



STUDY OF SOME BASIC SKILLS OF LIBRARY AND INFORMATION SCIENCE

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ABSTRACT

According to this article, the main goal of the study is to aid in the instruction of the skills required for a librarian to carry out thorough, fundamental research. But many of the approaches, principles, and methodologies used in fundamental research are applicable to applied research, and anybody performing applied research would do well to have a firm grasp of basic research techniques. The librarian will need to be able to adapt many of the concepts and methods covered in this book to his or her particular project whether they want to conduct a cost study, assess the effectiveness of their library, or survey the library's patrons. The more thorough the study, whether it be fundamental or applied, the more valuable its findings will be.

Key words:- Library Research

Introduction

Research has become more specialized and sophisticated, which has led to another advancement known as the professionalization of research. A "profession" may be defined in a variety of ways. Everyone agrees that it should be one's primary paid employment, need a high degree of specialised knowledge, and require maintaining adequate levels of competence both personally and throughout the professional group. Only in the decades around 1800 did it become widely acknowledged that research meets these criteria. This does not imply that there were no recognisable forms of professional researchers before to 1800.

A typical occupation would be medicine, and many of its practitioners were well-known researchers long before then. Similar to surveying, which was a respected profession in Europe before European settlers arrived, certain surveyors in America made contributions to early research. However, in almost all of these instances, the study was seen as a supplement to their job rather than an integral part of it. Even in the academic realm, teaching remained the primary basis for a professor or college fellow's position, despite the fact that a few of them made research contributions.

Over the course of the nineteenth century, the idea that university positions should need expertise in both teaching and research progressively gained popularity. Germany once again set the standard. In order to fill their universities with the most accomplished faculty, the several German states competed.

The easiest way to judge such greatness was by the publications they had made. Teachers hired research assistants to support the growth of their research initiatives. These students need a certification of their research abilities, and as a result, the Ph.D. granting procedure developed. Both German and international students were drawn to German institutions

because of their reputation for research and the availability of doctoral degrees.

A German Ph.D. was formerly regarded as a credential for a professional researcher in the nineteenth century. Though Germany drew aspiring scientists in particular, its significance for research training also extended to other subjects (theology and philosophy, for instance).

Basic Research

According to Mouly, "Research is best conceptualised as the process of coming up with solid answers to issues via the planned and methodical gathering, analysis, and interpretation of data. The two types of research are quantitative and qualitative. Qualitative research methods concentrate on observing events from the perspective of those involved and attempt to understand why individuals behave as they do.

Quantitative research methods involve a problem-solving approach that is highly structured in nature and that relies on the quantification of concepts, where possible, for purposes of measurement and evaluation. They approach the solution of research issues in a more organic way. Some studies analyse and describe behaviours and occurrences using both quantitative and qualitative research methodologies.

Library research

Shera claims that Ralph Beals originally divided library books into three categories: glad tidings, testimonies, and research, noting that the third category was underrepresented. In his book on library research, Goldhor divided library literature into four categories with regard to research:

(1) a relatively small body of published research as defined in the narrow sense; (2) a larger amount of published and unpublished services studies; (3) an even larger number of reports or descriptions of specific situations; or simply opinions; and (4) original data.

Library research trends

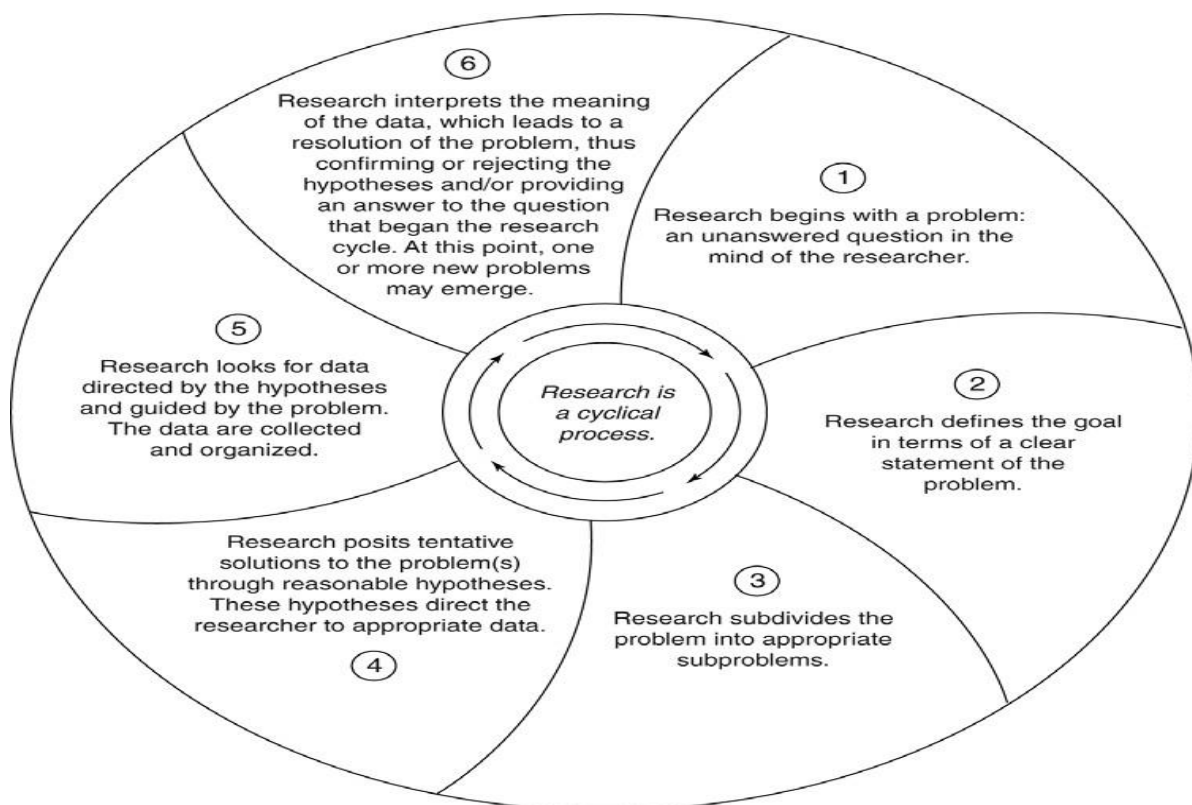
Information workers have a propensity to develop and publish works in the very situation-specific "How I did it well" genre, according to Losee and Worley. In summary, as was already said and was also stated in Busha and Harter's textbook, the majority of library-related research has been applied in nature. Research in librarianship was the focus of a Library Trends issue published in 1984, which also included research in the fields of political science, sociology, and economics of libraries, organisation theory, public administration, and operations research. As a result, this study established a technique and topic classification for library research. Practical research, bibliographical research, scholarly research, and scientific research are some of MaryJo Lynch's generic categories she created for characterising various types of research activities in the first chapter of this issue of Library Trends. She defined four types of research: bibliographical, academic, scientific, and practical. She defined practical research as using information to solve problems; bibliographical research as rearranging other people's ideas; scientific research as finding new knowledge.

According to Mathews, the US Department of Education conducted studies between 1977 and 1988. She addressed current research agenda efforts of the Department and implications for future research in addition to examining the study's results. The state of

research in librarianship was covered in papers that were published from 1976 to 1988, and a helpful overview was offered by McClure and Bishop. Several of the studies included evaluations of the different research methodologies used at various points in time. Powell provided an overview of many methodological investigations, ranging from a 1925 dissertation analysis through a 1984 research article analysis. He also discussed more contemporary themes including multidisciplinary, qualitative, and technology-based research.

Buttlar examined library and information science (LIS) dissertations to determine the gender of the authors, the types of highly cited sources, the journals with the highest citation counts, the literature cited in fields other than LIS, the nations of publication's origin, and the date of publication. 21 While she did not specify the methodologies employed, she did note that the literature in the LIS field is cited roughly 50% of the time and named a number of fields that have an impact on LIS research, including education, computer science, health and medicine, psychology, communications, and business.

Figure.1 The Research Process Is Cyclical.



The librarian will need to create a strategy for trying to tackle the issue at all stages of this process, but possibly especially now. To put it another way, choices will need to be made about the investigation's methodology and data gathering methods, among other things. The librarian may decide to run an experiment in which a certain kind of library teaching is provided, followed by a post-test of the students' library abilities. Or a survey might be carried out and, for instance, inquire about students' usage of the library. The need to deal

with facts and their meanings is another aspect of research that is intrinsic to much of the process. This action is especially important throughout the phases of data gathering and analysis. Here, the researcher must make an effort to gather the data required to address the issue, arrange it into useful categories, and assess its relevance. Test results, attitudes toward libraries, and self-perceptions of library abilities are some examples of the types of information that may be gathered during the library instruction study. Finally, the librarian should remember that this procedure is typically cyclical in character. If the original question is not satisfactorily addressed by the researcher's analysis and interpretation of the study's findings, more research will need to be conducted. A graphic created by Leedy and Ormrod, replicated as Figure 1 below, aids in demonstrating the cyclical nature of research. Every researcher quickly learns that true research produces as many issues as it fixes, as they put it. Such is the way that information is discovered.

Growth of Basic Research of Library and Information Science

New knowledge creation is one of the main goals of fundamental research, as was already said. The goal of science is to advance knowledge, advance development, and help man connect to his environment, achieve his goals, and settle his problems. Experience and common sense are usually rather restricted and inadequate and frequently quite incorrect in this regard.

In Mouly, p. The finest basis for further professional advancement, according to Kunge, is learning to grasp the theoretical and practical implementation of research's basic principles. The need for the field to test the various myths, assumptions, rules-of-thumb, and other conventions, by which it has operated for so long, to link concepts that have been proven through testing to be valid, and thereby establish theories indigenous to the field itself, may be even more fundamental to the advancement of the profession.

In addition, the field has to go beyond its strong reliance on descriptive data and construct guiding principles and ideas that may serve as the foundation for libraries, information systems, and services. One of a profession's distinguishing characteristics is its members' capacity to provide clients with guidance based on a corpus of structured and generalised information that forms its theoretical foundation.

According to "Putting OUR Knowledge to Work: The Role of Research in Special Libraries," the field of library and information science has less research sponsored by grants and published in peer-reviewed journals than other fields.

The declaration outlines how scholars, SLA, and special librarians may collaborate to advance the library and information profession and provide the groundwork for evidence-based practise.

The Future of Library Research

The fact that library research is still in its infancy may at least in part be blamed for the historical shortcomings of this field of study. Only recently have coherent notions of the purposes, methods, and frameworks of library science research started to take shape.

However, it does seem clear that in order to study the numerous issues facing librarianship today, it will be "necessary to use the methodology of other disciplines in particular, those of sociology, psychology, economics, linguistics, and history and to employ more generally applicable methodologies."

According to the "Research Statement," decision-making should be "... based on the strongest evidence" of what would work best for the libraries' clientele. SLA promotes the use of research results in the choice, procurement, organisation, and administration of information resources due to the rising importance of library and information professionals and the broad accessibility of information.

(Putting our Knowledge to Work," Special Libraries Association)

"Advancing knowledge about information, its creation, properties, and use; providing analysis of ideas, practises, and technologies; valuing theory, research, applications, and service; nurturing new perspectives, interests, and ideas; and increasing public awareness of the information sciences and technologies and their benefits to society" are all part of the society's mission statement. (**"Mission and Vision," ASIS&T: The Information Society for the Information Age**)

Though it is never easy to make predictions, it is likely that research in LIS will continue to use increasingly transdisciplinary and qualitative techniques. As digital resources and technologies develop and library users become more sophisticated in their demands for and use of these resources, studies addressing the impacts and use of these resources are currently represented in the literature and will probably continue to pique the interest of researchers and practitioners.

This conclusion is shared by Hernon and Schwartz, who also state that "the issues, research plans, toolkit of approaches, and tools and procedures for data analysis are more varied now than ever before."

Conclusion

The number, if not the quality, of research in library and information science is improving, and research is a never-ending process. Additionally, there is hopefully growing understanding of the ALA's statement from 40 years ago that "the outcomes of research in a broad spectrum of effort extending well beyond librarianship will, in large measure, determine the future directions of library services and the nature of the profession itself."

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