

# PROFESSIONALISM AMONG LIBRARY PROFESSIONALS IN UNIVERSITY LIBRARIES IN KERALA

*Thesis submitted to the  
University of Calicut in partial fulfilment of the  
requirements for the award of the Degree of*

**DOCTOR OF PHILOSOPHY IN LIBRARY AND INFORMATION SCIENCE**

*by*

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*Under the guidance of*

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UNIVERSITY OF CALICUT  
2023**

## **DECLARATION**

I hereby declare that the thesis entitled **Professionalism among Library Professionals in University Libraries in Kerala** is the authentic record of research work carried out by me, for my Doctoral Degree under the supervision and guidance of Dr. Vasudevan T. M., Professor, Department of Library and Information Science, University of Calicut. This has not been previously submitted for the award of any diploma, degree, title or recognition.

University of Calicut  
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**CERTIFICATE**

I, **Dr. Vasudevan T. M.**, do hereby certify that the thesis entitled **Professionalism among Library Professionals in University Libraries in Kerala** submitted to the University of Calicut, is a record of the bonafide study and research carried out by **Mr. Prasanth M.** under my supervision and guidance. The report has not previously formed the basis for the award of a Degree, Diploma, Title or recognition.

Calicut University Campus

**Dr. Vasudevan T. M.**  
(Supervising Teacher)

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Prasanth M

## **ABSTRACT**

In general, professionalism refers to the skill of becoming an expert in one's industry and making an effort to uphold the standards set by the profession. In the discipline of library and information science (LIS), professionalism encompasses the entire range of activities that take place within a library workforce. In essence, this includes the librarians' interactions with library management, their clients, colleagues, team spirit, staff development, the function of library associations, and more. It is important to know that library professionals are true professionals and to find out the factors that lead to their claim to the professional status of librarians in society. For that, it is important to check whether the library professionals follow the code of ethics, how competent they are, and their continuing professional development opportunities. This study also assesses the professional identity of library professionals. The study helps to know how much professionalism is exhibited by library professionals, to identify different challenges faced by them, and to make them aware of opportunities to serve the users better. It also helps the authority to plan the training programs for library professionals and to solve the problems of library professionals, making them equipped to meet the challenges, which in turn helps to provide better library services to users.

The population of the study comprises library professionals working at the University of Kerala, Mahatma Gandhi University, Kannur University, the University of Calicut, Sree Sankaracharya University of Sanskrit, and Cochin University of Science and Technology. A sample of 265 library professionals was selected. The primary data for the present study was collected using a structured questionnaire. Data consolidation of the data collected through the questionnaire was done using 'MS Excel, and further statistical analysis was carried out using SPSS.

The study showed all six parameters of the IFLA code of ethics are being practiced by all library professionals to a very great extent, regardless of age, experience, gender, and designations. Even though library professionals practice professional ethics, there is a need for consistent practice of the core elements of the code of ethics by international associations like IFLA and ALA, which regularly update their code of ethics. The results of the study reveal that the majority of library professionals have not read the code of ethics of any professional association, and

the Indian library association's code of ethics, which is not updated regularly, has been read by many. The results of the study insist on the regular updating of the code of ethics of the Indian Library Association and making its practice mandatory for library professional's. The professional competency of library professionals was measured using the competency index for the library field by Web Junction. The result of the study proved that all these competencies are acquired and practiced to a very great extent by library professionals, regardless of age, gender, experience, designation, or university. The study finds that the competency development of library professionals in university libraries in Kerala is satisfactory, and there is a need for consistent maintenance of competency levels through continuing professional development programs.

Even though continuing professional development programs are attended by library professionals, the study confirms that their publications are at a lower level. The results indicated that the library associations are not organizing a sufficient number of continuing professional development programs, and there is a need for the combined effort of university authorities, the UGC, the library associations, and the professionals themselves to impart different continuing professional development programs, thereby increasing their competency and delivering high-quality services to users. The study analysed how different attributes of professional identity are important to library professionals and concluded that all attributes of professional identity, such as promoting librarianship, dedicated professional service, supporting learning and teaching activities, promote and market library resources, teach users the best use of library resources, strengthening information literacy skills, form partnerships and collaborations, adaptation to change, willing to take risks and be creative and promote a culture of research are being considered as important and library professionals play different roles such as teacher, service provider, motivator, advisor, innovator, research guidance, educator, collaborator, innovator, leader and expert for being a professional.

**Keywords:** Professionalism, Professional Ethics, Professional Competency, Continuing Professional Development, Professional Identity.



## സംഗ്രഹം

പൊതുവേ, പ്രൊഫഷണലിസം എന്നത് ഒരാളുടെ വ്യവസായത്തിൽ ഒരു വിദഗ്ദ്ധനാകാനും തൊഴിൽ നിശ്ചയിച്ചിട്ടുള്ള മാനദണ്ഡങ്ങൾ ഉയർത്തിപ്പിടിക്കാൻ ശ്രമിക്കാനുള്ള കഴിവിനെ സൂചിപ്പിക്കുന്നു. ലൈബ്രറി ആൻഡ് ഇൻഫർമേഷൻ സയൻസ് (എൽഐഎസ്) വിഭാഗത്തിൽ, പ്രൊഫഷണലിസം ഒരു ലൈബ്രറി വർക്ക്ഫോഴ്സിനുള്ളിൽ നടക്കുന്ന പ്രവർത്തനങ്ങളുടെ മുഴുവൻ ശ്രേണിയും ഉൾക്കൊള്ളുന്നു. സാരാംശത്തിൽ, ലൈബ്രറി മാനേജ്മെന്റ്, അവരുടെ ക്ലൈന്റുകൾ, സഹപ്രവർത്തകർ, ടീം സ്പിരിറ്റ്, സ്റ്റാഫ് ഡെവലപ്മെന്റ്, ലൈബ്രറി അസോസിയേഷനുകളുടെ പ്രവർത്തനം എന്നിവയും അതിലേറെയും ഉള്ള ലൈബ്രേറിയൻമാരുടെ ഇടപെടലുകൾ ഇതിൽ ഉൾപ്പെടുന്നു. ലൈബ്രറി പ്രൊഫഷണലുകൾ യഥാർത്ഥ പ്രൊഫഷണലുകളാണെന്ന് അറിയുകയും സമൂഹത്തിലെ ലൈബ്രേറിയൻമാരുടെ പ്രൊഫഷണൽ പദവിയിലേക്ക് അവരുടെ അവകാശവാദത്തിലേക്ക് നയിക്കുന്ന ഘടകങ്ങൾ കണ്ടെത്തുകയും ചെയ്യേണ്ടത് പ്രധാനമാണ്. അതിനായി, ലൈബ്രറി പ്രൊഫഷണലുകൾ ധാർമ്മിക കോഡ് പിന്തുടരുന്നുണ്ടോ, അവർ എത്രത്തോളം കഴിവുള്ളവരാണ്, അവരുടെ തുടർച്ചയായ പ്രൊഫഷണൽ വികസന അവസരങ്ങൾ എന്നിവ പരിശോധിക്കേണ്ടത് പ്രധാനമാണ്. ലൈബ്രറി പ്രൊഫഷണലുകളുടെ പ്രൊഫഷണൽ ഐഡന്റിറ്റിയും ഈ പഠനം വിലയിരുത്തുന്നു. ലൈബ്രറി പ്രൊഫഷണലുകൾ എത്രത്തോളം പ്രൊഫഷണലിസം പ്രകടിപ്പിക്കുന്നു എന്നറിയാനും അവർ നേരിടുന്ന വ്യത്യസ്ത വെല്ലുവിളികൾ തിരിച്ചറിയാനും ഉപയോക്താക്കൾക്ക് മികച്ച സേവനം നൽകാനുള്ള അവസരങ്ങളെക്കുറിച്ച് അവരെ ബോധവാന്മാരാക്കാനും പഠനം സഹായിക്കുന്നു. ലൈബ്രറി പ്രൊഫഷണലുകൾക്കുള്ള പരിശീലന പരിപാടികൾ ആസൂത്രണം ചെയ്യുന്നതിനും ലൈബ്രറി പ്രൊഫഷണലുകളുടെ പ്രശ്നങ്ങൾ പരിഹരിക്കുന്നതിനും ഇത് അതോറിറ്റിയെ സഹായിക്കുന്നു, വെല്ലുവിളികളെ നേരിടാൻ അവരെ സജ്ജരാക്കുന്നു, ഇത് ഉപയോക്താക്കൾക്ക് മികച്ച ലൈബ്രറി സേവനങ്ങൾ നൽകാൻ സഹായിക്കുന്നു.

കേരള സർവകലാശാല, മഹാത്മാഗാന്ധി സർവകലാശാല, കണ്ണൂർ സർവകലാശാല, കാലിക്കറ്റ് സർവകലാശാല, ശ്രീ ശങ്കരാചാര്യ സംസ്കൃത സർവകലാശാല, കൊച്ചിൻ സയൻസ് ആൻഡ് ടെക്നോളജി സർവകലാശാല എന്നിവിടങ്ങളിൽ പ്രവർത്തിക്കുന്ന ലൈബ്രറി പ്രൊഫഷണലുകൾ ഉൾപ്പെടുന്നതാണ് പഠനത്തിന്റെ ജനസംഖ്യ. 265 ലൈബ്രറി പ്രൊഫഷണലുകളുടെ ഒരു സാമ്പിൾ തിരഞ്ഞെടുത്തു. ഘടനാപരമായ ചോദ്യാവലി ഉപയോഗിച്ചാണ് ഇപ്പോഴത്തെ പഠനത്തിന്റെ പ്രാഥമിക വിവരങ്ങൾ ശേഖരിച്ചത്. ചോദ്യാവലിയിലൂടെ ശേഖരിച്ച ഡാറ്റയുടെ ഡാറ്റാ ഏകീകരണം 'MS Excel' ഉപയോഗിച്ചാണ് നടത്തിയത്, കൂടാതെ SPSS ഉപയോഗിച്ച് കൂടുതൽ സ്ഥിതിവിവര വിശകലനം നടത്തി.

പ്രായം, അനുഭവം, ലിംഗഭേദം, പദവികൾ എന്നിവ പരിഗണിക്കാതെ എല്ലാ ലൈബ്രറി പ്രൊഫഷണലുകളും IFLA കോഡ് ഓഫ് എത്തിക്സിന്റെ ആറ് പാരാമീറ്ററുകളും വളരെ വലിയ അളവിൽ പരിശീലിക്കുന്നുണ്ടെന്ന് പഠനം കാണിച്ചു. ലൈബ്രറി പ്രൊഫഷണലുകൾ പ്രൊഫഷണൽ ധാർമ്മികത പരിശീലിക്കുന്നുണ്ടെങ്കിലും, IFLA, ALA പോലുള്ള അന്താരാഷ്ട്ര അസോസിയേഷനുകൾ അവരുടെ ധാർമ്മിക കോഡ് പതിവായി അപ്ഡേറ്റ് ചെയ്യുന്ന ധാർമ്മിക കോഡിന്റെ പ്രധാന ഘടകങ്ങളുടെ സ്ഥിരമായ പരിശീലനത്തിന്റെ ആവശ്യകതയുണ്ട്. ഭൂരിഭാഗം ലൈബ്രറി പ്രൊഫഷണലുകളും ഒരു പ്രൊഫഷണൽ അസോസിയേഷന്റെയും ധാർമ്മിക കോഡ് വായിച്ചിട്ടില്ലെന്നും പതിവായി അപ്ഡേറ്റ് ചെയ്യാത്ത ഇന്ത്യൻ ലൈബ്രറി അസോസിയേഷന്റെ ധാർമ്മിക കോഡ് പലരും

വായിച്ചിട്ടുണ്ടെന്നും പഠന ഫലങ്ങൾ വെളിപ്പെടുത്തുന്നു. ഇന്ത്യൻ ലൈബ്രറി അസോസിയേഷന്റെ ധാർമ്മിക കോഡ് പതിവായി അപ്ഡേറ്റ് ചെയ്യാനും ലൈബ്രറി പ്രൊഫഷണലുകൾക്ക് അതിന്റെ പരിശീലനം നിർബന്ധമാക്കാനും പഠന ഫലങ്ങൾ നിർബന്ധിക്കുന്നു. ലൈബ്രറി പ്രൊഫഷണലുകളുടെ പ്രൊഫഷണൽ കഴിവ് അളക്കുന്നത് വെബ് ജംഗ്ഷൻ ലൈബ്രറി ഫീൽഡിനുള്ള യോഗ്യത സൂചിക ഉപയോഗിച്ചാണ്. പ്രായം, ലിംഗഭേദം, അനുഭവപരിചയം, പദവി, സർവ്വകലാശാല എന്നിവ പരിഗണിക്കാതെ ലൈബ്രറി പ്രൊഫഷണലുകൾ ഈ കഴിവുകളെല്ലാം നേടിയെടുക്കുകയും പരിശീലിക്കുകയും ചെയ്യുന്നുവെന്ന് പഠനഫലം തെളിയിച്ചു. കേരളത്തിലെ യൂണിവേഴ്സിറ്റി ലൈബ്രറികളിലെ ലൈബ്രറി പ്രൊഫഷണലുകളുടെ കഴിവ് വികസനം തൃപ്തികരമാണെന്നും പ്രൊഫഷണൽ ഡെവലപ്മെന്റ് പ്രോഗ്രാമുകളിലൂടെ സ്ഥിരതയാർന്ന നിലവാരം നിലനിർത്തേണ്ടതിന്റെ ആവശ്യകതയുണ്ടെന്നും പഠനം കണ്ടെത്തി.

തുടർച്ചയായ പ്രൊഫഷണൽ വികസന പരിപാടികൾ ലൈബ്രറി പ്രൊഫഷണലുകൾ പങ്കെടുക്കുന്നുണ്ടെങ്കിലും, അവരുടെ പ്രസിദ്ധീകരണങ്ങൾ താഴ്ന്ന നിലയിലാണെന്ന് പഠനം സ്ഥിരീകരിക്കുന്നു. ലൈബ്രറി അസോസിയേഷനുകൾ മതിയായ തുടർച്ചയായ പ്രൊഫഷണൽ വികസന പരിപാടികൾ സംഘടിപ്പിക്കുന്നില്ലെന്നും വിവിധ തുടർ പ്രൊഫഷണൽ വികസന പരിപാടികൾ നൽകുന്നതിന് യൂണിവേഴ്സിറ്റി അധികാരികൾ, യൂജിസി, ലൈബ്രറി അസോസിയേഷനുകൾ, പ്രൊഫഷണലുകൾ എന്നിവരുടെ സംയുക്ത പരിശ്രമം ആവശ്യമാണെന്നും ഫലങ്ങൾ സൂചിപ്പിക്കുന്നു. , അതുവഴി അവരുടെ കഴിവ് വർദ്ധിപ്പിക്കുകയും ഉപയോക്താക്കൾക്ക് ഉയർന്ന നിലവാരമുള്ള സേവനങ്ങൾ നൽകുകയും ചെയ്യുന്നു. ലൈബ്രറി പ്രൊഫഷണലുകൾക്ക് പ്രൊഫഷണൽ ഐഡന്റിറ്റിയുടെ വ്യത്യസ്ത ആടിബ്യൂട്ടുകൾ എങ്ങനെ പ്രധാനമാണെന്ന് പഠനം വിശകലനം ചെയ്തു, കൂടാതെ ലൈബ്രറിയൻഷിപ്പ് പ്രോത്സാഹിപ്പിക്കുക, സമർപ്പിത പ്രൊഫഷണൽ സേവനം, പഠന-പഠന പ്രവർത്തനങ്ങളെ പിന്തുണയ്ക്കുക, ലൈബ്രറി ഉറവിടങ്ങൾ പ്രോത്സാഹിപ്പിക്കുകയും മാർക്കറ്റ് ചെയ്യുകയും ചെയ്യുക, ഉപയോക്താക്കൾ ഏറ്റവും മികച്ച ഉപയോഗം പരീക്ഷിക്കുക എന്നിങ്ങനെയുള്ള പ്രൊഫഷണൽ ഐഡന്റിറ്റിയുടെ എല്ലാ ആടിബ്യൂട്ടുകളും നിഗമനം ചെയ്തു. ലൈബ്രറി സ്രോതസ്സുകൾ, വിവര സാക്ഷരതാ കഴിവുകൾ ശക്തിപ്പെടുത്തൽ, പങ്കാളിത്തവും സഹകരണവും രൂപപ്പെടുത്തൽ, മാറ്റത്തിനനുസരിച്ച് പൊരുത്തപ്പെടൽ, അപകടസാധ്യതകൾ ഏറ്റെടുക്കാനും സർഗ്ഗാത്മകത പുലർത്താനും ഗവേഷണ സംസ്കാരം പ്രോത്സാഹിപ്പിക്കാനും ലൈബ്രറി പ്രൊഫഷണലുകൾ തയ്യാറാണ് പഠനം സ്ഥിരീകരിക്കുന്നു. അദ്ധ്യാപകൻ, സേവന ദാതാവ്, പ്രചോദകൻ, ഉപദേശകൻ, നൂതനസംവിധായകൻ, ഗവേഷണ മാർഗ്ഗനിർദ്ദേശം, അദ്ധ്യാപകൻ, സഹകാരി, നൂതനസംവിധായകൻ, നേതാവ്, വിദഗ്ധൻ എന്നിങ്ങനെ വ്യത്യസ്തമായ റോളുകൾ ലൈബ്രറി പ്രൊഫഷണലുകൾ നിർവഹിക്കുന്നു.

**സൂചകപദങ്ങൾ:** പ്രൊഫഷണലിസം, പ്രൊഫഷണൽ എത്തിക്സ്, പ്രൊഫഷണൽ കഴിവ്, തുടർച്ചയായ പ്രൊഫഷണൽ വികസനം, പ്രൊഫഷണൽ ഐഡന്റിറ്റി

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## **ABBREVIATIONS/ ACRONYMS**

ADINET	Ahmadabad Information Network
AIIMS	All India Institute of Medical Sciences
ALA	American Library Association
ANOVA	Analysis of Variance
BONET	Bombay Library Network
CEP	Continuing Education Programs
CILIP	Chartered Institute of Library and Information Professionals
CPD	Continuous Professional Development
CUCEK	Cochin University College of Engineering
CUNY	City University of New York
DELNET	Delhi Library Network
DESIDOC	Defence Scientific Information and Documentation Centre
DRTC	Document Research and Training Center
IASLIC	Indian Association of Special Libraries and Information Centres
IATLIS	Indian Association of Teachers of Library and Information Science
ICT	Information and Communication Technology
ICTSST	Information and Communication Technology Skills Test/Achievement Test
IFLA	International Federation of Library Associations and Institutions
IISc	Indian Institute of Sciences
IITs	Indian Institute of Technology
ILA	Indian Library Association
INFLIBNET	Information and Library Network
INSDOC	Indian National Scientific and Documentation Centre
IT	Information Technology
JOCLAI	Joint Council of Library Associations in India

KLA	Kerala Library Association
LA	Library Association
LCRN	Librarians Registration Council of Nigeria
LES	Library Ethics Scale
LIS	Library and Information Science
MALIBNET	Madras Library Network
MLA	Medical Library Association
MOOC	Massive Open Online Courses
MYLIBNET	Mysore Library Network
NASSDOC	National Social Science Documentation Centre
NISSAT	National Information System for Science and Technology
NML	National Medical Library
OCLC	Online Computer Library Center
OPLs	One-person librarians
PUNENET	Pune Library Network
SIS	Society for Information Systems
SLA	Special Library Association
SPSS	Statistical Package for Social Science
SSUS	Sree Sankaracharya University of Sanskrit
TPACK	Technology Pedagogy Content Knowledge
WoS	Web of Science

## CHAPTER 1

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# INTRODUCTION

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- 1.1 Background
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## **1.1 Background**

In the beginning, the term 'profession' was associated only with the fields of law and medicine. Now almost every field uses the term 'professional' in some relationship to its work, and having a professional label brings prestige (Edward Evans, 1983). Creating, choosing, organizing, managing, preserving, disseminating, and using collections of information in various formats is the focus of the profession of librarianship, which applies theory and technology to these tasks. Information and library practitioners have been viewing the subject of 'professionalism in librarianship' from three different angles. A larger section is of the view that librarianship has survived war, plague, economic depression, and varying social values and conditions (Drake, 1989). The profession has shown an extraordinary ability to adapt to changing economic and social conditions and to changing technologies to serve a variety of people with diverse interests and needs. To some, librarianship, though fulfilling the prerequisites of the modern profession, has yet to gain the desired recognition from society. And another section has argued that librarianship has not yet attained the status of a profession, though it is moving towards professionalism.

In general, professionalism refers to the skill of becoming an expert in one's industry and making an effort to uphold the standards set by the profession. Professionalism in the library and information science (LIS) discipline encompasses the entire range of activities that take place within a library workforce. In essence, this includes the librarians' interactions with library management, their clients, colleagues, team spirit, staff development, the function of library associations, and more. The application of these work ethics to the accomplishment of the profession's objectives is librarianship. Professionalism is "the conduct, aims, or qualities that characterize or mark a profession or professional person" (Merriam-Webster, 2019). Professionalism encompasses several different attributes, such as specialized knowledge, competency, honesty and integrity, accountability, self-regulation, and image. Together, these attributes identify and define a professional. Professionals are those who are secure in their professionalism (Gorman, 1987).

It is, however, a fact that society, particularly in India, has little respect for Librarianship. Even the academics in the universities and research institutions think that librarians earn easy money, and the layman wonders what the librarians do at all, other than stamping due dates and collecting fines (Chatterjee, 1990). Hence, it's about time for library professionals to prove themselves indispensable for their institutions and society and claim professional status. For that, the time has come for introspection to see whether librarians show true professionalism and to check the professionalism exhibited by library professionals. The study aims to assess professionalism among library professionals in university libraries in Kerala.

## **1.2 Profession**

The term 'profession', as it is known, refers to “a group of men pursuing a learned art as a common calling in the spirit of public survival-no less a public service because it may incidentally be a means of livelihood (Lahiri, 1999). A profession is a vocation requiring knowledge of some domain of learning or science. According to Merriam Webster's online dictionary, a profession is a type of job that requires special education, training, or skill. Some of the essential elements of a profession are a systematic theory, a level of authority, community sanction and approval, a code of ethics, a culture, and a service orientation (Kast & Rosenzurig, 1984). The systematic theory supports the skills required for professional work. Skill is achieved through a lengthy process of training. Preparation for the profession must be intellectual as well as practical. Authority has derived from an extensive education in the profession's systematic theory and is based upon superior knowledge, which is recognized by his clientele. Community sanction gives the profession the power to formulate standards of performance and establish rules for admission to the profession. Control over admission into the profession, licensing procedures, and the confidentiality of communications between the professionals and the clients are some of the examples that have community sanction. The code of ethics regulates “the performance of the professionals and their relationships among themselves and with users of their services.” The code restricts individuals to self-discipline. The professional culture is normally exhibited by forming a group

association consisting of its values, norms, and symbols and having at its center the career concept. The service aspects cover public service functions and the usual technical service functions (Gates, 1968).

### **1.3 Librarianship as a profession**

The emergence of librarianship as a profession started with the establishment of the American Library Association in 1876. The imparting of specialized knowledge started with the establishment of the first library school in 1887 by Dr. Melvil Dewey. According to Danton, “Librarianship is that branch of learning that has to do with the recognition, collection, organization, preservation, and utilization of graphic and printed material.” When librarianship is recognized as a vocation and one is aware of its set goals, purposes, and aims, the responsibility of the librarian is doubled. He has to acquire the specialized knowledge and expert application skills needed to perform the function of an efficient librarian. Librarianship implies the development of the individual in the profession so that he can fill a successful position for which his abilities fit. A librarian should have the capacity to readily respond to the requirements of the people he serves. A librarian, in its complete and modern meaning, accepts this challenge and tries to fulfil these fundamental needs.

Librarianship is a profession, as it comprises the majority of the essential attributes of a profession. Library and Information Science (LIS) has a solid foundation consisting of a recognized body of knowledge essential to the well-being of society. The body of knowledge in LIS has been observed in the education programs of universities and other agencies offering courses and degrees in LIS. This knowledge is needed by society. The academic services received by the individuals from LIS personnel would be sufficient to establish society's need for these professionals. The educational process in LIS is also well established. A sizable number of government/non-government, and autonomous academic institutions (particularly universities) have been conducting the course at the undergraduate, PG, and Ph.D. levels (both in the regular and correspondence systems). Besides, several short-term courses, refresher courses, and orientation programs have been conducted by various organizations/universities for updating

knowledge as a part of continuing education. A formal examination after completing the course, like other examinations in academic institutions, is compulsory for the LIS course. The licensing process does not exist through the awarding/issuing degrees/certificates to the candidates (by the institution concerned) after their success in the examination. A sense of responsibility to society has certainly been observed in the LIS system.

Another component of a profession is the existence of an association. Several associations are attached to LIS functions, right from the local (state) to the international level (examples Kerala Library Association (KLA), Indian Association of Teachers of Library and Information Science (IATLIS), Indian Association of Special Libraries and Information Centres (IASLIC), International Federation of Library Associations and Institutions (IFLA)). The ethics of librarianship, an essential element of the library profession, denote the conduct and behavior of those who adopt the profession. The professional association normally takes responsibility for the preparation of the 'code of ethics'. In India, the Indian Library Association has a 'code of ethics' that has been prescribed for the use of practitioners. The Joint Council of Library Associations in India (JOCLAI) has finalized a draft code of ethics. As most of the attributes of a profession are fulfilled by librarianship, it is a profession. By theoretical means, most of the attributes of the profession are fulfilled by librarianship. The important question is whether practical aspects of the profession are practiced by library professionals and whether professionalism is exhibited by library professionals.

#### **1.4 Professionalism in Librarianship**

A profession is an occupation or vocation requiring advanced study in a specialized field. Professionalism in librarianship is a complex of the methods and standards that are acquired by the study of librarianship at an advanced level, as amplified by the practice of those methods and adherence to those standards (Gorman, 1987). The professionalism in librarianship lies in the facts that

- The personnel here practice the areas of knowledge and information in order to benefit the people (concerned with knowledge and information by

locating, acquiring, storing, retrieving, disseminating, transmitting, repackaging and making it accessible);

- ☐ The society needs services for its socio-economic development;
- ☐ The community sanction behind the service has been exhibited through the application of the services by different portions of the community;
- ☐ The professional culture has been practiced through forming associations, and participating in seminars and conferences (professional consciousness and professional maturity are always being exhibited through seminar papers);
- ☐ The authority of the services has been derived/acquired from completing an extensive educational course in theory and practice (from certificate level to Ph.D.) under the direct control and supervision of the universities of the country;
- ☐ The authority on the subject has also been strengthened and updated through the continuation of education, short-term courses, seminar participation, and so on.
- ☐ The services are guided by a code of ethics normally formulated by associations and standards and formulas proposed by various committees arranged by governments;
- ☐ The services have always been responsive to their external and internal environments, using the latest information technology, networking technology, repackaging, etc., taking note of the ever-changing user's needs.

Professionalism should be displayed by a member by

- ☐ Demanding extensive training and further education beyond what is available;
- ☐ Engaging oneself to standardize practices and conduct a theoretical analysis of work;

- ☐ Not entertaining low standards, bad workmanship and indifferent handling of clientele;
- ☐ Establishing coordination and cooperation among the practitioners;
- ☐ Raising the voice against the attempt of derecognition for the occupation;
- ☐ Nursing a faith in the emergence of a new and different discipline with wide application (Bhattacharya, 1979).

### **1.5 Professional Ethics**

The profession's code of ethics is regarded as a crucial component. The code is said to be the professional's standard for achieving the objective by outlining their own accountability in society. The code is more than just a list of moral precepts. Its goals are to create a professional philosophy for librarians that applies to all types of libraries, highlight the mutual support that all librarians share, and help libraries become valuable social institutions. By publishing the code, “we are disclosing to society our common goal, our effort to reach that goal, and our criteria of judgment and behavior as members of the library profession” (Lahiri, 1999). Society expects special responsibility from professionals. However, it is revealed that we professionals talk more about the profession and practice little in discharging the responsibilities. Therefore, the library associations have prepared a code of ethics for library professionals, and it is anticipated that they follow the norms and standards given in the code of ethics. The practice of the code of ethics will lead the profession towards excellence.

### **1.6 Professional Competency**

Professional competency in library and information systems has been achieved by individual personnel/practitioner with knowledge of the subject theoretically and skill in the application of the said knowledge in practice.

Professional Competency in LIS is concerned with



- (a) **Knowledge of** library philosophy; library history and socio-economic contexts; generated specialized reference materials; methods of organizing information; human relations; general bibliography; management theories; computer programming; foreign languages; collection development; theories and practices; automation theories and practices; policy-making services; cost-effectiveness; binding policies; methods and issues; information consolidation techniques; teaching and research; education curriculum; user's requirements; information-market; latest development in knowledge; skill and technology; psychology; personal management and training.
- (b) **Skill of** management and supervision; statistical work; computer handling; analytical techniques; automation activities; online retrieval techniques; counseling; document reproduction technologies; conservation and preservation; information consolidation; teaching and research (Gopinath, 1989).

### 1.7 Continuing Professional Education (CPD)

The field of library and information science is service-oriented and demands up-to-date knowledge and abilities to function well. The quality of staff plays a major role in how well any type of library can satisfy the different requirements of its patrons. Knowledge and expertise in libraries and information are not acquired once and for all. They must be updated on a regular basis. This is especially true given that information technologies (IT), the current standard for information storage, retrieval, and dissemination, are constantly evolving and getting more complex. If one does not stay up to date with the latest advancements in the field, they risk becoming obsolete and losing their relevance.

In the LIS profession, national and international bodies are arranging continuing education programs (CEP) for professional development. The following international bodies are contributing to CEPs;

- ☐ International Federation of Library Associations and Institutions (IFLA)
- ☐ American Library Association (ALA),

- ❑ Library Association (LA), London

At the national level, the following bodies are contributing to CEPs in India:

- ❑ Defence Scientific Information and Documentation Centre (DESIDOC),
- ❑ National Social Science Documentation Centre (NASSDOC),
- ❑ National Medical Library (NML),
- ❑ All Indian Institute of Medical Sciences (AIIMS),
- ❑ National Information System for Science and Technology (NISSAT).

Some libraries contributing to CEPs in India are:

- ❑ Indian Institute of Sciences (IISc)
- ❑ Indian Institute of Technology (IITs),
- ❑ Central Universities.

Professional associations contributing to CEPs in India are the following:

- ❑ Indian Library Association (ILA),
- ❑ Indian Association of Special Libraries and Information Centers (IASLIC),
- ❑ Society for Information Systems (SIS)

Some Library schools and training centers contributing to CEPs in India;

- ❑ Indian National Scientific and Documentation Centre (INSDOC),
- ❑ Document Research and Training Center (DRTC).
- ❑ UGC – Academic Staff Colleges of Different Universities

Library networks contributing to CEPs in India;

- ❑ Delhi Library Network (DELNET),

- ☐ Information and Library Network (INFLIBNET)
- ☐ Ahmadabad Information Network (ADINET),
- ☐ Mysore Library Network (MYLIBNET),
- ☐ Pune Library Network (PUNENET),
- ☐ Bombay Library Network (BONET),
- ☐ Madras Library Network (MALIBNET).

These bodies organize various conferences, seminars, workshops, and training programs to cater to the professional development of library professionals. Apart from these retired members of the profession, others serve as consultants. The library professionals need to attend the various conferences, seminars, workshops, and training programs to get updated and polish their skills to serve the users effectively. Continuing professional education helps library professionals acquire new skills, update their knowledge, get trained in the latest technologies, set up new systems in the library, and improve services in the library. This study aims to explore the continuing professional education opportunities of library professionals, assess how far professionals use these programs, and identify the motivating and discouraging factors that affect the utilization of continuing professional education programs.

### **1.8 Professional Identity**

Professional identities shape the way professional members associate with their users and society. As librarians are service-oriented professionals, a discursively informed understanding of identity can provide a new way to examine identity and expose the ways it impacts and informs how library professionals interconnect with their users and society at large (Hicks, 2014). Studies examining identity ultimately focus on two questions: “Who am I?” and “How should I act?” (Alvesson et al., 2008). An interpretation of how library professionals construct librarianship and how this construction designs their interaction with users, other professions, their local communities, and society at large can be gained by focusing on how library

professionals describe their profession. Being a professional means being able to maintain the standards that the profession has set, being naturally able to offer clients excellent information services, being flexible and ready to adopt new technologies, being able to advocate for one's profession, and possessing information expertise that comes from a combination of graduate-level training and experience. Professional competencies, skills, and attitudes—that is, professionalism—were linked to librarians' perceptions of themselves as professionals.

### **1.9 Need and Significance of the Study**

The library environment, irrespective of type and size, has changed drastically over recent years. These changes in collection, organization, and services have posed new and complicated challenges for library professionals. The real battle for professional recognition for librarians is being waged in the information marketplace. Librarians have never been successful at communicating to the public what they do or why they consider their duties professionally important. The emergence of computers throughout the workplace further clouds the perception of librarians' roles, often resulting in competition with other information professionals within and outside the organization. The growth of networked information systems and the popularity of end-user searching threaten to diminish, or even eliminate, librarians' traditional intermediary role in the information-seeking process. Each librarian needs to respond personally to claim their status as a professional. Good librarianship is rooted in client-centered services, values, and attitudes. Professionals are those who are secure in their professionalism. It is important to check whether library professionals are practicing all the attributes of the profession and exhibiting professionalism, which will lead to the excellence of the profession. The study is to assess professionalism among library professionals in university libraries in Kerala. It is important to know that library professionals are true professionals and to find out the factors that lead to their claim to the professional status of librarians in society. For that, it is important to check whether the library professionals follow the code of ethics, how competent they are, and their continuing professional

development opportunities. This study also assesses the professional identity of library professionals. The study helps to know how far professionalism is exhibited by library professionals, to identify different challenges faced by them, and to make them aware of opportunities to serve the users better. It also helps the authority to plan the training programs for library professionals and to solve the problems of library professionals, making them equipped to meet the challenges, which in turn helps to provide better library services to users.

### **1.10 Profile of the Selected Universities**

Brief general information about the five universities selected for the study and their library systems is shown here. The facts presented here are derived from university websites, library websites, annual reports, and individual observations.

#### **1.10.1 University of Calicut**

Calicut University was founded in 1968, and it became the university set up in second position in Kerala. The University of Calicut aims to attain excellence in research and education within its geographical boundaries, mostly in northern Kerala. The University of Calicut makes efforts to enhance quality human resources and research productivity that are beneficial for society and local communities. By bifurcating Kerala University, the University of Calicut was created. ‘Nirmaya Karmana Sree’ is the motto of the University of Calicut, and it has faced all challenges and became the largest university in Kerala. With 394 affiliated colleges, 34 postgraduate and research departments, 11 chairs, and 3 centers, the University of Calicut has become an enlightenment hope for thousands of women and men in Kerala (University of Calicut, 2023).

CHMK Library and more than 35 departmental libraries constitute the Calicut University Library System. CHMK Library is the central library of the University of Calicut, with a collection of 126646 books and an excellent digital library through the e-ShodhSindhu consortium. The CHMK library has a good collection of print journals, open access resources, talking books for the visually challenged, and an institutional repository. It has a variety of services, ranging from

basic services to plagiarism checks, disability services, membership, learning spaces, and a digital lounge. CHMK Library conducts a lot of workshops, conferences, and seminars that are beneficial for the academic community. It has a good number of extension activities and green initiatives. It also serves as a research centre for two disciplines. CHMK Library is open on all working days from 8 a.m. to 8 p.m., from 8 a.m. to 2 p.m. on the second Saturday, and from 8.30 a.m. to 2 p.m. on Sundays. CHMK Library, through its excellent print and digital collection and variety of services, caters to the needs of the academic communities of the University of Calicut and affiliated colleges.

### **1.10.2 University of Kerala**

The University of Kerala, formerly known as the University of Travancore, was one of the first sixteen universities in India and was established in 1937 by the public announcement of the King of Travancore, Sri Chithira Thirunal Balarama Varma. The University of Kerala was situated in the state of Travancore, which covered some parts of the state of Tamil Nadu and some parts of southern Kerala. The University of Travancore was changed to the University of Kerala by the Kerala University Act (Act 14 of 1957). In addition to the other departments and study centers, the University of Kerala has forty-one departments of research and teaching and sixteen faculties. Specialized study centers in the discipline, such as Sree Narayana studies, Kerala studies, Gandhian studies, bioinformatics, nano-technology, learning difficulties, and women's studies, are at the University of Kerala. There are 150 colleges affiliated with the University of Kerala (University of Kerala, 2023).

Kerala University Library is the biggest and oldest university library in Kerala, founded in 1942 with a collection of 3,50,000 books and 500 journals/magazines. It offers digital information services through the e-ShodhSindhu consortium. It also has a special collection of general bibliographies, women's studies, government publications, World Bank and UN publications, bound volumes of journals, newspapers, and rare books. Kerala University Library has a number of department libraries and study centre libraries at Kollam, Pandalam, and Alappuzha.

Specialized libraries are situated at the University College of Engineering, University Teacher Education Centers, and the University Institutes of Technology. Kerala University Library offers services such as bibliographic service, current awareness service, current content service, indexing service, referral service, World Bank e-library service, and services to visually challenged users. The Kerala Index is an index produced by the Kerala University Library that caters to the needs of research scholars, writers, and journalists all over Kerala.

### **1.10.3 Mahatma Gandhi University**

Mahatma Gandhi University was founded on October 2, 1983, and is situated on a wide 110-acre campus at Priyadarsini Hills, Athirampuzha, which is 12 km away from Kottayam. Mahatma Gandhi University is one of the popular universities in Kerala and acts as a very important institution that serves the educational needs of the pupils of central Kerala. Mahatma Gandhi University covers the revenue districts of Idukki, Kottayam, Ernakulam, and parts of Alappuzha and Pathanamthitta. Two satellite campuses of the university are situated in Kottayam. The university offers a lot of programs at the doctoral, postgraduate, and graduate levels through its 199 recognized research centers, 200 affiliated colleges, 77 govt./aided affiliated colleges, 10 inter-school centers, 10 autonomous colleges, among which eight are colleges with a potential for excellence, 7 inter-university centers, 1 international, one inter-university center, and 17 university departments. It offers courses in multidisciplinary as well as conventional disciplines of humanities, social science, and science, as well as in professional disciplines like nursing, pharmacy, legal studies, technology, and engineering (Mahatma Gandhi University, 2023).

The Mahatma Gandhi University Library and Information System consists of a central library, more than 30 departmental libraries, and four study centre libraries situated on different campuses. The university central library was established in 1989. The university central library is fully automated with SOUL software. The library is a member of the developing library network. With a collection of 57,350 books, 2,500 e-books, 2050 theses, and 7,500 bound volumes of journals and subscriptions to four online databases and four online journal archives, the library

provides access to its users. Mahatma Gandhi University Library is the first university to provide open access to its doctoral research theses through the launch of the Mahatma Gandhi University Online Theses Digital Library.

#### **1.10.4 Kannur University**

Kannur University, formerly known as Malabar University, was first established by a public announcement by the Governor of Kerala on November 9, 1995. Kannur University came into existence by Act 22 of 1996 of the Kerala Legislative Assembly. The Honorable Chief Minister of Kerala inaugurated Kannur University on March 2, 1996. Promoting the expansion of education in Kannur, Kasargod, and the Mananthavady taluk of Wayanad district by providing a teaching, residential, and affiliated university system was the objective of the Kannur University Act. Multiple campuses located in different places are a unique feature of Kannur University. The Act forecasts that the university shall develop, maintain, establish, and manage campuses at Kannur, Manthavady Thalassery, Payyannur, Kanhangad Kasargod, and other necessary places to provide research and study facilities to promote advanced knowledge in different disciplines (Kannur University, 2023).

Kannur University Central Library, named Dr. Hermann Gundret Central Library, was established in 1998. Campus libraries are functioning at Kasargod, Payyannur, Nileswaram, Thalassery, Mangatuparamba, and Mananthavady. With different services such as lending service, reference service, interlibrary loan, e-shodhsindhu, reprographic service, conference alert service, consultancy service, and a center for the differently abled, the library has been serving various sections of the university community. The library has a seminar hall with a seating capacity of 350. It also serves as a research center for various disciplines such as music, Urdu, Arabic, economics, history, English, Sanskrit, Hindi, Malayalam, sociology, philosophy, and statistics.

#### **1.10.5 Cochin University of Science and Technology**

Cochin University of Science and Technology (CUSAT) was formed by the efforts of the Government of Kerala due to the scientific policy resolution taken by the



Central Government in March 1958 and was established in 1971. The Cochin University of Science and Technology was formed by the reorganization of the University of Cochin in February 1986. The purpose of the university was to develop higher education in the disciplines of applied science, industry, commerce, and technology, with an emphasis on research and post-graduate studies. The university has provided resources available in the Southern Naval Command of the Indian Navy and in many premier research institutions by giving recognition to them and making them available to the academic community. With fresh breezes, golden sunshine, and rolling hills, the university's main campus is situated at Trikkakara in about one hundred and eighty acres of greenery. On the shores of Lake Vembanad, a lakeside campus is situated. Different disciplines and branches of marine science are taught in the School of Marine Sciences, which is among the few marine science institutions in India. Cochin University College of Engineering is located at the Pulinkunnu campus in Kuttanad, Alleppey (Cochin University of Science and Technology, 2023).

Cochin University Library was established in 1974 and was the first university library in Kerala to be automated in 2000. The library has a collection that exceeds 1,34,000, inclusive of reference books, doctoral theses, and back volumes of periodicals. The library provides access to 45 print journals, 11 subject specific databases, 1490 e-books and 15,000 online journals. The university library developed an institutional repository named 'Dyuthi' through which the research output of the university is available online to the public. The university library renders a variety of services, such as inter-library loan, compilation of bibliographies, conference alert services, reprographic service, new addition alert service, and consultancy service. The library gives access to a number of electronic journals through its participation in the consortia e-Shodhsindhu.

#### **1.10.6 Sree Sankaracharya University of Sanskrit**

Sree Sankaracharya University of Sanskrit was founded in 1994 and is a prominent university in India involved in the teaching and research of Sanskrit. It is situated in Kalady, Kerala. The university deals with research and teaching in Sanskrit as well

as other foreign and Indian languages, fine arts, and social science disciplines. Within its twenty-five years of establishment, the university emerged as one of the most prominent research centers in social science, the humanities, fine arts, and Sanskrit disciplines. The university was able to make advancements in society through its excellence in education and combined knowledge of modern and traditional knowledge of a vast number of cultural heritages and art forms. The university has eight regional campuses in rural areas, serving disadvantaged people. Sree Sankaracharya University of Sanskrit is the first university to claim an A grade from NAAC in the first cycle of accreditation in September 2014 (Sree Sankaracharya University of Sanskrit, 2023).

The Sree Sankaracharya University of Sanskrit Central Library is located on the main campus in Kalady. The library has a balanced collection of ancient and modern thoughts, mainly on the humanities and social sciences. The collection includes 77800 books, manuscripts, journals, theses, and dissertations. It has regional campus libraries at Thiruvananthapuram, Panmana, Thuravoor, Thrissur, Tirur, Koyilandy, and Payyanur. The UGC initiated e-Shodhsindhu project provides access to electronic journals and databases. The library has a number of rare and historically important manuscripts and palm leaves in different languages.

### **1.11 Statement of the Problem**

The number of universities is increasing, and the number of new courses emerging in universities is also increasing. Parallel to this, the number of research departments is also increasing. Also, the expectations of library users are increasing. Library professionals in universities need to cope with this changing demand and technological changes in the different library services in order to serve the users better. Library professionals have to make continuous professional development a lifelong activity to overcome these challenges. An important element of a profession is professional ethics. In order to consider an occupation a profession, practitioners should exhibit professional ethics. In this study, an attempt has been made by the researcher to measure the professional ethics of library professionals. The library professionals in universities should be competent enough to deliver services that

satisfy the users. The professional competencies of library professionals are also measured by the investigator. In order to be competent enough, library professionals should continuously update themselves on the changes in the profession and polish their skills. An attempt has been made by the researcher to evaluate the continuing professional development of librarians. The professional identity of librarians working in university libraries is also measured by researchers. All the elements of professionalism, such as professional ethics, professional competency, continuous professional development, and professional identity, have been measured by the investigator. The title of the present study is ‘‘Professionalism among library professionals in university libraries in Kerala’’.

## **1.12 Definitions of Key Terms**

### **1.12.1 Professionalism**

The combination of qualities and conduct that distinguish a particular profession. A process of professionalization can be observed in many occupations, whereby the characteristics expected of a profession are identified and nurtured by practitioners, usually under the guidance of a society or association (Feather & Sturges, 2003). In this study, the investigator made an attempt to measure the different elements of professionalism, such as professional ethics, professional competency, continuing professional development, and professional identity of library professionals in university libraries in Kerala.

### **1.12.2 Library Professionals**

Library professionals refer to a professionally qualified person possessing the minimum educational qualification of a bachelor's degree or equivalent diploma in library and information science and employed in a library or information center. For the present study, library professionals working in university libraries and their department libraries in different designations who are professionally qualified are selected for the study.

### **1.12.3 University Library**

A library or library system is established, administered, and funded by a university to meet the information, research, and curriculum needs of its students (Gurdev & Monika, 2016). In the present study, university libraries refer to the central and departmental libraries maintained by the universities in Kerala for their academic community.

### **1.12.4. Kerala**

The southern state of India, which is known by the name. Kerala was formed on November 1, 1956, with the integration of Travancore, Cochin, and Malabar states. Its area is 38,863 sq km and has 31 million inhabitants (Manorama Year Book, 2011).

### **1.13 Objectives of the Study**

The objective of this study is to measure professionalism among library professionals in university libraries in Kerala. This study aims to explore the following objectives:

1. To assess the work ethics of library professionals in university libraries in Kerala. It is necessary to examine whether the library professionals are following the code of ethics published by the library association, as it assists in making libraries a useful organ in society.
2. To assess the professional competency of library professionals. It is important to assess the competencies of library professionals because only professionally competent manpower will enable libraries to survive and serve their users better.
3. To assess the continuing professional education of library professionals. It is necessary to assess the continuing professional education of library professionals because only through continuing professional education can library professionals keep up with the latest developments in the field and exercise professionalism.

4. To assess the professional identity of library professionals. It is important to measure professional identity because library professionals should know what role they should play in their profession, and how they describe their profession, and how they should act to secure professionalism.

#### **1.14 Hypotheses of the Study**

1. There is no significant experience wise difference in the practice of professional ethics by library professionals in university libraries in Kerala.
2. There exists a significant gender difference in the practice of professional ethics by library professionals in university libraries in Kerala.
3. There is no significant difference in the professional competencies of different experienced groups of library professionals in university libraries in Kerala.
4. There is no significant difference in the professional competencies of different age groups of library professionals in university libraries in Kerala.
5. There is significant gender difference in the competence of library professionals in university libraries in Kerala.
6. Continuous Professional development of library professionals in universities in Kerala is not adequate to meet user's needs.

#### **1.15 Scope and Limitations of the Study**

The scope of the study is limited to the library professionals of university libraries in Kerala. Non-professionals who do not have a library science degree or diploma are excluded from the study. The study involves library professionals at universities. The universities selected for this study are the University of Kerala, Mahatma Gandhi University, Kannur University, University of Calicut, Sree Sankaracharya University of Sanskrit, and Cochin University of Science and Technology. Library professionals of the Central University of Kerala, deemed universities, and universities that come under institutions of national importance are excluded from

the study. Universities are selected on the basis that they deal with multidisciplinary subjects.

### **1.16 Outline of the Thesis**

The thesis is organized into five chapters, as follows:

#### **Chapter 1: Introduction**

This chapter introduces the background and key concepts regarding the problem of the study, the need and significance of the study, the profile of the universities selected, the statement of the problem, the definition of key terms, the research objectives, the hypotheses, the scope and limitations of the study, and the outline of the thesis.

#### **Chapter 2: Review of Literature**

This chapter covers a review of related literature conducted abroad and in India on the topic of professionalism in general and also reviews related to professional ethics, professional competency, continuing professional education, and the professional identity of library professionals.

#### **Chapter 3: Methodology**

The methodology chapter includes the methodology adopted for the investigation, variables used for the study, sampling design, data collection procedures, data collection tools, style manual followed, and statistical analysis used for the study.

#### **Chapter 4: Analysis and Interpretations**

The results obtained by the analysis of the data using various statistical procedures are explained in this chapter with the help of graphs and tables. By critical evaluation of these results, the researcher interprets and arrives at valuable conclusions, which are presented in this chapter.

## **Chapter 5: Findings and Conclusion**

This chapter summarizes the major findings, the tenability of the hypotheses, suggestions based on the study, recommendations for further research, and conclusions.

A bibliography, an appendix, and the publication of the investigator are included at the end of the thesis.

### **1.17 Conclusion**

Professional responsibilities and liability are not static. These are subject to change because 'change' always occurs in the environment when it is dynamic. It is, therefore, essential for a professional to act as the environment demands. A professional should always be aware of the significance, requirements, and responsibilities of the profession and be prepared for and committed to fulfilling them. This contemplates the whole range of duties, responsibilities, and behavioral requirements, both moral and social as well as legal and pragmatic. The study of the professional aspects of the practice is just as essential to the professional education of the practitioners. Otherwise, pressure from clients regarding “more responsibility and a higher standard of ethics and competence from the professionals” could not be met.

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## CHAPTER 2

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# REVIEW OF LITERATURE

- 
- 2.1 Introduction
  - 2.2 Professional Ethics
  - 2.3 Professional Competency
  - 2.4 Continuous Professional Development
  - 2.5 Professional Identity
  - 2.6 Conclusion
-







## **2.1 Introduction**

A review of the literature helps the researcher in every stage of the research, starting from the selection of the research topic, identification of the research problem, design of the research, formulation of objectives and hypotheses, selection of the sample, selection of appropriate methods, identification of proper data collection methods, and usage of different tests in the analysis. A review of the literature helps identify the research gap in the concerned research area and the research problem. In this chapter, a thorough review of the studies on the professionalism of library professionals based on national and international studies is made to find out the research gap and formulate the research topic. For this, the researcher made an intensive search of various information sources, such as printed journals, online journals, books, reference books, theses, online theses, dissertations, and conference proceedings. The reviews have been taken from various databases such as Emerald, ScienceDirect, Scopus, Web of Science, JSTOR, Springer Link, SAGE journals, and Taylor and Francis online, available in e-ShodhSindhu. Online platforms such as ResearchGate, Mendeley, and Google Scholar were used to find appropriate reviews. Search engines such as Google, CORE, and the Bielefeld Academic Search Engine were used to find out the review of related research. Shodhganga was also consulted for a thorough literature review. The review of literature is organized under the following headings:

1. Professional Ethics
2. Professional Competency
3. Continuous Professional Development
4. Professional Identity

### **2.1 Professional Ethics**

A good number of articles dealing with professional ethics, both at the national and international levels, were consulted by the researcher. Articles dealing with ethical and moral issues and the practice of the code of ethics by national and international

library association by library professionals working in different types of libraries were reviewed, and methods and techniques used in these articles were analysed.

Yazici et al. (2023) made an attempt to develop and validate a library ethics scale. The majority of research on library ethics is theoretical. No scale was available that was valid and reliable to examine the users and library professionals' ethical behavior or perceptions. The development of a quick version of the Library Ethics Scale (LES) is discussed in this study, which was carried out in two separate studies. Taking suggestions from expert groups and conducting a thorough review of the literature, an item pool with 47 items was made. These items were provided to a Turkish student who frequented university libraries. These items were given to 521 Turkish university students who used the libraries. An exploratory factor analysis revealed a solid two-factor solution. These two-factor structures demonstrated good psychometric properties in the second study, which involved 259 participants, with 18 items accounting for a total variance of 59.074. The two sub-dimensions were found to have reliability coefficients of 0.91 and 0.888, respectively, and the Cronbach alpha reliability coefficient was 0.903. The LES demonstrates strong reliability and validity characteristics and has potential use in ethical settings involving both library professionals' and users' perceptions and behaviors.

A critical examination of professional ethics in the information science professions in Nigeria is done by the researcher. The ethical behavior of the library profession in Nigeria, such as confidentiality/privacy, fair use/copy rights, intellectual freedom, universal access to information, and intellectual property rights, has been examined, and a probable solution to the hindrance has been identified by the researcher. This conceptual paper, while dealing with the ethical problems acting against library professionals' performance, also identifies the hindrances of copyright infringement, unequal access to information, non-protection of confidentiality and privacy, a shortage of a plan for information security, and ethical dilemmas. The study's conclusion strikes a balance between the code of practice and the issues raised by arguing that library professionals involved must urgently take the issue of ethics and practice more seriously in order to overcome the

numerous issues raised and advance the state of library and information science practice in Nigeria (Titilope, 2022).

Kaur (2021) conducted a study to find out the awareness of professional ethics among librarians in the Bhai Kahn Singh Nabha Library of Punjabi University, Patiala, Punjab. Data was collected from 52 library professionals through a structured questionnaire. The nature, types, growth, and development of professional ethics were examined through desk research. The study revealed that all library professionals are aware of professional values and ethics. The majority believe that practicing professional ethics can solve workplace problems in libraries. Only a quarter of library professionals have membership in professional associations. The Code of the Indian Library Association is popular among library professionals, and the majority are aware of the codes of professional ethics published by different professional associations. The study revealed that library professionals study the code of ethics as part of their bachelor's program, but after completing their professional education, they rarely consult it. The participation of library professionals in seminars, conferences, and workshops related to ethics is also low. The study concluded by pointing out the importance of taking strict action against professionals who are violating the code of ethics.

A model of professional ethics excellence for clinical librarians has been designed by a group of researchers. The authors used the Delphi method, and by literature review, they applied the descriptive study method. 11-panel members with education and research backgrounds in clinical librarianship and professional ethics were selected by non-probability purposive sampling. For the first round, a Delphi method questionnaire identifying five concepts and 48 components based on relevant scientific literature was used. A 10-point Likert scale was used in the questionnaire, in which the panel members were asked to rate the importance of components from low importance (response 1) to very important (response 10). Panel members were asked to propose additional concepts and components of their choice.

For the second round, using the Delphi method, a new questionnaire comprising six elements and fifty-one components was used. Less rated elements and components were omitted, and a final of five elements and forty-six components were identified after two rounds of the Delphi method. Excellence in education is the lowest-rated concept, and excellence in performance was the highest-rated concept in the first round of Delphi. The influence and role of clinical information services on the level of care received by patients was the highest-rated component, and the availability of clinical librarians after office hours was the lowest-rated component in the first round of Delphi. Performance excellence was the lowest-rated concept, and excellence in communication was the highest-rated concept in the second round of Delphi. The highest-rated component was the expertise of search strategies in databases and information resources and the availability of clinical librarians' feedback to affect the process of treatment in the second round of Delphi. Promoting and developing the principles of professional ethics for clinical librarians can help the health care system balance the interests of all librarians, health care professionals, and patients (Ashrafi-Rizi et al., 2020).

Ejedafiru and Elue (2020) examined librarians' reference services and professional ethics delivery in colleges of education in Nigeria. The study was guided by three research questions to find out the level to which reference services are available, the different elements of professional ethics practiced by library professionals to deliver reference services, and to what level librarians possess professional ethics. A descriptive survey design was adopted for the study among 154 library professionals. A purposive sampling technique was used for sample selection. The questionnaire was found reliable using the test-retest method, and a coefficient of 0.088 was received. The Cronbach's alpha correlation coefficient method was used to test the hypothesis and got a 0.05 level of significance. Simple percentages and frequencies were used, and descriptive and inferential statistics such as mean and frequency distribution were used for analyzing the research question. The findings of the study revealed that there is a significant relationship between librarian's reference service delivery and professional ethics in colleges of education in Edo States and Delta.



Adebayo and Mabawonku (2018) examined the practice and perception of information ethics by library professionals working in four higher education institutions in Oyo State, Nigeria. The total population of the study was forty-seven library professionals, and a survey research design was used. The sampling technique used for the study was the total enumeration method. Data was collected using questionnaires, and interviews among four senior library professionals were also conducted. One null hypothesis was tested at the 0.05 level of significance, and three research questions were formulated for the study. Percentage distribution, simple frequency count, Pearson's Chi-Square, mean, and standard deviation were used for analysis, and SPSS was the software used for data analysis. Both negative and positive perceptions of information ethics have been revealed by the findings of the study. The study revealed a moderate level of practice of information ethics in certain aspects and a low-level practice of information ethics in other aspects, varying from institution to institution. The study also revealed that there is no significant relationship between practice and perception by library professionals in the four higher education institutions in Oyo State, Nigeria. The study concludes with the recommendation that the Librarians Registration Council of Nigeria (LCRN) must accelerate its activities in promoting information ethics among library professionals in Nigeria.

Jones and Salo (2018) conducted a study that considers how data mining practices run counter to ethical principles in the IFLA code of ethics for librarians and information workers. The authors address how learning analytics affects professional commitments to promote intellectual freedom, protect user confidentiality and privacy, and balance intellectual property rights between the institution and content creators and vendors, as well as between library users. The authors recommend that librarians respond by strategically embedding their values in learning analytics through participation in policies, conservations, and governance structures that ultimately shape the use of technology on their respective campuses.

An investigation was carried out by researchers to find the relationship between professional ethics and the spiritual intelligence of the librarians at medical

universities in Iran. An applied analytical survey was carried out among a population of 65 librarians. A questionnaire on professional ethics and King's spiritual intelligence self-report inventory were used for data collection. Four elements of spiritual intelligence, such as consciousness state expansion, critical existential thinking, transcendental consciousness, and personal meaning production were measured. The questionnaire's reliability was confirmed by a Cronbach's alpha coefficient of 0.89, with the highest and lowest scores being 120 and 24, respectively. The draft professional ethics of Iranian librarians served as the basis for the development of the professional ethics questionnaire. The components of this questionnaire had the highest and lowest scores of 155 and 31, respectively. A Cronbach's alpha coefficient of 0.85 further supported the questionnaire's reliability. The independent t-test and Pearson correlation were utilized to ascertain the relationship between the variables. At a moderate level, the overall mean of the spiritual intelligence components was 45.52. The level component in the area of professional ethics is 82.39, which is exceptionally high. According to the findings, professional ethics and spiritual intelligence do not significantly positively correlate. The article concluded by stating that spiritual intelligence is not able to predict the professional ethics of librarians working at Shahid Beheshti University of Medical Sciences (Moradi et al., 2018).

Hansson (2017) through his study, explained the contribution of a theoretical understanding of document agency and documents in society with examples from a professional setting and also from a defined institutional setting. Second, he developed a thorough grasp of the significance of ethical standards in the definition and advancement of contemporary librarianship. This was accomplished by applying document theory and institutional change theory to the methodical analysis of documents like founding charters, peer handbooks, and ethical codes. The study makes use of fresh insights into how ethical self-regulation functions in librarianship across time and across various institutional contexts. In addition to explaining the function of documentation and documents in organizations and society at large, the study offers a refined definition of documentality. The study's conclusions showed that declarations of ethical self-regulation in librarianship can

serve as a legitimizing factor when libraries adjust to societal shifts or when new kinds of libraries are formed.

Santana and Nunes (2017) aimed to address the relationship between deontology, professional ethics, and unionism in Brazilian librarianship, intending to understand how the process of institutional-political interaction in the area is situated in the educational and professional context. Data gathering, bibliographical research, and documental research were all used in the methodology. The concepts pertaining to ethics as a science and their significance in various professions are presented. The historical components of the English trade union movement, its introduction to Brazil, and the start of Brazilian librarians' unionization are all evoked. The study made clear how important it is to expand the discussion on professional ethics and the development of class consciousness in librarianship.

Singh and Mishra (2017) discussed the ethical practice of librarians and also mentioned how they should behave or act in their workplace according to the code of ethics. The study explained the joint council of library associations in India's code of ethics for library and information professionals in detail, as well as its interpretations. The focus of the code of ethics towards the user, profession, colleagues, organization, and society has been discussed. The library professional's responsibility to the readers, staff, profession, and oneself has been discussed. The study discussed the importance of a code of ethics and the importance of professionals practicing the code of ethics.

Dinesh (2016) discussed raising professional ethics in librarianship in India. The study discussed the code of ethics of information technology organizations and library and information science associations. International associations such as IFLA and ALA are continuously updating their codes of ethics. In India, updating is not regularly done, and updating the code of ethics should be immediately done. As the library profession is trending on par with the information technology profession, there is a need to look into the codes of ethics of international organizations such as ACM, APC, SIP, and others. The study concluded with the emphasis that excellence

in the library and information profession in India can be achieved by adopting, continuously updating, and following the code of ethics.

Ferguson et al. (2016) investigated how library professionals face ethical dilemmas concerning emerging new technologies and sources that help in ethical decision making and understanding. Semi-structured interviews were conducted among library professionals, people associated with professional bodies, people working in depositories and digital humanities, and information management academics and researchers in Britain, Ireland, and Australia. A total of seventy-seven representatives belonging to different groups were interviewed. The interview was based on the research question, how do librarians deal with moral conundrums in the information age? Do new technologies present library workers with additional moral conundrums? Which sources do librarians look to when making moral decisions? Furthermore, how do case studies of moral judgment and comprehension work?

The data's patterns were found, examined, and reported using thematic analysis. At first, analysis was predicated on the topics brought up in the research questions, and then major categories of ethical conundrums were determined. The findings of the study revealed that new emerging technologies do not change the factors that library professionals have to assess. Additionally, findings showed that appropriate codes of ethics are adequate for traditional librarianship but do not discuss the ethical issues of digital environments. Case studies are a fruitful method to engage and educate practitioners because of the dynamics, conflict, and complexity they can present.

Hariharan and Tamizhchelvan (2016) investigated the ethics of library professional's relationships with organizations and professionalism among self-financing engineering college libraries in Tamil Nadu. The study focused on the library professional's relationship with the organization and the ethical problems of competence development. A well-structured questionnaire was made, considering various elements of the different national codes of ethics and also adding similar concepts to make the questionnaire more productive. There were 500 engineering

colleges, out of which 406 responses were collected and analyzed. Results revealed that the suggested elements of ethics were agreed upon by the library professionals, except for a few elements. The library professionals have the ethical obligation to maintain good relations with the organization to get the needed infrastructure to provide effective services.

A study among fifty library science students at the University of Lilli (France) was conducted as part of their lecture on information rights and ethics. The sample consisted of 52 students. The students were asked to critically analyze the clauses of the IFLA code of ethics and make a short dissertation based on this, which they were given two months to submit. This was reanalyzed with conceptual analysis and manual coding. According to the study, students view the library as an exclusive place where they can obtain information, with the librarian acting as a defender of their particular liberties. The IFLA code on human rights is interpreted by students as a political, civil, and critical code that upholds freedom of expression. Students perceive a significant conflict between ethics and policy. Recommendations were given towards the progress of education in library and information science in terms of collective choices and work-based solidarity (Schöpfel, 2016).

Dutta (2015) made an attempt to identify a shared set of professional values that suit special library professionals in India. A final shortlist of 16 shared core values, including responsibility, diversity of thought, copyright, confidentiality, cooperation, cultural diversity, information literacy, integrity, equality of access, intellectual freedom, literacy, leadership, professional neutrality, innovation, preservation of the record, and service, has been determined by assessing the core value statements of SLA, the Koehler et al. list, and the JOCLAI code of ethics. The identified common values are relevant both to special library professionals and to Indian library professionals in general.

A group of researchers assessed the ethical concerns of practicing librarians at three universities in Nigeria. A descriptive survey design was adopted for the study among fifty librarians. Data collection was done using a questionnaire. The

study revealed that intellectual property rights were the highest ethical issue faced by librarians. Using official positions for personal advantage and abusing confidential information is unethical behavior among librarians. The study revealed that librarians were aware that they should follow a code of ethics. The study points out that the Librarians Registration Council of Nigeria (LCRN) has an important role in ethics development. Based on the findings, recommendations such as that librarians should have a holistic appreciation of ethical issues, have an understanding of ethical behavior, and ensure compliance with rules and laws. The study recommended that, as part of the induction package, LCRN should give the code of ethics to licensed librarians (Onoyeyan et al., 2014).

Raina (2014) has provided insights for the empirical research examining the extent of ethical values being practiced by library professionals. The study was a conceptual paper discussing the ethical values encoded in the IFLA code of ethics. The author also evaluated ethical values and ethical responsibilities embodied in other codes of ethics. The author discussed the importance of practicing ethical values and the benefits that library professionals get from practicing professional ethics, which in turn increase the image of the institution. The study also suggested the importance of the successful implementation of these codes.

### **2.3 Professional Competency**

In the world of information explosion and information available in different formats at fingertips, library professionals should be competent enough to serve the varying needs of the users. There are different types of competencies that library professionals should possess, such as personal/interpersonal competencies, user services competencies, library collection competencies, and technology competencies. The researcher explored a number of articles at the national and international level related to the different type of competencies of library professionals working in different types of libraries and presented them below.

Adebite-Badmus and Kehinde Obafunmiso (2023) studied the relationship between the technical skills attained by ninety-four library professionals in the ten federal and state higher education institutions in the southwest geopolitical zone of

Nigeria. The Information and Communication Technology Skills Questionnaire and the Information and Communication Technology Skills Test/Achievement Test (ICTSST) were the two tools created and used in the study. Utilizing straightforward percentages, frequencies, and mean ratings, the data were examined. The two independently administered questionnaires each have a Cronbach alpha value of 0.87. As per the study, 74 respondents (70.5%) technical skills were above average. Because technical abilities can be used to market libraries to a variety of users, the respondents believed that technical skills were important for promoting patronage of higher education libraries ( $m = 4.33$ ). Additionally, it was discovered that technological proficiency could speed up the dissemination of knowledge and information regarding libraries ( $m = 4.21$ ). In the higher institutions in the southwest of Nigeria, it was determined through analysis and interpretation of the findings that librarians and library officers possess technical capabilities.

Tallosi et al. (2022) conducted a study to measure professional competency among library professionals in engineering colleges affiliated with Visvesvaraya Technological University, Belagavi, Karnataka. The data was collected from 60 professionals and analyzed using Excel. Based on the librarians' opinions, which strongly agreed that the library staff needs to update their skill set by attending ICT training (100%) and taking part in professional seminars, conferences, and workshops. This study has examined ICT skills as well as the necessity and professional competencies of the library staff. The current study demonstrated the requirement for staff members to have functional literacy abilities such as problem-solving, information literacy course design, interpersonal competencies, and leadership and information competency. In order to improve the abilities of library professionals, it is important to encourage staff members to participate in ongoing education programs by attending seminars, workshops, and other training programs. The study concluded with the recommendation that the library staff must be involved and update their skill set to meet the clients' evolving requirements and expectations. To match user expectations in the present pandemic condition, they must be adaptable in acquiring new skills and levels of information literacy awareness.

Atanda et al. (2021) investigated the professional competency and attitude of library professionals towards digital services in five selected universities in Nigeria by a group of researchers. The sampling method was the total enumeration method, a questionnaire was the tool used for data collection, and the study population comprised 196 library professionals. The study's conclusions showed that most participants had a high level of proficiency using computers for basic library functions. Additionally, the study showed that most respondents acknowledged that using information and communication technology is both fascinating and exciting while carrying out digital services in the library. The study provided useful data to support library management and university policymakers on ways to increase the competency skills of library personnel and provide better digital library services in university libraries.

McCarthy (2021) investigated how health science librarians keep up with the competencies for professional success and lifelong learning defined by the Medical Library Association (MLA). The study tried to find out how involved librarians are in the professional community and what obstacles stand in the way of their continued professional development. Both survey and interview methods were used for data collection. Excel's data analysis tool was used for analyzing 75 survey responses. Seven interviews were conducted using the GoToMeeting software. According to survey results, librarians' proficiency in the six MLA competencies is either intermediate or advanced intermediate. The findings also demonstrated that health science librarians at community colleges were actively involved in their field and encountered similar challenges as their academic counterparts. The results suggested that by keeping up with literary trends and pursuing ongoing professional development, health science librarians can enhance their abilities.

Chen and Naga (2020) made a bibliometric analysis on the keywords of the published literature, institutions of published literature, publications of published literature, authors of published literature, and the trend of the quantity of published literature on the professional competency skills of librarians in Mainland China from 2009 to 2019. The China National Knowledge Infrastructure, the largest academic



database in Mainland China, was used for research output analysis. The Python language was applied for the generation of the co-occurrence matrix and data processing. Two hundred and thirty-nine pieces of literature were collected for analysis. The number of articles in this field has slowly increased over the last ten years, according to the results. The study demonstrated the dearth of collaboration in this field of study in Mainland China between authors and institutions. The study also showed that the cooperative groups of the main author have a low cited degree. Findings revealed that the published literature is found more in general research journals than in journals in the library and information science disciplines.

Federer (2018) conducted a study among information specialists who self-identify as data librarians in science and biomedicine disciplines. Skills and expertise were rated by data librarians on a five-point Likert scale, and a survey instrument was developed by SurveyMonkey. Ninety participants responded to the survey, and 8 responses were discarded as incomplete. Quantitative analysis was done using the RStudio and R packages, and the ggplot2 package was used to create visualizations. Manual analysis was done for open-ended responses. To detect subgroups among the sample, cluster analysis was used. Cluster analysis showed there are two types of data librarian data generalists and subject specialists. The findings of the study revealed that data librarians are a heterogeneous group with varied professional and educational backgrounds doing different types of work and services. The study concludes by giving implications for libraries hiring data librarians to decide to hire a data generalist or subject specialist according to users' needs and do the job postings accordingly. The study also has implications for library schools making adjustments to their curricula to prepare their students for data librarian posts.

Pang (2018) points out that the librarian's core competencies are their competitiveness and uniqueness, their information ability centered on knowledge and information, and their basic ability and comprehensive professional quality. Taking tacit knowledge as the major point, this study expounds on the strategy of cultivating the core competitiveness of library professionals. The personal network

and ability level of librarians determine the core competencies of the library. The core competence of university librarians is system engineering. The study discussed the quality requirements and abilities of university librarians. It also checks the relationship between the core competitiveness of the library and the personal abilities of librarians and also builds the university librarian's ability structure.

Peng (2018) made an attempt to study present research on the competencies of children's librarians and stated the value and meaning of the competency model, research on competency models in library and information science, the value and role of children's services in the public library, and previous competency models for children's librarians in the information age. Existing studies on the competency of children's librarians mainly focused on professional knowledge and skills, and it is important to study their general knowledge and skills, professional attitude, and personality traits, which have been rarely explored. The study also referred to a multidimensional competency framework for children's librarians in public libraries in the information age.

Schoonover et al. (2018) started a three-phase project to uphold a core set of values and competencies, carried out a self-evaluation using those competencies on 22 liaison librarians, and created a strategic training program based on the results. The three overarching values are engagement, advocacy, and collaboration, and research services, scholarly communication, digital tool use, teaching and collection development, and access are the five core competencies that were assessed. According to the assessment's findings, liaisons felt qualified to provide teaching and research services but less assured when it came to interacting with academic staff about digital tools and scholarly communications. The core competencies and values that guide practice provide a benchmark for structure for training and development and superior service.

Tyagi et al. (2018) designed a web-based platform for ICT competencies for library professionals in India. The standards of the web-based competency framework are codified in a broad-based model for library professionals in India. This model can be used as a national program for the professional continuing

education of library professionals and also as a tool to adapt curricula to the expectations of librarians in university libraries and foster lifelong learning and career-long education for librarians. It also supports assessment concerning the professional development plan and enriches the ICT competencies of university library professionals.

Atte et al. (2017) investigated the constraints to the acquisition of competencies by librarians for effective services, with special reference to the North Western Nigerian University Libraries. Two research questions were formulated, and a questionnaire method was used to collect data from 173 librarians. A simple percentage method was used for the analysis. The results showed librarians take advantage of development programs in which they need to cultivate more competencies and skills to be more effective. Financial difficulty, a lack of sponsorship, and inadequate infrastructure were the major constraints affecting the acquisition of competencies. The study also discussed the importance of disbursing adequate funds for training library professionals to maximize service delivery.

In this study, the competency level of early-career health professionals was studied. The Medical Library Association's (MLA) competencies for professional success and lifelong learning were used as a standard tool for assessment. A survey was designed using a survey monkey, and ninety-five professionals' data was collected. The majority of early library professionals agreed that they had acquired seven competencies. Library and information education, done in a formal way, was the most commonly used method to achieve competencies. Results revealed that the lowest practice of competency was in interpretation, analysis and research competency and the highest level of practice of competency was in health science information service. The result contributes to the necessary changes being made to the MLA competencies (Myers & Rodriguez, 2017).

Saylor et al. (2017) designed a framework of competency for library professionals indulging in systematic reviews. Seven information specialists performed a literature search, examined the current standards for systematic reviews, and utilized their personal experiences to acquire the fundamental knowledge and

abilities required for systematic review projects. Six key competencies were determined by the team: communication, process management, systematic review foundations, thorough searching, data management, and reporting. This competency framework gave librarians and institutions a flexible, standards-based approach to determining areas that require development and areas that fall under the purview of systematic review integration.

Astunkar (2016) described the competencies and skills important for librarians in the digital era. The paper also highlighted the roles and responsibilities of the latest technology librarians to illuminate and maximize the possibilities of their position as libraries to provide the latest content in different mediums to the tech-savvy user group. General skills, such as generic skills, managerial skills, and professional skills, are discussed. The discussion covers a variety of competencies and skills, including web design and development, networking, multimedia navigation, technical skills, information literacy, technical professional skills, knowledge management, and web 2.0 technologies. The need for librarians to adopt new skills and competencies according to the change in the profession in the digital world is also highlighted.

Dharani Kumar and Narasappa (2016) discussed the various ICT competencies and skills that are needed for librarians in the digital environment. Professional and personal competencies were listed, and various IT skills required for library professionals were discussed. Basic computer skills, internet skills, network skills, software skills, hardware skills, and challenges faced by library professionals were enumerated. Adequate knowledge of IT and its application in libraries was recommended to make a real difference between real and desired situations.

Harhai and Krueger (2015) conducted a competency-based assessment for library professionals. Thirty-five survey items were given, and a total of 124 responses were collected and analyzed through SPSS. Descriptive statistics and item response frequencies were calculated. Curriculum adjustments, the implications for student advice, program improvement, and the assessment plan for accreditation

emerged. Areas for further improvement in the workplace and research were also identified.

Tiu et al. (2013) evaluated the work attitudes, competencies and characteristics of library professionals and determined how the personal and professional competencies of library professionals have a relation with their attitudes of work, and factors affecting their attitudes of work and characteristics. The researcher randomly interviewed library professionals from different universities and public and private colleges and used a descriptive method for assessment and evaluation. Findings revealed that there is a moderate correlation between the characteristics of library professionals and professional competencies. No significant relationship was found between ethics, leadership, service commitment, education, and flexibility among professional competencies and the characteristics of library professionals.

#### **2.4 Continuous Professional Development (CPD)**

The library and information profession are a profession that has been changing frequently according to the development of information and communication technology. Library professionals should update regularly to cope with the different challenges and serve the users better. The only way to do it is to develop the competency of library professionals through engaging in various continuing professional development programs. By using both offline and online continuing professional development programs, library professionals can update themselves, and they're doing so by serving the users effectively. A good number of articles at the national and international level related to the continuing professional development of library professionals working in different types of libraries have been explored by the researcher and discussed below.

An academic librarian should be competent in the duties they take on and provide prompt, high-quality services to clients. The purpose of this study was to investigate how academic librarians in Botswana perceive the quality of instruction in library and information science. This survey was designed to find out how well academic librarians understood the need for continued professional development and

how their field was changing. It also sought to ascertain academic librarians' level of performance in various library and professional roles. Positivism was the research paradigm that was used. Five library directors provided qualitative information, and working librarians provided quantitative information, using the census approach. Because librarians are now expected to put in more effort, acquire new skills, and complete new responsibilities, the study proved that their jobs have undergone considerable changes over time. The library professionals lacked sufficient knowledge to carry out information technology and other crucial activities since there was no proper, continuous professional development strategy in place. The study concluded that in order to better perform in the varied provision of expected services to library customers, CPD is crucial in ensuring that the skills and competencies of the library workers are upgraded (Oladokun & Mooko, 2023).

Massive Open Online Courses (MOOCs) are well-liked in the twenty-first century, and they are the origin of a new global trend in students enrolling in academic programs. Online courses offered as part of MOOCs are free to participants. However, it has not been taken into account that library professionals in the Nigerian state of Kogi use it and are aware of it. This study looked into library staff members' acquaintance with and use of MOOCs. A self-structured questionnaire was utilized in the study's descriptive survey approach to collect data. Questionnaires were distributed to 128 library professionals who worked at universities in Kogi State. Descriptive statistics, including frequency counts, percentages, graphs, and tables, were used in the data analysis and the presentation of findings. The findings indicated that MOOC acceptance is still in its early stages and that this is due to a lack of knowledge about MOOCs and a shoddy internet access infrastructure. The study recommends that professional associations like the Nigerian Library Association and the Nigerian Librarian Registration Council intensify their efforts to inform their members of the benefits of MOOCs. The survey also offers up-to-date information on how Nigerian library professionals perceive and use Massive Open Online Courses (Okwu et al., 2023).

Rehman et al. (2022) investigated the literature on "Continuous Professional Development" (CPD) relevant to LIS professionals that is accessible in the Web of Science (WoS) database from 2002 to 2021. To retrieve pertinent data from the database, a thorough search strategy and filters were developed. 345 papers were retrieved. In order to attain the highest level of desired "content relevancy," this was followed by "abstract screening analysis." 268 papers were ultimately chosen and saved in the marked list for additional examination. The R bibliometric software and VOSviewer were used, respectively, for data analysis and network visualization. The study analyzed a number of factors, including publication and citation trends, prolific authors, sources, and nations, highly cited papers, the nature of authorship and collaboration patterns, the most popular keywords, and the citation analysis patterns of authors, articles, and sources. The results revealed that industrialized nations, particularly the United States, have assumed the lead. Examining the "Top 10" productive journals revealed that they are published in the United States and in UK. The authors on the "top 10 highly cited" list are from North American or European nations.

Namaganda (2020) examined the librarian's experiences learning pedagogical skills in Uganda. The information was taken from participants before and after attending the Pedskills course regarding what changes have occurred as a result of the course. Using SurveyMonkey, data was collected through pre-intervention and post-intervention questionnaires. Depending on the librarian's experiences, an approach known as a qualitative case study was used. Using purposive sampling, the respondents were chosen. The study offers evidence of the effective application of a librarian professional development model. The learner-centered approach, according to librarians, offers a fresh perspective on teaching and learning. Results demonstrated that librarians changed both their teaching methods and their experiences with the transformative model of professional development. The study concluded with the recommendation of the importance of incorporating pedagogical skills as part of library and information science curricula and the need for designing continuous professional development programs that frequently address the needs of the participants.

Shonhe (2020) made a descriptive analysis of the research output about the continuous professional development of library professionals. Bibliometric analysis is done using the information extracted from the Web of Science core collection database. Of the 165 records retrieved, 77 were screened for analysis. The statistical software used was Biblioshiny, and VOSviewer was used for data visualization. The USA, England, and Australia were found to be the most productive countries in the research area. The University of Nigeria and the University of Sheffield were ranked first in terms of productive institutions. The two most fruitful publishing years were 2009 and 2013. The most productive journals are *Library Trend*, *Journal of Librarianship*, and *Information Science*. E. Hornung, G. Hallam, and S. Lewis are the most prolific authors. M. R. Kennedy and F. M. Mason has the highest number of citations. The research activity or continuing professional development of library professionals is low as per citation impact. The study has tried to increase awareness of the research dynamics of the continuous professional development of library professionals through bibliometric analysis.

Sarman (2019) brought out the various resources and programs required for the professional development of library professionals. The study covered resources and programs for professional development and continuing education offered by different national and international library organizations. Major initiatives such as Info People, ALA eLearning, the Library and Information Technology Association, the continuing professional development forum of CILIP, SLA's Click University, Coursera, and EdX at the international level. At the national level, academic staff colleges of different universities, such as INFLIBNET, DELNET, NISCAIR, LIS-Forum, LIS Links, and SWAYAM, offer different programs for the continuous and professional development of library professionals.

Decker (2017) explored the issues surrounding library professionals whose skills do not match the new directions in which academic libraries are moving. The study also examined how the disappearance of traditional roles for librarians affects users and librarians alike. The study considered the policies for training librarians for their new roles in the new academic world and also identified the skills required



by librarians to fit the new role. The researcher tried to provide insights into possible solutions for training library professionals so that they can achieve new skills to fit the emerging roles. The study concluded by pointing out the importance of library leadership to recognize the opportunities for training and move quickly to fill the cracks and gaps in the knowledge base of their teams.

Deodhar and Powdwal (2017) evaluated the continuing professional development of librarians in academic libraries in Mumbai, India. Donald Kirkpatrick's model was used for evaluation using the survey method. Learning, reaction, results, and behavior were the four impact levels measured. Three hundred and forty-four professionals constitute the population of the study. The questionnaire was used for data collection, supplemented by five interviews. Self-perception of library professionals was the basis of the study. The Kirkpatrick model's suggested pre- and post-tests were not carried out since the researcher did not employ an experimental design. The results revealed that the library professionals were interested in implementing the learning to achieve results and were keen to gain new skills and knowledge and transfer these skills and knowledge to their workplace. A lot of hindrances, such as a lack of technical expertise, inadequate staff in the library, a lack of management support, and poor IT infrastructure, were the reasons librarians pointed out for not implementing learning in the library.

Hamid and Soroya (2017) carried out a study to evaluate the outcomes of continuing education programs that have affected the professional and personal lives of Pakistani library professionals. The questionnaire was developed based on a comprehensive literature review and distributed through online discussion groups of librarians; 120 responses were received, of which 100 were eligible for analysis. The analysis was done using SPSS software. The findings revealed that continuing professional education has a positive effect on the professional as well as personal lives of library professionals. The findings revealed that continuing education programs improved librarian's knowledge about library automation, digital resources, library management, searching techniques, and teamwork skills. Results

also revealed that continuing education programs have a positive effect on the personal lives of library professionals by increasing their confidence, increasing personal interaction, and developing their skills in research, communication, and leadership. The study indicated that continuing education programs have boosted the capacity of library professionals.

Khan and Du (2017) explored professional development through social media use and the perception of its usefulness by Pakistani female librarians. The study also tried to find out the social characteristics that influence social media use for professional and career development. Data was collected from 102 female librarians in an online mode through a questionnaire. Online interviews through Facebook chat were also conducted for data collection. Details regarding the frequency of social media use, the perceived benefits of social media, and the perception and choice of librarianship as a profession were analyzed. Findings revealed that the majority are aware of social media and use it regularly. The findings demonstrated widespread usage of social media for career advancement, and according to the respondents, social media can be an effective tool for professional development. Results showed social media is less useful for acquiring technical skills. The study found several social characteristics, such as family support, marital status, privacy, and parents' years of schooling, impact Pakistani female library professionals' use of social media for professional growth.

Yap and Caneran (2017) investigated the trend of the continuing professional development programs each health or medical librarian engages in to get their licenses renewed. The study compared the programs of librarians concerning an established matrix of programs that each professional should achieve before their license renewal. The study looked into the continuing professional activities of librarians over three years (2014-2016). The data was gathered using an online survey. The Medical and Health Librarians Association of the Philippines Directory of 2016 was used to select participants. A focus discussion group was formed, and they were asked the same questions in an online questionnaire, and their answers were validated. Results showed that most librarians need training in research

writing, publishing, and paper presentation. The Medical and Health Librarians Association of the Philippines should arrange more training and workshops to improve the capacity building of librarians and support them.

Hornung (2016) conducted a qualitative study to evaluate the continuing professional development of one-person librarians in Ireland. The study investigated how one-person librarians (OPLs) interpret the concept of continuing professional development. It was a phenomenography study that examined OPL's experiences of the various ways and circumstances in which they learn. Semi-structured interviews were conducted among 30 OPLs. Analysis showed five qualitatively distinct categories emerged, ranging from a holistic lifelong learning view to upholding organizational goals. The model category of the description will aid OPLs and other librarians in their understanding of their own CPD needs. The study also states the necessity of CPD for OPLs.

Alawadhi (2015) investigated the professional development programs for library professionals working in five academic libraries in Kuwait. The study also measured the perception of the value of different continuing professional development activities for librarians. Data collection was done using a questionnaire, and 63 responses were received out of 110 distributed. Mixed methods were used, both quantitative and qualitative, to get an in-depth evaluation of the continuing professional development of library professionals. Open-ended questions were analyzed through content analysis and data analysis utilizing SPSS software. The interpretation of the results showed that library professionals in Kuwait perceive themselves as possessing the competencies needed for providing effective library services. Results showed the librarians possessed information technology skills to keep up with rapid changes in technology.

Corcoran and McGuinness (2014) aimed to study a qualitative evaluation of the continuing professional development programs of library professionals working in academic libraries in Ireland. The attitude of librarians towards CPD, the benefits of CPD, strategies and methods of engagement, and the professional association's role in providing CPD are also measured. Data was collected from 25 library

professionals using the interview method. Results suggest that academic librarians engage in CPD in formal and informal ways, and the responsibility to engage in CPD activities falls primarily on the shoulders of individual librarians. Employers and professional organizations also play an important role in the professional development of librarians. The results showed that the biggest obstacles to participating in CPD programs for library professionals are time and money constraints, as well as a lack of support from employers. In addition to investigating activities that are relevant to the library profession everywhere, the study aims to assess librarians' continuing professional development (CPD) activities from an Irish viewpoint.

Sambo et al. (2014) conducted a study among librarians in Nigeria's continuous professional development policy, forms of CPD, and factors affecting the involvement of librarians in CPD. Data collection was done using the questionnaire method. The results of the study reveal that the library has CPD policies, but poor budgetary provisions, a lack of motivation, and relevant committees are creating problems for their implementation. Librarians mainly engage in workshops and conferences as compared to other CPD programs. Lack of infrastructure and poor funding are the major constraints affecting librarian's involvement in CPD activities. The study recommended adequate budgetary provisions for CPD, awareness of various CPD programs by librarians, the development of CPD implementation committees, and the adoption of robust CPD models by librarians for professional development.

Ecclestone (2013) stated the advantages of massive open online courses (MOOCs) as a tool for the professional development of librarians. The article said how instructional and reference librarians can develop professional expertise using new e-learning tools called MOOCs. Anyone with a keen interest in learning and an internet connection can take MOOCs to improve their professional skills. The paper also discussed important MOOC platforms, such as Udacity and Coursera. Different library science courses offered by MOOC platforms and the author's personal experience in doing the MOOCs are also stated. MOOC resources such as Udacity,

Coursera, EdX, Khan Academy, and Codecademy are also described, and the drawbacks of doing MOOCs are enumerated. The author explained the need for CPD through MOOCs, which offer the potential to learn new skills virtually at no cost.

Maesaroh and Genoni (2009) conducted an investigation to measure the education and continuing professional development of Indonesian academic librarians. This study examined the current qualifications and workplace training of librarians employed in Indonesian academic libraries. The current types of CPD, levels of education, skill, and knowledge of Indonesian academic librarians are evaluated. The study was based on a comparison between the CPD of Indonesian and Australian academic libraries. The NEXUS survey tool was used for the study, which was conducted among 1282 librarians. The percentage method was used for the analysis. The study reveals deficiencies in Indonesian librarians' standards and educational backgrounds. The satisfaction level of Australian librarians is less about the training, and there is high participation in the training courses by Indonesian librarians. The findings highlighted the need for further advancements in workplace learning, training, and library education for Indonesian academic librarians.

Cossham and Fields (2006) conducted a study to evaluate the CPD needs assessment of librarians in New Zealand. The study explored the context of CPD for librarians and the current New Zealand setting, and also explained the findings of a CPD needs assessment done in 2005 for information society librarians. A SWOT analysis of CPD for librarians was conducted. An assessment of the need for CPD was conducted among 629 respondents. An evaluation using the percentage method was made. The types of libraries and their CPD policies have been examined. CPD topics for individuals and managers were ranked. Also, incentives offered to staff to participate in CPD were assessed. The study underlined the necessity of improved quality-focused CPD targeted at particular library industries.

## **2.5 Professional Identity**

Greenwood (2023) shared her experiences working as a librarian in higher education at an Australian university in this paper. Australian university

librarianship and libraries support social constructivist theories of learning. This research examined librarians' professional identities in a third-space paradigm by using data from professional practice, particularly how they contribute to doctorate supervision. It looks at educators as curators and notes that this monitoring of instruction leads to an explicit perception of librarians as educators. In order to guarantee that reflective practice is targeted, the paper provides experiences utilizing the Technology Pedagogy Content Knowledge (TPACK) paradigm and describes how the author uses reflective practice to improve teaching. The study explained how the author uses reflective practice to facilitate professional growth and improve their professional learning. Therefore, using the TPACK framework can be a useful method to enhance your teaching practice as a librarian.

Becksford (2022) explored the potential teacher identities of instruction librarians and the variables that may influence them. Despite receiving little pedagogy training in library school, responses to a poll of instruction librarians in the United States showed that respondents consider themselves teachers and devote a sizable percentage of their time to teaching. Additionally, a link between teacher identity and pedagogy expertise was discovered. However, despite actively seeking such opportunities, respondents reported not having enough time for professional development in pedagogy. This study emphasized the significance of institutional support for instruction librarians' professional development in pedagogy. By using a quantitative approach to investigate instruction librarians' teacher identities as well as the variables that may influence teacher identity development, this study fills a research void. The findings of this study immediately assist librarians who teach since they may be better able to assess their own teacher identities and argue for more time and funding to pursue pedagogy training. Instruction librarians may be better equipped to navigate their own professional trajectories and their interactions with others outside the profession if they have a stronger understanding of who they are as teachers.

Ranjan and Singh (2021) conducted a study on the significant concerns facing the Indian library profession and the role associations play in effectively

addressing these issues. It involves difficulties with professional pay, LIS education quality assurance, financial provisions for public libraries, and building a solid foundation for more effective problem-solving presentations to the government and society. The study has been restricted to India. A literature search forms the basis of the study, which is then followed by an online poll on the concerns raised earlier. The associations' positions on pay equity concerns did not satisfy the respondents. The respondents strongly recommended creating an apex body in the LIS profession for course accreditation, and regarding the subject of quality control in LIS education, they conveyed their satisfaction with the association. It was recommended that the nation establish minimum pay for all LIS professionals. Strengthening the Indian Library Association for improved communication with the government is the study's most significant finding.

Diao (2020) assessed library faculty's online representation and its relation to academic library construction through analyzing online profiles on library websites within the City University of New York (CUNY). The researcher attempted to examine the current state of CUNY library faculty profiles, the information they contain, and whether or not they accurately depict library professionals in their capacity as faculty. Library faculty profiles from 21 libraries have been analyzed. The findings revealed that the online profiles of library faculty members differ in three categories between different libraries: Quasi-Faculty, Full-Level Faculty, and Business-Card Profiles sparked conversations about business identity, the creative Me, and the collective We. It offers a means of comprehending the extent to which a librarian's faculty identity is portrayed in online profiles and the relationship between them and the institutional cultures of every academic institution, professional school, and particular college.

Klein and Lenart (2020) examined the theoretical landscape concerning the identity question and the relational conception of identity and engaged in the argument for the adoption of the relational account as a theoretical grounding for knowing the fluid, complex, and nature of librarian identity within the library and information science profession. This research made the case that, despite its

simplicity, the essentialist, classical conception of identity is oftentimes inadequate in capturing the complexity of personal or professional identity. Essentialism in librarianship exacerbates issues that the profession faces, including stereotyping, alienation, and exploitation of an underrepresented workforce, homogeneity and exclusion in the workplace, and high minority librarian attrition rates.

Pierson et al. (2020) tried to explore critical incidents influencing the professional identities of public librarians in New Zealand. The study further demonstrated the link between critical practices and identity understandings. The research used mixed methods. Data collection was done using interviews and questionnaires. The findings showed that critical events have an impact on professional identities; the variation in critical thought depends on the kind of critical incident and the question that is asked. Opportunities for ongoing professional development and formal education have been delineated by the study. Opportunities are found in the cognitive spaces that connect factors influencing professional identity, critical practices, and identity negotiations. The findings demonstrated the necessity of taking into account how critical incidents and critical thinking affect identity and how critical practices are carried out.

Fraser-Arnott (2019) tried to absorb the professional identity experiences of library and information science graduates working in non-library roles. Semi-structured interviews and grounded theory methodologies were used for data collection and analysis. Theoretical sampling and snowball sampling were utilized for the study. The results showed the respondents possessed two types of identities. First comes an internal self-evaluation that arises from professional socialization as well as an awareness of one's own motivations and interests. The second identity pertains to an individual's self-presentation in order to accomplish professional objectives. This process entails actions and reflections intended to determine the kind of professional to be and the measures necessary to meet the goals. The result has value for educators and practitioners who market library and information science programs or develop course content.



Frye (2018) measured the professional identity of novice school librarians by analyzing their critical events in the workplace. The study examined three novice school librarians' critical event narratives and explored how critical events shape the professional identity of novice school librarians and what forces school librarians perceive affect or control their professional identities. Narrative research methods from the qualitative tradition were used as the research method, and the research design used descriptive multiple-case studies. An adapted version of critical event analysis was utilized to synthesize the data. The study also explored the significance of those critical events for participant's professional identity formation. Common findings relate to professional confidence, professional impact, and professional respect.

Hicks (2016) tried to explore service centrality with the specific intention of examining the way librarians uphold librarianship and their services. The article examined the roles that advocacy and core values play in the development of professional identity. Research interviews, professional journals, and discussion of email lists were the three data sources used. The discourse analysis of social constructionist–inspired approach was used for the analysis of the data. The data were coded using NVivo. The study's analysis focused on professionalism, professional issues, language resources utilized by librarians to express themselves, and librarianship practices. The results of the study showed that those who speak or write about advocacy were active participants in librarian identity formation. By using advocacy, library professionals challenged others' perceptions of librarianship and their own understanding as well.

Hussey and Campbell-Meier (2016) tried to explore how master of library and information science (MLIS) students define a library and information science (LIS) professional and to measure how extended prior work experience in a library and information science environment influences how MLIS students define a LIS professional. A survey method was deployed in the study, and 230 students responded. Open-ended questions were used in the survey. The answers were analysed using grounded theory. Most student definitions of librarians and

information science professionals center on helping users locate information and organize it for later use. Through internships, professional organizations, and work experiences, MLIS students attempted to create a sense of community. Library and information science disciplines use these communities to develop academic norms and share information across disciplines. LIS educators help to develop these identities through interactions with students and course work. Instead of concentrating on specific roles or positions, LIS educators should be aware of their role and how their teaching benefits the profession as a whole.

Linton (2016) explored the emerging identities and new roles for health science librarians within curriculum development and revision by evaluating their experiences as participants in the process. A qualitative survey consisting of open-ended questions was conducted among health sciences librarians to examine their values, self-identification and current roles. The Qualtrics platform was used to administer the survey. 141 participants responded to the survey, of whom only 41 participated fully. Responses were analyzed using NVivo 10 software. Theme analysis was carried out, and cluster, word analysis, and frequency tools were used to check theme analysis. The participants talked about their involvement in the planning, rollout, and implementation of the updated curricula. Their participation enabled health science librarians to assume new identities and develop them. This study highlighted that professional identity has a highly personal aspect that influences the ongoing negotiation process of identity in addition to contextual variables. The study provides an assessment that looks at the professional identity of the librarian through a sociological lens.

Freedman (2014) examined the professional identity, faculty status, and tenure of academic librarians in New England. Using a survey, the study attempted to learn about academic librarians' professional identities, expected and current roles, opinions regarding tenure and faculty status, and personnel status. Qualitative data analysis was applied to open-ended survey questions. Word clustering, word frequency, and word analysis were performed using NVivo 9 software tools. A total of 235 respondents participated in the survey. The findings indicated that 45 percent

of the participants possessed a combination of tenure plus faculty status, or tenure plus faculty status. There are 65 percent of participants without tenure.

Sare and Bales (2014) aimed to analyze the veteran academic librarians' perceptions of librarianship to develop a grounded theory that models the group's understandings of the profession. Additionally, the results of this study were compared to those of a previous grounded theory study that modeled novice librarians' perceptions of the field. The interview technique was used for data collection. 15 veteran librarians were interviewed. Using the data that was retrieved, grounded theories were created using qualitative analytical techniques. The two theoretical categories that arose and modeled the librarian's perception of the profession were orienting oneself to a shifting profession and driving change in the field. The theory assesses mentorship and practitioner research as crucial components of this change, and the two categories portray librarianship as a profession focused on change. The results of the study help to orient librarians new to the field.

Garcia (2011) explored the meanings of the profession and professional identity for librarians. This research analyzed librarian's rhetoric about their work. Interviews with academic and public librarians were transcribed verbatim and analyzed using grounded theory along with rhetorical analysis. Librarians' rhetoric revealed misconceptions held by the public and insecurities about stereotypes. Librarians defended their professional status by delineating certain activities as those of true librarians and assigning professional identities to the profession's standards and values. This study suggests that professional identity can be seen as tied to activities as much as to social membership. The study also guided understanding of the role of communications in sustaining and creating institutions, providing meaning to work and coherence.

Whitchurch (2008) introduced the idea of third space, which is a new emergent territory between academic and professional domains. The study tried to build on a categorization of the professional identities of staff of higher education institutions in the UK as having unbounded, cross-boundary and bounded

characteristics. The study was conducted on 54 professionals in the Australia, the United Kingdom, and United States. It introduced a new category of professionals known as blended professionals, who had portfolios with backgrounds, containing ingredients of both professional and academic activity. The interview method was used for data collection. The implications of developments for individuals and institutions were examined, and some comparisons at the international level were drawn. The final suggestion was made that professional identity future trends may be due to third space working.

Antonesa (2007) reviews the professional identity of librarians within higher education in the 21<sup>st</sup> century. The article focused on how technological advancement and massification have impacted library usage and library users. The evidence from the job advertisements and literature reveals that teaching and learning support are featured within the professional identity and discourse. The curricula for library and information science degrees need to be updated frequently in order to guarantee that professionals can gain the required skills. The article also suggests the concept of the teacher-librarian is gaining popularity, and the future professional identity of the librarian employed by higher education will be shaped by this role.

## **2.6 Conclusion**

The studies reviewed in this chapter helped the researcher understand the different methods used for research, sampling techniques, formulation of objectives and hypotheses, data collection procedures, research design, and the different statistical tests used for analysis. A review of related research revealed that there is a research gap in an area related to the professionalism of library professionals. A simple random sampling technique was used for selecting a sample in the majority of the studies. Most of the studies used questionnaires and interview methods for data collection. ANOVA, t-test, Chi-square, correlation, and regression were the statistical methods used in the majority of studies. A review of the literature revealed that even though there are studies on professional ethics, professional competency, and continuous professional development of library professionals, there are no full-fledged studies conducted on the professionalism of library professionals in the

Indian context, covering all elements of professionalism. The literature review revealed that there are only a few studies based on the professional identity of library professionals, and there is a lack of studies covering the relationship between the different elements of professionalism. A detailed literature review helped the researcher find out about this research gap, and this study on professionalism among library professionals in university libraries in Kerala is unique in this area and is expected to fill the research gap.

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## CHAPTER 3

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# METHODOLOGY

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3.1 Introduction

3.2 Research Design

3.2.1 Variables used for the Study

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3.2.3 Breakup of the Respondents

3.2.4 Tools used for the Data Collection

3.2.5 Data Scoring and Grading

3.2.6 Data collection Procedure

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3.2.8 Data Analysis Techniques

3.2.9 Style Manual Used

3.3 Conclusion

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### **3.1 Introduction**

The present study is about the professionalism among library professionals in university libraries in Kerala. Without a proper research design, it's hard to plan the research process. The research design practiced in the present study is presented in this chapter. Variables used for the study, population, breakdown of the sample, data collection tools, data scoring and grading, data collection procedure, consolidation of data, data analysis techniques, and style manual used are discussed in this chapter.

### **3.2 Research Design**

Research designs are the procedures and plans for the research that comprise broad assumptions about different methods of analysis and data collection (Creswell, 2009). A quantitative research design is used in this study. The methodology of the present study is presented below with the following headings:

1. Variables used for the Study
2. Population
3. Breakdown of the Respondents
4. Tools used for the Data Collection
5. Data Scoring and Grading
6. Data Collection Procedure
7. Consolidation of Data
8. Data Analysis Techniques
9. Style Manual Used

#### **3.2.1 Variables used for the Study**

The variables used for this study are divided into two groups: independent variables and dependent variables.

## **Independent Variables**

An independent variable is a variable that is used to predict a dependent variable in statistical analysis. The following independent variables were selected for the study.

- **University**

Six prominent state universities in Kerala, namely University of Calicut, University of Kerala, Mahatma Gandhi University, Kannur University, Cochin University of Science and Technology, and Sree Sankaracharya University of Sanskrit, are selected for the study.

- **Gender**

Gender has been considered an important demographic variable in social science research. As professionalism is measured among library professionals, gender has been selected as a major independent variable.

- **Age**

The researcher has also tried to measure the age-wise difference in the different aspects of professionalism among library professionals.

- **Experience**

Experience makes library professionals mature, so it is taken as an independent variable to measure different aspects of professionalism.

- **Designation**

The researcher has attempted to understand the designation-wise difference in the practice of different elements of professionalism.

## **Dependent Variables**

The dependent variables of the study are professional ethics, professional competency, continuing professional development, and professional identity.

- **Professional Ethics**

A profession cannot exist without a foundational set of ethics or basic principles. Ethics helps library professionals know what is expected of them by their profession. It also helps to know how to conduct ourselves and prepare ourselves according to the needs of users. Ethics helps to uphold values and keep the profession on a higher pedestal in the eyes of society or users in general. So professional ethics is selected as an important dependent variable to measure the ethics of library professionals. Library professionals are judged on their professional ethics in a variety of areas, including information access, social responsibility, privacy, confidentiality, and openness, intellectual property and open access, objectivity, personal integrity, and professional abilities, as well as relationships with coworkers and employers.

- **Professional Competency**

Competent library professionals help serve library users better. So professional competency, which is an important element of professionalism, is selected as a dependent variable. Elements of professional competency such as personal and interpersonal competencies, collection competencies, user service competencies, and technological competencies of library professionals are measured.

- **Continuing Professional Development (CPD)**

Learning is a lifelong process. The success of any library largely depends on the performance of library professionals. The knowledge and skills of library professionals are acquired over time. It requires frequent updating and continuous learning to serve the users. So, continuing professional development is selected as the dependent variable. Here, different continuing professional programs attended, publication trends, reasons preventing attending CPD programs, strategies used by the institution in supporting CPD programs, and level of improvement obtained after attending CPD programs are evaluated.

- **Professional Identity**

Professional identity is selected as an important dependent variable as it is necessary to know how library professionals describe themselves and the important attributes of professional identity from library professionals' perspectives.

### **3.2.2 Population**

The population of the study comprises library professionals working in universities in Kerala. Universities in Kerala consist of state-deemed universities and one central university. Out of these, six state university libraries, namely University of Calicut, University of Kerala, Mahatma Gandhi University, Kannur University, Cochin University of Science and Technology, and Sree Sankaracharya University of Sanskrit, were selected as samples for the study. Universities dealing with multidisciplinary subjects and having a maximum number of library professional posts were the criteria used to select the six universities. Both permanent and temporary library professionals with qualifications of B.L.I.Sc. and above working in university libraries, department libraries, university study centers, teacher education centers, distance education centers, academic staff colleges, and other centers of the six universities are selected for the present study.

The researcher determined the sample size by using the method developed by Krejcie and Morgan (1970). According to the sample size table developed by Krejcie and Morgan (1970), the minimum sample size to be selected for the study is 169. Hence, the 265 samples selected for the study are accurate and sufficient for making generalizations and valid inferences.

### **3.2.3 Breakup of the Respondents**

#### **University-wise distribution of the respondents**

The university-wise distribution of the respondents is shown in Table 1

**Table 1***University-wise distribution of the Respondents*

University	Number of library professionals	Number of respondents	Percentage
University of Calicut	74	63	23.774
University of Kerala	94	88	33.208
Mahatma Gandhi University	51	31	11.698
Kannur University	23	15	5.6604
Cochin University of Science & Technology	59	54	20.377
Sree Sankaracharya University of Sanskrit	20	14	5.283
Total	321	265	100

The present study is a population study, as data was collected from all the library professionals working in six selected university libraries in Kerala. During the data collection period, there were 321 library professionals working at the selected six universities in Kerala. Hence, the total population of the study comprises 321 library professionals. Out of the 321 questionnaires distributed, 288 were received. Twenty-three questionnaires were not properly filled out and were not able to be used for the study. Hence, 265 library professionals were the final respondents, which constitutes 83% of the total population.

Table 1 shows that 23.77 percent of the respondents are from the University of Calicut, 33.20 percent of the respondents are from the University of Kerala, 11.69 percent of the respondents are from Mahatma Gandhi University, 5.66 percent of the respondents are from Kannur University, 20.37 percent of the respondents are from Cochin University of Science and Technology, and 5.28 percent of the respondents are from Sree Sankaracharya University of Sanskrit. It reveals that the highest percentage of respondents are from the University of Kerala. Respondents from the University of Calicut and Cochin University of Science and Technology are approximately equal. Respondents from Kannur University and the Sree

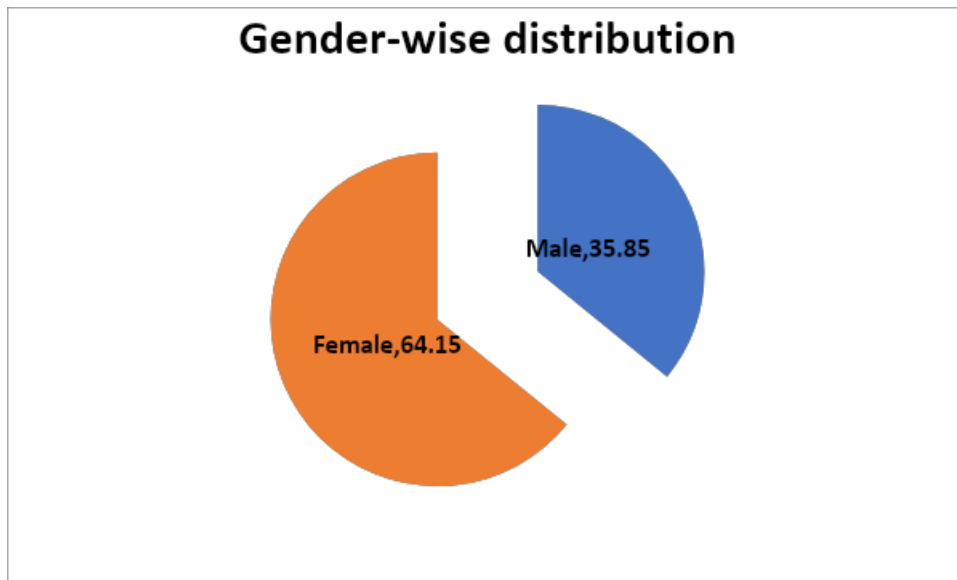
Sankaracharya University of Sanskrit are approximately equal and relatively low considering other universities.

### **Gender-wise Distribution of the Respondents**

The gender-wise distribution of the respondents is portrayed in Figure 1.

**Figure 1**

*Gender-wise Distribution of the Respondents*



Of the total respondents, 64.15 percent of the respondents are female, and 35.85 percent are male.



### Qualification-wise distribution of the Respondents

Figure 2 displays the respondents distribution based on the professionals' qualifications.

**Figure 2**

*Qualification-wise Distribution of the Respondents*

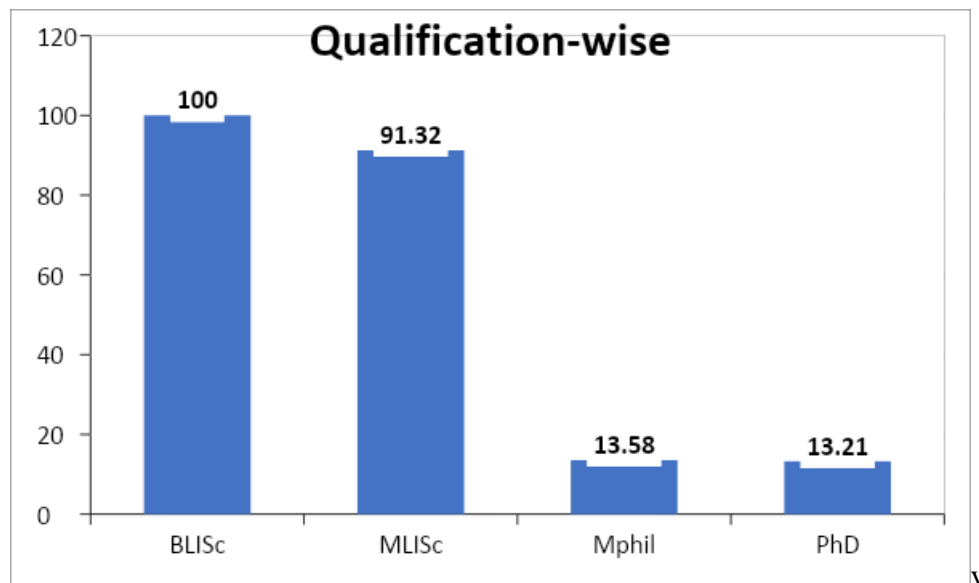


Figure 2 indicates that majority of the respondents have B.L.I.Sc. qualifications. 91.32 percent of the respondents have M.L.I.Sc. qualifications, 13.58 percent are M.Phil. holders, and 13.21 percent are Ph.D. holders. It reveals that all the respondents are professionally qualified.

### Experience-wise distribution of the Respondents

Figure 3 displays the respondent's distribution according to experience.

**Figure 3**

*Experience-wise distribution of the Respondents*

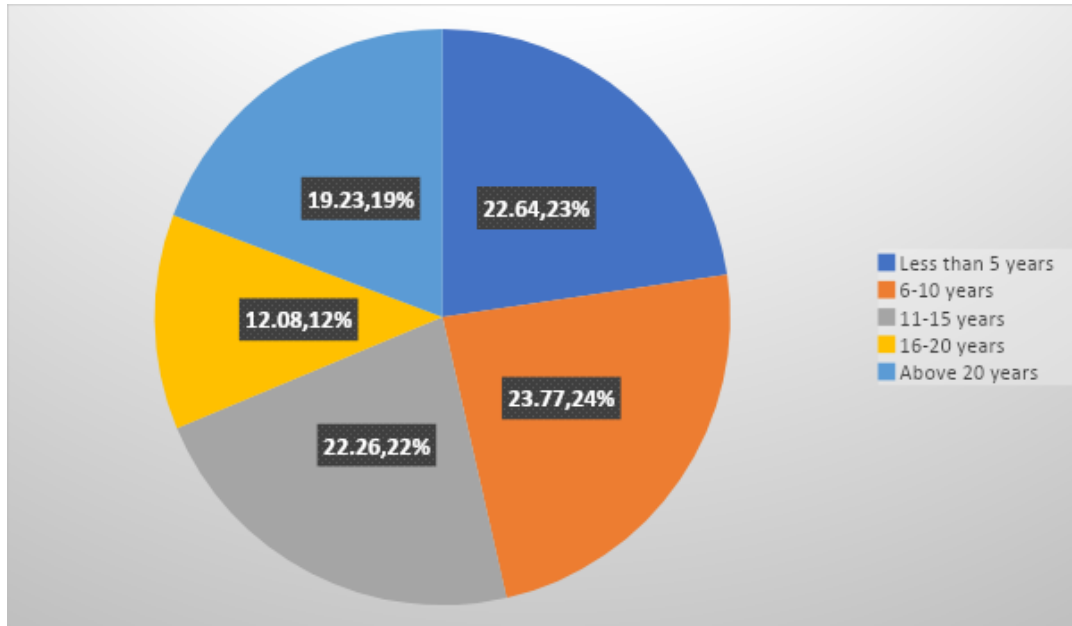


Figure 3 shows that respondents with less than 5 years of experience are 22.64 percent, respondents with 6–10 years of experience are 23.77 percent, 22.26 percent of respondents fall in the 11–15 years of experience range, 12.08 percent of the respondents have 16–20 years of experience, and 19.23 percent of working professionals have above 20 years of experience. It indicates almost equal representation from different age groups except for the 16–20-year-old experience group.

### Designation-wise Distribution of the Respondents

The distribution of the respondents according to designation-wise is illustrated in Table 2.

**Table 2**

*Designation-wise Distribution of the Respondents*

Designation	Frequency	Percentage
Assistant Librarian	71	26.79
Junior Librarian	40	15.09
Professional Assistant Gr. I	49	18.49
Professional Assistant Gr. II	105	39.63
Total	265	100.00

As we have different designation names for library professionals in different universities and also a small number of professionals in the University Librarian, Deputy Librarian, Information Scientist, and Assistant Librarian posts, the researcher has taken all the responses from the University Librarian, Deputy Librarian, Information Scientist, and Assistant Librarian posts, regardless of UGC or non-UGC cadre, into the Assistant Librarian group. Like that response from the junior librarian/Reference Assistant in the Junior Librarian group. Also, responses from Professional Assistant Gr I/Technical Assistant to the Professional Assistant Gr I group and responses from Professional Assistant Gr II/Library Assistant to the Professional Assistant Gr II group.

Table 2 indicates that 26.79 percent of respondents are from the Assistant Librarian group, 15.09 percent of respondents are from the Junior Librarian group, 18.49 percent of the respondents belong to the Professional Assistant Gr I group, and 39.63 percent of respondents belong to the Professional Assistant Gr-II group.

### **3.2.4 Tools used for Data Collection**

The researcher collected primary and secondary data for the research work. Secondary data was collected from print sources such as books, journals, and reference sources. Secondary data was collected from e-resources such as e-journals, e-theses and dissertations, websites, and e-databases. Databases such as Emerald, ScienceDirect, JSTOR, Project Muse, Springer, Taylor and Francis, and Sage Journals were consulted through J-Gate from e-ShodhSindhu. Shodhganga, Google Scholar, Mendeley, ResearchGate, Scopus and the Web of Science were used for secondary data collection.

A structured questionnaire was used to collect primary data for the present study. The questionnaire was prepared with the guidance of a research guide and was evaluated by subject experts, who made necessary corrections and updated it.

#### **3.2.4.1 Questionnaire**

A questionnaire is an important tool for data collection. The structured questionnaire prepared consists of five parts. The first part sought demographic information such as university, gender, age, educational qualifications, experience, and designation. The second part consisted of 26 questions to measure the professional ethics of library professionals. Twenty-four statements were prepared under heads such as “Access to information, Responsibility towards individuals and society, Privacy, secrecy and transparency, open access and intellectual property, neutrality, personal integrity and professional skills and colleague and employer/employee relationship” (IFLA Code of Ethics for Librarians and Other Information Workers, 2012). The respondents were asked to answer on a five-point Likert scale with options strongly agree, agree, can't say, disagree and strongly disagree. The statements were prepared using the IFLA code of ethics for librarians and information workers.

The third part of the questionnaire consists of questions to measure professional competency. Thirty-four statements were framed using a competency index for the library field prepared by Web-Junction, the Online Computer Library

Center (OCLC). Questions on a five-point Likert scale under headings such as personal/interpersonal competency, library collection competency, user services competencies, and technology competencies were framed. The fourth part of the questionnaire consists of questions to measure the continuing professional development of library professionals. Questions concerning the different courses attended by library professionals, publication trends, the number of CPD programs attended, reasons for not attending, strategies used by parent institutions in encouraging CPD, and the level of improvement after attending CPD were framed using a review of the literature on continuing professional development. The fifth part of the questionnaire consisted of statements regarding different attributes of professional identity, and respondents were asked to mark their level of importance for different aspects of professional identity and also examine the different roles played by professionals.

### 3.2.5 Data Scoring and Grading

A Likert scale was used to solicit data for some of the items in the questionnaire. Both five-point scales and three-point scales were used, with the majority being five-point scales. Scoring is done by giving weight to the response. The scoring pattern is as follows:

**Table 3**

*Data Scoring Pattern*

Sl No	Scale Used	Scale Used	Scoring Pattern
1	Strongly Agree	Extremely important	5
2	Agree	Very Important	4
3	Can't say	Neither important nor unimportant	3
4	Disagree	Very unimportant	2
5	Strongly Disagree	Not at all important	1

**Table 4**

*Data Scoring Pattern*

Sl No.	Scale Used	Scale Used	Scoring Pattern
1	To a great extent	Always	2
2	To some extent	Sometimes	1
3	Not at all	Never	0

The five-point scale is rated as by using the following grade Table 5

**Table 5**

*Grading Table on Five-Point Scale*

Range	Scale		Interpretations
0.1-1	Strongly disagree	Not all important	Very Low
1.1-2	Disagree	Very unimportant	Low
2.1-3	Can't say	Neither important nor unimportant	Moderate
3.1-4	Agree	Very important	High
4.1-5	Strongly Agree	Extremely important	Very High

The three-point scale is rated as by using the following grade Table 6

**Table 6**

*Grading Table on Three-Point Scale*

Range	Scale		Interpretations
0	Not at all	Never	Low
0.1-1	To some extent	Sometimes	Moderate
1.1-2	To a great extent	Always	High

### **3.2.6 Data Collection Procedure**

The investigator visited each of the six universities in person to gather data, giving the questionnaires to the librarians. The researcher stayed at the universities and collected the questionnaire back, giving ample time to the respondents. Those who need more time to fill out the questionnaire were given self-addressed, stamped envelopes to return the questionnaire. Most of the questionnaires were returned by hand, and others were sent through the post by continuously contacting them. The respondents responded positively and were encouraging.

### **3.2.7 Consolidation of Data**

Data consolidation of the data collected through the questionnaire was done using MS Excel, and SPSS (Statistical Package for Social Science) was used to perform additional statistical analysis. Results were derived from data analysis, and conclusions were drawn from the results. The hypothesis is tested based on the findings derived from data analysis.

### **3.2.8 Data Analysis Techniques**

The following statistical analysis techniques were used for analysis at various stages of the study.

- Analysis of Variance (ANOVA): The inferential test of statistics used to find out the differences among three or more samples means whether they are statistically significant is an analysis of variance. It is used to see if there are differences among the corresponding population means (Vaughan, 2009).
- Scheffe Test: It is a conservative method of testing the significance of one or more comparisons of mean values arising in the analysis of variance, where the comparisons are selected by inspection as being of interest (Kendal & Buckland, 1972).
- Correlation Analysis: Two quantities are correlated if their variations are such that changes in one are accompanied by changes in the other. The

statistical technique that helps study the relationship between two or more variables is called correlation (Seghal, 1998).

- Regression Analysis: A statistical relationship between two or more variables is found through regression analysis. Regression can only interpret what exists physically (Kothari, 2010).
- Simple Percentage Analysis: A percentage is a specific type of rate that is used to compare two or more data series. The relationship among the series is ascertained using a percentage.

### **3.2.9 Style Manual Used**

The Publication Manual of the American Psychological Association 7<sup>th</sup> edition (APA) is followed for the intext citations and references. Tables and figures were formatted according to APA style. All the aspects of APA style are not fully followed.

### **3.3 Conclusion**

A thorough description of the research methodology used by the researcher throughout the study is provided in this chapter. This chapter provides an overview of the study's methodology, including the sampling plan, specifics of the questionnaire, instruments and methods for gathering data, protocols for gathering data, and statistical methods for analyzing the data. The data analysis and interpretation are covered in the following chapter.



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## CHAPTER 4

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# ANALYSIS AND INTERPRETATIONS

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4.1 Introduction

4.2 Professional Ethics

4.3 Professional Competency

4.4 Continuing Professional Development

4.5 Professional Identity

4.6 Conclusion

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## **4.1 Introduction**

In a world where tons of information are available from different sources and forms in a fast pace, librarians jobs become challenging and they need to exhibit professionalism to serve users varying needs. This study tries to measure the professionalism of library professionals by measuring professional ethics, professional competency, continuous professional development, and professional identity of library professionals, which are analysed age wise, experience wise, gender wise, university wise and designation wise. A questionnaire was used for data collection, and the data was tabulated with MS Excel. Data analysis was done using SPSS software. Several tests of statistics, such as standard deviation, mean, simple percentage analysis, Analysis of Variance (ANOVA), Scheffe test, correlation analysis, and regression analysis, were used for data analysis. Based on the mean score, the interpretation of the results, 0.1-1 rated as very little extent, 1.1-2 rated as little extent, 2.1-3 rated as somewhat extent, 3.1-4 as great extent, and 4.1-5 rated as very great extent.

## **4.2 Professional Ethics**

The investigator measured the professional ethics of library professionals using the IFLA code of ethics for librarians and other information workers. Six components of IFLA code of ethics, such as access to information, responsibility towards individuals and society, privacy, secrecy, and transparency, open access and intellectual property, neutrality, personal integrity, and professional skills and the colleague and employer/ employee relationship, were analysed and interpreted.

### **4.2.1 Access to Information**

Respondents were asked to express how far they provide access to information to users. Different aspects, such as the promotion of library services and collections, using the most effective ways to make resources *accessible* to all, ensuring access to information for all users and providing information to users on time, were measured. Gender-wise analysis of access to information is illustrated in Table 7.

**Table 7**

*Access to Information (Gender-wise)*

Gender	Frequency	Mean	Standard. Deviation	T-value	P-value
Male	95	4.4868	.49110	.958	.339
Female	170	4.4279	.47375		

The gender-wise analysis shows that male library professionals (M = 4.4868) provide more access to information than their female counterparts (M = 4.4279). Results show that both male and female professionals provide access to information to users to a very great extent. As the p value is .339, there exists no significant difference in the access to information provided by male and female library professionals.

Further experience-wise analysis of access to information is carried out, and the results are shown in Table 8.

**Table 8**

*Access to Information (Experience-wise)*

Experience	Frequency	Mean	Standard. Deviation	F-value	P-value
Less than 5 years	60	4.5167	.49332		
6-10 years	63	4.3016	.43105		
11-15 years	59	4.4025	.51070	4.539	.001
16-20 years	32	4.7109	.39711		
Above 20 years	51	4.4412	.47995		
Total	265	4.4491	.47995		

The experience-wise analysis clearly indicates that a very great extent (M = 4.4491) of access to information is provided by library professionals. The highest mean value of 4.7109 is practiced by library professionals with 16-20 years' experience and the lowest mean value of 4.3016 is practiced by library professionals with experience 6-10 years. Overall, experience-wise analysis of access to



information shows that all the experience groups are providing access to information to a very great extent. The test of significance indicates that the p value is .001 is significant at the five percent level. Hence, a Scheffe test is carried out to understand the position of variance and the result is presented in Table 9

**Table 9**

*Access to Information-Experience Wise-Scheffe*

Experience	Less than 5 years	6-10 years	11-15 years	16-20 years	Above 20 years
Less than 5years	1	.168	.777	.464	.949
6-10 years	.168	1	.840	.003	.643
11-15 years	.777	.840	1	.063	.996
16-20 years	.464	.003	.063	1	.166
Above 20 years	.949	.643	.966	.166	1

The Scheffe analysis in Table 9 reveals that the difference in access to information between the experience groups 6-10 years and 16-20 years is significant, as the p value of .003 is less than the .05 level of significance. There is no significant difference in the level of access to information between the experience groups less than 5 years and 6-10 years, 11-15 years, 16-20 years and above 20 years as the p value is .168,.777,.464 and .949 respectively which is greater than .05 level of significance. All the other experience group's access to information is not significant with each other as the p value is greater than .05. Further access to information is analysed age wise and presented in Table 10.

**Table 10**

*Access to information (Age-wise)*

Age	Frequency	Mean	Standard. Deviation	f-value	P-value
21-30 years	46	4.4946	.44250		
31-40 years	88	4.4688	.48662		
41-50 years	90	4.4194	.48982	.346	.792
51-60 years	41	4.4207	.49510		
Total	265	4.4491	.47995		

The age-wise analysis of access to information reveals that the age group 21-30 years shows the highest level of access to information with the highest mean score of 4.4946. The lowest level of access to information among different age groups is shown by the 41-50 years age group with a mean score of 4.4194. Overall analysis of the results reveal that all age groups provide access to information to very great extent with aggregate mean score 4.4491. As p value is .792 there is no significant variation to the access to information among different age groups.

**4.2.2 Responsibilities towards individuals and society**

In responsibility towards individuals and society the researcher measured whether library professionals provide equitable services for everyone without bias regarding their political belief, age, gender identity, mental or physical ability, race, income or religion. The researcher also evaluated whether library professionals are organizing library collections in a manner that the users can find the resources themselves and whether library professionals assist clients in developing their literacy skills and also help in avoiding the misuse of information and plagiarism.

**Table 11***Responsibilities towards individuals and society (Gender-wise)*

Gender	Frequency	Mean	Std. Deviation	T value	P value
Male	95	4.4505	.53073		
Female	170	4.3435	.50896	2.612	.107
Total	265	4.3819	.51842		

The gender wise analysis of library professional's responsibility towards individuals and society displayed in Table 11 shows that male library professionals (M = 4.4505) show more responsibility than their female counterparts (M = 4.3435). The total mean of 4.3819 indicates that irrespective of gender, all library professional's show responsibility towards individuals and society to a very great extent. As the p value is .107 there is no significant difference in the responsibility displayed by male and female library professionals towards individuals and society. Table 12 shows the experience wise analysis of responsibilities towards individuals and society.

**Table 12***Responsibilities towards individuals and society (Experience-wise)*

Experience	Frequency	Mean	Std. Deviation	F value	P value
Less than 5 years	60	4.4000	.55845		
6-10 years	63	4.2667	.49644		
11-15 years	59	4.4000	.49689	2.341	.06
16-20 years	32	4.6000	.41270		
Above 20 years	51	4.3451	.55148		
Total	265	4.3819	.51842		

The experience wise analysis of responsibility towards individuals and society reveals that the experience group 16-20 years (M = 4.6000) shows higher responsibility and the experience group 6-10 years (M = 4.2667) shows lower responsibility among different experience groups. Overall analysis (M = 4.3819) reveals that all experience groups have responsibility towards individuals and society to a very great extent. The test of significance indicates that the p value is .06 which means there is no significant difference in the library professionals' responsibility towards individuals and society experience wise. Further age wise analysis of responsibilities towards individuals and society is carried out and results are shown in Table 13.

**Table 13**

*Responsibilities towards Individuals and Society (Age-wise)*

Age	Frequency	Mean	Standard. Deviation	F value	P value
21-30 years	46	4.3261	.53226		
31-40 years	88	4.4023	.49965		
41-50 years	90	4.4467	.48626	1.473	.222
51-60 years	41	4.2585	.59707		
Total	265	4.3819	.51842		

The overall age wise analysis of library professional's responsibility towards individuals and society shows that responsibilities are fulfilled to a very great extent, with a mean value of 4.3819 and a standard deviation of .51842. Of the various age groups 41-50 years age group, fulfills the highest responsibility with the highest mean value of 4.4467 and the lowest responsibility by the age group 51-60 years with a mean score of 4. 2585. As the p value is .222 there is no significant difference in the responsibilities performed by different age groups of library professionals.

#### **4.2.3 Privacy, Secrecy and Transparency**

The researcher tried to find out whether library professionals respect personal privacy and protection of personal data of users, maintain confidentiality

with respect to information received and resources consulted, and also whether they care about transparency in library activities.

**Table 14**

*Privacy, Secrecy and Transparency (Gender-wise)*

Gender	Frequency	Mean	Std. Deviation	T value	P value
Male	95	4.4503	.59429		
Female	170	4.3980	.56094	.506	.477
Total	265	4.4168	.57255		

Table 14 indicates that male library professionals have greater privacy, secrecy and transparency with a mean score of 4.4503 than their female counterparts with a mean score of 4.4380. The overall analysis has a mean score of 4.4168 and a standard deviation of .57255 indicating that all library professionals, irrespective of gender maintain privacy, secrecy and transparency in their library activities to a very greater extent. As the p value is .477 there is no significant difference in the privacy, secrecy and transparency displayed by library professionals' gender wise. The experience wise analysis of privacy, secrecy and transparency are shown in Table 15

**Table 15**

*Privacy, Secrecy and Transparency (Experience-wise)*

Experience	Frequency	Mean	Std. Deviation	F value	P value
Less than 5 years	60	4.3963	.66433		
6-10 years	63	4.3439	.51140		
11-15 years	59	4.4294	.51807	1.052	.381
16-20 years	32	4.5938	.49176		
Above 20 years	51	4.4052	.63004		
Total	265	4.4168	.57255		

The data related to the experience wise representation of privacy, secrecy and transparency of library professionals displayed in Table 15 reveals that the highest level is seen in 16-20 years experienced with a mean score of 4.5938 and lowest level is against the 6-10 years experienced library professionals with mean score 4.3439. Overall analysis shows all experienced library professionals group maintain privacy, secrecy and transparency to a very great extent as mean score is 4.4168 and the standard deviation is .57255. As the p value is .381 there is no significant difference in privacy, secrecy and transparency among the different experienced library professionals. Further age wise analysis of privacy, secrecy and transparency is carried out and the results are displayed in Table 16.

**Table 16**

*Privacy, Secrecy and Transparency (Age-wise)*

Age	Frequency	Mean	Std. Deviation	F value	P value
21-30 years	46	4.4783	.52424		
31-40 years	88	4.4015	.54937		
41-50 years	90	4.4346	.61014	.460	.710
51-60 years	41	4.3415	.59855		
Total	265	4.4168	.57255		

Table 16 clearly shows that the highest level of privacy, secrecy and transparency is maintained by the age group 21-30 years with a mean score of 4.4783 and the lowest is maintained by the age group 51-60 years with a mean score of 4.3415. Overall analysis reveals that all age groups maintain privacy, secrecy and transparency to a very great extent, with a mean score of 4.4168 and a standard deviation of .57255. As the p value is .710 there is no significant difference in the privacy, secrecy and transparency maintained by different age groups of library professionals. Designation wise analysis of privacy, secrecy and transparency is further analysed and displayed in Table 17.

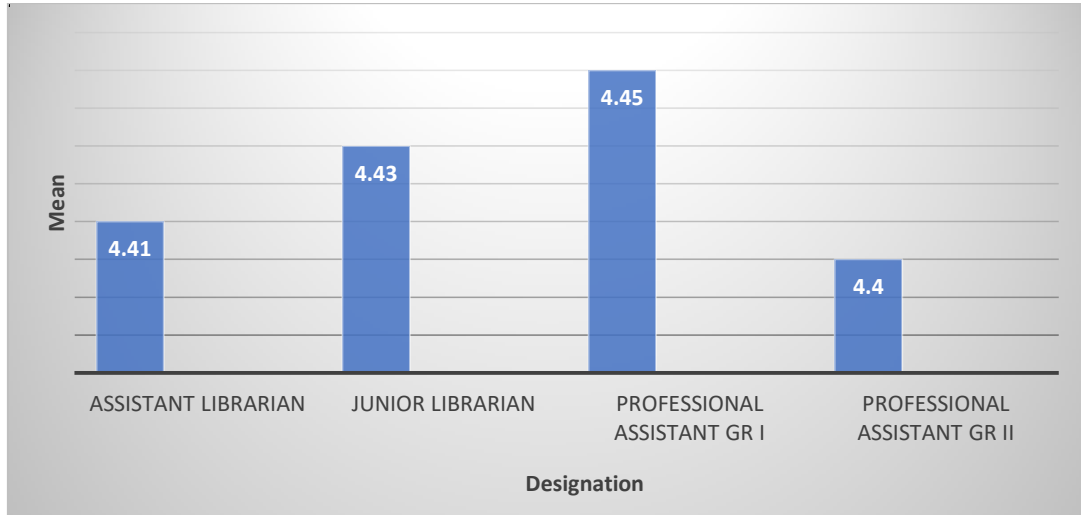
**Table 17***Privacy, Secrecy and Transparency (Designation-wise)*

Designation	Frequency	Mean	Standard Deviation	F value	P value
Assistant Librarian	71	4.4100	.62454		
Junior Librarian	40	4.4250	.54948		
Professional Assistant Gr I	49	4.4490	.58354	.077	.973
Professional Assistant Gr II	105	4.4032	.54635		
Total	265	4.4168	.57255		

The designation wise analysis of privacy, secrecy and transparency displayed in Table 17 reveals that Professional Assistant Gr I maintain the highest level with a mean score of 4.4490 and Professional Assistant Gr II maintains the lowest level with a mean score of 4.4032. Overall analysis of the data reveals that all library professionals irrespective of designation, maintain privacy, secrecy and transparency to a very great extent with a mean score of 4.4168 and a standard deviation of .57255. The test of statistical significance shows a p value .973, which is not significant. Hence, it can be concluded that there is no significant difference among different designation groups concerning privacy, secrecy and transparency. The designation wise analysis of privacy, secrecy and transparency is represented graphically in Figure 4

**Figure 4**

*Privacy, Secrecy and Transparency (Designation-wise)*



The next section gives a detailed analysis of practice of open access and intellectual property by library professionals

**4.2.4 Open Access and Intellectual Property**

The researcher tried to measure the level of open access and intellectual property practices among library professionals. Whether or not they advance the ideas of open-source, open-access, and open licenses, whether they believe that copyright restrictions for libraries may be avoided, and whether they ensure that the intellectual property rights of authors are respected were measured. Gender wise analysis is displayed in Table 18

**Table 18**

*Open Access and Intellectual Property (Gender-wise)*

Gender	Frequency	Mean	Standard Deviation	T value	P value
Male	95	3.9699	.57051		
Female	170	4.0196	.55078	.484	.487
Total	265	4.0018	.55737		



Table 18 reveals that female library professionals have a slightly higher practice of open access and intellectual property with a mean score of 4.0196 when compared with their male counterparts with a mean score 3.9699. Overall analysis reveals male and female library professionals’ practice of open access and intellectual property to a very great extent, as the mean score is 4.0018 and the standard deviation is .55737. As p value is .487 there is no significant difference in the practice of open access and intellectual property among male and female library professionals. Further experience wise analysis of open access and intellectual property practices is carried out and displayed in Table 19.

**Table 19**

*Open Access and Intellectual Property (Experience-wise)*

Experience	Frequency	Mean	Standard. Deviation	F value	P value
Less than 5 years	60	3.9190	.57341	1.450	.218
6-10 years	63	3.9259	.42941		
11-15 years	59	4.1243	.65769		
16-20 years	32	4.0000	.58659		
Above 20 years	51	4.0523	.52227		
Total	265	4.0018	.55737		

The data relating to experience wise representation of open access and intellectual property displayed in Table 19 reveals that the highest level is seen in 11-15 years experienced group with a mean score of 4.1243 and the lowest level is practiced by the less than 5 years experienced group with a mean score of 3.9190. Overall analysis shows that all experienced groups of library professionals practice open access and intellectual property to a very great extent, with a mean score of 4.0018 and the standard deviation is .55737. As the p value is .218, there is no significant difference in the practice of open access and intellectual property among different experienced groups of library professionals. Further age wise analysis of open access and intellectual property is carried out and displayed in Table 20.

**Table 20**

*Open Access and Intellectual Property (Age-wise)*

Age	Frequency	Mean	Standard Deviation	F value	P value
21-30 years	46	4.1304	.49430		
31-40 years	88	3.9659	.52775		
41-50 years	90	4.0090	.63901	1.251	.292
51-60 years	41	3.9187	.48178		
Total	265	4.0018	.55737		

Table 20 clearly shows that the age group 51-60 years practices open access and ensures intellectual property rights at the lowest level with a mean score of 3.9187 and age group 21-30 years has the highest level with a mean score of 4.1304. Overall analysis reveals library professionals of all age groups practice open access and ensure intellectual property rights to a very great extent, with a mean score of 4.0018 and a standard deviation of .55737. The analysis of variance of the mean values shows that the p value is .292 is not significant with regard to open access and intellectual property practices among different age groups. Further analysis of open access and intellectual property designation wise is carried out and displayed in Table 21.

**Table 21**

*Open Access and Intellectual Property (Designation-wise)*

Designation	Frequency	Mean	Standard Deviation	F value	P value
Assistant Librarian	71	3.9409	.56891		
Junior Librarian	40	4.0167	.49470		
Professional Assistant Gr I	49	3.9524	.71362	.804	.493
Professional Assistant Gr II	105	4.0603	.48653		
Total	265	4.0018	.55737		

Table 21 clearly shows that the Professional Assistant Gr II has the highest level of open access and intellectual property practices with a mean score of 4.0603 among different designations, and the assistant librarians practices the lowest level of open access and intellectual property with a mean score of 3.9409. Overall analysis shows that all library professionals, irrespective of designations practices open access and intellectual property to a very great extent, with a mean score of 4.0018 and a standard deviation of .55737. The statistical significance analysis reveals that the p value is .493 which indicates there is no significant difference in open access and intellectual practices among different designations of library professionals. The neutrality, personal integrity and professional skills of library professionals have been evaluated and analysis is discussed in next section

**4.2.5 Neutrality, Personal Integrity and Professional Skills**

Neutrality, personal integrity and professional skills which are important elements of professional ethics, are measured and analysed. Whether librarians are impartial when it comes to services, access, and collection, and whether they are dedicated to neutrality. Do library professionals advance private interests at the expense of users, colleagues or institutions, whether they try to counter corruption directly affecting librarianship and strive for excellence in the profession and whether the library professionals aim at the highest standards of service quality that have been measured? Age wise analysis of neutrality, personal integrity and professional skills is analysed and shown in Table 22

**Table 22**

*Neutrality, Personal Integrity and Professional Skills (Age-wise)*

Age	Frequency	Mean	Standard. Deviation	F value	P value
21-30 years	46	4.1261	.56310		
31-40 years	88	4.2500	.52806		
41-50 years	90	4.2578	.57063	.707	.548
51-60 years	41	4.2049	.46149		
Total	265	4.2242	.53882		

Table 22 clearly shows that the highest level of neutrality, professional integrity and professional skills is practiced by the age group 41-50 years with a mean score of 4.2578 and the lowest by the age group 21-30 years with mean score 4.1261. Overall analysis shows that library professionals practice neutrality, personal integrity and professional skills to a very great extent, with a mean score of 4.2242 and the standard deviation is .53882. The statistical significance test reveals that the p-value .548 is not significant regarding the practice of neutrality, professional integrity and professional skills among different age groups of library professionals. Further experience wise analysis of neutrality, professional integrity and professional skills is carried out and displayed in Table 23.

**Table 23**

*Neutrality, Personal Integrity and Professional Skills (Experience-wise)*

Experience	Frequency	Mean	Standard Deviation	F value	P value
Less than 5 years	60	4.0600	.56364		
6-10 years	63	4.2889	.55040		
11-15 years	59	4.2780	.55958	1.892	.112
16-20 years	33	4.2303	.50280		
Above 20 years	50	4.2720	.46732		
Total	265	4.2242	.53882		

The data presented in Table 23 indicates that library professionals with 6-10 years' experience practice neutrality, personal integrity and professional skills at the highest level, with a mean score of 4.2889 and group with experience less than five years have the lowest practices with a mean score of 4.0600 while comparing with other experience groups. Overall analysis shows library professionals with different experience levels practice neutrality, personal integrity and professional skills to a very great extent, with a mean score of 4.2242 and a standard deviation of .53882. There is no significant difference in the practice of neutrality, personal integrity and professional skills among different experience groups as p value is .112. Further

designation wise analysis of neutrality, personal integrity and professional skills of library professionals is carried out and displayed in Table 24.

**Table 24**

*Neutrality, Personal Integrity and Professional Skills (Designation-wise)*

Designation	Frequency	Mean	Standard Deviation	F value	P value
Assistant Librarian	71	4.1746	.52365	1.920	.127
Junior Librarian	40	4.2650	.54044		
Professional Assistant Gr I	49	4.3755	.51580		
Professional Assistant Gr II	105	4.1714	.55152		
Total	265	4.2242	.53882		

Table 24 clearly shows that Professional Assistant Grade I practice neutrality, personal integrity and professional skills at the highest level with a mean score of 4.3755 and Professional Assistant Grade II practices the lowest level among different designations with a mean score of 4.1714. Overall analysis shows that library professionals, regardless of designations practice neutrality, personal integrity and professional skills to a very great extent, with a mean score of 4.2242 and a standard deviation of .53882. As the p value is .127 there is no significant difference among the different designations of library professionals in practicing neutrality, personal integrity and professional skills. The next section deals with gender wise analysis of neutrality, personal integrity and professional skills and is displayed in Table 25.

**Table 25**

*Neutrality, Personal Integrity and Professional Skills (Gender-wise)*

Gender	Frequency	Mean	Std. Deviation	T value	P value
Male	95	4.2905	.54325	1.503	.134
Female	170	4.1871	.53433		

Table 25 clearly shows that male and female library professionals with mean scores 4.2905 and 4.1871 respectively practice neutrality, personal integrity and professional skills to a very great extent. As p value is .134 there is no significant difference in the practice of neutrality, personal integrity and professional skills among male and female library professionals. Next section describes the colleague and employer/employee relationship of library professionals.

**4.2.6 Colleague and employer/employee relationship**

Researcher tried to find out how library professionals treat colleagues, whether they communicate their professional experience to peers, whether they aid and mentor novice professionals and also whether they compete with colleagues using unfair methods. Designation wise analysis of colleague and employer/employee relationship is carried out and displayed in Table 26.

**Table 26**

*Colleague and employer/employee relationship (Designation-wise)*

Designation	Frequency	Mean	Standard Deviation	F value	P value
Assistant Librarian	71	4.3556	.51524		
Junior Librarian	40	4.4375	.59310		
Professional Assistant Gr I	49	4.4796	.59476	.662	.576
Professional Assistant Gr II	105	4.3762	.49044		
Total	265	4.3991	.53251		

Table 26 clearly shows that Professional Assistant Gr I maintains the highest level of colleague and employer/employee relationship with a mean score of 4.4796 and assistant librarians maintain the lowest with mean score of 4.3556. Overall analysis shows that all library professionals, regardless of designation, maintain a colleague and employer/employee relationship to a very great extent, with a mean score of 4.3991 and a standard deviation of 0.53251. As the p-value is .576, there is no significant difference in the practice of colleague and employer/employee

relationships among different designations. Further university wise analysis of the colleague and employer/employee relationship is carried out and displayed in Table 27.

**Table 27**

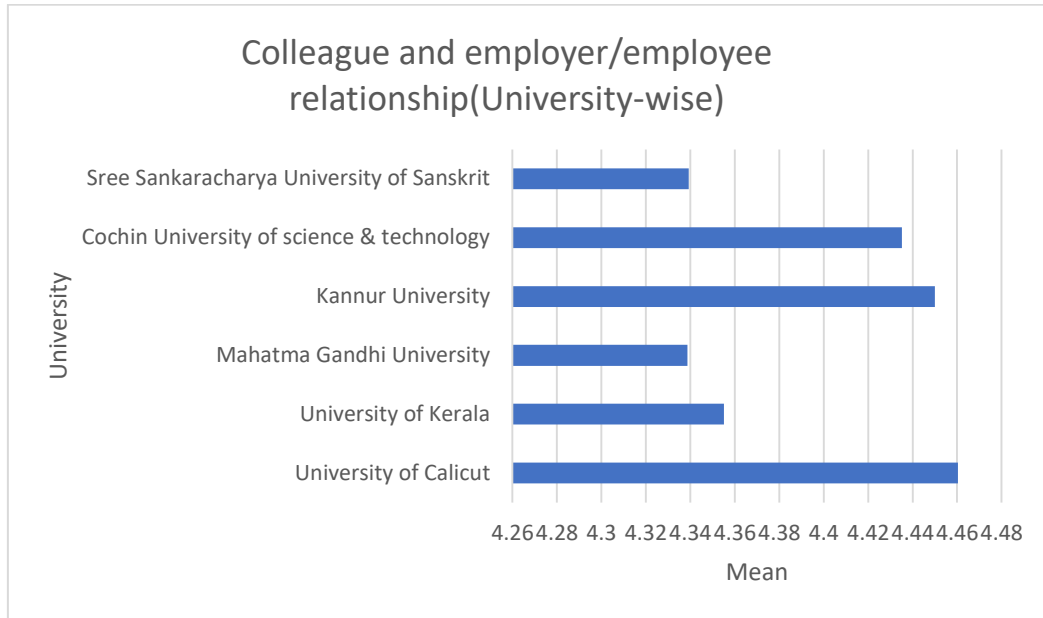
*Colleague and employer/employee relationship (University-wise)*

University	Frequency	Mean	Standard Deviation	F value	P Value
University of Calicut	63	4.4603	.57362		
University of Kerala	88	4.3551	.55930		
Mahatma Gandhi University	31	4.3387	.47235		
Kannur University	15	4.4500	.51060	.474	.796
Cochin University of science & technology	54	4.4352	.48122		
Sree Sankaracharya University of Sanskrit	14	4.3393	.55128		
Total	265	4.3991	.53251		

Table 27 shows that the University of Calicut maintain the highest colleague and employer/employee relationship with a mean score of 4.4603 and Mahatma Gandhi University maintains the lowest with a mean score of 4.3387 among different universities selected for the study. Overall analysis shows that all universities selected for the study maintain a colleague and employer/employee relationship to a very great extent, with mean score of 4.3991 and a standard deviation of .53251. As the p-value is .796 there is no significant difference in the colleague and employer/employee relationship among different universities. A graphical representation of the colleague and employer/employee relationship (university-wise) is represented in Figure 5.

**Figure 5**

*Colleague and employer/employee relationship (University-wise)*



Next experience wise analysis of colleague and employer/employee relationship is carried out and displayed in Table 28.

**Table 28**

*Colleague and employer/employee relationship (Experience-wise)*

Experience	Frequency	Mean	Standard Deviation	Standard Error	F value	P value
Less than 5 years	60	4.3375	.47126	.06084	.913	.457
6-10 years	63	4.3889	.56579	.07128		
11-15 years	59	4.5085	.53532	.06969		
16-20 years	33	4.4015	.56229	.09788		
Above 20 years	50	4.3550	.53712	.07596		
Total	265	4.3991	.53251	.03271		



From Table 28, it is clear that professionals with less than five years' experience maintain the lowest colleague and employer/employee relationship with a mean score of 4.3375 and professionals with 11-15 years' experience maintain the highest with a mean score of 4.5085. Overall analysis shows that professionals maintain colleague and employer/employee relationships to a very great extent, with a mean score of 4.3991 and a standard deviation of .53251. As the p-value is .457 there is no significant difference in the colleague and employer/employee relationship among different experience groups. Further age-wise analysis of the colleague and employer/employee relationship is carried out and displayed in Table 29.

**Table 29**

*Colleague and employer/employee relationship (Age-wise)*

Age	Frequency	Mean	Standard Deviation	F value	P value
21-30 years	46	4.3859	.49918		
31-40 years	88	4.3551	.53434		
41-50 years	90	4.5417	.48467	3.626	.014
51-60 years	41	4.2500	.56181		
Total	265	4.4075	.52399		

It is evident from Table 29 that the age group 41-50 years has the highest colleague and employer/employee relationship with a mean score of 4.5417 and age group 51-60 years has the lowest with a mean score of 4.2500. Overall analysis shows that all age groups maintain colleague and employer/employee relationships to a very great extent, with a mean score of 4.4075 and a standard deviation of .52399. The test of significance indicates that the p-value is .014 which is significant at the five percent level, which means that there is significant variation between the four groups. Hence, a Scheffe test is conducted to understand the position of variance, as displayed in Table 30.

**Table 30**

*Colleague and employer/employee relationship-Age-wise-Scheffe*

Age	21-30 years	31-40 years	41-50 years	51-60 years
21-30 years	1	.991	.430	.682
31-40 years	.991	1	.124	.763
41-50 years	.430	.124	1	.031
51-60 years	.682	.763	.031	1

Table 30 shows that the difference in the colleague and employer/employee relationship between the age groups 51-60 years and 41-50 years is significant, as the p value .031 is less than the .05 level of significance. There is no significant difference in the level of colleague and employer/employee relationship between the age groups 21-30 years and 31-40 years, 41-50 years, 51-60 years, as the p value is .991,.430 and .682 respectively, which is greater than the .05 level of significance. All the other age group’s colleague and employer/employee relationships is not significant with each other as the p value is greater than .05. Colleague and employer/employee relationship is analysed gender wise and presented in Table 31.

**Table 31**

*Colleague and employer/employee relationship (Gender-wise)*

Gender	Frequency	Mean	Standard Deviation	T value	P value
Male	95	2.6737	1.54673	-1.066	.287
Female	170	2.8941	1.64998		

Table 31 indicates that female library professionals maintain the highest colleague and employer/employee relationship with a mean score of 2.8941 compared to their male counterparts with a mean score of 2.6737. As the p-value is .287 there is no significant difference in the colleague and employer/employee relationship between male and female library professionals. Further analysis of

library professionals reading the code of ethics of any professional association has been done and displayed in Table 32.

**Table 32**

*Reading the code of ethics of any professional association- (Experience wise)*

Experience	Yes	No	Total
Less than 5 years	16 (26.67)	44 (73.33)	60
6-10 years	30 (47.62)	33 (52.38)	63
11-15 years	25 (42.37)	34 (57.62)	59
16-20 years	17 (53.13)	15 (46.87)	32
Above 20 years	18 (35.29)	33 (64.71)	51
Total	106	159	265

It is evident from Table 32 that the majority of library professionals, 159 out of 265 (60%), have not read the code of ethics of any professional association. 106 (40%), library professionals have read the code of ethics of any professional association. Table 32 clearly indicates experience wise analysis, among which all experience groups except 16-20 years group have not read the code of ethics of any professional association. Further analysis shows the different library association's codes of ethics that library professionals have read, as shown in Table 33.

**Table 33**

*Different Library Associations code of ethics read by library professionals- (Experience-wise)*

Experience	IFLA	ALA	ILA
Less than 5 years	5 (8.33)	7 (11.67)	9 (15.00)
6-10 years	8 (12.69)	6 (9.52)	16 (25.39)
11-15 years	9 (15.25)	10 (16.95)	13 (22.03)
16-20 years	4 (12.5)	3 (9.38)	11 (34.38)
Above 20 years	6 (11.76)	5 (9.80)	12 (23.53)
Total	32 (30.19)	31 (29.24)	61 (57.54)

From Table 33, it is clear that of the professionals who have read the code of ethics, the Indian Library Associations code of ethics has been read by the majority (61 library professionals). The second position is maintained by the International Federation of Library Professionals and Associations (32 library professionals). The third position is secured by the American Library Association's code of ethics (31 library professionals). An analysis of different programs/training related to professional ethics attended by library professionals has been carried out and displayed in Table 34.

**Table 34**

*Attending programs/training related to professional ethics- (Experience wise)*

Experience	Yes	No	Total
Less than 5 years	32 (53.33)	28 (46.67)	60
6-10 years	33 (52.38)	30 (47.62)	63
11-15 years	30 (50.85)	29 (49.15)	59
16-20 years	15 (46.88)	17 (53.12)	32
Above 20 years	19 (37.25)	32 (62.75)	51
Total	129	136	265

Table 34 clearly indicates that 51 percent of library professionals (136 library professionals) have not attended any programs/training related to professional ethics, and 49 percent have attended programs/training related to professional ethics (129 library professionals). Experience wise analysis shows that the above 20 years' experience group shows the least participation (37.25%), and the less than 5 years' experience groups have maximum participation (53.33%). An attempt was made to find out the different types of programs/ training related to professional ethics attended by library professionals, as displayed in Table 35.

**Table 35***Types of Programs/training related to professional's ethics- (Experience wise)*

Experience	Conference/seminar	Workshop	Lectures/talks
Less than 5 years	21 (35.00)	19 (31.67)	14 (23.33)
6-10 years	22 (34.92)	19 (30.16)	13 (20.63)
11-15 years	15 (25.42)	9 (15.25)	20 (33.89)
16-20 years	8 (25.00)	5 (15.63)	7 (21.88)
Above 20 years	11 (21.57)	7 (13.73)	11 (21.57)
Total	77 (59.68)	59 (45.74)	65 (50.38)

Experience wise analysis of types of programs/training related to professional ethics shown in Table 35 shows that of the different programs attended by library professionals related to professional ethics, conference/seminars are most preferred (77 library professionals attended) secondly, lectures/talks (65 library professionals attended) and thirdly, workshops (59 library professionals attended). Next the researcher tries to find the degree of relationship between different elements of professional ethics, and following the execution of a correlation test, Table 36 presents the results.

**Table 36**

*Correlation metrics of elements of professional ethics*

Elements of professional ethics	Access to information	Responsibilities towards individuals and society	Privacy, secrecy, and transparency	Open access and intellectual property	Neutrality personal integrity and professional skills	Colleague and employer relationship
Access to information	1					
Responsibilities towards individuals and society	.741**	1				
Privacy, secrecy, and transparency	.612**	.725**	1			
Open access and intellectual property	.440**	.449**	.472**	1		
Neutrality personal integrity and professional skills	.536**	.570**	.620**	.412**	1	
Colleague and employer relationship	.522**	.611**	.617**	.379**	.620	1

\*\* Significant at one percent level

The data presented in Table 36 depicts the correlation coefficient of different elements of professional ethics, such as access to information, responsibilities towards individuals and society, privacy, secrecy, and transparency, open access and intellectual property, neutrality, personal integrity and professional skills, and the colleague and employer relationship. It is evident from Table 36 that a positive correlation exists between different elements of professional ethics. Of the different elements, a high correlation exists between access to information with responsibility towards individuals and society, and which is statistically significant at the one percent level. A moderate level of correlation is shown between access to information with privacy, secrecy and transparency; open access and intellectual property; neutrality, personal integrity and professional skills as well as with the

colleague and employer relationship, and which is statistically significant at the one percent level.

It can be noted that responsibilities towards individuals and society are significantly correlated with privacy, secrecy, and transparency, and this is a high level of relationship. There exists a moderate level of correlation between responsibilities towards individuals and society with open access and intellectual property, neutrality, personal integrity and professional skills as well as with colleague and employer relationship and their respective p values are significant at the one percent level. While inspecting the correlation between privacy, secrecy, and transparency with open access and intellectual property; neutrality, personal integrity and professional skills and the colleague and employer relationship it can be found there is a moderate level of correlate on which is significant at one percent level. Likewise, a moderate level of correlation exists between open access and intellectual property with neutrality, personal integrity and professional skills as well as the colleague and employer relationship and is statistically significant at the one percent level. While examining the correlation between neutrality, personal integrity and professional skills with the colleague and employer relationship, there is a moderate level of correlation, but it is not significant at the one percent level. Altogether, the analysis shows that there exists a positive correlation among different aspects of professional ethics.

**Table 37**

*Impact of elements of professional ethics of librarians on professional act*

Elements of professional ethics	R	R square	Adjusted R square	Std. error of the estimate	f-value	P-value	Impact
Access to information	0.799	0.638	0.637	0.28963	461.862	.000	Moderate
Responsibilities towards Individuals and society	0.855	0.731	0.730	0.26984	712.438	.000	High impact
Privacy, secrecy, and transparency	0.852	0.726	0.725	0.29133	693.224	.000	High impact
Open access and intellectual property	0.678	0.460	0.458	0.40264	223.150	.000	Low
Neutrality personal integrity and professional skills	0.803	0.645	0.644	0.32231	475.779	.000	Moderate
Colleague and employer relationship	0.786	0.617	0.616	0.32543	422.188	.000	Moderate

In order to determine the factors that have the greatest impact on professional ethics, a basic linear regression analysis was done between each element of professional ethics based on the greatest  $R^2$ . The  $R^2$  value multiplied by 100 reveals the percentage of observed variability in different elements of professional ethics. According to the regression results in Table 37, it can be interpreted that access to information has a moderate impact on professional ethics with 63.8% ( $R^2 = 0.638$ ,  $p = .000$ ) and the p value is significant at the one percent level. Responsibilities towards Individuals and society have a high impact on professional ethics, with 73.1% ( $R^2 = 0.731$ ,  $p = .000$ ) which is significant at the one percent level. Privacy, secrecy, and transparency also have a high impact on



professional ethics, with  $R^2 = 0.726$  and  $p = .000$ . Both neutrality, personal integrity and professional skills and the colleague and employer relationship have a moderate level of impact on professional ethics, with R square values of 0.645 and 0.617 respectively, and both are significant at the one percent level, as the p value is less than 0.01. Open access and intellectual property are the only elements with a low impact on professional ethics with 46% ( $R^2 = 0.460$ ,  $p = .000$ ). It can be found that professional ethics is highly influenced by responsibilities towards Individuals and society and privacy, secrecy, and transparency. The next session discusses the analysis of the professional competency of library professionals, an important element of professionalism.

### **4.3 Professional Competency**

The researcher tried to measure the professional competency of library professionals working in university libraries in Kerala using a competency index for the library field developed by Web Junction, OCLC. Since its launch in 2009, the Web Junction Competency Index has been a useful tool for libraries, supporting employees in determining and obtaining the information, abilities, and assistance needed to manage libraries that are relevant and successful. However, as a result of growing economic, social, and educational demands, libraries have witnessed a significant shift in the needs of the community and the resources available to meet those needs. People in the community now expect individualized care and want services and resources that are simple to use, share, and build upon. They anticipate greater degrees of accountability and interaction. In order to accommodate the variety of skills and abilities needed to satisfy changing community requirements and expectations, the 2009 Competency Index has been modified. Questions were framed using the competency index for the library field, and competencies such as personal/interpersonal competencies, library collection competencies, user services competencies, and technology competencies were evaluated and analysed.

**4.3.1 Personal/Interpersonal competencies**

While measuring Personal/Interpersonal competencies, the researcher tried to analyse whether library professionals work efficiently in teams with higher team-building skills, whether library professionals are able to make communication correctly with different types of audiences, whether they could present ideas in a style that is concise and clear, whether they are able to achieve outcomes through their negotiation skills, whether they receive and give constructive feedback from co-workers, users, and supervisors and whether they give quality user service to both walk-in and online users. The researcher also measured whether library professionals have leadership qualities, whether they adapt to changes, whether they have innovative ideas, convincing capacity, and critical thinking skills.

**Table 38**

*Personal/Interpersonal competencies (Age-wise)*

Age	Frequency	Mean	Standard Deviation	F value	P value
21-30 years	46	3.9891	.69447		
31-40 years	88	4.0218	.46860		
41-50 years	90	4.0194	.54007	.365	.778
51-60 years	41	3.9228	.52254		
Total	265	4.0000	.54361		

Table 38 shows that overall personal/interpersonal competencies are practiced by all library professionals to a very great extent, with a mean score of 4 and a standard deviation of .54361. Of the different age groups, age group 31 to 40 years maintain highest personal/interpersonal competencies with mean score 4.0218 and lowest being practiced by age group 51 to 60 years with mean score 3.9228. As the p-value is .778, there is no significant difference in the practice of personal/interpersonal competencies among different age groups of library professionals. Further designation-wise analysis of personal/interpersonal competencies is carried out and displayed in Table 39.

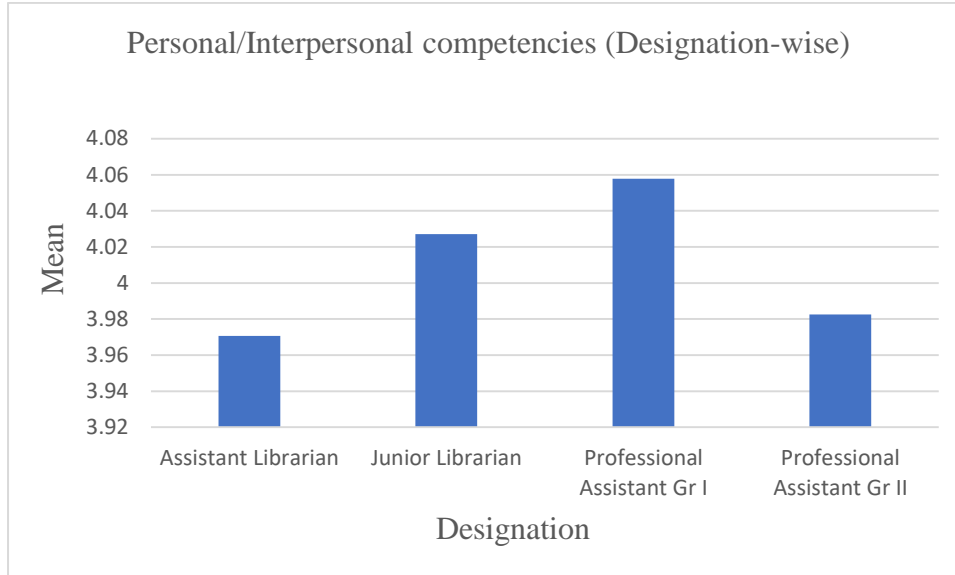
**Table 39***Personal/Interpersonal competencies (Designation-wise)*

Designation	Frequency	Mean	Standard Deviation	F value	P value
Assistant Librarian	71	3.9707	.45406		
Junior Librarian	40	4.0271	.60811		
Professional Assistant Gr I	49	4.0578	.49745	.320	.811
Professional Assistant Gr II	105	3.9825	.59643		
Total	265	4.0000	.54361		

The data presented in Table 39 shows that Professional Assistant Gr I has the highest personal/interpersonal competencies with a mean score of 4.0578 and assistant librarians have the lowest with a mean score of 3.9707 among different designations. Overall analysis shows that all library professionals with different designations possess personal/interpersonal competencies to a very great extent, with a mean score of 4 and a standard deviation of .54361. As the p-value is .811, there is no significant difference in the personal/interpersonal competencies of library professionals among different designations. A graphical representation of designation wise analysis of the personal/interpersonal competencies is presented in Figure 6.

**Figure 6**

*Personal/Interpersonal competencies (Designation-wise)*



Further experience-wise analysis of personal/interpersonal competencies of library professionals is carried out and presented in Table 40.

**Table 40**

*Personal/Interpersonal competencies (Experience-wise)*

Experience	Frequency	Mean	Standard Deviation	F value	P value
Less than 5 years	60	3.9694	.63852		
6-10 years	63	3.9841	.52680		
11-15 years	59	4.0749	.55032	.364	.834
16-20 years	33	3.9874	.44640		
Above 20 years	50	3.9767	.50256		
Total	265	4.0000	.54361		

It can be inferred from Table 40 that all library professions with different experiences possess personal/interpersonal competencies to a very great extent, with a mean score of 4 and a standard deviation of .54361. Among different experience groups, library professionals with 11 to 15 years' experience possess the highest personal/interpersonal competencies with a mean score of 4.0749 and group with

less than 5 years' experience possess the lowest with a mean score of 3.9694. As the p-value is .834, there is no significant difference in the practice of personal/interpersonal competencies among different experience groups of library professionals.

### 4.3.2 Library Collection Competencies

In library collection competencies researcher tried to find out how library professionals manage the process by which the library materials are ordered and received, how they are able to accurately update the catalogue with holdings, item, and bibliographic data, how they maintain the collection of resources in many formats based on user needs, how they use assessment criteria to compile a set of superior and pertinent resources, how they make efforts to improve the digital resource system and services, how they develop and manage the library's collection of electronic resources and whether they use methods that are suitable for conserving and preserving library materials. Gender wise analysis of library collection competencies are shown in Table 41.

**Table 41**

*Library collection competencies (Gender-wise)*

Gender	Frequency	Mean	Standard. Deviation	T Value	P Value
Male	95	4.0015	.54677	-.975	.331
Female	170	4.0655	.49294		

Table 41 clearly shows that the male and female library professionals maintain library collection competencies to a very great extent with mean scores 4.0015 and 4.0655 respectively. As p value is .331 there is no significant difference in the practice of library collection competencies among male and library professionals. Age wise analysis of library collection competencies is carried out further and displayed in Table 42.

**Table 42**

*Library collection competencies (Age-wise)*

Age	Frequency	Mean	Standard. Deviation	F value	P value
21-30 years	46	4.1087	.52267		
31-40 years	88	4.0065	.51115		
41-50 years	90	4.0349	.53251	.425	.735
51-60 years	41	4.0627	.46953		
Total	265	4.0426	.51278		

Table 42 clearly shows that the age group 21-30 years has the highest library collection competencies with a mean score of 4.1087 and age group 31-40 years has the lowest with a mean score of 4.0065, Overall analysis shows that all library professionals with different age groups maintain library collection competencies to a very great extent, with a mean score of 4.0426 and a standard deviation of .5278. As the p value is .735 there is no significant difference in the library collection competencies among the different age groups of library professionals. Further experience wise analysis of library collection competencies is carried out and displayed in Table 43.

**Table 43**

*Library collection competencies (Experience-wise)*

Experience	Frequency	Mean	Standard Deviation	F value	P value
Less than 5years	60	4.0429	.49995		
6-10 years	63	4.1088	.53925		
11-15 years	59	3.9661	.56108		
16-20 years	33	4.0087	.50247	.663	.618
Above 20 years	50	4.0714	.44267		
Total	265	4.0426	.51278		

Table 43 clearly shows that overall library collection competencies are practiced by library professionals with different years of experience to a very great extent, with an aggregate mean score of 4.0426 and a standard deviation of .51278. Table 43 shows that the highest level of library collection competencies is practiced by experience groups 6-10 years with a mean score of 4.1088 and among the different experience groups, the lowest level is practiced by 11-15 experience groups with a mean score of 3.9661. As the p-value is .618, there is no significant difference in the library collection competencies acquired by different experience groups. Further designation wise analysis of library collection competencies is carried out and displayed in Table 44

**Table 44**

*Library collection competencies (Designation-wise)*

Designation	Frequency	Mean	Standard Deviation	F value	P value
Assistant Librarian	71	4.0040	.47132		
Junior Librarian	40	3.9464	.54680		
Professional Assistant Gr I	49	4.0583	.52725	1.026	.381
Professional Assistant Gr II	105	4.0980	.51937		
Total	265	4.0426	.51278		

The data presented in Table 44 indicates that Professional Assistant Gr II has the highest library collection competencies with a mean score of 4.0980 and junior librarians have the lowest with a mean score of 3.9464. Overall analysis shows that all library professionals with different designations have library collection competencies to a very great extent, with an aggregate mean score of 4.0426 and a standard deviation of .51278. As the p-value is .381, there is no significant difference in the acquisition of library collection competencies among different designations of library professionals. The next section deals with the analysis of user

service competencies, which are an important element of the professional competency of library professionals.

### **4.3.3 User Services Competencies**

In user services competencies, the researcher tried to find out whether library professionals are able to update with changes in automation systems, can perform basic circulation operations, whether professionals offer non-formal guidance and support to enhance library users' skills, and whether library professionals plan and oversee training initiatives to address users' needs for lifelong learning. Gender wise analysis of user service competencies is presented in Table 45.

**Table 45**

*User services competencies (Gender-wise)*

Gender	Frequency	Mean	Standard. Deviation	T Value	P Value
Male	95	4.0237	.59483	.462	.644
Female	170	3.9897	.56156		

Table 45 clearly shows that male library professionals have greater user service competencies with a mean score of 4.0237 than their female counterparts with a mean score of 3.9897. Overall analysis shows that library professionals, irrespective of gender, acquire user service competencies to a very great extent. As the p-value is .644, there is no significant difference in the user service competencies of male and female library professionals. Further designation wise analysis of user service competencies is carried out and displayed in Table 46.



**Table 46***User services competencies (Designation-wise)*

Designation	Frequency	Mean	Standard Deviation	F value	P value
Assistant Librarian	71	3.9859	.56677		
Junior Librarian	40	3.9375	.58219		
Professional Assistant Gr I	49	3.9694	.60946	.509	.677
Professional Assistant Gr II	105	4.0524	.55976		
Total	265	4.0019	.57282		

Table 46 reveals that Professional Assistant Gr II has the greatest user service competencies with a mean score of 4.0524 and junior librarians have the lowest among different designations with a mean score of 3.9375. Overall analysis shows that all library professionals, irrespective of different designations, maintain user service competencies to a very great extent, with a mean score of 4.0019 and a standard deviation of .57282. As the p-value is .677, there is no significant difference in the user service competencies among different designations of library professionals. Further experience wise analysis of user service competencies is carried out and displayed in Table 47.

**Table 47***User services competencies (Experience-wise)*

Experience	Frequency	Mean	Standard. Deviation	F value	P value
Less than 5 years	60	4.0000	.54072		
6-10 years	63	4.0675	.58235		
11-15 years	59	3.9746	.61535		
16-20 years	33	3.9470	.63047	.318	.866
Above 20 years	50	3.9900	.51991		
Total	265	4.0019	.57282		

The experience-wise analysis of user service competencies displayed in Table 47 reveals that 6-10 years' experience group has the highest user service competencies with a mean score of 4.0675 and the lowest by 16-20 years' experience group with a mean score of 3.9470. Overall analysis shows that every library professional with different years of experience maintains user service competencies to a very great extent, with a mean score of 4.0019 and a standard deviation of .57282. As the p-value is .866 there is no significant difference in the user service competencies of different experience groups. Further age wise analysis of user service competencies is carried out and displayed in Table 48.

**Table 48**

*User services competencies (Age-wise)*

Age	Frequency	Mean	Standard. Deviation	F value	P value
21-30 years	46	4.0978	.58328		
31-40 years	88	3.9688	.56326		
41-50 years	90	4.0056	.59371	.610	.609
51-60 years	41	3.9573	.54171		
Total	265	4.0019	.57282		

From the results displayed in Table 48, it can be inferred that the age group 21-30 years has the highest user service competencies with a mean score of 4.0978 and the age group 51-60 has the lowest with a mean score of 3.9573. Overall analysis shows that all age groups maintain user service competencies to a very great extent, with an aggregate mean score of 4.0019 and a standard deviation of .57282. The difference in user service competencies between different age groups is not statistically significant, as the p-value is .609. The next section deals with an analysis of the technology competencies of library professionals.

#### 4.3.4 Technology Competencies

In technology competencies, the researcher tried to measure whether library professionals are able to follow various modules of library automation systems, whether they can manage spreadsheet programs, word processing programs, presentation programs, library automation software, digital library software, institutional repository software, and able to design, host and update the library's website and able to develop the library's presence on social networking sites. Gender-wise analysis of technology competencies is carried out and displayed in Table 49.

**Table 49**

*Technology Competencies (Gender-wise)*

Gender	Frequency	Mean	Standard. Deviation	T Value	P Value
Male	95	3.8048	.53585	.690	.491
Female	170	3.7572	.53939		

Table 49 clearly shows that male library professionals have greater technology competencies, with a mean score of 3.8048 than their female counterparts with a mean score of 3.7572. As the p-value is .491, there is no significant difference in the technology competencies of male and female library professionals. Further age-wise analysis of technology competencies is carried out and displayed in Table 50.

**Table 50**

*Technology Competencies (Age-wise)*

Age	Frequency	Mean	Standard. Deviation	F value	P value
21-30 years	46	3.8893	.55873	1.005	.391
31-40 years	88	3.7469	.52837		
41-50 years	90	3.7737	.52925		
51-60 years	41	3.7051	.55140		
Total	265	3.7743	.53760		

The data in Table 50 reveals that the age group 21-30 years has the highest technology competencies with a mean score of 3.8893 and the age group 51-60 years has the lowest among different age groups with a mean score of 3.7051. Overall analysis shows that all age groups of library professionals have technology competencies to a great extent, with an aggregate mean score of 3.7743 and a standard deviation of .53760. There is no significant difference in the technology competencies between different age groups, as the p-value is .391. Further designation-wise analysis of technology competencies is carried out and displayed in Table 51.

**Table 51**

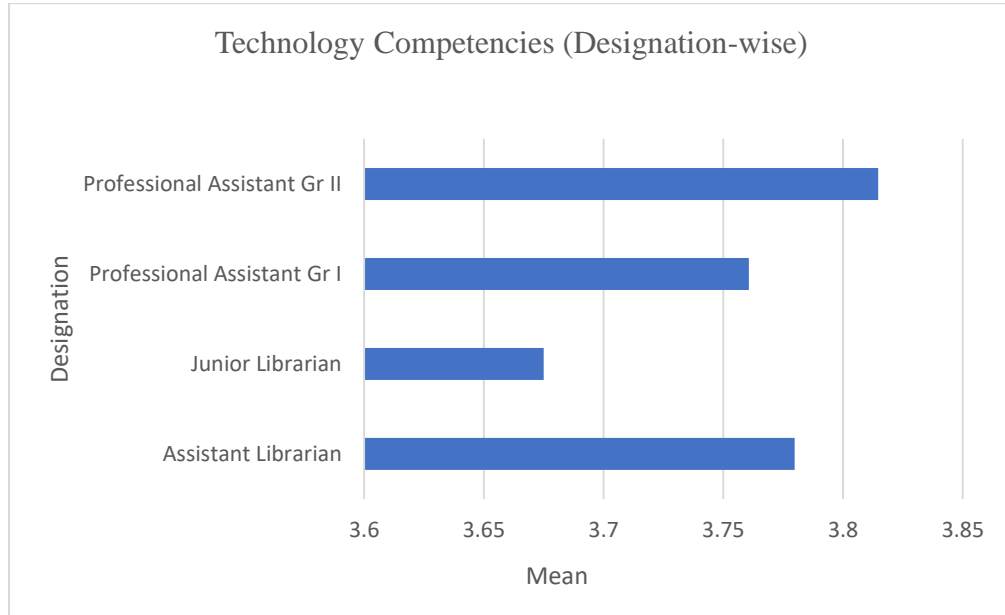
*Technology Competencies (Designation-wise)*

Designation	Frequency	Mean	Standard Deviation	F value	P value
Assistant Librarian	71	3.7798	.51830		
Junior Librarian	40	3.6750	.52683		
Professional Assistant Gr I	49	3.7607	.54976	.663	.575
Professional Assistant Gr II	105	3.8147	.55110		
Total	265	3.7743	.53760		

It can be inferred from Table 51 that all the different designations of library professionals possess technology competencies to a great extent as the mean value is between 3 and 4. The highest mean score of 3.8147 is seen against Professional Assistant Gr II and the lowest among different designation is junior librarians with a mean score of 3.6750. As the p-value is .575 there is no significant difference in the technology competencies among different designations of library professionals. An overview of the designation wise technology competencies of library professionals is displayed in Figure 7.

**Figure 7**

*Technology Competencies (Designation-wise)*



Further experience-wise analysis of technology competencies is carried out and displayed in Table 52.

**Table 52**

*Technology Competencies (Experience-wise)*

Experience	Frequency	Mean	Standard. Deviation	F value	P value
Less than 5 years	60	3.8076	.56911	.403	.807
6-10 years	63	3.7864	.55782		
11-15 years	59	3.7026	.53592		
16-20 years	33	3.8264	.51344		
Above 20 years	50	3.7691	.50171		
Total	265	3.7743	.53760		

From Table 52, it is clear that library professionals with 16-20 years' experience have the highest technology competencies with a mean score of 3.8264 and library professionals with 11-15-years' experience have the lowest technology competencies with a mean score of 3.7026. Overall analysis shows that all library professionals have technology competencies to a greater extent, with a mean score of 3.7743 and a standard deviation of .53760. As the p-value is .807, there is no significant difference in the technology competencies of library professionals with different experiences.

**Table 53**

*Correlation metrics of elements of Professional competency*

Elements of Professional Competency	Personal/Interpersonal competencies	Library collection competencies	User services competencies	Technology competencies
Personal/Interpersonal competencies	1			
Library collection competencies	0.6560**	1		
User services competencies	0.608**	0.680**	1	
Technology competencies	0.560**	0.497**	.589**	1

\*\* . Correlation is significant at the 0.01 level

Table 53 shows a positive correlation among different element of professional competency, such as Personal/Interpersonal competencies, library collection competencies, user service competencies and technology competencies. A significant moderate level correlation exists between library collection competencies and personal/interpersonal competencies, with a correlation coefficient of 0.6560 which is significant at the 0.01 level. User services competencies and personal/interpersonal competencies also have a moderate level of correlation with a correlation coefficient of 0.608 which is significant as the p value is less than one percent. Technology competencies have a moderate level of correlation with personal/interpersonal competencies, with a correlation coefficient of 0.560 which is

significant at the 0.01 level. Library collection competencies also share a high-level correlation (0.680) with user services competencies and are significant as the p value is less than one percent. Library collection competencies have a moderate level of correlation with technology competencies, with a correlation coefficient of 0.497 which is significant at the 0.01 level. Between technology competencies and user services competencies, there exists a moderate level of correlation (0.589), which is significant at the 0.01 level.

**Table 54**

*Regression Analysis of elements of professional competency*

Elements of professional competency	R	R square	Adjusted R square	Std. error of the estimate	f-value	P-value	Impact
Personal /interpersonal competency	.030	.001	-.003	.34698	.944	.332	Very low
Library collection competency	.845	.714	.713	.18548	656.763	.000	Moderate
User service competency	.895	.800	.800	.15501	1053.909	.000	High
Technology competency	.817	.667	.665	.20024	526.163	.000	Moderate

Table 54 shows the regression analysis of various elements of professional competencies. Personal/interpersonal competency have a very low impact on professional competency, with an  $R^2$  of 0.001 and a p value of 0.332 which is not significant at the one percent level. Library collection competency shows a moderate impact with 71.4% ( $R^2 = 0.714$ ,  $p = 0.000$ ) which is significant at the one percent level. Of the different elements, user service competency has the highest impact on professional competency with 80% ( $R^2 = 0.800$ ,  $p = 0.000$ ) and is also significant at the one percent level. Technology competency shows a moderate level of impact on professional competency with 66.7% ( $R^2 = .0.667$ ,  $p = 0.00$ ) which is significant at

the one percent level. It can be found that professional competency is highly influenced by user service competency.

#### **4.4 Continuing Professional Development (CPD)**

Continuing professional development is needed in every profession to serve the beneficiaries of the users using their services. The researcher tried to measure the continuing professional development of library professionals working in university libraries in Kerala. The publication of professionals in the LIS field was evaluated. The reading pattern of LIS literature also evaluated. Types of CPD programs attended, reasons for not attending CPD programs, strategies used by institutions in encouraging and supporting CPD activities, levels of improvement obtained after attending CPD programs, and whether professional associations are organizing sufficient CPD programs were analyzed.

**Table 55**

*Courses attended after entering the profession (Experience-wise)*

Courses attended after entering Profession			
Experience	Yes	No	Total
Less than 5 years	34 (56.67)	26 (43.33)	60
6-10 years	37 (58.73)	26 (41.27)	63
11-15 years	46 (77.97)	13 (22.03)	59
16-20 years	27 (84.38)	5 (15.62)	32
Above 20 years	43 (84.31)	8 (15.69)	51
Total	187	78	265

It can be inferred from Table 55 that the majority of the library professionals have attended courses after entering the profession. Experience-wise analysis shows that the majority of professionals with 16-20 years' experience (84.38%) have attended the course after entering the profession, and the least by less than 5 years (56.6%). The age group less than 5 years (43.33%) tops the age groups that have not attended any courses after entering the profession, and least by age group above 20



years (15.69%). An attempt has been made to find out the publications of library professionals, which are tabulated in Table 56.

**Table 56**

*Publications in Library and Information Science field (LIS) (Experience-wise)*

Experience	Yes	No	Total
Less than 5 years	9 (15.00)	51 (85.00)	60
6-10 years	12 (19.05)	51 (80.95)	63
11-15 years	24 (40.68)	35 (59.32)	59
16-20 years	19 (59.38)	13 (40.62)	32
Above 20 years	19 (37.25)	32 (62.75)	51
Total	83 (31.32)	182 (68.68)	265

From the results exhibited in Table 56, it is found that the majority of library professionals (68.68%) do not have publications in the Library and Information Science field. Of the different experience groups, 16-20 years' experience group (59.38%) has the majority of publications, and the least being the less than 5 years' experience group (15%). Table 56 clearly shows the alarming decrease in the rate of publications by library professionals and is the area in which library professionals need to concentrate and improve. The number of publications by library professionals is tabulated and presented in Table 57.

**Table 57**

*Number of Publications by library professionals (Experience-wise)*

Experience	International	National	Books	Chapter in book	Conference/Seminar
Less than 5 years	-	2 (3.33)	1 (1.67)	1 (1.67)	5 (8.33)
6-10 years	1 (1.59)	8 (12.70)	1 (1.59)	3 (4.76)	5 (7.94)
11-15 years	10 (16.95)	6 (10.17)	2 (3.39)	6 (10.17)	1 (1.70)
16-20 years	3 (9.38)	2 (6.25)	1 (3.13)	4 (12.5)	1 (3.13)
Above 20 years	4 (7.84)	2 (3.92)	3 (5.88)	4 (7.84)	1 (9.6)

Table 57 gives the experience wise analysis of library professionals. It is evident from Table 57 that those with less than 5 years' experience have the least number of publications compared with other experience groups, with international publication being nil. A better publication trend is shown by 11-15 years' experience group with ten international and six national publications and six chapters in book publications. The data displayed in Table 57 clearly indicates that the publications by 16-20 years and above 20 years' experience group is relatively low, which is not up to the expectations of library professionals with much experience. Readings of library and information science literature by library professionals have been analysed and displayed in Table 58.

**Table 58**

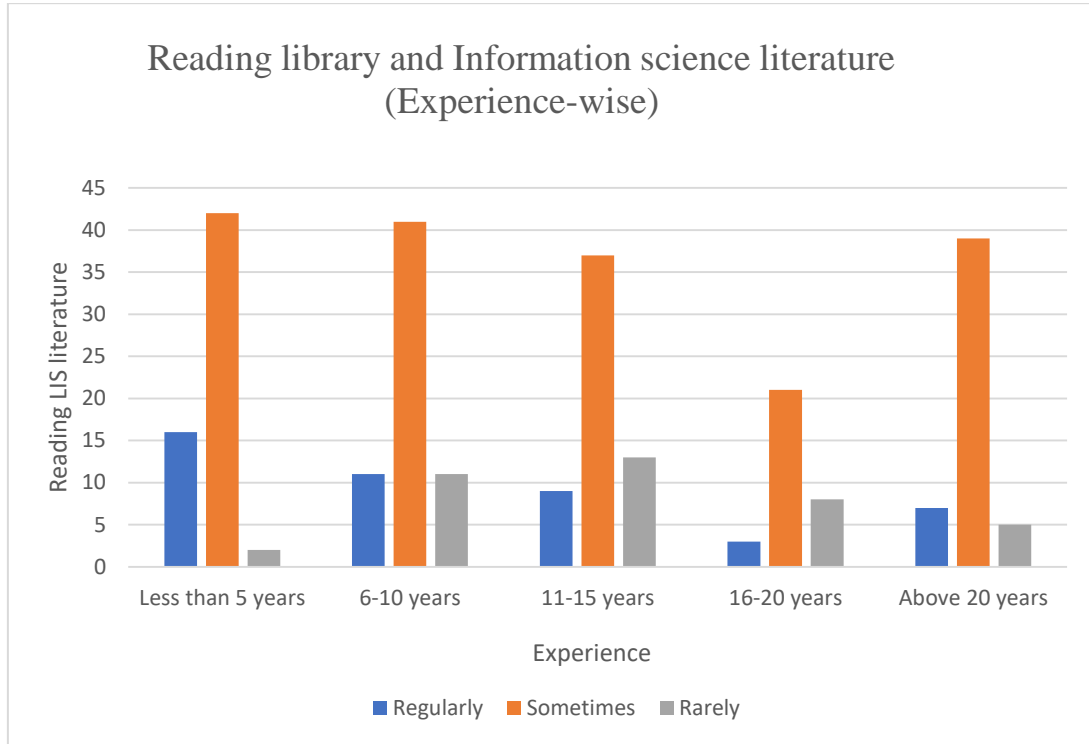
*Reading library and Information science literature (Experience-wise)*

Experience	Regularly	Sometimes	Rarely	Total
Less than 5 years	16 (26.67)	42 (70.00)	2 (3.33)	60
6-10 years	11 (17.46)	41 (65.08)	11 (17.46)	63
11-15 years	9 (59.00)	37 (15.25)	13 (22.03)	59
16-20 years	3 (9.38)	21 (65.63)	8 (25.00)	32
Above 20 years	7 (13.73)	39 (76.47)	5 (9.80)	51
Total	46 (17.36)	180 (67.92)	39 (14.72)	265

From Table 58, it is evident that the majority (67.92%) of library professionals read library and information science literature sometimes. It is disappointing to see that only 17.36 percent of library professionals regularly reads library and information science literature. Of the different experience groups, 26.67 percent of the less than 5 years' experience group reads library and information science literature regularly, and 70 percent reads sometimes. The least reading is by 16-20 years' experience group that reads library and information science literature regularly (9.38%), and 65.63 percent reads sometimes. Figure 8 provides the experience wise reading trends of library professionals.

**Figure 8**

*Reading library and Information science literature (Experience-wise)*



**Table 59**

*Reading library and Information science literature (Association between experiences)*

Experience	N	Mean	Std. Deviation	F value	P value
Less than 5 years	60	1.7667	.49972		
6-10 years	63	2.0000	.59568		
11-15 years	59	2.0678	.61207	3.397	.010
16-20 years	32	2.1562	.57414		
Above 20 years	51	1.9608	.48829		

Table 59 highlights the results of an experience-wise comparison of reading of library and information science literature among library professionals. One way

ANOVA test was conducted, and as the p-value is less than 0.05, it can be inferred that there is a significant difference in the level of reading library and information science literature among different experience groups. The test of significance indicates that the p value is .010 is significant at the five percent level. Hence, a Scheffe test is carried out to understand the position of variance, and the result is presented in Table 60.

**Table 60**

*Reading library and Information science literature (Association between experiences)-Scheffe*

Experience	Less than 5 years	6-10 years	11-15 years	16-20 years	Above 20 years
Less than 5 years	1	.252	.072	.039	.502
6-10 years	.252	1	.978	.796	.998
11-15 years	.072	.978	1	.971	.908
16-20 years	.039	.796	.971	1	.659
Above 20 years	.502	.998	.908	.659	1

The scheffe analysis of reading library and information science literature by different experience groups displayed in Table 60 shows that between the experience groups less than 5 years and 16-20 years is significant as the p value of .039 is less than the .05 level of significance. There is no significant difference in the level of reading library and information science literature between experience groups 6-10 years and 11-15 years, 16-20 years, above 20 years, and less than 5 years, as the p values are .978, .796, .998 and .252 respectively which is greater than .05 level of significance. All other experience groups reading library and information science literature is not significant with each other as the p value is greater than .05. The preferences of library professionals for different CPD programs are tabulated and presented in Table 61.

**Table 61***Preference of CPD programs (Experience-wise)*

CPD Programmes	Mean	Standard deviation	Preference
Conferences/seminars	1.1382	1.03416	2
Workshops	1.1396	.78777	1
Orientation Programs	.6515	.73980	6
Refresher Courses	.3321	.61784	7
Lectures,	1.0943	1.14918	3
MOOCs	.1849	.43493	9
Training Programs	.9509	.80801	4
Conventions	.2226	.46817	8
In-house trainings	.8642	.80035	5

The data illustrated in Table 61 indicates that the first preference of library professionals CPD program is workshops with a mean of 1.1396, and the second preferred CPD program is Conferences/seminars with a mean of 1.1382. Lectures and talks are the third preferred CPD program by library professionals, with a mean of 1.0943. Training programs attained the fourth preference with a mean of .9509 and in-house training is the fifth preferred CPD program with a mean of .8642. Orientation programs come in at the sixth position preferred by library professionals with a mean of .6515. Refresher courses, conventions, and massive open online courses (MOOCs) are the seventh, eighth, and ninth preferences of library professionals CPD program choices, with a mean of .3321,.2226 and.1849 respectively. The reasons for not attending CPD programs by library professionals is presented in Table 62.

**Table 62**

*Reasons for not attending CPD programs*

Reasons for not attending CPD programs	Mean	Standard deviation	Preference
Financial constraints	.6528	.71260	4
Lack of Institutional support	.6981	.72783	3
Lack of time	.8377	.73861	1
Lack of Equal opportunity	.6415	.74096	5
Lack of encouragement	.5435	.70106	7
Lack of promotion	.6340	.78695	6
Lack of interest	.4038	.64490	9
Lack of awareness	.4604	.65665	8
Shortage of staff	.7321	.78812	2

The data given in Table 62 indicates that library professionals first preferred reason for not attending CPD programs is a lack of time, with a mean of .8377. The second preference of library professionals is a shortage of staff with a mean of .7321. Lack of institutional support is the third preferred reason, with a mean of .6981 and fourth preference are financial constraints with a mean score of .6528. The fifth preferred reason for not attending CPD programs is the lack of opportunity with a mean of .6415 and sixth being lack of promotion with a mean of .6340. Lack of encouragement, lack of awareness, and lack of interest come in the seventh, eighth, and ninth preferred reasons, with a mean score of .5435, .4604, and .4038 respectively. The strategies preference deployed by home institutions in encouraging and supporting CPD activities of library professionals are presented in Table 63.

**Table 63***Strategies for encouraging and supporting CPD activities.*

Strategies	Mean	Standard deviation	Preference
Duty leaves to attend CPD programs	1.0566	.66899	1
Travel allowance	.4264	.63608	2
Enhanced opportunity for promotion	.4075	.65709	3
Payment of registration fees	.3962	.63185	4
Payment of accommodation cost	.3396	.60124	5
Payment of course fees	.2830	.5700	6

Table 63 highlights the activities done by home institutions to support the CPD activities of library professionals. The first preference of home institutions to support CPD programs is providing duty leaves, with a mean score 1.0566. Providing a travel allowance /dearness allowance is the second preference given by home institutions to encourage CPD activities with a mean score of .4264. Enhanced opportunity for promotion is the third preferred CPD activity promoted by home institutions with a mean of .4075. Payment of registration fees, payment of accommodation costs and payment of course fees come in the fourth, fifth, and sixth preferred positions by which the home institution promotes CPD activities, with a mean score of .3962, .3396 and .2830 respectively. The level of improvement attained by library professionals after attending CPD programs is tabulated in Table 64.

**Table 64**

*Improvement after attending CPD programs*

Improvement	Mean	Standard Deviation	Rank
Develop a collection of e-resources	3.6415	.82330	4
Build institutional repository	3.4906	.82624	5
Start new library services	3.6415	.77592	4
Automated library operation	3.7434	.79428	3
Use of open-source software	3.8226	.78495	1
Develop blog/websites	3.2755	.87232	7
Write research article	3.4604	.89999	6
Improve communication skills	3.8075	.77162	2

Table 64 articulates that the first preference given by library professionals in the improvement obtained after attending CPD programs is the use of open-source software's with a mean score of 3.8226. Secondly attained improvement is that they have improved communication skills with a mean score of 3.8075. Thirdly attained improvement is skill in library automation with a mean of 3.7434. Improved skills in developing a collection of e-resources and starting new library services come in fourth with the same mean score of 3.6415. Improved skills in building institutional repositories, writing research papers, and developing blog/website for the library come in the fifth, sixth, and seventh positions with a mean score of 3.4906, 3.4604, and 3.2755 respectively.



**Table 65***Membership in professional associations (Experience-wise)*

Experience	Yes	No	Frequency
Less than 5 years	15 (25.00)	45 (75.00)	60
6-10 years	33 (52.38)	30 (47.62)	63
11-15 years	45 (76.27)	14 (23.73)	59
16-20 years	24 (75.00)	8 (25.00)	32
Above 20 years	34 (66.67)	17 (33.33)	51
Total	151 (56.98)	114 (43.01)	265

From Table 65, it can be inferred that library professionals with experience ranging from 11-15 years have the maximum membership (76.27%) in library professional associations and the least membership (25%) in the less than five years' experience group. Considering the total library professionals, more than half of the library professionals (56.98%) have membership in the professional library association, and 43.01 percent don't have membership. Different professional associations in which library professionals have taken membership have been presented in Table 66.

**Table 66***Membership in different professional associations (Experience-wise)*

	KLA	ILA	KELPRO	CIP	ILIS	SALIS	SIS	ALA	IASLIC
Less than 5 years	11 (18.33)	1 (1.67)	2 (3.33)	-	3 (5.00)	-	-	3 (5.00)	1 (1.67)
6-10 years	25 (39.68)	5 (7.94)	4 (6.35)	1 (1.59)	2 (3.17)	-	1 (1.59)	2 (3.17)	-
11-15 years	40 (67.79)	7 (11.86)	13 (22.03)	1 (1.69)	-	-	-	1 (1.69)	-
16-20 years	21 (65.63)	7 (21.88)	9 (28.13)	-	2 (6.25)	1 (3.12)	-	3 (9.38)	3 (9.38)
Above 20 years	30 (58.82)	4 (7.84)	15 (29.41)	-	2 (3.92)	-	-	-	2 (3.92)

From Table 66, it is clear that the majority of library professionals have membership in KLA. Of the different experience groups having membership in KLA, professionals with 11-15 years' experience (67.79%) have the maximum number of memberships in KLA and the minimum number (18.33%) of membership in KLA by the less than five years' experience group. KELPRO comes in second in the number of memberships. Above twenty years' experience group (29.41%) have the maximum number of KELPRO membership, and the minimum number (2%) of KELPRO memberships are less than five years' experience group. All other associations have only a few memberships as reflected in Table 66.

**Table 67**

*Library associations organizing sufficient CPD programs (Experience-wise)*

Experience	Yes	No	Total
Less than 5 years	24 (40.00)	36 (60.00)	60
6-10 years	29 (46.03)	34 (53.97)	63
11-15 years	23 (38.98)	36 (61.02)	59
16-20 years	16 (15.00)	16 (15.00)	32
Above 20 years	24 (47.06)	27 (52.94)	51
Total	116 (44.00)	149 (56.00)	265

Table 67 shows that the majority of library professionals (56.00%) are of the opinion that library associations are not organizing sufficient CPD programs, while 44 percent are of the opinion that library associations are organizing sufficient CPD programs.

**Table 68**

*Experience -wise analysis of CPD*

Experience	N	Mean	Std. Deviation	F value	P value
Less than 5 years	60	3.6708	.53280	.812	.518
6-10 years	63	3.5675	.52065		
11-15 years	59	3.5297	.61472		
16-20 years	33	3.6023	.62379		
Above 20 years	50	3.6925	.58587		
Total	265	3.6104	.57010		

Table 68 highlights the experience-wise analysis of the continuing professional development of library professionals. One way ANOVA test was carried out and as the p-value is greater than 0.05 and the F-value is non-significant at the 0.05 level as well as the mean value of different experience groups being similar, it can be interpreted that there is no significant difference in the experience wise analysis of continuing professional development of library professionals.

**Table 69**

*Designation -wise analysis of CPD*

Designation	N	Mean	Std. Deviation	F value	P value
Assistant Librarian	71	3.6092	.60796	.125	.945
Junior Librarian	40	3.5625	.65840		
Professional Assistant Gr I	49	3.6148	.50765		
Professional Assistant Gr II	105	3.6274	.54182		
Total	265	3.6104	.57010		

Designation wise analysis of the continuing professional development of library professionals is carried out, and the results are shown in Table 69. As the p-value is 0.945 and hence the F-value is statistically non-significant at the 0.05 level, it can be inferred that there is no significant difference between the designation wise analysis of the continuing professional development of library professionals. Age-wise analyses of CPD were analysed and presented in Table 70.

**Table 70**

*Age -wise analysis of CPD*

Age	N	Mean	Std. Deviation	F value	P value
21-30 years	46	3.6168	.55114	.257	.856
31-40 years	88	3.6165	.59082		
41-50 years	90	3.5750	.54817		
51-60 years	41	3.6677	.60764		
Total	265	3.6104	.57010		

It is evident from Table 70 that there is no significant difference between the age-wise analysis of CPD of the library professionals, as the p-value is 0.856, which is greater than 0.05, and the F-value is 0.257, which is statistically non-significant at the 0.05 level. Gender-wise analysis of the CPD of library professionals is carried out and presented in Table 71.

**Table 71**

*Gender -wise analysis of CPD*

	Gender	N	Mean	Std. Deviation	T value	P value
CPD	Male	95	3.6329	.51662	.480	.632
	Female	170	3.5978	.59901		

The data presented in Table 71 clearly states that there is no significant difference in the gender-wise analysis of CPD of the library professionals as the p-value is 0.632, which is greater than 0.05, and the t-value is 0.480, which is statistically non-significant at the 0.05 level.

#### **4.5 Professional Identity**

A lens through which to view ourselves and our professional community is provided by our professional identities. Individual practitioners may discover that changes in their personal professional identities prompt them to redefine their profession, and those taking on new roles or undertaking new responsibilities may try to change the course of the profession as a whole. A professional identity is a specific sort of identity that is concentrated on a person's sense of self in relation to their occupation, work, or professional life, or how they perceive themselves to be as a professional. The researcher analysed the different attributes of professional identity of library professionals, and an experience wise analysis of attributes promoting librarianship is given in Table 72.

**Table 72***Promote Librarianship (Experience-wise)*

Attribute	Experience	Extremely important	Very important	Neither important nor unimportant	Very unimportant	Not at all important
Promote librarianship	Less than 5 years	32 (53.33)	17 (26.98)	27 (45.76)	11 (34.38)	21 (41.18)
	6-10 years	28 (46.67)	42 (66.67)	30 (50.85)	18 (56.25)	27 (52.94)
	11-15 years	-	4 (6.35)	1 (1.69)	1 (3.13)	3 (5.88)
	16-20 years	-	-	1 (1.69)	-	-
	Above 20 years	-	-	-	2 (6.25)	-
	Total	60	63	59	32	51

(The figures in bracket specify the respective percentage.)

One of the attributes of the professional identity, promoting librarianship, was analysed experience wise and presented in Table 72. Out of the library professional's majority belong to two groups less than 5 years and 6-10 years' experience groups. When less than 5 years' experience group was analysed, the majority (49 respondent's) were of the view that they considered promoting librarianship as an important attribute. Twenty-seven participants with less than 5 years' experience are of the view that promoting librarianship is neither important nor unimportant. In six to ten years' experience group, the majority (70 respondents) considers promoting librarianship as an important attribute. Among them, 30 participants considered promoting librarianship attributes as neither important nor unimportant. Another important attribute of professional identity, dedicated professional service, has been analysed and presented in Table 73.

**Table 73**

*Dedicated Professional Service (Experience-wise)*

Attribute	Experience	Extremely important	Very important	Neither important nor unimportant	Very unimportant	Not at all important
Dedicated professional service	Less than 5 years	31 (51.67)	21 (33.33)	25 (42.37)	17 (53.13)	22 (43.14)
	6-10 years	29 (48.33)	38 (60.32)	32 (54.24)	12 (37.50)	28 (54.90)
	11-15 years	-	3 (4.76)	1 (1.69)	3 (9.38)	1 (1.96)
	16-20 years	-	-	1 (1.69)	-	-
	Above 20 years	-	1 (1.59)	-	-	-
	Total		60	63	59	32

(The figures in bracket specify the respective percentage)

Table 73 clearly indicates that a good number of library professionals with less than 5 years' experience (52 respondent's) state that dedicated professional service is an important attribute. While 25 participants are of the view that the dedicated professional service is neither important nor unimportant. In the experience group six to ten years, the majority of library professionals (67 respondent's) is of the view that dedicated professional service is an important attribute, while 32 participants are of the view that the attribute is neither important nor unimportant. In both experience groups, less than 5 years and 6-10 years, a relatively low number of respondents (39 and 40), respectively, considered dedicated professional service unimportant. Another important attribute supporting learning and teaching activities has been tabulated and presented in Table 74.

**Table 74***Supporting Learning and Teaching (Experience-wise)*

Attribute	Experience	Extremely important	Very important	Neither important nor unimportant	Very unimportant	Not at all important
Supporting and learning activities	Less than 5 years	24 (40.00)	19 (30.16)	24 (40.68)	13 (40.63)	20 (39.22)
	6-10 years	35 (58.33)	42 (66.67)	30 (50.85)	17 (53.13)	23 (45.10)
	11-15 years	1 (1.67)	2 (3.17)	4 (6.78)	1 (3.13)	7 (13.73)
	16-20 years	-	-	1 (1.69)	1 (3.13)	1 (1.96)
	Above 20 years	-	-	-	-	-
	Total	60	63	59	32	51

(The figures in bracket specify the respective percentage.)

It is clearly evident from Table 74, a good number of library professionals of less than 5 years (43 respondent's) consider supporting learning and teaching as an important attribute. While 24 respondents are of the view that the attribute is neither important nor unimportant. A staggering number of respondent's (77 library professionals of experience group 6-10 years) also considered supporting learning and teaching attributes as important while 30 professionals of the same experience group were of the view that the attribute is neither important nor unimportant. Forty library professionals in the experience group 6-10 years considered the attribute unimportant. Overall analysis shows nearly 47 percent (123 professionals) of the library professionals are of the view that supporting learning and teaching attributes is important while 31 percent (83 professionals) consider it unimportant and 22 percent (59 professionals) consider it neither important nor unimportant. Promote and market library resources attribute of professional identity have been analysed and presented in Table 75.

**Table 75**

*Promote and Market Library Resources (Experience-wise)*

Attribute	Experience	Extremely important	Very important	Neither important nor unimportant	Very unimportant	Not at all important
Promote and market library resources	Less than 5 years	24 (40.00)	9 (14.29)	19 (32.20)	14 (43.75)	10 (19.61)
	6-10 years	30 (50.00)	47 (74.60)	32 (54.24)	12 (37.50)	34 (66.67)
	11-15 years	3 (5.00)	7 (11.11)	6 (10.17)	5 (15.63)	6 (11.76)
	16-20 years	3 (5.00)	-	1 (1.69)	-	-
	Above 20 years	-	-	1 (1.69)	1 (3.13)	1 (1.96)
	Total	60	63	59	32	51

(The figures in bracket specify the respective percentage)

From Table 75, it can be inferred that 33 library professionals with less than 5 years’ experience are of the view that promoting and marketing library resources is an important attribute, while 19 professionals remain of the opinion that it is neither important nor unimportant. Twenty-four library professionals are of the view that the attribute is unimportant. In six to ten years’ experience group, 77 library professionals considered the attribute important while 32 professionals considered it neither important nor unimportant. Of the same group, 46 professionals opined that the attribute was unimportant. Overall analysis shows that the majority (123 professionals) consider this attribute important. Teaching users the best use of library resources is an attribute of professional identity, and it is analysed experience wise and presented in Table 76.



**Table 76***Teach users the best use of library resources (Experience-wise)*

Attribute	Experience	Extremely important	Very important	Neither important nor unimportant	Very unimportant	Not at all important
Teach users the best use of library resources	Less than 5 years	26 (43.33)	19 (30.16)	30 (50.85)	15 (46.88)	23 (45.10)
	6-10 years	32 (53.33)	41 (65.08)	28 (47.46)	14 (43.75)	25 (49.02)
	11-15 years	1 (1.67)	3 (4.76)	-	2 (6.25)	3 (5.88)
	16-20 years	1 (1.67)	-	1 (1.69)	1 (3.13)	-
	Above 20 years	-	-	-	-	-
	Total		60	63	59	32

(The figures in bracket specify the respective percentage.)

The data presented in Table 76 indicates that there is not that much difference in the number of professionals treating the attribute, teach users the best use of library resources as important or unimportant (45 respondents stated it is important and 38 consider the attribute unimportant). But in the case of a six to ten years' experience group, a large number of professionals (73 respondents) consider this attribute important while 39 professionals are of the view that this attribute is unimportant, and 28 professionals consider it neither important nor unimportant. Professional identity attribute, strengthening information literacy skills were analysed, and the results are displayed in Table 77.

**Table 77***Strengthening Information Literacy Skills (Experience-wise)*

Attribute	Experience	Extremely important	Very important	Neither important nor unimportant	Very unimportant	Not at all important
Strengthening Information Literacy Skills	Less than 5 years	26 (43.33)	26 (41.27)	27 (45.76)	16 (50.00)	15 (29.41)
	6-10 years	32 (53.33)	33 (52.38)	29 (49.15)	14 (43.75)	33 (64.71)
	11-15 years	1 (1.67)	3 (4.76)	2 (3.39)	2 (6.25)	3 (5.88)
	16-20 years	1 (1.67)	-	1 (1.69)	-	-
	Above 20 years	-	1 (1.59)	-	-	-
	Total		60	63	59	32

(The figures in bracket specify the respective percentage.)

As evidenced from Table 77, a good number of library professionals with less than five-year experience (52 respondents) opined that strengthening information literacy skills is an important attribute. Thirty-one library professionals considered it unimportant and 27 professionals are of the view that this attribute is neither important nor unimportant. In six to ten years' experience group, 65 professionals are of the view that the attribute is important, and 29 professionals responded that it is neither important nor unimportant. Forty-seven professionals considered the attribute unimportant. Forming partnerships and collaborations is an important attribute of professional identity, it has been analysed experience wise and presented in Table 78.

**Table 78**

*Form partnerships and collaborations (Experience-wise)*

Attribute	Experience	Extremely important	Very important	Neither important nor unimportant	Very unimportant	Not at all important
Form partnerships and collaborations	Less than 5 years	14 (23.33)	15 (23.81)	17 (28.81)	10 (31.25)	10 (19.61)
	6-10 years	38 (63.33)	29 (46.03)	31 (52.54)	17 (53.13)	25 (49.02)
	11-15 years	8 (13.33)	18 (28.57)	8 (13.56)	3 (9.38)	15 (29.41)
	16-20 years	-	1 (1.59)	3 (5.08)	1 (3.13)	1 (1.96)
	Above 20 years	-	-	-	1 (3.13)	-
	Total		60	63	59	32

(The figures in bracket specify the respective percentage.)

It is evident from Table 78 that in the less than five years' experience group, 29 professionals consider the attribute form partnerships and collaborations as important, while 20 professionals consider it unimportant and 17 professionals are of the view that it is neither important nor unimportant. In the case of a six to ten years group, a steady increase can be seen with 67 professionals considering the attribute

important and 42 professionals considering it unimportant and 31 professionals of the view that the attribute form partnership and collaboration is neither important nor unimportant. Another important attribute of professional identity adaptation to change has been analysed experience wise and displayed in Table 79.

**Table 79**

*Adaptation to Change (Experience-wise)*

Attribute	Experience	Extremely important	Very important	Neither important nor unimportant	Very unimportant	Not at all important
Adaption to change	Less than 5 years	26 (43.33)	15 (23.81)	26 (44.07)	13 (40.63)	15 (29.41)
	6-10 years	28 (46.67)	36 (57.14)	26 (44.07)	15 (46.88)	31 (60.78)
	11-15 years	3 (5.00)	11 (17.46)	6 (10.17)	4 (12.50)	5 (9.80)
	16-20 years	2 (3.33)	1 (1.59)	1 (1.69)	-	-
	Above 20 years	1 (1.67)	-	-	-	-
	Total		60	63	59	32

(The figures in bracket specify the respective percentage.)

The data in Table 79 demonstrates that 41 library professionals from less than five years’ experience group consider the attribute adaptation to change important while 28 professionals consider it unimportant and 26 professionals are of the view that it is neither important nor unimportant. But in the case of professionals with six to ten years’ experience, a good number of respondents (64 professionals) state that the attribute is important. Forty-six professionals are of the view that the attribute is unimportant and 26 professionals consider it neither important nor unimportant. Another important attribute of professional identity, willingness to take risks and be creative was analysed experience wise and displayed in Table 80.

**Table 80**

*Willing to take Risks and be Creative (Experience-wise)*

Attribute	Experience	Extremely important	Very important	Neither important nor unimportant	Very unimportant	Not at all important
Willing to take risks and be creative	Less than 5 years	22 (36.67)	17 (26.89)	21 (35.59)	12 (37.50)	14 (27.45)
	6-10 years	30 (50.00)	33 (52.38)	27 (45.76)	16 (50.00)	28 (54.90)
	11-15 years	7 (11.67)	12 (19.05)	9 (15.25)	4 (12.50)	9 (17.65)
	16-20 years	1 (1.67)	1 (1.59)	2 (3.39)	-	-
	Above 20 years	-	-	-	-	-
	Total	60	63	59	32	51

(The figures in bracket specify the respective percentage.)

It is apparent from Table 80 that 39 professionals with less than five years' experience state that the attribute of willingness to take risks and be creative is important, while 26 professionals are of the view that it is unimportant and 21 professionals consider it neither important nor unimportant. A good number of respondents with six to ten years' experience (63 professionals) are of the view that the attribute is important, and 44 professionals considered it unimportant and 27 respondents are of the view that it is neither important nor unimportant. Promoting a culture of research is an important attribute of professional identity and it is analysed and presented in Table 81.

**Table 81**Promote a Culture of Research (*Experience-wise*)

Attribute	Experience	Extremely important	Very important	Neither important nor unimportant	Very unimportant	Not at all important
Promote a culture of research	Less than 5 years	19 (31.67)	23 (36.51)	20 (33.90)	13 (40.63)	14 (27.45)
	6-10 years	33 (55.00)	34 (53.97)	32 (54.24)	12 (37.50)	31 (60.78)
	11-15 years	5 (8.33)	5 (7.94)	4 (6.78)	6 (18.75)	6 (11.76)
	16-20 years	2 (3.33)	1 (1.59)	1 (1.69)	-	-
	Above 20 years	1 (1.67)	-	2 (3.39)	1 (3.13)	-
	Total	60	63	59	32	51

(The figures in bracket specify the respective percentage.)

As per the outcomes displayed in Table 81, professionals with less than five years' experience (42 respondents) considered the attribute promoting a culture of research important and 27 professionals of the same experience group considered it unimportant and twenty professionals are of the view that it is neither important nor unimportant. But in the case of professionals with six to ten years' experience, there is a steady increase of professionals (67 respondents) supporting the claim the attribute is important, and 43 professionals consider it unimportant and thirty-two professionals are of the view that it is neither important nor unimportant.

An overall analysis of different attributes of professional identity experience wise reveals that a good number of library professionals (123 respondents) considered all the attributes of professional identity as important. This is evident from the total scores presented in Tables 72 to 81, which account for forty-seven percent of the total number of library professionals. From the results displayed in Tables 72 to 81, it is clear that 83 professionals (31%) considered all the attributes of professional identity unimportant which is quite alarming. Outcomes displayed in

Tables 72 to 81 also show that 59 professionals (22%) consider all the attributes of professional identity neither important nor unimportant. The most preferred attributes of professional identity and their ranking of preferences have been analysed and presented in Table 82.

**Table 82**

*Attributes of Professional Identity (Professionals preferences)*

Attributes	Mean	Standard deviation	Preference
Promote librarianship	4.3434	.63886	4
Dedicated professional service	4.3887	.60605	1
Supporting learning and teaching activities	4.2981	.62598	5
Promote and market library resources	4.1208	.73375	9
Teach users the best use of library resources	4.3698	.60852	2
Strengthening information literacy skills	4.3472	.63383	3
Form partnerships and collaborations	3.9962	.75628	10
Adaption to change	4.2075	.72191	6
Willing to take risks and be creative	4.1396	.72256	8
Promote a culture of research	4.1623	.77855	7

Table 82 shows the preferences of library professionals about different attributes of professional identity. The first preference was given to the dedicated professional service attribute with a mean score of 4.3887 and the second preference

was to teach users the best use of library resources with a mean score of 4.3698. The third preference was given to strengthening information literacy skills, with a mean score of 4.3472. All the other attributes follow subsequently, with a slight difference in mean score, and the last preference is form partnerships and collaborations attribute, with a mean score under four (Mean = 3.9962).

#### **4.6 Conclusion**

This chapter analysed the data collected from the library professionals of six universities in Kerala regarding their professionalism by using various statistical methods like the simple percentage method, mean, standard deviation, ANOVA, correlation, and regression. Results are displayed using tables and figures, and findings are extracted through proper interpretations.

The results revealed that library professionals in university libraries in Kerala are exhibiting professionalism to a very great extent. Different elements of professionalism, such as professional ethics, professional competency, continuing professional development, and professional identity of library professionals have been analysed gender wise, age wise, university wise, experience wise and designation wise and in all cases, the library professionals practice different elements of professionalism to a very great extent.









## CHAPTER 5

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# FINDINGS, SUGGESTIONS AND CONCLUSION

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5.1 Introduction

5.2 Major findings of the study

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5.2.2 Professional Competency

5.2.3 Continuing Professional Development

5.2.4 Professional Identity

5.3 Tenability of Hypotheses

5.4 Suggestions

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5.6 Conclusion

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## **5.1 Introduction**

The researcher attempted to study the professionalism among library professionals in university libraries in Kerala through research questions framed around various components of professionalism, such as professional ethics, professional competency, continuing professional development, and professional identity. This section deals with the major findings of the study in a concise manner, with the formulated hypotheses being tested, and puts forward suggestions for improving professionalism among library professionals. The conclusion drawn from the study is also given, and finally, a recommendation for further research is given at the end.

## **5.2 Major Findings of the study**

The major findings of the study conducted among library professionals in university libraries in Kerala are presented in a concise manner and given below.

### **5.2.1 Professional Ethics**

1. Both male and female library professionals provide access to information to users to a great extent. There is no significant difference in the access to information provided by male and female library professionals.
2. All the experienced groups of library professionals provide access to information to users to a very great extent. The highest level of access to information is practiced by library professionals with 16-20 years' experience ( $M = 4.7109$ ).
3. The highest level of access to information for users is practiced by library professionals in the age group 21-30 years, with a mean score of 4.4946. There is no significant variation in access to information among different age groups.
4. The library professional's responsibility towards individuals and society shows that male library professionals have more responsibility than their female counterparts. There is no significant difference in the responsibility

displayed by male and female library professionals towards individuals and society.

5. There is no significant difference in the library professionals' responsibility towards individuals and society, experience wise. The library professionals in the age group 16-20 years ( $M = 4.6000$ ) show higher responsibility towards individuals and society.
6. The library professional's responsibility towards individuals and society shows that responsibilities are fulfilled to very great extent, age wise.
7. Library professionals aged 41-50 fulfil higher responsibilities, with a mean value of 4.4467. There is no significant difference in the responsibilities performed by different age groups of library professionals.
8. All library professionals, irrespective of gender, maintain privacy, secrecy, and transparency in their library activities to a very greater extent. Male library professionals have greater privacy, secrecy, and transparency than their female counterparts. There is no significant difference in the privacy, secrecy and transparency displayed by library professionals' gender wise.
9. All library professionals in different experience groups maintain privacy, secrecy, and transparency to a very great extent. There is no significant difference in privacy, secrecy, and transparency among the different experienced library professionals.
10. The highest level of privacy, secrecy, and transparency is maintained by the age group 21-30 years, with a mean score of 4.4783. All age groups maintain privacy, secrecy, and transparency to a very great extent.
11. There is no significant difference among different designation groups concerning privacy, secrecy, and transparency. Professional Assistant Grade I maintain the highest level of privacy, secrecy, and transparency with a mean score of 4.4490. There is no significant difference among different designation groups concerning privacy, secrecy, and transparency.



12. Male and female library professionals' practices open access and intellectual property to a very great extent. Female library professionals have a slightly higher practice of open access and intellectual property than male professionals. There is no significant difference in the practice of open access and intellectual property among male and female library professionals.
13. There is no significant difference in the practice of open access and intellectual property among different experienced groups of library professionals. The highest level of open access and intellectual property is maintained by an 11-15 years experienced group, with a mean score of 4.1243.
14. Library professionals of all age groups practice open access and ensure intellectual property rights to a very great extent. The age group 21-30 years has the highest level of open access and intellectual property, with a mean score of 4.1304.
15. There is no significant difference in open access and intellectual practices among different designations of library professionals. Professional Assistant Grade II has the highest level of open access and intellectual property practices, with a mean score of 4.0603.
16. Library professionals in all age groups practice neutrality, personal integrity, and professional skills to a very great extent. Library professionals in the age group 41-50 years have the highest level of neutrality, professional integrity, and professional skills.
17. There is no significant difference in the practice of neutrality, personal integrity, and professional skills among different experience groups. The library professionals with 6-10 years of experience practice neutrality, personal integrity and professional skills at the highest level, with a mean score of 4.2889.

18. Professional Assistant Grade I practice neutrality, personal integrity, and professional skills at the highest level, with a mean score of 4.3755. Library professionals, regardless of designation, practice neutrality, personal integrity, and professional skills to a very great extent. There is no significant difference among different designations of library professionals in practicing neutrality, personal integrity, and professional skills.
19. Male and female library professional's practice neutrality, personal integrity, and professional skills to a very great extent. There is no significant difference in the practice of neutrality, personal integrity and professional skills among male and female library professionals.
20. There is no significant difference in the practice of colleague and employer/employee relationships among different designations. Professional Assistant Grade I maintain the highest level of colleague and employer/employee relationships, and Assistant Librarians maintain the lowest.
21. University of Calicut maintains the highest level of colleague and employer/employee relationships. There is no significant difference in the colleague and employer/employee relationship among different universities.
22. All library professionals belonging to different experience groups maintain colleague and employer/employee relationships to a very great extent. Professionals with 11-15 years' experience maintain the best colleague and employer/employee relationships. There is no significant difference in the colleague and employer/employee relationship between different experience groups.
23. Professionals in all age groups maintain colleague and employer/employee relationships to a very great extent. There is a significant difference in the colleague and employer/employee relationship between different age groups.
24. Female library professionals maintain higher levels of colleague and employer/employee relationships than male library professionals. There is no

significant difference in the colleague and employer/employee relationship between male and female library professionals.

25. The majority of library professionals (60%) have not read the code of ethics of any professional association.
26. Indian Library Association's code of ethics has been read by majority of library professionals.
27. Fifty-one percent of library professionals have not attended any programs/training related to professional ethics. Less than 5 years' experience groups have the highest participation (53.33%) in programs programs/training related to professional ethics.
28. Conference/seminars are the most preferred programs related to professional ethics attended by library professionals.
29. A positive correlation exists between different elements of professional ethics such as access to information, responsibilities towards individuals and society, privacy, secrecy, and transparency, open access and intellectual property, neutrality, personal integrity, professional skills, and the relationship between colleague and employer.
30. Responsibilities towards individuals and society have high impact on professional ethics (73.1%). Privacy, secrecy, and transparency also have high impact on professional ethics (72.6%).

### **5.2.2 Professional Competency**

31. There is no significant difference in the practice of personal/interpersonal competencies among different age groups of library professionals. Personal/interpersonal competencies are practiced to a high degree by all library professionals, with a mean score of 4 and a standard deviation of .54361.

32. Professional Assistant Grade I have the highest personal/interpersonal competencies with a mean score of 4.0578, and assistant librarians have the lowest with a mean score of 3.9707 among different designations.
33. There is no significant difference in the practice of personal/interpersonal competencies among different experience groups of library professionals. Library professionals with 11 to 15 years' experience possess highest personal/interpersonal competencies, with a mean score of 4.0749.
34. Male and female library professionals maintain library collection competencies to a very great extent. There is no significant difference in the practice of library collection competencies among male and female library professionals.
35. The age group 21-30 years has the highest library collection competencies, with mean score of 4.1087. All library professionals with different age groups maintain library collection competencies to a very great extent, with mean score being 4.0426. There is no significant difference in library collection competencies among the different age groups of library professionals.
36. All library professionals with different years of experience practice library collection competencies to a very great extent. The highest level of library collection competencies is practiced by experience group 6-10 years, with mean score of 4.1088. There is no significant difference in the library collection competencies acquired by different experience groups.
37. Professional Assistant Grade II has the highest library collection competencies, with mean score of 4.0980. There is no significant difference in the acquisition of library collection competencies among different designations of library professionals.
38. Male library professionals have greater user service competencies, with a mean score of 4.0237, than their female counterparts. All library professionals, irrespective of gender, acquire user service competencies to a

very great extent. There is no significant difference in the user service competencies of male and female library professionals.

39. Professional Assistant Grade II has the greatest user service competencies, with a mean score of 4.0524. All library professionals, regardless of their different designations, maintain user service competencies to a very great extent.
40. Six to ten years' experience group have the highest user service competencies, with mean score of 4.0675. There is no significant difference in the user service competencies of different experience groups.
41. The age group 21-30 years has the highest user service competencies, with mean score of 4.0978. All age groups maintain user service competencies to a very great extent, with aggregate mean score being 4.0019 and standard deviation being 0.57282. The difference in user service competencies between different age groups is not statistically significant as p-value is 0.609.
42. There is no significant difference in technology competencies between male and female library professionals. Male library professionals have greater technology competencies, with mean score of 3.8048, than their female counterparts.
43. The age group 21-30 years has the highest technology competencies, with mean score of 3.8893. All age groups of library professionals have technology competencies to a great extent, with aggregate mean score of 3.7743 and standard deviation of 0.53760. There is no significant difference in technology competencies between different age groups.
44. There is no significant difference in technology competencies among different designations of library professionals. All the different designations of library professionals possess technology competencies to a great extent, as the mean value is between 3 and 4.

45. Library professionals with 16-20 years' experience have the highest technology competencies, with a mean score of 3.8264. There is no significant difference in the technology competencies of library professionals with different experiences.
46. Library collection competencies also share a high-level correlation (0.680) with user services competencies, which is significant as p value is less than one percent. A positive correlation exists among different elements of professional competency, such as Personal/Interpersonal competencies, library collection competencies, user services competencies, and technology competencies.
47. User service competency has the highest impact on professional competency at 80% ( $R^2 = 0.800$ ,  $p = 0.000$ ) and is also significant at one percent level. Library collection competency and technology competency show a moderate impact on professional competency. Personal/interpersonal competency have a very low impact on professional competency.

### **5.2.3 Continuing Professional Development (CPD)**

48. The majority of library professionals (70.56%) have attended courses after entering profession. The majority of professionals with 16-20 years' experience (84.38%) have attended the course after entering the profession.
49. The majority of library professionals (68.68%) do not have publications in the library and information science fields.
50. The majority of library professionals (67.92%) read library and information science literature sometimes.
51. There is significant difference in the level of reading library and information science literature among different experience groups.
52. The first preference in the CPD program of library professionals is attending workshops, with a mean of 1.1396. The second preferred CPD program is

Conferences/seminars and lectures; talks come in third place. Last preference is taking MOOCs.

53. Library professionals first preferred reason for not attending CPD programs is lack of time, with a mean of 0.8377. The second preferred reason for library professionals not attending CPD programs is a shortage of staff, and a lack of institutional support is the third preferred reason for not attending CPD programs.
54. The first preference of home institutions to support CPD programs is providing duty leaves, with mean score of 1.0566. Providing travel or /dearness allowance is the second preference, and enhanced opportunity for promotion is the third preferred CPD activity by home institutions to support CPD programs.
55. The first preference given by library professionals in the improvement attained after attending CPD programs is the use of open-source software, with mean score of 3.8226. Second, they have improved their communication skills, and third, they have improved their library automation skills.
56. More than half of library professionals (56.98%) have membership in professional associations. Among the different experience groups, library professionals with 11-15 years' experience have the highest membership (76.27%) in library professional associations.
57. The majority of library professionals have membership in KLA. Of the different experience groups having membership in KLA, professionals with 11-15 years' experience (67.79%) have the maximum number of memberships in KLA.
58. The majority of library professionals (56.00%) are of the opinion that library associations are not organizing sufficient CPD programs.

59. There is no significant difference in the experience wise analysis of continuing professional development of library professionals.
60. There is no significant difference between the designation wise analysis of continuing professional development of library professionals.
61. There is no significant difference in the age-wise analysis of CPD for library professionals.
62. There is no significant difference in the gender-wise analysis of CPD for library professionals.

#### **5.2.4 Professional Identity.**

63. In less than 5 years' experience, the majority of library professionals (49 respondent's) are of the view that they consider promotion of librarianship an important attribute. In six to ten experience group, the majority (70 respondents) consider promotion of librarianship an important attribute.
64. A good number of library professionals with less than 5 years' experience (52 respondent's) state that dedicated professional service is an important attribute. In the experience group of six to ten years, the majority of library professionals (67 respondent's) are of the view that dedicated professional service is an important attribute.
65. A staggering number of respondent's (77 library professionals of experience groups 6-10 years old) considered supporting learning and teaching an important attribute. A good number of library professionals with less than 5 years of experience (43 respondent's) consider supporting learning and teaching as an important attribute.
66. Nearly half of the library professionals (123 professionals) consider the ability to promote and market library resources an important attribute.
67. There is not that much difference in the number of professionals treating the attribute of teaching users the best use of library resources as important or



unimportant (45 respondents stated it is important, and 38 consider it unimportant).

68. A good number of library professionals with less than five-year experience (52 respondents) opined that strengthening information literacy skills is an important attribute.
69. Nearly 46.41 percent of library professionals consider the attributes of partnerships and collaborations important.
70. Almost half of the library professionals (123 professionals) consider the attribute adaptation to change as important, and 31.32 percent of library professionals consider it unimportant.
71. The willingness to take risks and be creative is considered important by nearly half of the respondents (46.41%), and 22.26 percent of library professionals consider this attribute neither important nor unimportant.
72. Nearly half of the library professionals (46.41%) considered the attribute of promoting a culture of research important.
73. Out of the different attributes of professional identity, dedicated professional service is the most preferred attribute with mean of 4.3887, with the last preference being form of partnerships and collaborations attribute.

### **5.3 Tenability of Hypotheses**

In light of the findings drawn from the study, the tenability of hypotheses that were formulated based on the study's objectives was examined.

#### **Hypothesis-1**

The first hypothesis states that there is no significant experience wise difference in the practice of professional ethics by library professionals in university libraries in Kerala.

Findings numbers 2, 5, 9, 13, 17, and 22 confirm that there is no significant experience wise difference in the practice of different elements of professional ethics such as access to information, responsibilities towards individuals and society, privacy, secrecy, and transparency, open access and intellectual property, neutrality, personal integrity, professional skills, and the colleague and employer/employee relationship. On the basis of these findings, the hypothesis is accepted.

### **Hypothesis-2**

The second hypothesis states that there is a significant gender difference in the practice of professional ethics by library professionals in university libraries in Kerala.

According to finding numbers 1, 4, 8, 12, 19, and 24 there is no significant gender difference in the practice of professional ethics by library professionals in university libraries in Kerala. In light of these findings, the hypothesis is rejected.

### **Hypothesis-3**

The third hypothesis states that there is no significant difference in the professional competencies of different experienced groups of library professionals in university libraries in Kerala.

Experience wise analysis of different elements of profession competencies such as personal/interpersonal competencies, library collection competencies, user services competencies, and technological competencies is clearly mentioned in tables 40, 43, 47, and 52. According to findings numbers 33, 36, 40, and 45, there is no significant difference in the professional competencies of different experience groups of library professionals in university libraries in Kerala. Therefore, this hypothesis is accepted.

### **Hypothesis-4**

The fourth hypothesis states that there is no significant difference in the professional competencies of different age groups of library professionals in university libraries in Kerala.

The results displayed in tables 38, 42, 48, and 50 describe the age wise analysis of different professional competencies, such as personal/interpersonal competencies, library collection competencies, user services competencies, and technological competencies. According to findings numbers 31, 35, 41, and 43, there is no significant difference in the professional competencies of different age groups of library professionals in university libraries in Kerala. Therefore, this hypothesis is accepted.

### **Hypothesis-5**

The fifth hypothesis states that there is a significant gender difference in the competence of library professionals in university libraries in Kerala.

According to the results in tables 41, 45, and 49, there is no significant gender difference in the analysis of different competencies such as library collection competencies, user services competencies, and technological competencies. Male and female library professionals maintain professional competencies to a very great extent. According to finding numbers 34, 38, and 42, it is evident that there is no significant gender difference in the professional competencies of library professionals in Kerala. Hence, this hypothesis is rejected.

### **Hypothesis-6**

The sixth hypothesis states that continuous professional development of library professionals in universities in Kerala is not adequate to meet user's needs.

As per the findings displayed in tables 56, 57, 58, 62, and 67, and according to finding numbers 49, 50, 52, 53, and 58, it can be inferred that the continuous professional development of library professionals is not adequate enough to meet the changing needs of the user community. On the basis of these results and findings, the hypothesis is accepted.

#### **5.4 Suggestions**

Based on the analysis and findings of the study, the researcher put forward the following suggestions to improve the professionalism of library professionals in university libraries in Kerala.

1. Indian Library Association should update the code of ethics and make it mandatory to follow the code of ethics for every librarian, and strict action must be taken against those who violate the code of ethics. This updated code of ethics should be incorporated into the curriculum of library and information courses in India and practiced by every library professional.
2. Analysis and findings show that even though library professionals have not read the codes of ethics of different library professionals, they have practiced them in their services. Library professionals in university libraries should be trained in the ways in which they can eliminate plagiarism. They should be made experts in different reference management software and style manuals through proper workshops and orientation classes so that they can help the users follow ethics in research and avoid plagiarism.
3. Conference/seminars, workshops related to professional ethics are very rare. The University Grant Commission should provide strict rules regarding conduct of ethics related programs by higher education institutions and should provide funds to institutions to conduct programs related to professional ethics.
4. The Indian Library Association should bring in a licensing system for librarians in which library professionals who follow professional ethics and have professional competency should be given licenses. All higher learning institutions should make it mandatory that those who have licenses only work at their institution. This license should be renewed periodically based on the upskilling, competency, and practice of professional ethics by library professionals. Those who violate professional ethics should have their license suspended.

5. Library professionals should be given adequate training to improve their professionalism and ethical behavior.
6. UGC and higher education institutions should make it mandatory that every designation of library professionals go through compulsory competency development through different continuing professional development programs and should provide funds to conduct programs related to competency development. At present, only library professionals with the designation assistant librarian and above have mandatory participation in orientation programs and refresher courses. For each level of promotion for library professionals, there should be mandatory competency level achievement.
7. Special funds and leaves should be provided to library professionals to participate in different competency development programs.
8. Findings show that of the different elements of professional competencies, personal/interpersonal competencies are practiced at the minimum level and should be improved among library professionals. In order to improve personal/interpersonal competencies, the university authorities and UGC should encourage and provide necessary support for library professionals in university libraries to take courses to improve leadership, negotiation, and communication skills.
9. Analysis and findings show that library professionals are maintaining professional competency to a great extent, but there is a need to practice professional competency at consistent levels. So, the university authorities should provide institutional support, release time, and equal opportunities for all library professionals to maintain their competency level. UGC should provide ample funds to universities to provide different continuing professional development programs for library professionals to maintain their competency level.

10. Library professionals should develop a desire to attend different webinars, and online workshops to develop their competency level without affecting their duty hours and services.
11. National library associations and regional library associations should conduct a greater number of professional competency development programs both online and offline on a regular basis with affordable fees and at a convenient time on working days and holidays without affecting the normal working hours of library professionals in university libraries in Kerala.
12. University authorities should arrange on the job training or in house training for library professional's consistently to enhance their competency levels and meet the changing needs of users.
13. Even though library professionals have taken courses such as refresher, orientation, and MOOCs after entering the profession, the number of courses related to research, such as M.Phil. and Ph.D., is comparatively low. Library professionals working in universities have to deal with research scholars, as users must be encouraged to do research so that they can learn tools and techniques related to research and, in turn, help and give services to the research scholars.
14. As the publications of library professionals are in decline, efforts may be made by university authorities to encourage library professionals to do research and come up with ample publications in national and international journals. Library professionals may be given training to publish books, book chapters, and journal articles at national and international level. Promotion may be given after checking the publication pattern of library professionals at every designation stage in universities.
15. University authorities should give release time, encouragement, and training to increase the publication level of library professionals, and UGC should give more financial aid to universities to conduct conferences, seminars, hands on workshops, refresher courses, lectures, talks, training programs,

webinars, conventions, MOOCs, and in house training programs for the continuing professional development of library professionals.

16. The study strongly urges library associations regionally, nationally, and internationally to conduct sufficient continuing professional development programs for library professionals.
17. University authorities should create an atmosphere for library professionals to interact with peers and library educators to learn, share, and discuss innovative ideas to serve users in a timely manner.
18. Library professionals may themselves explore the online continuing education programs available through LinkedIn and MOOCs such as Swayam, NPETL, and Scopus database to increase their competency.
19. As professional librarians, they should display their professional identity through different roles such as teacher, service provider, motivator, advisor, guide, educator, collaborator, innovator, leader, and expert in different library services.
20. Library professionals should display different attributes of professional identity by promoting librarianship and marketing library resources, showing dedicated professional services, supporting learning and teaching activities, teaching users the best use of library resources, strengthening information literacy skills, forming partnerships and collaborations, adapting to change, being willing to take risks, and promoting a culture of research.

### **5.5 Further Research Recommendations**

The present study examined the professionalism among library professionals in university libraries in Kerala. The researcher would like to recommend the following areas for further research.

1. Future research may be conducted to explore professionalism among library professionals in different types of libraries, such as special libraries, college libraries, school libraries, and public libraries.

2. Further research may be done to measure the practice of professional ethics by library professionals in different types of libraries, such as special libraries, college libraries, school libraries, and public libraries.
3. The professional competency of library professionals working in special libraries, college libraries, school libraries, and public libraries may be explored.
4. A correlation analysis of continuing professional development and professional development in other types of libraries may be carried out.
5. The role of library professional associations in the professional development of library professionals may be examined.
6. Further research on the professional identity of library professionals working in special libraries, college libraries, school libraries, and public libraries may be conducted.

## **5.6 Conclusion**

Scientific literature is being doubled every nine years, and due to the explosion of information and availability of information at a fast pace through different mediums and formats, and the diverse needs of users, librarianship is a challenging profession. In this scenario, the library profession has become a profession that needs consistent updating of knowledge and skills to cope with this challenge. This study tried to explore professionalism among library professionals in university libraries in Kerala by measuring the different elements of professionalism, such as professional ethics, professional competency, continuing professional education, and professional identity.

Professional ethics was studied among library professionals using the IFLA code of ethics for librarians and other information workers. Six parameters of the IFLA code of ethics, such as access to information, responsibility towards individuals and society, privacy, secrecy, and transparency, open access and intellectual property, neutrality, personal integrity, professional skills, and colleague



and employer/employee relationships, were studied among library professionals. The study showed all six parameters are being practiced by all library professionals to a very great extent, regardless of age, experience, gender and designations. Even though library professionals practice professional ethics, there is a need for consistent practice of the core elements of the code of ethics by international associations like IFLA and ALA, which regularly update their code of ethics. The results of the study reveal that the majority of library professionals have not read the code of ethics of any professional association, and the Indian library association's code of ethics, which is not updated regularly, has been read by many. The study strongly recommends the incorporation of the codes of ethics of international organizations such as IFLA and ILA in the library and information science curriculum. The results of the study insist on the regular updating of the code of ethics of the Indian Library Association and making its practice mandatory for library professional's. The implications of the study have implications for the establishment of regional and national bodies responsible for regularly monitoring the practice of professional ethics by library professionals and taking strict action by these bodies against those who are violating the practice of professional ethics. The study recommends that these national bodies can set up a licensing system for library professionals in which the license should be renewed yearly by library professionals, and these bodies for issuing licenses should consider the practice of professional ethics as one of the parameters in qualifying for a license.

The professional competency of library professionals was measured using the competency index for the library field by Web Junction by examining different competencies such as personal/interpersonal competencies, library collection competencies, user services competencies, and technological competencies. The result of the study proved that all these competencies are acquired and practiced to a great extent by library professionals, regardless of age, gender, experience, designation, or university. The study finds that the competency development of library professionals in university libraries in Kerala is satisfactory, and there is a need for consistent maintenance of competency levels through continuing professional development programs.

Even though continuing professional development programs are attended by library professionals, the study confirms that their publications are at a lower level. Universities being institutions in which the majority of users are research scholars and faculties, the declining level of interest of library professionals in research and publications hinders the professionals from rendering the services and tools related to research to users. This weaker area, as the study suggests, should be improved by proper encouragement, orientation, and training of library professionals by university authorities in order to provide services to patrons. The study affirms the need for the university authorities to come up with conferences, seminars, workshops, orientation programs, refresher courses, lectures, talks, MOOC courses, training programs, conventions, and in house training programs for library professionals by giving financial aid, institutional support, release of time, equal opportunities, and the need for the UGC to give more financial support to universities to conduct continuing professional development programs. The results indicated that the library associations are not organizing a sufficient number of continuing professional development programs, and there is a need for the combined effort of university authorities, the UGC, the library associations, and the professionals themselves to impart different continuing professional development programs, thereby increasing their competency and delivering high quality services to users. Finally, the researcher analysed how different attributes of professional identity are important to library professionals and concluded that all attributes of professional identity, such as promoting librarianship, dedicated professional service, supporting learning and teaching activities, promote and market library resources, teach users the best use of library resources, strengthening information literacy skills, form partnerships and collaborations, adaptation to change, willing to take risks and be creative and promote a culture of research are being considered as important and library professionals play different roles such as teacher, service provider, motivator, advisor, innovator, research guidance, educator, collaborator, innovator, leader and expert for being a professional.

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## **APPENDIX**







## QUESTIONNAIRE

Dear Respondent,

This questionnaire is intended to collect data regarding my research work on “**Professionalism among library professionals in university libraries in Kerala**” under the guidance of **Dr.VASUDEVAN T.M.** Professor, Dept. of Library and Information Science, University of Calicut. I request your sincere support in filling up the questionnaire and I promise that the information given by you will be kept confidential.

Thanking You

**PRASANTH M.**

Research Scholar

D L I Sc, University of Calicut.

### 1.DEMOGRAPHIC INFORMATION

1. University: University of Calicut  University of Kerala   
 Mahatma Gandhi University  Kannur University   
 Cochin University of Science & Technology   
 Sree Sankaracharya University of Sanskrit
- 2.Gender: Male  Female
- 3.Age: 21-30 years  31-40 years  41-50 years  51-60 years
4. Educational Qualifications: B. L. I. Sc.  M. L. I .Sc.  M.Phil.   
 Ph.D.  NET  JRF   
 Others (Please specify) .....
- 5.Other qualifications: PGDLAN  PGDCA  DCA  MOOCs   
 MS Office  PGDIT   
 Others (Please specify) .....
6. Experience in Library: Less than 5 years  6-10 years   
 11-15 years  16-20 years  above 20 years

7. Designation: University Librarian  Deputy Librarian   
 Assistant Librarian  Information Scientist   
 Junior Librarian/Reference Assistant   
 Professional Asst. Gr.I/Technical Assistant   
 Professional Assistant Gr.II/Library Assistant   
 Others (Please specify).....

8. Nature of employment: Permanent  Temporary

**II.PROFESSIONAL ETHICS**

The following are the statements related to the professional ethics of library professionals. Please put a tick mark in relevant boxes to reveal your belief in professional ethics.

**Access to Information**

Sl No	Statement	Strongly Agree	Agree	Can't say	Disagree	Strongly Disagree
1	I promote and publicize library collections and services					
2	I use the most effective ways to make resources accessible to all					
3	I ensure access to information to all users					
4	I try to provide information to users on time					

**Responsibilities towards individuals and society**

5	I provide equitable services for everyone without bias regarding their age, political belief, gender identity, physical or mental ability, income, race or religion					
6	I organize library resources in a way that allows users can find the information themselves					
7	I support users in their information searching					
8	I assist users to develop their information literacy skills					
9	I help in eliminating plagiarism and misuse of information					

**Privacy, secrecy and transparency**

10	I respect personal privacy and the protection of personal data of users					
11	I respect users confidentiality with respect to information received and resources consulted					
12	I care about the transparency in library activities					

**Open access and intellectual property**

Sl No	Statement	Strongly Agree	Agree	Can't say	Disagree	Strongly Disagree
13	I promote the principles of open access, open-source, and open licenses					
14	I believe that copyright restrictions for libraries may be avoided					
15	I ensure that the intellectual property right of authors are respected					

**Neutrality, personal integrity and professional skills**

16	I am committed to neutrality and an unbiased stance regarding collection, access and service					
17	I do not advance private interest or personal belief at the expense of users, colleagues or institution					
18	I try to counter corruption directly affecting librarianship					
19	I strive for excellence in the profession by maintaining and					

	enhancing my knowledge and skills					
20	I aim at the highest standards of service quality					

**Colleague and employer/employee relationship**

21	I treat colleagues with fairness and respect					
22	I share my professional experience with colleagues					
23	I help and guide new professionals and develop their skills					
24	I don't compete with colleagues using unfair methods					

25. Have you read the Code of ethics of any professional association?

Yes  No

If yes, which of the following library associations codes have been read by you?

IFLA  ALA  ILA  Others (Please specify).....

26. Have you attended programs/training related to professional ethics?

Yes  No

If yes, please mention programs have you attended?

Conferences/Seminars  Workshops  Lectures/Talks

**III. PROFESSIONAL COMPETENCY**

The following statements are related to your knowledge and skill of library activities. Please put a tick mark (✓) in relevant boxes to indicate your professional competency.

**Personal/Interpersonal Competencies**

Sl No	Statement	Strongly Agree	Agree	Can't say	Disagree	Strongly Disagree
1	I work effectively in teams with strong team-building skills					
2	I am able to communicate effectively with a					



	variety of audiences					
3	I present ideas in a manner that is clear and concise					
4	I am able to secure beneficial outcomes through my negotiation skills					
5	I give and receive constructive feedback from coworkers, supervisors and users					
6	I deliver quality customer service to virtual users as well as walk-in users					
7	I am able to exhibit leadership qualities and behavior					
8	I adapt to changes effectively					
9	I use creative and innovative ideas to make a useful contribution to the library					
10	I could solve problems both in conventional and innovative ways					
11	I am able to exhibit convincing capacity					
12	I feel my critical thinking skills have improved					

**Library Collection Competencies**

<b>Sl No</b>	<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Can't say</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
13	I manage the processes by which library materials are ordered and received					
14	I am able to update the catalogue to reflect accurate bibliographic, holdings and item information					
15	I maintain the collection of resources in many formats based on user needs					
16	I apply the evaluation criteria to build a collection of high quality and relevant resources					
17	I make efforts to improve the digital resource system and services					
18	I develop and manages the library's collection of electronic resources					
19	I implement appropriate techniques for the preservation and conservation of library materials					

**User services competencies**

<b>Sl No</b>	<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Can't say</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
20	I am able to update with changes in the automation system					
21	I perform basic circulation operations					
22	I provide informal instruction and assistance to build skills of library users					
23	I plan and manages training programs to meet the lifelong learning needs of users					

**Technology Competencies**

24	I am able to follow various modules of the library's automation system					
25	I am familiar with operating and database system used in the library's automation system					
26	I am able to use spreadsheet programs					
27	I can manage word processing programs					
<b>Sl No</b>	<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Can't say</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
28	I am familiar with presentation programs					
29	I am familiar with library automation softwares					
30	I am able to work with digital library software					
31	I am competent to use institutional repository					

	software					
32	I am able to design and host library website					
33	I regularly update the library website					
34	I am able to develop the library's presence on social networking sites					

**IV. CONTINUING PROFESSIONAL DEVELOPMENT (CPD)**

1. Have you attended any Library and Information Science courses after entering the profession?

Yes  No

a) If yes, please tick the courses you have undergone:

M.L.I.Sc  MPhil  Ph.D.  MOOCs

Refresher Courses

Orientation Programmes  Certificate courses

Others (please specify).....

2. Do you have publications in the Library and Information Science field?

Yes  No  If yes, please write

Total number of articles in international peer reviewed journals	
Total number of articles in national peer reviewed journals	
Total number of books	
Total number of chapters in books	
Total number of papers published in conferences/seminars	

3. How often do you read the Library and Information Science articles/books/literature?

Regularly  Sometimes  Rarely

4. Please indicate the number of CPD programs you attended among the following during your professional career. (Please tick)

<b>CPD programs</b>	<b>NIL</b>	<b>1-5</b>	<b>6-10</b>	<b>11-15</b>	<b>Above 15</b>
Conferences/ Seminars					
Workshops					
Orientation programs					
Refresher courses					
Lectures, talks					
Massive Open Online Course (MOOCs)					
Training programs					
Conventions					
In-house training					

5. To what extent the following reasons prevent you from attending the CPD programs?

<b>Reasons</b>	<b>To a great extent</b>	<b>To some extent</b>	<b>Not at all</b>
Financial constraints			
Lack of institutional support			
Lack of time			
Lack of equal opportunities			
Lack of encouragement			
Lack of promotion in the job			
Lack of interest			
Lack of awareness			
Shortage of staff			

Others (please specify) .....

6. Indicate the strategies used by your institution in encouraging and supporting your CPD activities.

<b>Strategies</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
Duty leave to attend CPD programs			
Travel allowance/Dearness allowance			
Enhanced opportunity for promotion			
Payment of registration fees			
Payment of accommodation costs			
Payment of university course fees			

7. Please indicate the level of improvement you attained after attending CPD programs.

<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Can't say</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
I could develop a collection of e-resources					
I could build an institutional repository					
I could start new library services					
I have automated library operation operations					
I had made use of open-source software's					
I could develop a blog/website for library					
I could write research papers					
I could improve communication skills					

Others (please specify).....

8. Are you a member of any professional library association?

Yes  No

If Yes, please tick mark the professional associations you have a membership?

KLA  ILA  KELPRO  Consortia for information professionals India

ILIS  SALIS  SIS  ALA  IASLIC  Others (Please specify).....

9. Do you think that the library associations are organizing sufficient CPD programs

according to your requirements? Yes  No

**V. PROFESSIONAL IDENTITY**

1. How important are these attributes of professional identity to you?

Attributes	Extremely important	Very important	Neither important nor unimportant	Very unimportant	Not at all important
Promote librarianship					
Dedicated professional service					
Supporting learning and teaching activities					
Promote and market library resources					
Teach users the best use of library resources					

Strengthening information literacy skills					
Form partnerships and collaborations					
Adaptation to change					
Willing to take risks and be creative					
Promote a culture of research					

2. What roles do you play being a professional? (Multiple options permitted)

- Teacher       Service provider       Motivator       Advisor   
 Research guidance       Supervisor       Educator       Collaborator   
 Innovator  leader  Expert

3. Give suggestions for improving professionalism among library professionals

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***Thank you very much***



## LIST OF PUBLICATIONS

### Journal Papers

- Bincy, O. K., Prasanth, M., & Vasudevan, T. M. (2023). Going green: Implementation strategies for environmental sustainability in CHMK Library, University of Calicut. *Kelpro Bulletin*, 27 (2).
- Hamdiya Sherin, P. P., Vasudevan, T. M., & Prasanth, M. (2021). Research Productivity of Indian Institute of Science (I I Sc), Bangalore during 2000-2019: A Scientometric Study. *Library Philosophy and Practice*, 1–22. <https://digitalcommons.unl.edu/libphilprac>
- Prasanth, M., & Vasudevan, T. M. (2019). Practice of professional ethics by librarians: A case study of the University of Calicut. *ILIS Journal of Librarianship and Informatics*, 2 (2), 49–56.
- Bincy, O. K., & Prasanth, M. (2019). Use and attitudes of the P G students towards informal learning spaces at Calicut University. *International Journal of Research and Analytical Reviews*, 6 (2), 914–923. [www.ijrar.org](http://www.ijrar.org)

### Conference Proceedings

- Ahanya, T., Vasudevan, T. M., & Prasanth, M. (2022). Training and professional development of library professionals in University of Calicut. In T. A. Abdul Azeez, V. M. Vinod, T. Nasirudheen, & K. Sreelatha (Eds.), *Transformation of library ecosystem: Terrains and Trajectories* (pp. 213–227). Ess Ess Publications.
- Aparna, V., & Prasanth, M. (2020). Green library awareness and practices: A study among library professionals in Calicut University Campus. In K. C. Abdul Majeed (Ed.), *Re-inventing the role of libraries in digital scenario* (pp. 205–216). Publication Division, Farook College.
- Prasanth, M., & Vasudevan, T. M. (2019). Going Green: Libraries for Sustainable Development. In K. Mohamed Haneefa & T. M. Vasudevan (Eds.), *Innovations and Transformations in Libraries* (pp. 20–31). Jayalakshmi Publications

### Book Reviews

- Prasanth, M. (2021). Publication manual of the American Psychological Association: the official guide to APA style. *Kelpro Bulletin*, 25 (2), 125–127. <https://kelprobulletin.in/files/Book%20re.pdf>
- Prasanth, M. (2021). Concise guide to APA style: the official APA style guide for students. *ILIS Journal of Librarianship and Informatics*, 4 (2), 81–82.