

Training and professional development of Library Professionals working in University Libraries of Jammu and Kashmir

Jahangeer Iqbal Quraishi

Research Scholar, Department of Library and Information Science, University of Kashmir,
Hazratbal, Srinagar, India

Abstract

The study was carried out to examine the training and professional development of the library professionals working in the University Libraries of Jammu and Kashmir, the attitude of University management towards professional development activities and ways of improving professional development activities of Library Professionals in J & K. Questionnaire was used as a data collection instrument. The questionnaire was distributed among all the library professionals and IT professionals working in the central as well as departmental/ seminar Libraries of Jammu and Kashmir State. The total number of questionnaire distributed among the 130 professionals out of which 112 responded. The study shows majority of professionals have specified that lack of staff development policy is the factor which hinders the effective training and development programs. There is a need to frame good staff development policy by the universities for the employees in order to adopt them in new technological environment from time to time. Presently there is shift from conventional operations of libraries to technological ones. Therefore, training and development programmes should be top priority in staff development policy. These programmes will be helpful to make the professionals more skillful in IT based operations and services of the libraries. Moreover, the IT phobia among the professionals particularly old age professionals can be eliminated through training and development programmes.

Key words: Human Resource Management, professional competencies, Training, Development, University Libraries

Introduction

Human resource is a collective term for all the people employed by an organization, agency, or institution. Also, the administrative department responsible for matters pertaining to employment (hiring, evaluation, promotion, termination, etc). Large independent libraries and Library system have their own human resources office. Libraries that function as a unit within larger organization may rely on the parent organization for such services **(Reitz, 2004)**.

Importance of developing men can well be highlighted from the following Chinese saying "If you wish to plan for a year; sow seeds and if you wish to plan for ten years; plant trees, if you wish to plan for a life-time, "development". Employee development is the process where by people learn the skills, knowledge, attitudes, and behaviors needed to perform job effectively. **Bhattia (2013)**.

The vital part to human resource is training and development. It is assuming an important role in the wake of the implementation of technology which has resulted in ever-increasing competition, a rise in quality and service particularly in the library sector. It is considered important to prepare employees for new jobs. The training programme gives opportunity to the employees to interact with the expert so that they will get well equipped with the skills which are needed currently in the institution.

Review of related literature

Haider (2004) has recommended in his study that only dedicated, technically qualified and business-like professionals can lead to better library and information services. The researcher has observed that the traditional library graduates will not be able to cope with present day challenges because of their lack of proper training and the absence of desired leadership qualities. Universities need to make use of technical managers or business managers for top managerial positions in university libraries.

Song (2005) reports that the changing educational environment in China requires new functions for university libraries and these functions demand that librarians possess different skills and talents. The quality and skills of university library staff are decisive factors for the development of both librarianship and national education in China's digital and networked environment.

Omekwu (2006) suggested that library professionals must participate in information and knowledge creation, undertake information resources documentation, provide an information identification service and evolve new means of preservation of resources.

Adanu (2007) reports that the research carried out among professional librarians in the five state-owned university libraries in Ghana. The study reveals that the professional librarian's involvement in Continuing Professional development (CPD) was a shared responsibility of the library and the individual.

Rajyalakshmi (2007) discussed the 'knowledge and skills' required for information professionals with respect to the changing concept of Information management. The author describes the areas to be included in the curriculum for training of information personnel such as Artificial Intelligence, Economics of Information, Manpower skills, Information systems etc.

Choi and Rasmussen (2009) reported a survey to examine qualifications and skills required for professional positions involved in digital resources, services, and technologies as changing aspects in academic libraries. The study reveals that current awareness and appropriate technological skills and experience in the digital library environment, knowledge and experience in creation and management of digital information and metadata are the most required qualifications for digital librarian positions with high emphasis on management skills.

Rao(2013)reported in his study that training is an ac to f increasing the knowledge and skill so fan employee for per forming a particular job. The study reveals that the major out come of training is learning. A trainee learns new habits ,refined skills and useful knowledge during the training tha the lpshim improve performance.

a. Objectives of study

- i. To analyze training and professional development in university libraries of J & K
- ii. To examine the perception of library professionals working in the university libraries regarding the training and professional development

b. Scope of study

The library & Information professionals working in the University libraries taken in to consideration for the study. The scope of the study is limited to select universities of the Jammu & Kashmir Region.

c. Methodology

Questionnaire was used as a data collection instrument. The questionnaire was distributed among all the library professionals and IT professionals working in the central as well as departmental/ seminar Libraries of the following universities of Jammu and Kashmir State. The total questionnaire distributed among the 130 professionals out of which 112 responded.

1. University of Kashmir
2. University of Jammu
3. Sher-e- Kashmir University of Agricultural Sciences of Kashmir, SKUAST (K)
4. Sher-e- Kashmir University of Agricultural Sciences of Jammu,SKUAST(J)

Data analysis**Demographic data****1. University wise data**

Majority of the professionals 49 (43.75 %) are working in the University of Kashmir and is followed by the University of Jammu 46 (41.07 %) both are the oldest universities of J&K State. However, 11 (9.82 %) are from SKUAST-K and the remaining 6 (5.35%) professionals are from SKUAST-J. (Table 1)

Table1: University-wise number of Professionals

S. No	University	N	Percentage
	University of Kashmir	49	43.75
	University of Jammu	46	41.07
	SKUAST-K	11	9.82
	SKUAST-J	6	5.35

2. Profession wise data

The professional information of the respondents show that out of 112 respondents the healthy 105 (93.75%) are Library and Information Science (LIS) professionals while the remaining 7 (6.25 %) are Information Technology (IT) professionals. (Table 2)

Table 2: Profession-wise number of respondents

S. No	Profession	N	Percentage
	LIS Professional	105	93.75
	I.T Professional	7	6.25

3. Gender

The data shows that maximum professionals 71 (63.3%) are female while the remaining 41 (36.6 %) are male. (Table 3)

Table 3: Gender-wise number of respondents

S. No	Gender	N	Percentage
	Male	41	36.60
	Female	71	63.30

4. Working Experience

A healthy number of professionals 30 (26.79 %) have working experience of more than 20 years, while 27 (24.10%) have working experience of 10-15 years. It was also observed that 25 (22.32%) professionals have working experience of 5-10 years whereas only 16 (14.28%) have a working experience of 0-5 years and 14 (12.5%) professionals have experience of 15-20 years. (Table 4)

Table 4: Working experience-wise number of respondents

S. No	No. of years Experience	N	Percentage
	0-5 yrs	16	14.28
	5-10 yrs	25	22.32
	10-15	27	24.10
	15-20 yrs	14	12.50
	More than 20 yrs	30	26.79

5. Qualification

Majority of the professionals 96 (85.7 %) are having postgraduate degree while 8 (7.15%) have attained the Doctorate of Philosophy (PhD). Only 4 (3.57%) are having the Masters of Philosophy (M.Phil.) whereas 4 (3.57 %) professionals are having Bachelors degree qualification. It has been observed that none of the professionals is under-graduate. This indicates that the professionals are well qualified. (Table 5).

Table 5: Qualification-wise number of respondents

S. No	Level	N	Percentage
	Undergraduate	0	0
	Graduate	4	3.57
	Post Graduate	96	85.70
	M.Phil	4	3.57
	Ph D.	8	7.15

Training and development

Participation in training and development programme.

a. Orientation courses

Majority of the professionals 65 (58.03%) have mentioned that they are allowed to attend the orientation courses whereas 46 (41.07%) professionals have mentioned they are not allowed to attend the orientation courses. (Table 6)

Table 6: Orientation courses

Option	N	Percentage
Yes	65	58.03
No	46	41.07
No Response	1	0.89

b. Refresher courses

Majority of professionals 58 (51.7%) have mentioned that they are allowed to attend the refresher courses whereas 52 (46.42%) professionals have mentioned they are not allowed to attend the refresher courses. (Table 7)

Table 7: Refresher courses

Option	N	Percentage
Yes	58	51.7
No	52	46.42
No response	2	1.78

c. Conferences

The data reveals that majority 72 (64.2%) of the professionals have mentioned that they are allowed to attend the conferences whereas 37 (33.03%) have mentioned that they are not allowed to attend the conferences.(Table 8)

Table 8: Conferences

Option	N	Percentage
Yes	72	64.2
No	37	33.03
No response	3	2.67

d. Seminars

The study shows that maximum 84 (75%) professionals have mentioned that they are *allowed* to attend the seminars whereas 25 (22.32%) have mentioned that they are *not allowed* to attend the seminars. (Table 9)

Table 9: Seminars

Option	N	Percentage
Yes	84	75
No	25	22.32
No response	3	2.67

e. Workshop

The data depicts that majority 81 (72.32%) of professionals have mentioned that they are allowed to attend the workshops whereas 27 (24.10%) of professionals have mentioned that they are not allowed to attend the workshops. (Table 10)

Table 10: Workshops

Option	N	Percentage
Yes	81	72.32
No	27	24.10
No Response	4	3.57

f. Outside training courses

The study shows that maximum 59 (52.68%) of the professionals have mentioned that they are not allowed to attend the outside training courses whereas 51 (45.54%) professionals have mentioned that they are allowed to attend the outside training courses. (Table 11)

Table 11: Outside Training courses

Option	N	Percentage
Yes	51	45.54
No	59	52.68
No Response	2	1.78

g. Visit to other Libraries

The study shows that maximum 59 (52.67%) professionals have mentioned that they are not allowed to visit to other libraries whereas 53 (47.32%) professionals have mentioned that they are allowed to visit to other libraries. (Table 12)

Table 12: Visit to other libraries

Option	N	Percentage
Yes	53	47.32
No	59	52.67

Training and Development challenges.

The study shows that majority 69 (61.60%) of the professionals accept that lack of staff development policy is the factor which hinders for the effective training and development programmes followed by inadequate funding 54 (48.2%) whereas 42 (37.5%) professionals feel management does not provide an adequate support. It was observed 32 (28.5%) professionals' think inadequate facilities in terms of infrastructure including technology are the factor which hampers the effective training programme.(Table13)

Table 13: Factors affecting training and development programme

Factors	N	Percentage
Management does not provide an adequate support.	42	37.5
Management always resists to develop their subordinates	17	15.17
Lack of staff development policy	69	61.60
Management is not interested in the program	22	19.64
Inadequate facilities in terms of infrastructure including technology	32	28.5
Inadequate funding	54	48.2
Personal financial constraint	20	17.85
Staff does not have sufficient time to participate	29	25.8
It is not required for promotion	11	9.82
Any other	0	0

Findings

a. Majority of the professionals 49 (43.75 %)are working in the University of Kashmirfollowed by the University of Jammu 46 (41.07 %)both are the oldest universities of J&K State.

- b. Majority of the professionals 96 (85.7 %) are having postgraduate degree while 8 (7.15%) have attained the Doctorate of Philosophy (Ph.D).
- c. Majority of professionals 30 (26.79 %) have working experience of more than 20 years, while 27 (24.10%) have working experience of 10-15 years
- d. Majority of the professionals are allowed to take part in the orientation courses, refresher courses, conferences, workshops and training. However, a good number of professionals have mentioned they are not allowed by the authorities to participate in above mentioned programmes. Moreover, the maximum professionals are not allowed to take part in outside training courses and visit to other libraries.
- e. The study shows majority (61.60%) of professionals have mentioned 'lack of staff development policy, is the factor which hinder for the effective training and development programs, whereas (48.2%) professionals have mentioned inadequate funding is the factor. However, (37.5%) have mentioned management does not provide an adequate support.

Conclusion and suggestion

Those universities in which are having highly skilled and qualified human resources are leading the education sector. To increase the competence of the library professionals and productivity of the professionals capacity development programmes shall be organized regularly that plays an important role in achieving the goals of the institutions. Therefore, universities must encourage professionals who are having the quest to gain professional knowledge by providing them good training and capacity building programmes.

There is a need to frame good staff development policy by the universities for the employees in order to adopt them in new technological environment from time to time. Presently there is shift from conventional operations of libraries to technological ones. Therefore, training and development programmes should be top priority in staff development policy. These programmes will be helpful to make the professionals more skillful in IT based operations and services of the libraries. Moreover, the IT phobia among the professionals particularly old age professionals can be eliminated through training and development programmes. These suggestions will help to develop the libraries as a hub of academic activities and it will help to produce good human resources from the universities by providing relevant information and accurate information by the library staff.

References

- Adanu, T. S. (2007). Continuing professional development (CPD) in state-owned university libraries in Ghana. *Library Management*, 28(6/7), 292-305.
- Bhattia, S.K. (2013). *Training and development: Concepts and practices*. New Delhi: Deep and Deep Publications.
- Choi, Y., & Rasmussen, E. (2009). What qualifications and skills are important for digital librarian positions in academic libraries? A job advertisement analysis. *The journal of academic librarianship*, 35(5), 457-467.
- Haider, S. J. (2004). Perspectives on coping with change: issues facing university libraries in Pakistan. *The Journal of Academic Librarianship*, 30(3), 229-236.
- Omekwu, C.O (2006). Managing information and technology: critical roles for librarians in developing countries. *The Electronic Library*, 24(6), 847-863.
- Rajyalakshmi, D. (2007). Information professionals –knowledge and skills ,for information management. *ILA Bulletin* , 43 (4), 8-15.
- Rao, V.S. (2013). *Human Resource Management: Text and Cases (3rd ed)*, New Delhi: Excel books.
- Reitz, J. M. (2004). *Dictionary for Library and Information Science* (p.217). London: Libraries Unlimited.
- Song, Y. (2005). Continuing education in Chinese university libraries: Issues and approaches. *Libri*, 55(1), 21-30.