mphil	5	20%	40%
Phd	2	0%	50%

Respondent			
Excellent	21	31	1	0
Good	17	28	2	1
Average	9	26	1	1
Below Average	2	9	1	0
Poor	1	6	0	0

Degree	Number of participants	Excellent	Good	Average	Below Average	Poor
Bachelor	50	42%	34%	18%	4%	2%
Masters	100	31%	28%	26%	9%	6%
Mphil	5	20%	40%	20%	20%	0%
Phd	2	0%	50%	50%	0%	0%

Table 7: Teaching methodology effective in delivering the course content

Table 6: Practical or hands-on learning opportunities

Degree	Bachelor	Masters	Mphil	Phd
Number of Respondent	50	100	5	2
Highly Satisfied	14	21	0	0
Satisfied	11	17	1	0
Neutral	13	23	2	1
Dissatisfied	7	20	1	0
Very Dissatisfied	5	19	1	1

Degree	Bachelor	Masters	Mphil	Phd
Number of Respondent	50	100	5	2
Strongly agree	13	21	0	0
Agree	12	33	1	1
Neutral	15	24	1	1
Disagree	5	17	2	0
Strongly disagree	5	5	1	0

Degree	Number of participants	Highly Satisfied	Satisfied
Bachelor	50	28%	22%
Masters	100	21%	17%
Mphil	5	0%	20%
Phd	2	0%	0%

Table 6: Expertise of the faculty members

Degree	Bachelor	Masters	M.Phil.	Ph.D.
Number of	50	100	5	2

Degree	Number of participants	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Bachelor	50	26%	24%	30%	10%	10%
Masters	100	21%	33%	24%	17%	5%
Mphil	5	0%	20%	20%	40%	20%
Phd	2	0%	50%	50%	0%	0%

Table 8: Modern technologies and tools integrated into the curriculum

Degree	Bachelor	Masters	Mphil	Phd
Number of Respondent	50	100	5	2
Always	6	10	0	0
Frequently	8	17	1	0
Sometimes	14	24	1	1
Rarely	16	27	2	1
Never	6	22	1	0

Degree	Number of participants	Always	Frequently	Sometimes	Rarely	Never
Bachelor	50	12%	16%	28%	32%	12%
Masters	100	10%	17%	24%	27%	22%
Mphil	5	0%	20%	20%	40%	20%
Phd	2	0%	0%	50%	50%	0%

Table 8: Physical infrastructure of your institution

Degree	Bachelor	Masters	Mphil	Phd
Number of Respondent	50	100	5	2
Highly Satisfied	9	12	1	0
Satisfied	17	31	1	1
Neutral	17	20	1	0
Dissatisfied	5	19	2	1
Very Dissatisfied	2	18	1	0

Degree	Number of participants	Highly Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Bachelor	50	18%	34%	34%	10%	4%
Masters	100	12%	31%	20%	19%	18%
Mphil	5	20%	20%	20%	40%	20%
Phd	2	0%	50%	0%	50%	0%

Table 9: LIS education prepare you for your professional career

Degree	Bachelor	Masters	Mphi	Phd
Number of Respondent	50	100	5	2
Extremely well	11	15	1	0
Well	13	21	1	0
Neutral	9	29	2	1
Poorly	12	19	1	1
Very Poorly	5	16	1	0

Degree	Number of participants	Extremely well	Well	Neutral	Poorly	Very Poorly
Bachelor	50	22%	26%	18%	24%	10%
Masters	100	15%	21%	29%	19%	16%
Mphil	5	20%	20%	40%	20%	20%
Phd	2	0%	0%	50%	50%	0%

Table 10: Overall, how satisfied are you with your LIS education.

Degree	Bachelor	Masters	Mphil	Phd
Number of Respondent	50	100	5	2
Highly Satisfied	11	22	1	0
Satisfied	13	21	2	1
Neutral	17	27	0	0
Dissatisfied	5	21	1	1
Very Dissatisfied	4	19	1	0

Degree	Number of participants	Highly Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Bachelor	50	22%	26%	34%	10%	8%
Masters	100	22%	21%	27%	21%	19%
Mphil	8	20%	40%	0%	20%	20%
Phd	5	0%	50%	0%	50%	0%

Findings

The following is a summary of the report "Satisfaction on Library and Information Science Education in BD: A Case Study on LIS Professional":

Satisfaction Levels: A significant portion of LIS professionals in Bangladesh expressed dissatisfaction with the current state of their education. Many felt that the academic curriculum did not adequately prepare them for the practical challenges of the profession.

Curriculum Gaps: The study found that the LIS curriculum was often outdated and lacked relevance to modern trends and technologies. Topics like digital libraries, information management systems, and data analytics were either underrepresented or absent.

Practical Training Deficiencies: Professionals highlighted the lack of hands-on training during their education, which they felt contributed to a disconnect between academic knowledge and real-world application.

Need for Industry-Academia Collaboration: Respondents emphasized the importance of stronger partnerships between academic institutions and the LIS industry to ensure that graduates are better prepared for the workforce. Industry involvement in curriculum design and offering internships were seen as vital for bridging this gap.

Emerging Technologies: It was acknowledged that the field of library and information science is changing quickly, and many professionals believed that their education had not prepared them to deal with new technologies such as online databases, digital libraries, and artificial intelligence (AI)-based information retrieval systems.

Professional Development: Many LIS professionals expressed the need for ongoing professional development opportunities, such as training workshops and seminars, to keep up with the latest advancements in the field.

Resource Constraints: The study also noted that some educational institutions faced resource limitations, which hindered the quality of LIS

education. These included inadequate libraries, outdated materials, and insufficient technological infrastructure.

Strengths:

Relevant Topic: Addresses a critical area of education in a developing country, making it highly relevant for stakeholders in the LIS sector.

Focus on Professional Feedback: Captures real-world experiences and satisfaction levels of LIS professionals, providing actionable insights.

Awareness Building: Highlights the gaps in current LIS education, prompting discussions on curriculum reform and policy improvement.

Weaknesses:

Limited Scope: As a case study, the findings may not represent the entire LIS landscape in Bangladesh or other regions.

Generalization Risk: The study might lack diversity in sample size or focus, limiting its applicability to a broader audience.

Potential Data Gaps: If the study relies solely on subjective feedback without sufficient quantitative backing, the conclusions may lack robustness.

Opportunities:

Curriculum Reform: Insights from the study can guide universities and policymakers in updating LIS programs to meet modern demands.

Professional Development: Emphasizing areas like digital skills and practical training can boost LIS professionals' satisfaction and effectiveness.

Global Collaboration: The study opens doors for collaboration with international LIS programs to adopt best practices.

Threats

Resistance to Change: Implementing recommendations, such as curriculum updates or practical training initiatives, may face institutional inertia.

Technological Lag: Rapid advancements in information science could outpace the ability of educational institutions to adapt.

Resource Constraints: Financial and infrastructural limitations may hinder the proposed improvements in LIS education.

Recommendation:

Curriculum Update:

The article recommends revising the LIS curriculum to better align with the evolving demands of the profession. It suggests incorporating courses that focus on modern technologies, digital library management, data science, and other emerging trends in the field. The curriculum should also address soft skills such as communication and leadership, which are critical for professional growth.

Practical Training and Hands-On Experience:

To enhance job readiness, the study highlights the need for more practical components in LIS education. This includes internships, workshops, and real-world projects that allow students to gain hands-on experience. Collaboration with libraries, information centers, and industries can help bridge the gap between theoretical knowledge and practical application.

Industry-Academia Collaboration:

The article stresses the importance of fostering strong connections between LIS educators and industry stakeholders. Regular interactions with professionals, guest lectures, and collaborative research initiatives can ensure that the curriculum remains relevant and responsive to industry needs.

Continuous Professional Development:

Acknowledging the dynamic nature of the LIS profession, the article recommends establishing ongoing professional development programs. These can include short courses, certifications, and training on new tools and technologies, enabling professionals to keep pace with changes in the field.

Resource Enhancement

To implement these changes effectively, the study calls for improved resources in LIS education, such as updated libraries, access to advanced software, and well-equipped training labs. Adequate funding

and institutional support are critical to ensuring that these initiatives are successfully carried out.

Conclusion:

The study finds that although professionals in Bangladesh have gained a core understanding of Library and Information Science (LIS) through LIS education, there are notable gaps in the curriculum's alignment with the changing needs of the LIS industry. Many professionals expressed dissatisfaction with outdated content, limited practical training, and inadequate exposure to modern technologies and practices. To enhance satisfaction and effectiveness, the study recommends revising the curriculum, incorporating more practical components, fostering industry-academia collaboration, and emphasizing continuous professional development to prepare graduates for the dynamic challenges of the profession.

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