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Original Article

Impact of Academic Performance Indicator System on Research and Academic Contributions of College Librarians: A Study

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Abstract:

The research paper is based on the Ph. D. thesis submitted to the Sant Gadge Baba Amravati University, Maharashtra. The primary data is analyzed as per research objectives of the paper. The prime aim of the research paper is to study impact of Academic Performance Indicator (API) system on research and academic contributions of college librarians affiliated to the Sant Gadge Baba Amravati University, Maharashtra. So, survey of college librarians is conducted and received response rate is 76.37%. The structured questionnaire is used as an important tool for data collection and data analyzed through statistical test and hypothesis tested. The result shows that there is impact of API system on research and academic contributions of college librarians. It is concluded that, after implementation of API system the research contributions of college librarians changed tremendously.

Keywords: API System, College Librarians, Professional Development, Professional Competence, Performance Based Appraisal System (PBAS), University Grants Commission (UGC), Library Outcomes, Standards, State Universities and Colleges.

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Introduction:

Librarians the world over are faced with the constant challenge of remaining abreast of developments in their field. Rapid changes in technology and workplace roles threaten to make their skills obsolete unless they undertake constant Professional Development. This international collection presents a comprehensive overview of current continuing professional development theory and practice for those who manage and work in library and information services (Paul and Walton, 2006).

The quality of an educational system can be judged from the following perspectives: a) the inputs of the system. b) What happens within the system? c) The outputs from the system (Killen, 2000) and d) recently in terms of outcomes. This principal has been adopted as a basis for educational reforms and formulation of policies by almost all higher education institutions (HEIs) in Asian countries today.

There are three categories on which academic performance will be rated first is, 'Procurement, organization, and delivery of knowledge and information through Library services', second is, 'Co-curricular extension and professional development related activities', and third is, 'research and academic contribution. Under each category there are certain per decided activities which are assigned certain points. College librarians will have to perform these activities to earn marks or credits. In this research paper the impact of Academic Performance Indicator (API) on research and academic contributions of college librarians is studied. Research is conducted only the libraries affiliated to the Sant Gadge Baba Amravati.

Review of Past Related Studies:

Sarode, 2019 stated that, 'the continuous learning is about the constant expansion of skills and skill-sets through learning and increasing knowledge'. Ramaiah and Moorthy (2002) reported the need and impact of continuing education programmes (CEP) for library and information science (LIS) professionals in India, particularly for college librarians.

Due to emergence of academic performance indicator system the numbers of career development activities are increased. The number of research publication of college librarian in regional, national and international journals was increased (Bhongade & Sarode, 2020). Sarode and Nishane, 2016 stated that, 'the Academic Performance Indicator is directly related to the Professional Development of academic librarians' and further stated that, the professional development is never ending process; it is continuous such as lifelong learning process. Kannappanavar and Praveen Kumar (2011) evaluated the training programmes pertaining to Library and Information science and their effectiveness as stated by library professionals in selected Agricultural Science Libraries in India.

According to Sarode and Raut 2016, 'the professional development activities and skills of academic librarians have fulfilled a need for the continuing acquisition of update knowledge'. According to Chan and Auster (2003) professional librarians are motivated to maintain their professional competence but they should be encouraged to participate in updating activities. The findings were based on studies conducted on professional development practices of reference librarians in Ontario. Their study recommended that libraries develop and implement policies that support formal and informal training.

University Grants Commission (UGC, 2010) notifying that "Regulations on Minimum Qualifications for Appointment of teachers and Academic staff in Universities and Colleges and Measures for the Maintenance of standards in

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Higher Education." Performance of teacher is assessed on the basis of a Performance Based Assessment System (PBAS) in which scores have been assigned to each sub dimension or Academic Performance Indicator (API).

Objectives of The Research Study:

1. To evaluate research and academic contributions related activities of college librarians.
2. To measure impact of academic performance indicator (API) on the research and academic contributions of college librarians.
3. To study research and academic contributions of college Librarians' before and after 2010 i.e. after implementation of API system.

Research Methodology and Sampling:

Singh and Babbar, 2014 stated that, 'Research is a continuous activity'. The use of qualitative methods has also been frequently reported in the literature. The study is based on comprehensive review of related literature. However, by keeping in the view the various advantages and disadvantages of the survey methodology, a combination of questionnaire, observation and semi-structured interviews were adopted for data collection. For the quantitative part of the investigation, data were pre-coded, but for the qualitative part, coding was done after data has been collected. Relationships between variables were studied in an attempt to find solutions from the collected data.

Out of the mailed 237 questionnaire 181 questionnaire were received, therefore N=181. Hence the response rate is 76.37%. The overall response is good while considering survey research. Hence, the received data is analyzed and processed for the purpose of interpretation.

Result and Findings:

1. Demographic Information:

The demographic information of the respondents is collected according to gender, location of their working institute, qualification, and working experience in the librarianship profession given in the Table-1.

Table-1: Demographic Information of Respondents

Description	Option	Measured Frequency	%
Gender	Male	137	75.70
	Female	44	24.30
	Transgender	0	0
	Total	181	100%
Location of Institute	Urban	36	19.89
	Semi Urban	93	51.38
	Rural	52	28.73
Qualification	MLISc.	53	29.28
	MLISc. SET/NET	28	15.47
	MLISC. Ph. D.	64	35.36
	MLISc. M. Phil.	36	19.89
Experience	0-10 yrs	84	46.40
	11-20 yrs	56	30.94
	21-30 yrs	28	15.48
	Over 30 yrs	13	07.18

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From the Table-1 it is revealed that, Out of 181 respondents, male are 137 (75.70%), and the female are 44(24.30%). The 36 (19.89%) institute are situated in urban area, 93 (51.38%) are in semi-urban; while 52 (28.73%) institutes are in rural area. Majority of the (college librarians) i.e. 64 (35.36%) having M.L.I.Sc., Ph. D. degree, 36 (19.89%) has M.L.I.Sc., M. Phil. qualification. While 28 (15.47%) M.L.I.Sc., SET/SLET/NET and 53 (29.28%) have only M.L.I.Sc. degree. 84 (46.40%) respondents have working experience below than 10 years while 56 (30.94%) having below than 20 years of experience of college librarianship.

2. Research and Academic Contributions of College Librarians' before and after 2010 (API System Implemented):

Table-2: Research and Academic Contributions of College Librarians' before and after 2010:

Membership of Professional Bodies before and after 2010

Description	Before 2010				After 2010			
	1-3	4-6	7-10	10>	1-3	4-6	7-10	10>
International	6(3.31)	3(1.65)	0	0	36(19.88)	23(12.70)	11(6.07)	0
National	22(12.15)	16(8.83)	11(6.07)	2(1.10)	42(23.20)	32(17.67)	23(12.70)	3(1.65)
State	32(17.67)	19(10.49)	8(4.41)	2(1.10)	55(30.38)	33(18.23)	19(10.49)	4(2.20)
Local	41(22.65)	23(12.70)	11(6.07)	6(3.31)	65(35.91)	29(16.02)	19(10.49)	7(3.86)

Number of conference/seminar/workshop, etc. attended before and after 2010

Description	Before 2010				After 2010			
	1-3	4-6	7-10	10>	1-3	4-6	7-10	10>
Conference	66(36.46)	51 (28.17)	33(18.23)	1(0.55)	89(49.17)	53(29.28)	35(19.33)	2(1.10)
Workshops	25(13.81)	13(7.18)	0	0	59(32.59)	49(27.07)	11(6.07)	6(3.31)
Seminar	56(30.93)	59(32.59)	44(24.30)	2(1.10)	91(50.27)	52(28.72)	39(21.54)	3(1.65)
Webinars	3(1.65)	2(1.10)	0	0	69(38.12)	37(20.44)	13(7.18)	3(1.65)
Training programmes	12(6.62)	2(1.10)	1(0.55)	0	69(38.12)	31(17.12)	2(1.10)	0

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Presentation of research papers in conferences before and after 2010

Description	Before 2010				After 2010			
	1-3	4-6	7-10	10>	1-3	4-6	7-10	10>
International	29(16.02)	14(7.73)	6(3.31)	0	58(32.04)	27(14.91)	13(7.18)	2(1.10)
National	94(51.93)	37(20.44)	16(8.83)	9(4.97)	102(56.35)	44(24.30)	23(12.70)	12(6.62)
State	63(34.80)	33(18.23)	12(6.62)	3(1.65)	71(39.22)	39(21.54)	22(12.15)	6(3.31)
Local	56(30.93)	51(28.17)	9(4.97)	2(1.10)	58(32.04)	63(34.80)	21(11.60)	7(3.86)

Research papers published in journals/periodicals/magazines before and after 2010

Description	Before 2010				After 2010			
	1-3	4-6	7-10	10>	1-3	4-6	7-10	10>
International	6(3.31)	3(1.65)	2(1.10)	0	11(6.07)	17(9.39)	15(8.28)	10(5.52)
National	28(15.46)	22(12.15)	10(5.52)	15(8.28)	39(21.54)	46(25.41)	24(13.25)	19(10.49)
State	37(20.46)	29(16.02)	18(9.94)	14(7.73)	46(25.41)	38(20.99)	27(14.91)	23(12.70)
Local	54(29.83)	47(25.96)	26(14.36)	23(12.70)	62(34.25)	58(32.04)	37(20.44)	26(14.36)

Books published before and after 2010

Description	Before 2010				After 2010			
	1-2	3-4	5-6	6>	1-2	3-4	5-6	6>
International	11(6.07)	6(3.31)	3(1.65)	0	26(14.36)	9(4.97)	5(2.76)	1(0.55)
National	16(8.83)	4(2.20)	2(1.10)	0	23(12.70)	8(4.41)	4(2.20)	1(0.55)
State	7(3.86)	4(2.20)	3(1.65)	2(1.10)	14(7.73)	16(8.83)	14(7.73)	10(5.52)
Local	12(6.62)	9(4.97)	8(4.41)	4(2.20)	15(8.28)	19(10.49)	17(9.39)	14(7.73)

Projects carried out before and after 2010

Description	Before2010				After2010			
	1-2	3-4	5-6	6>	1-2	3-4	5-6	6>
UGC Major	8(4.41)	7(3.86)	4(2.20)	2(1.10)	13(7.18)	18(9.94)	9(4.97)	4(2.20)
UGC Minor	12(6.62)	13(7.18)	11(6.07)	9(4.97)	17(9.39)	25(13.81)	20(11.04)	14(7.73)
State/Central Government Funded	23(12.70)	12(6.62)	3(1.65)	2(1.10)	33(18.23)	18(9.94)	11(6.07)	3(1.65)
University/ Institute Level	16(8.83)	15(8.28)	7(3.86)	2(1.10)	23(12.70)	21(11.60)	9(4.97)	1(0.55)
Other funded agencies	11(6.07)	3(1.65)	4(2.20)	1(0.55)	19(10.49)	7(3.86)	5(2.76)	2(1.10)

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From the Table -2 it is found that, before 2010, 6 (3.31%) college librarians have international membership of number of organizations in the range 1 to 3 and 3 (1.65%) have International membership in the range 4 to 6, while after 2010, 36 (19.88%) college librarians have membership in the range 1 to 3, while 23 (12.70%), 11 (6.07%) college librarians have International membership in the range 4 to 6 and 7 to 10 respectively.

It is cleared that, before 2010, 66 (36.46%) college librarians have attended conferences in the range 1 to 3, while, 51 (28.17%), 33(18.23%), 1 (0.55%) college librarians attended conferences in the range 4 to 6, 7 to 10 and more than 10 respectively. It is concluded that, membership of professional bodies, presentation of research papers in conference/seminars/workshops, publication of research papers, publication books/ chapters in books, research projects carried out is increased as compared to 2010.

3. Impact of API System on Research and Academic Contributions of College Librarians':

Table-3: Impact of API System on Research and Academic Contributions of College Librarians'

Activities	Not at all	Very little	Some what	Much	Very much
Assist in field research, social survey research and data collection to research scholars/scientist in your institution or other institution	15 (8.29)	23 (12.71)	12 (6.63)	109 (60.23)	22 (12.15)
Chapters contributed to edited knowledge based volumes published by international/ Indian/national level publishers	10 (5.53)	18 (9.95)	19 (10.49)	111 (61.32)	23 (12.71)
Guided master degree students of library science (MLISc.), M. Phil. and Ph. D. degree students	21 (11.61)	24 (13.25)	25 (13.82)	92 (50.83)	19 (10.49)
Invited lectures/resource persons in workshop, conference, symposia, etc.	18 (9.95)	29 (16.02)	15 (8.28)	102 (56.35)	17 (9.40)
Local /regional or national library survey conducted	14 (7.74)	15 (8.29)	31 (17.12)	87 (48.06)	34 (18.79)
Major /minor research project carried out	12 (6.62)	16 (8.84)	10 (5.53)	114 (62.99)	29 (16.02)
Number of research publication in journals, periodicals and conference proceedings increased	00	13 (7.18)	7 (3.87)	129 (71.27)	32 (17.68)
Publication of text/reference books increased	14 (7.74)	26 (14.36)	18 (9.95)	82 (45.30)	41 (22.65)
Research papers presented in conferences, seminar, symposia, etc.	2 (1.10)	04 (2.20)	04 (2.20)	132 (72.94)	39 (21.56)
Serving as reviewer/editor for the journals, research projects, conferences, etc.	20 (11.04)	21 (11.61)	27 (14.92)	84 (46.41)	29 (16.02)
Sponsored/ consultancy projects completed	16 (8.84)	13 (7.18)	17 (9.40)	91 (50.22)	44 (24.31)
Subjects books by national level publishers/state and central government publications	6 (3.32)	14 (7.74)	15 (8.28)	79 (43.65)	67 (37.01)

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From the Table-3 it is found that, 109 (60.23%) college librarians were much assist in field of research, social survey research and data collection to research scholars/scientist in the institution or the other institution, 129 (71.27%) college librarians were published much number of research articles in journals, periodicals and conference proceedings. While 132 (72.94%) college librarians were much presented research papers in conferences, seminar, symposia, etc. Hence, it is concluded that, after implementation of API system research activities of college librarians is increased.

Justification of Hypothesis:

H_0: There is no significant impact of academic performance indicator (API) on the research and academic contributions of college librarians.

H_a: There is a significant impact of academic performance indicator (API) on the research and academic contributions of college librarians.

Table-4: Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.558[a]	.311	.307	1.17774	2.190
a. Predictors: (Constant), Academic Performance Indicator (API)					
b. Dependent Variable: Research and Academic contributions of college librarians					

As per Table-4 (Model Summary), the value of R Square is 0.311which measures how well the variables count Academic Performance Indicator (API) factors performed in explaining the variation in dependent variables (Research and Academic contributions of college librarians), The Value of Adjusted R-square is 0.307which is preferred for reporting regression results when multiplied by hundred percentage the value of adjusted R-square will be 30.7% this percentage shows that 30.7% of the variation is due to the number of times the independent variable affects the dependable factors, the remaining of 69.3% is due to the other predictors that are not included in models and which are not controllable. Also, the value of Durbin Watson is 2.190 which show the excellent positive autocorrelation between both variables.

Table-5: Coefficients[a]

Model		Un-standardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.201	.479		6.687	.000
	Academic Performance Indicator (API)	.567	.063	.558	8.990	.000
a. Dependent Variable: Research and Academic contributions of college librarians						

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From Table-5 (Co-efficient table), the Constant is 3.201. The un-standardized coefficient of the predictor frequency of Academic Performance Indicator (API) is 0.567, which indicates that for each Academic Performance Indicator (API),its role in Research and Academic contributions of college librarians increases by 0.567 (i.e., 56.7%) keeping the level of other predictors in the model constant. Here the significance value is 0.000 which is less than our significance i.e., 0.05 (0.000<0.05) therefore, we reject the null hypothesis. Thus, there is a significant impact of academic performance indicator (API) on the research and academic contributions of college librarians. Therefore, the fitted regression model is, "Impact of Academic Performance Indicator (API) = 3.201+0.567(Research and Academic contributions of college librarians)"

Conclusion:

From the findings of the research study it is concluded that, most of the college librarians assist in field research, social survey research and data collection to research scholars/scientist in institution or other institution and much presented research papers in conferences, seminar, symposia, etc. It was found that, there is a significant impact of academic performance indicator (API) system on research and academic contributions. Hence, it is concluded that, after implementation of API system the activities related to research is increased.

The contribution in submission of major/minor research project is increased at different financial agencies such as UGC, ICSSR, DST, etc. Hence, it is concluded that, after implementation of API system research activities of college librarians is increased and the college librarians is actively participated in research activities after 2010 as compared to before 2010.

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