



Research paper

Obstacles of Social Recognition and Professional Worth in Information Science and Library Management (ISLM) Education: Bangladesh Perspective

Khadiza Parvin^{a*}

^a Lecturer, Department of Information Science and Library Management, Asian University of Bangladesh.

ARTICLE INFO

Keywords:

ISLM Education
Social Recognition
Professional status
Library Profession
Bangladesh

ABSTRACT

The current study is an attempt to discuss social recognition and professional value problems of Information Science and Library Management (ISLM) education in Bangladesh. Its primary goal was to look for opportunities to enhance the academic, social and professional profile of ISLM students and professionals. The study adopted a mixed-method approach, which involved both quantitative and qualitative data. The study was conducted in 18 public, private, and academic institutions in Bangladesh where Information Science and Library Management (ISLM) education is taught. A total of 200 respondents were included in the study, of which 100 were students, 50 were teachers and 50 were professionals from academic and professional institutions in the library. The results show that there are considerable challenges of academic recognition, lack of research opportunities, employment opportunities, social value and career progression. Academic recognition was rated as poor in terms of consensus, with 66 per cent saying that they agreed that it was poor and a mean score of 2.38. The lowest was social recognition with 70 per cent of students rating it unfavorable, and a mean score of 2.04. Students' ratings of employment opportunities were also unfavorable, 66 per cent, mean 2.38 and teachers' ratings of limited employment opportunities were 86% per cent, mean score was 4.32, respectively. 74 per cent of the teachers described limited research opportunities. Professionals were less satisfied with their job (mean = 2.30) than 66 per cent reported a lack of job opportunities. Despite these discouraging findings, 80 per cent of teachers and 72 per cent of students felt the need for greater professional status and career advancement, through which the untapped potential in this field can be effectively reflected.

1. Introduction

Information Science and Library Management (ISLM) is an academic and professional discipline, which is significant to knowledge organization, accessing information, developing research, digital literacy, and educational services. This discipline has long history in academic context in Bangladesh. It is believed that the Department of Information Science and Library Management at University of Dhaka is the pioneer of library and information science education and research institute in Bangladesh as it started its journey in 1959 (Rahman et

* Corresponding author. Khadiza Parvin

E-mail address: khadiza.kabir22@gmail.com

<https://doi.org/10.65496/jssme.2026.100>

Received 01 July 2026; Received in revised form 19 August 2026; Accepted 22 August 2026

Available online 11 September 2026

3106-3462/© 2026 The Author. Published by Noesis Publishing. This is an open access article under the CC BY license (<http://creativecommons.org/licenses/by/4.0/>).

al., 2011). The discipline has been institutionally developed but it is yet to get enough social recognition and value in Bangladesh society.

Libraries and information centers are no longer confined to books and paper in the modern knowledge-based world. Now they are available to provide digital information services, research communication, information literacy, database management, academic learning, and disseminating knowledge. Hence, the ISLM graduates should be appropriately recognized in their academic achievements, their curriculum should be updated and research opportunities made available to them, their professional training should be enhanced, and their job opportunities should be expanded. There are various levels of education and training on LIS in Bangladesh, and there are some issues that impact the quality of education and professional growth of LIS (Islam, 2006). This is a sign of greater institutional support and professionalization of discipline. The disparity between learning in the classroom and on the job is a central issue in ISLM education. In the world, there is a focus on curriculum quality, professional competency, information services, technology, research and lifelong learning as a focus of professional LIS education (IFLA, 2022). Likewise, the American Library Association identifies key competencies that are crucial for the profession of librarianship: information resources, organization of knowledge, technology, management, research, and continuing education (American Library Association, 2023). The standards demonstrate that ISLM is a professional and knowledge-based subject which needs to produce skilled graduates and recognized career pathways.

But, in Bangladesh, numerous students and professionals related to ISLM still face problems about social respect, employment prospects, higher education, field of research, job status, and career development. This can lead students to believe their subject is not as important as other subjects. The objectives of this study entitled “Obstacles of Social Recognition and Professional Worth in Information Science and Library Management Education: Bangladesh Perspective” are to find out the obstacles and to suggest the solutions so that the students, graduates, teachers and professionals of ISLM fields can be given a status in society and profession. The study also aims to analyze the perceptions of institutions and society, employment opportunities, research facilities and opportunities for professional growth in the field.

2. Objective of the Study

The overall goal of this study is to find out how to promote the social and professional status of the students of Information Science and Library Management in Bangladesh and how to create a better professional status and recognition for the students.

The specific objectives of the study are as follows:

- (i). To explore the ISLM education in institutional and society perspectives in Bangladesh.
- (ii). To expand the opportunities for current ISLM curriculum, higher education and research.
- (iii). Discovering ways to broaden adequate employment and career opportunities for ISLM students.
- (iv). To enhance professional status and the best career opportunities of individuals related to this field in the workplace.
- (v). To suggest possible ways to enhance the academic recognition, professional development and social acceptance of ISLM education in Bangladesh.

3. Literature Review

In the 21st century, only libraries which are updated technologically can be effective. Lis education has embarked on modernization research related to LIS education. The article states that LIS courses should focus on modern information and communications technology (ICT) skills and requirements of the profession to equip students with the tools necessary to cope with the challenges of information-rich work environments (Begum, 2019). While there are numerous positions to fill available when studying to be a librarian, low-pay, lack of promotion or status is making the profession less attractive, according to research findings on Continuing Professional Development (CPD) in librarianship. As such, the dignity and recognition of professions are as crucial as that of jobs available (Foote, 1996). The study revealed that there are some institutions that have trained

professionals, but they lack institutional support, professional recognition and enhancing the quality of service which are necessary for the expansion of the profession in the country of Bangladesh (Chowdhury, 2012).

Similar studies in Bangladesh also show that, if support is provided to secondary school libraries, it is limited. Others work under challenging circumstances, and low collegial respect with an unknown professional identity (Hossain, 2019). Additional studies have revealed that most secondary school librarians cannot be considered as part of the teaching staff despite the significant part they have in education support. A lack of professional identity could be demoralizing to ISLM graduates and a loss of professional status to the profession (Hossain, 2017). The study of the information literacy skills of ISLM graduates at the University of Dhaka revealed that the students were not very competent in information literacy as the curriculum was less focused on practical skills training in information literacy. Perhaps the curriculum should be modified to use for employment (Islam, 2010). An analysis of learning outcomes assessments on copyright awareness to date indicates that, while copyright theory is known to LIS professionals, they do not have much experience in its application. This results in a gap between academic learning and skills required in the workplace (Hossain, 2021).

The research carried out in university libraries during this digital era confirms that the characteristics of libraries are rapidly evolving and becoming advanced administration centers. ISLM graduates need to be equipped with skills in the development of digital libraries, organization of information as well as user centered services (Rahman, 2020). Studies conducted in the collaboration between academics and practitioners in LIS shows that such activities contribute to the acquisition of practical knowledge, professional skills and career preparedness of LIS students. Failure to develop collaboration skills will probably have a negative impact on employability and the ability to work (Roy, 2024). Past research conducted in internship-based LIS programs reported that such training had brought about a significant change in the students' communication skill, self-confidence, professionalism and easy way of getting job. The link between theory and practice is internships (Yesmin, 2024).

Further arguments challenging the ability of LIS students to continue to serve as information literacy educators are discredited by additional research. It helps to expand their professional identity beyond the traditional role of a librarian (to have a larger voice in the public arena) and it gives librarians greater social worth (Hossain, 2025). The reviewed work presents a summary of the main thrusts of LIS studies which in the case of Bangladesh should be modernized according to the requirements of the modern job forms and professional requirements (Hossain, 2024). The study results indicate that most LIS graduate programs require regular updating to accommodate the latest ideas in the areas of communication, technology and professionalism that are pertinent to the needs of the 21st century job market. It is a requirement for enhancing employability (Kassim, 2023). The problem of knowledge sharing among South Asian Librarians is analyzed and some factors identified such as inadequate infrastructure, lack of training, lack of funds, inadequate staffing and lack of reward system. All these issues pose limitations on professional development and morale (Deka, 2022). The literature search on the inclusion of soft skills in LIS education shows that in addition to technical skills, communication, teamwork, adaptability, and professional attitude are also essential and can be a bridge between the technical and soft skills. The skills are essential to being effective in the workplace and to employment opportunities (Tazehkandi M, 2025).

4. Conceptual Framework

The conceptual framework of this study assumes that Social Recognition, Professional Worth, Academic Recognition, and Professional Status are interconnected dimensions influencing the development and sustainability of Information Science and Library Management (ISLM) education and profession in Bangladesh. Academic recognition is associated with curriculum quality, higher education, and research opportunities. Social recognition reflects society's perception, respect, and acceptance of ISLM students and professionals. Professional worth is influenced by employment opportunities, professional competence, and the perceived value of ISLM knowledge in modern information- and knowledge-based workplaces. Professional status relates to career advancement, workplace recognition, appropriate job titles, promotion opportunities, and professional dignity.

5. Methodology

This study adopted a mixed-methods approach, which is a combination of quantitative and qualitative methods. Quantitative methods were used to explore the challenges that are associated with social recognition and quantitative methods were used to explore the value or professional worth of Information Science and Library Management (ISLM) education in Bangladesh. The study used both primary and secondary data to answer the study's objectives.

5.1 Research Design

- Mixed methods of research design were used.
- structured questionnaire was used to collect quantitative data.
- Open-ended questions and semi-structured interviews were used to collect qualitative data.
- The secondary data was gathered from books and journal articles, reports and other scholarly sources.

5.2 Population and Sampling

The study was conducted in 18 public, private and academic institutions in Bangladesh where Information Science and Library Management (ISLM) is being offered as a subject. The selection of the institutions and the respondents was done by purposive sampling, in which those institutions and respondents were selected which were considered relevant to the objectives of the study. The number of respondents was N = 200.

The target group consisted of:

- Students of ISLM = 100
- Teachers of ISLM education = 50
- Library professionals = 50

5.3 Data Collection

Students, teachers, and library personnel were surveyed. Structured questionnaires were used to gather quantitative data, and these questionnaires were administered online and face-to-face. Open-ended questions and face-to-face semi-structured interviews were used to gather qualitative data to gain detailed perspectives, opinions and experiences from the respondents.

There were two parts to the questionnaire:

A. Demographic Information

- Educational level
- Profession
- Institution of affiliation

B. Respondent perspectives on:

- The quality and relevance of the ISLM curriculum
- Higher education and research opportunities are available.
- Employment opportunities
- Social recognition
- Professional status and career development are enhanced.

The following 5-point Likert scale was used:

- Strongly Agree = 5
- Agree = 4
- Neutral = 3
- Disagree = 2
- Strongly Disagree = 1

5.4 Data Analysis

Descriptive statistics (mean scores, frequencies, and percentages) were used for quantitative data analysis. Qualitative data was analyzed thematically using the coding technique and identification of major themes and patterns. Data was organized, tabulated and analyzed using Microsoft Excel and SPSS.

5.5 Validity, Reliability and Ethics

- The questionnaire was prepared after consulting with literature.
- The questionnaire was reviewed by academic supervisors and subject specialists to ensure that it is valid and relevant.
- A pilot test was carried out prior to the final survey to evaluate the clarity, consistency and reliability of the questionnaire.
- They volunteered to take part in the study.
- The confidentiality and anonymity of the respondents were respected.
- Collected data was used only for research in academic studies.

6. Data Analysis and Results

6.1 ISLM Student Responses (N = 100)

6.1.1 Receives adequate academic recognition in Bangladesh.

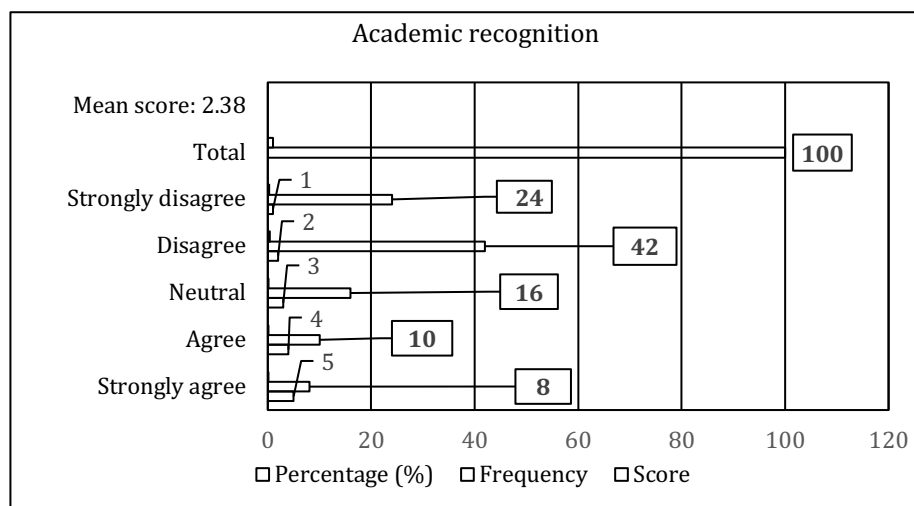


Figure 1: Academic Recognition (Student Responses)

Source: Field survey on ISLM students through face-to-face interviews.

Students' perception on the ISLM education is that it is not well known in the academic system of Bangladesh. While 8% and 10% strongly agreed and agreed with the statement, respectively. On the other hand, 66% of the respondents disagreed (42%) or strongly disagreed (24%). Some were uncertain, with 16% being neutral. The overall mean score is 2.38 which means that they have a negative perception about the recognition of their academic performance.

6.1.2 Demand of modern information- and knowledge-based workplace.

Table 1: Demand of Modern Information- and Knowledge-Based Workplace

Response Category's	Score	Frequency	Percentage (%)
Strongly Agree	5	40	40%
Agree	4	30	30%
Neutral	3	20	20%
Disagree	2	5	5%
Strongly Disagree	1	5	5%
Total		100	100%
Mean Score: 3.95			

Source: Field survey on ISLM students through face-to-face interviews.

The results show that the need for knowledge and skills in ISLM is very positive in today's workplace. The statement was strongly agreed with 40% and agreed with 30% of respondents. 20% were neutral and 10% disagreed. The mean score being 3.95 suggests that the respondents agreed strongly. The results indicate that knowledge of ISLM is perceived as applicable to the modern information and knowledge-based workplace

6.1.3 Need for support in higher education and research in this field.

Table 2: Need for Support in Higher Education and Research

Response Category	Score	Frequency	Percentage (%)
Strongly Agree	5	40	40%
Agree	4	25	25%
Neutral	3	15	15%
Disagree	2	12	12%
Strongly Disagree	1	8	8%
Total		100	100%
Mean Score: 3.77			

Source: Field survey on ISLM students through face-to-face interviews.

The results indicate a negative attitude of the respondents towards the problem presented in Table 2 in general. A total of 65% of respondents either agreed (25%) or strongly agreed (40%), while only 20% disagreed or strongly disagreed. 15% were undecided. It shows a tendency towards disagreement with a mean score of 2.23. The overall results show that the perception of the respondents towards the subject of this table is not very favorable.

6.1.4 ISLM students receive appropriate social recognition in society.

Table 3: Social Recognition of ISLM Students in Society

Response Category	Score	Frequency	Percentage (%)
Strongly Agree	5	5	5%
Agree	4	9	9%
Neutral	3	16	16%
Disagree	2	25	25%
Strongly Disagree	1	45	45%
Total		100	100%
Mean Score: 2.04			

Source: Field survey on ISLM students through face-to-face interviews.

The findings show that most of the respondents do not feel that social recognition of ISLM students is appropriate in society. Some 70% disagreed (25%) or strongly disagreed (45%) with the statement. 14% agreed or strongly agreed, 16% were neutral. The mean score is 2.04, presenting a strong tendency to disagree. Summarizing, the students of ISLM have the perception that there is a lot of lack of social recognition in society.

6.1.5 ISLM graduates have sufficient employment opportunities in Bangladesh.

Table 4: Employment Opportunities for ISLM Graduates

Response Category	Score	Frequency	Percentage (%)
Strongly Agree	5	8	8%
Agree	4	10	10%
Neutral	3	16	16%
Disagree	2	44	44%
Strongly Disagree	1	22	22%
Total		100	100%
Mean Score: 2.38			

Source: Field survey on ISLM students through face-to-face interviews.

As per table 4, most students think that there are not enough employment opportunities for ISLM students in Bangladesh. A total of 44% disagreed and 22% strongly disagreed with the statement. By contrast, 10% agreed and 8% strongly agreed, and 16% were neutral. The overall mean score is 2.38, which clearly shows that there is

a tendency to disagree. As a result, students feel that there is a lack of job opportunity for ISLM graduates in Bangladesh.

6.1.6 Upgrade of professional status and career advancement of ISLM professionals.

Table 5: Professional Status and Career Advancement (Student Responses)

Response Category	Score	Frequency	Percentage (%)
Strongly Agree	5	42	42%
Agree	4	30	30%
Neutral	3	15	15%
Disagree	2	8	8%
Strongly Disagree	1	5	5%
Total		100	100%
Mean Score: 3.96			

Source: Field survey on ISLM students through face-to-face interviews.

There was a consensus that there is a need to improve ISLM's career pathway and professionalism. This led to a great response of 72% (yes), 30% (agree) and 42% (strongly agree). 15% were neutral, 5% strongly disagreed and 8% disagreed. The average of 3.96 is that the people who responded strongly agree with the statement. It suggests that there is a need for greater action in terms of professional status and career advancement of students in ISLM.

6.1.7 Summary of student responses.

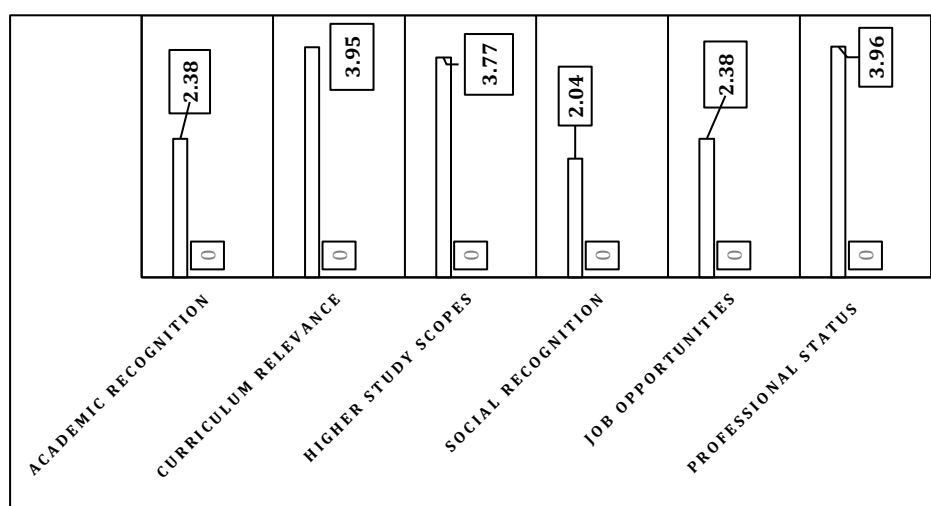


Figure 2: Summary of Mean Scores — Student Responses

Source: Compiled by the author from field surveys of ISLM students, 2026.

Overall, students conceive that ISLM education in Bangladesh has challenges of low academic recognition, lesser social esteem, less research and job prospects. Enhancement of status and career should be provided better opportunities by the authorities. The study offers policy insights into the changes in policy, retooling of curricula, and scale-up of employment opportunities within the ISLM sector.

6.2 Faculty Responses (N = 50)

6.2.1 Upgrade the current ISLM curriculum.

Table 6: Upgrading the Current ISLM Curriculum

Response Category	Score	Frequency (f)	Percentage (%)
Strongly Agree	5	20	40%
Agree	4	16	32%
Neutral	3	5	10%
Disagree	2	5	10%
Strongly Disagree	1	4	8%

Total		50	100%
Mean Score = 3.86			

Source: Online survey of ISLM teachers via Google Form.

The table below shows that 40% strongly agree and 32% agree that the current ISLM curriculum should be upgraded, 10% are neutral, and 18% disagree or strongly disagree. The mean score calculated is 3.86, hence the perception of the respondents is generally positive. This indicates that the majority of ISLM teachers believe that the current curriculum is not up to date with current education or professional needs.

6.2.2 Improve higher education and research opportunities.

Table 7: Higher Education and Research Opportunities

Response Category	Score	Frequency (f)	Percentage (%)
Strongly Agree	5	25	50%
Agree	4	12	24%
Neutral	3	10	20%
Disagree	2	3	6%
Strongly Disagree	1	0	0%
Total		50	100
Mean Score = 4.18			

Source: Online survey of ISLM teachers via Google Form.

The result of this question is that 50% strongly agreed and 24% agreed that higher education and research opportunities should be enhanced in ISLM. But just 6% disagreed and 20% were neutral. The mean score calculated is 4.18, indicating a high degree of agreement. This suggests a strong desire for ISLM teachers to broaden the opportunities for higher education and research in the field.

6.2.3 Job opportunities should be increased for ISLM graduates.

Table 8: Job Opportunities for ISLM Graduates

Response Category	Score	Frequency (f)	Percentage (%)
Strongly Agree	5	25	50%
Agree	4	18	36%
Neutral	3	05	10%
Disagree	2	02	4%
Strongly Disagree	1	0	0%
Total		50	100%
Mean Score = 4.32			

Source: Online survey of ISLM teachers via Google Form.

Table 8 indicate that there is no doubt 50% strongly agreed and 36% agreed that the job opportunities of ISLM graduates should be promoted in Bangladesh. Just 4% disagreed, 10% were neutral and no one strongly disagreed. The actual mean score is 4.32, which is very strong agreement. The above indicates that a greater number of ISLM graduates are being prioritized to create better employment opportunities for them.

6.2.4 Improving professional status and career advancement.

Table 9: Professional Status and Career Advancement (Faculty Responses)

Response Category	Score	Frequency (f)	Percentage (%)
Strongly Agree	5	24	48%
Agree	4	16	32%
Neutral	3	8	16%
Disagree	2	2	4%
Strongly Disagree	1	0	0%
Total		50	100%
Mean Score = 4.24			

Source: Online survey of ISLM teachers via Google Form.

The consensus among the faculty is that the status of the ISLM practitioner and their professional support ought to be raised. As per table 9, 48% strongly agreed to it and 32% agreed to it, which is 80%. 16% were not

sure, 4% disagreed, and 0% were not at all. Mean score is 4.24 and there is a high consensus around professional recognition and career progression, as evidenced by the mean score.

6.2.5 Summary of faculty responses.

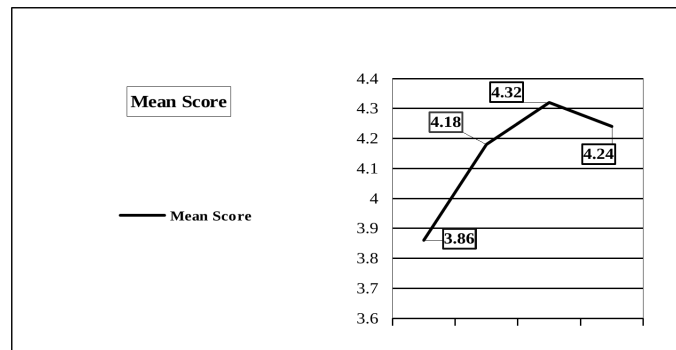


Figure 3: Summary of Mean Scores — Faculty Responses

Source: Compiled by the author from online surveys of ISLM teachers, 2026.

Overall, faculty members rate the ISLM curriculum as being only "moderately adequate," but rate research opportunities and higher education provision and employment as "seriously inadequate". Improvement and recognition of IS management professionals are looked at as one of the essential needs in improving the profession of ISLM in Bangladesh.

6.3 ISLM Professional Responses (N = 50)

6.3.1 Increased job opportunities for the ISLM field.

Table 10: Job Opportunities in the ISLM Field (Professional Responses)

Response Category	Score	Frequency (f)	Percentage (%)
Strongly Agree	5	24	48%
Agree	4	18	36%
Neutral	3	8	16%
Disagree	2	0	0%
Strongly Disagree	1	0	0%
Total		50	100%

Mean Score = 4.32

Source: Primary data collected through an online survey of ISLM professionals.

Table 10, 48% of the respondents strongly agreed and 36% agreed that the opportunities at the ISLM field should be increased. 16% were neutral and none disagreed. A mean score of 4.32 represents a very positive attitude towards the need for more job opportunities.

6.3.2 The ISLM profession is sufficiently respected.

Table 11: Perceived Professional Status of the ISLM Profession

Response Category	Score	Frequency (f)	Percentage (%)
Strongly Agree	5	4	8%
Agree	4	5	10%
Neutral	3	8	16%
Disagree	2	18	36%
Strongly Disagree	1	15	30%
Total		50	100%

Mean Score = 2.30

Source: Primary data collected through an online survey of ISLM professionals.

Only 18% agreed or strongly agreed that the ISLM profession has sufficient professional status, while 66% disagreed or strongly disagreed. Another 16% remained neutral. The result of the mean score is 2.30, indicating that the ISLM profession has low professional recognition and status.

6.3.3 Summary of professional responses.

Table 12: Summary of Professional Responses

Question	Mean Score	Interpretation
Increase job opportunities	4.32	Positive perception
Professional field is respectable	2.30	Low professional recognition

Source: Compiled by the author from online surveys of ISLM professionals, 2026.

Overall, the results show that between the scores of 1 and 5, there is a positive attitude towards the need to create more job opportunities in ISLM (Mean = 4.32) and the profession is not well recognized in society and professional environment (Mean = 2.30). So, it is important to pay more attention to expanding employment opportunities and enhance the professional status of ISLM.

7. Discussion

The results of this study will give an overall picture of the current status, problems, and development needs of Information Science and Library Management (ISLM) education and profession in Bangladesh. Students, faculty members and ISLM professionals all expressed a shared interest in the issues of academic recognition, social and professional status, job opportunities, research facilities, development of curriculum, and career development. Concurrently, the study shows that ISLM is seen as being relevant to the modern information and knowledge-intensive work environment.

The results show that academic recognition of ISLM is still a big issue for the students. Slightly more than a quarter of the students (18%) agreed or strongly agreed that ISLM is well respected academically in Bangladesh, while 66% disagreed or strongly disagreed. The mean score of 2.38 is problematic for students' perceptions of academic recognition. This is an indication that ISLM has a relatively weak position in the wider academic setting in terms of students' understanding. These perceptions can impact student confidence in their ability to learn and in their future work prospects. ISLM was seen by the students as much more relevant to the workplace of today, however. The mean score was 3.95, with a 70% agreement or strong agreement with the statement "In the modern information and knowledge-based working environment, there is an interest in knowledge and skills related to ISLM. This is significant because it shows that, despite a lack of academic and social esteem for their discipline, students see its usefulness in real life. Thus the challenge seems to be less one of relevance and more about recognition and consideration of relevance within educational and employment frameworks. The students were also found to have a positive attitude towards the enhancement of higher education and research opportunities in ISLM. The mean score was 3.77, with 65% agreeing or strongly agreeing that more support is needed in this area. This is a revelation that indicates that there is a great need for advanced learning and studies to build the academic base of the profession. Increased opportunities for postgraduate education, research training, scholarships, and research funding, as well as academic collaborations, can be helpful for the academic development and visibility of ISLM in Bangladesh. Another major concern came up in the area of social recognition. 70% of students disagreed or strongly disagreed that ISLM students get proper social recognition, and 14% agreed or strongly agreed that ISLM students get proper social recognition. The mean score of 2.04 is a strong negative perception. The finding shows that the students feel there is a gap between the importance of information-related activities and social recognition of ISLM. Addressing this concern may be aided by improving public understanding of the contribution of information professionals to education and research, digital information services, knowledge management, and organizational development. Students also had negative attitudes towards employment opportunities. 66% disagreed or strongly disagreed about the availability of employment opportunities for ISLM graduates in Bangladesh, while 18% agreed or strongly agreed. The mean score of 2.38 points shows an unfavorable view of the current job prospects. This is especially significant as employment opportunities are linked closely with students' perspectives on the value and future viability of a discipline. Growth in employment opportunities outside of the traditional library job market, such as digital libraries, information management, records management, knowledge management, research support, information

literacy, and other technology-based information services, may offer broader career opportunities for ISLM graduates.

However, students were much more enthusiastic about the improvement of professional status and career development. The mean score was 3.96 and 72% agreed and strongly agreed with this statement. This means that students see one of their priorities as being recognized as a professional and moving on to a career. The student findings thus show a coherent pattern: although students feel that ISLM is relevant to the 21st-century workplace, they are still unsure about academic recognition, social status, employment opportunities, and career progression.

These findings are supported by the faculty responses, which are generally the same. The faculty members agreed that the current ISLM curriculum should be upgraded in terms of percentage; 72% agreed and 38% strongly agreed, with a mean score of 3.86. This means that they have a clear idea that there is a need for curriculum development to meet the changing educational and occupational needs. With the growing reliance on digital technologies, data, electronic resources, digital libraries, information systems, and new methods of information management in information environments, curriculum modernization is important to ensure that ISLM graduates have relevant knowledge and skills. Raising the standards of higher education and research opportunities was especially well supported by faculty. The mean was 4.18, with 74% agreeing or strongly agreeing with this need. This discovery highlights the need to build capacity for research in ISLM. Better opportunities for postgraduate study and research training, for research funding, for scholarly collaboration, for conferences could enhance the academic development of individual researchers and enhance the prominence of the discipline. The largest consensus among the faculty was for employment opportunities.

The mean score was 4.32, with 86% agreeing or strongly agreeing that job opportunities for ISLM graduates should be expanded. This is similar to the students' negative attitude towards current job opportunities. The uniformity of these responses indicates that employment growth is one of the key areas that need to be addressed in the development of ISLM in Bangladesh. Improvement in professional status and career advancement was also strongly supported by faculty members. The mean score was 4.24, and 80% agreed or strongly agreed in response to this statement. This reflects a general sense of consensus that there should be enhanced professional recognition and career development. Therefore, the faculty responses indicate those students' perspectives that the development of ISLM must not only be given attention in education but also in the working environment of graduates. These are reinforced by the answers of ISLM professionals. 84% agreed or strongly agreed that there should be more jobs available in the ISLM field (mean score: 4.32). No respondent disagreed or strongly disagreed. This is a high level of agreement, suggesting that job growth is regarded as a significant professional requirement. But the professional status of ISLM was perceived by professionals in a much less favorable light. The profession is sufficiently respectable: 18% agreed, and 66% disagreed. The overall score of 2.30 is low, suggesting little recognition of the profession.

The results collectively show some shared patterns in the three groups. First, ISLM is seen as relevant to the modern information and knowledge-based workplace, as shown by the mean score of ISLM by the students (3.95). Second, employment opportunity is a concern (2.57), and faculty and professionals strongly agree that employment opportunities should be expanded (4.32). Thirdly, academic, social, and professional recognition remain challenges as evidenced by the low mean scores reported by the students and the professionals. Fourth, there is significant support for enhancement in higher education, research opportunities, curriculum, professionalism and career advancement.

The overall results indicated that there are differences between the students' perception of the relevance of ISLM and the students' academic, social and professional acceptance of ISLM in Bangladesh. Collaborative action for universities, professional bodies, employers and relevant policymakers is needed to tackle this. Modernization of the curriculum, more research opportunities, greater employment diversity, enhanced professional recognition and better career progression may all provide a boost to the strength of ISLM education

and the profession. These measures would contribute to equip ISLM graduates better for contributing to the rapidly moving information- and knowledge-based Bangladesh.

8. Limitations

This study has several limitations that should be acknowledged. The major limitations identified in the study include inadequate academic and social recognition, limited research and higher education opportunities, insufficient employment opportunities, and restricted career progression. First, the study was conducted among selected institutions and respondents in Bangladesh, which may limit the generalizability of the findings to all ISLM students, teachers, and professionals. Second, purposive sampling was used, which may have introduced selection bias. Third, the study primarily relied on respondents' self-reported perceptions, which may be influenced by personal experiences or social desirability. These interconnected limitations may weaken the overall recognition and professional development of ISLM. Therefore, improving education, research, employment, social acceptance, and career pathways is expected to strengthen the academic recognition, professional worth, and professional status of ISLM.

9. Recommendations

We therefore recommend the following steps to enhance the development, recognition and performance of ISLM education and profession:

1. ISLM should be promoted through seminars/workshops and career fairs among people to provide them with better understanding of the importance of ISLM in life.
2. The proposed ISLM curriculum includes must-have modern topics like digital librarianship, database management, information technologies, and AI literacy.
3. Library, archival, research center, and digital information institution internships for college students outside of the degree program.
4. More opportunities for M Phil and PhD studentships should be established in ISLM research areas to initiate new research projects, publications and academic conferences.
5. We believe that students and teachers should be systematically trained in research methods, academic writing and various technology tools to use for research.
6. Librarians, information officers, digital archivists and records managers at a variety of institutions need to be given supplementary roles.
7. Employ skilled ISLM graduates in schools, colleges, universities and public libraries to ensure professional services of quality
8. Appropriate job titles, salary bands and promotion structures to be established for ISLM professionals and recognition within the workplace.
9. These are clear and career ladder opportunities to move forward while training, experience and performance.
10. Professional associations are encouraged to take initiative in providing training, networking, policy advocacy and overall recognition of ISLM professionals.

Finally, there is need to coordinate in the areas of education, employment, research and professional development to enhance ISLM. These measures will in effect become a much more effective instrument for information management and the creation of a knowledge society in the present day if they are well applied.

10. Conclusion

Challenges of social recognition and professional worth for ISLM education are not easy from the angle of Bangladesh. The findings show that ISLM is an academic and professional field, although it still faces a few challenges in Bangladesh. A few concerns raised by both students and teachers were academic recognition and research opportunities, employment prospects, social value, and professional development. The findings from students' answers indicate that many students might feel that there is an absence of academic legitimacy in ISLM education. They also state that there is a lack of curriculum, little research opportunity and social recognition is low due to poor employment opportunities. The mean score of this area is the lowest, indicating that the students

are most displeased with the attitude of society towards ISLM students and ISLM itself. In many instances the teacher's responses were like those of the students. The teachers' attitudes towards the curriculum were positive and negative for research and employment. Most of the teachers opined that ISLM graduates do not get enough jobs in Bangladesh. This can be demonstrated by students' feelings about the problem, as well as their teachers who directly participate in the subject. The study shows that there is a strong preference for professional recognition of ISLM professionals, and a strong preference for opportunities for career advancement, both from the students' and teachers' points of view. Without being recognized, with appropriate working opportunities, a more appropriate curriculum, better research facilities, and clear career pathways, there will be no development of ISLM education. These enhancements will not be enough for the students to feel the benefits of their degree or career.

ISLM education is still under-academic and under-institutionalized in society and institutions although it has high academic and career value. And with that, disciplines for the discipline; far better policy support; updated curriculum; training and apprenticeships designed to develop professional skills; scope to conduct research; and dignity in their vocation. The potential for ISLM as a viable profession can be achieved with cooperation among institutions like universities, the government, professional associations and library institutions. It would enhance the education, research and knowledge management capacities of the country of ISLM for students and professionals.

Funding

The author declares that this research received no external funding. The study was conducted without financial support from any public, commercial, or non-profit funding agency.

Conflicts of Interest

The author declares that there is no conflict of interest related to the publication of this research. The author has no financial, personal, or professional relationships that could have influenced the design, conduct, analysis, or reporting of the study.

References

- American Library Association. (2023). ALA's core competences of librarianship. American Library
- Begum, D., & Elahi, M. H. (2019). Road to meet 21st century challenges: A scenario on LIS education in Bangladesh. IFLA World Library and Information Congress.
- Chowdhury, M. H. H. (2012). Libraries and librarianship in Bangladesh. International Federation of Library Associations and Institutions.
- Deka, A., & Subaveerapandiyan, A. (2022). Understanding the knowledge sharing behaviors of library professionals in South Asia.
- Foot, J. B. (1996). Librarian training and professional opportunities in Bangladesh. World Libraries. 12 Obstacles of Social Recognition and Professional Worth in ISLM Education.
- Hossain, M. A., & Islam, M. N. (2024). Advancing cataloging and classification education in Bangladesh: A comprehensive analysis of LIS curriculum evolution and curriculum coverage. *Cataloging & Classification Quarterly*, 62(5), 547–573. <https://doi.org/10.1080/01639374.2024.2393211>
- Hossain, M. A., & Sormunen, E. (2025). Empowering library and information science students as information literacy educators in librarianship professions: A study from Bangladesh. *Information and Learning Sciences*, 126(5–6), 315–334. <https://doi.org/10.1108/ILS-07-2024-0077>
- Hossain, Z. (2019). Status of secondary school libraries and librarians in Bangladesh. *IFLA Journal*. <https://doi.org/10.1177/0340035219842317>
- Hossain, S. (2017). The current situation of secondary school librarians in Bangladesh: A study. Hossain, S. (2019). Status of secondary school libraries and librarians in Bangladesh. *IFLA Journal*. <https://doi.org/10.1177/0340035219842317>

Hossain, Z. (2021). Copyright literacy of library and information science professionals in Bangladesh. *IFLA Journal*, 47(1), 78–90. <https://doi.org/10.1177/0340035220904067>

IFLA. (2022). IFLA guidelines for professional library and information science education programs. International Federation of Library Associations and Institutions.

Islam, M. A., & Tsuji, K. (2010). Assessing information literacy competency of Information Science and Library Management graduate students of Dhaka University. *IFLA Journal*, 36(4), 300–316. <https://doi.org/10.1177/0340035210388243>

Islam, M. S., & Chowdhury, M. A. K. (2006). Library and information science education system in Bangladesh: An overall situation. In C. Khoo, D. Singh, & A. S. Chaudhry (Eds.), *Proceedings of the Asia-Pacific Conference on Library & Information Education & Practice* (pp. 358–363).

Kassim, M. (2023). Assessing library and information science graduates' skills and competencies for the job market. *IFLA Journal*.

Rahman, A. I. M. J., Khatun, M., & Mezbah-ul-Islam, M. (2011). Education for information professionals in Bangladesh: A case study of the University of Dhaka. *Library Philosophy and Practice*, 2011, 1–11.

Rahman, M. H. (2020). Changing roles of university libraries of Bangladesh: An exploratory study. *Library Hi Tech News*, 37(2), 5–9. <https://doi.org/10.1108/LHTN-10-2019-0068>

Roy, P., & Habib, M. A. (2024). Fostering effective collaboration between library and information science academics and practitioners in Bangladesh: Insights, challenges and recommendations. *IFLA Journal*. <https://doi.org/10.1177/03400352241236737>

Yesmin, S. (2024). Library and information science students' professional skills and personal competencies with internship effects: A case study of Bangladesh. *IFLA Journal*. <https://doi.org/10.1177/03400352241270880>

Zeynali-Tazehkandi, M., Nowkarizi, M., & Budd, J. M. (2025). Identifying essential soft skills for Library and Information Science students: A crucial component of the LIS curriculum. *Library Management*, 46(8 9), 512–528. <https://doi.org/10.1108/LM-04-2024-0047>

Publisher's Note: Noesis Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.