

Skills and Efficiencies among the Library Professionals of Jawaharlal Nehru University, New Delhi

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Abstract

The present study finds out the skills and efficiencies among the library professionals of Jawaharlal Nehru University (JNU). The survey method was suitable for collecting the data. A total of 42 structured questionnaires were distributed among the library professionals and total 39 questionnaires were received by the respondents. After the analysis of the questionnaires, it was found that a large number of professional's competency level is high and the maximum number of respondents had an advanced level of all the technical skills while a large number of library professionals were highly competent with managerial skills. The highest 74.36% of library professionals are satisfied with their current position and 69.23% of respondents were satisfied with assignee their duties as per his/her area of interest while 48.72% of library professionals were getting leave when they are going to attend any training program. The maximum 64.1% of respondents are satisfied with their salary.

Keywords: Skills and efficiency, Library Professionals, Jawaharlal Nehru University, Job Satisfaction.

1. Introduction

In the present-day environment, library professionals owe a much greater responsibility to be an effective information professional. Look at the existing skills of the professionals reveals that for facing the challenges of today and tomorrow, they not only need to acquire a wider range of skills but also need to keep themselves up to date. "Skills that graduates need to succeed in Professional Practice, these range from highly specific ones related to the graduate's field(s) to more general, transferable ones such as communications and ethical practices. These are some examples of Professional skills are as follows:- Informational Technology skills, Information Literacy, Technical Professional Skills, Knowledge Management, Traditional Skills etc. Capacity building is the process of improvement of skills and efficiency among professionals or any organization it can be developed through improvement of skills, knowledge, tools, equipment and other resources." (Gaud & Singh, 2018)

Jawaharlal Nehru University (JNU) was established in 1966 and this act may be called the Jawaharlal Nehru University Act, 1966. There shall be constituted in the Union territory of Delhi a University by the name "Jawaharlal Nehru University". "The central library is a knowledge centre which has rich resources mainly in Social Science, Humanities and Sciences. It is a nine-storey tower building and has a carpet area of about one lakh sq. ft. It is situated in the midst of the academic complex of the University and is the hub of all the

academic activities of the University and provides comprehensive access to books, journals, reports, e-journal/online databases, e-books, electronic theses and dissertations.” (<http://lib.jnu.ac.in/Introduction>).

2. Scope of the Study

The present study is limited to library professional of Jawaharlal Nehru University, New Delhi. It is also limited to the library professionals Semi Professional Assistant (SPA) and Professional Assistant (PA) only working in Central Library of JNU.

3. Review of Literature

Ajit Kumar (2018) conducted a case study on professional skills of LIS professional on the central library, JNU, New Delhi evaluated the skills required for LIS professional in new age’s library and it is noticed that professionals have up to date their skills as per the demand. Skills are categories under three major categories are Generic, Managerial and Professional skills. It was found that the university librarian is well versed with all generic, managerial and professional skills and the majority of deputy librarian and Assistant librarians have all three skills and some of them need up to date their knowledge.

Raju (2014) carried out the Knowledge and Skills for the Digital Era Academic Library. This paper reports on a preliminary study which is part of a wider study aimed at developing a comprehensive skills statement which would provide an objective framework against which professional LIS practitioners in the modern academic library environment in South Africa may both measure their existing competencies and also identify the need for further skills acquisition. The high job advertisement frequency count against experience in disciplinary knowledge. This is not surprising given the impact of technology on the academic library of the digital era, as detailed in the literature and reflected in a 64% preponderance of this trend in the literature.

Prado and Marzal (2013) investigated a study on Library and Information Professionals as knowledge engagement specialists. The purpose of this paper is to analyse the current supply of courses covering instructional related competencies in accredited graduate programmes. The main professional competency standards and courses currently offered in accredited graduate programmes (United States, Canada, United Kingdom and Australia) are analysed. After the analysis, it is suggested that although some relevant competencies have been included by professional associations in their competency standards for all types of information professionals, instructional competencies have not received much attention in graduate educational programmes other than in concentrations or tracks targeted at future school or academic librarians.

Milne (2000) conducted a study on the Information Professionals and the knowledge-aware, intelligent organisation: skills for the future. The study examines the potential role of information professionals within such organisations and the attitudes, skills and knowledge needed to allow them to become essential and effective partners in such a program. Creating new knowledge is not about the processing of objective information. It is concerned with the releasing of the tacit and highly subjective insights, intuitions, and hunches of individual employees and making them available for testing and use by the company as a whole. One of the key factors in creating an organisation that is knowledge-aware is the personal commitment of employees and their sense of identity with the organisation and its mission. It

is recognising that an organisation is not a machine but a living organism. Librarians need to carve out a place for themselves within the core business processes of organisations rather than being content to offer a service from the sidelines.

Singh and Saxena (2016) conducted a study on LIS education and skills required for jobs in contemporary digital environment. They found that online digital library resources, services, and complex networked infrastructure of the libraries require the library professionals to equip themselves with new competencies and skills in order to meet the job market expectations and fulfilling the changing needs of library user community. The paper discusses structured professional courses and other programmes in the context of emerging job market expectations from LIS professionals.

Rehman, Majid and Baker (1997) conducted a study on the competencies for future library professionals of academic libraries in Malaysia. The purpose of this study to analyse the competencies of library and information professionals in Malaysia for entry-level positions in academic libraries, it was targeted to identify sets of foundation competencies and those related to the following operational areas of an academic library. They found that the foundation competencies need to be possessed by each professional and to be well conversant with the institutional mission and objectives, structure, inter-department relationships and staff job responsibilities within the framework and also analysed the specific capabilities needed to perform effectively in various operations and services.

4. Objectives

The main objectives of the study are as follows:

- To examine the professional's experiences.
- To analysis the professional's competency level.
- To identify the technical skills of the professionals.
- To find out the managerial skills of the professionals.
- To analysis the professional's satisfaction with their salary.

5. Methodology

The survey method has been used for the collection of primary data for the present study. A structured questionnaire was designed and 42 questionnaires were distributed among the selected library professionals of Jawaharlal Nehru University (JNU), New Delhi. A total of 39 filled questionnaires were received from the library professionals. The data was examined and tabulated by using MS Excel and MS office applications software.

6. Data Analysis

6.1 Gender wise classification of the respondents

Figure - 1 shows the gender wise classification of the LIS professionals included in the present study. A total of 39 professionals respond in which the maximum 27 (69.23%) of respondents were male while 12 (30.77%) of respondents were female.

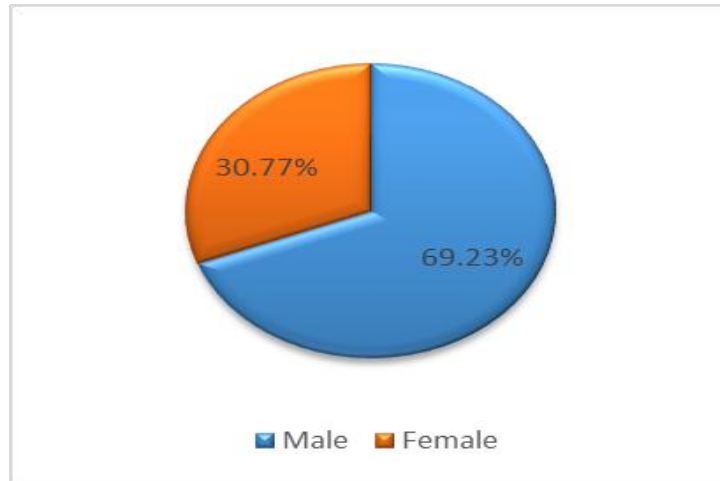


Figure - 1: Gender wise classification of the respondents

6.2 Age wise classification of the respondents

Table - 1 depicts the age wise classification of the respondents. Out of the total 39 respondents, a maximum of 18 (46.15%) respondents were 31-40 age group, followed by more than 40 year age group with 16 (41.03%) respondents and only 5 (12.82%) respondents were between 20-30 year age group.

Table - 1: Age-wise classification of the respondents

Age	Frequency	Percentage
20-30	5	12.82
31-40	18	46.15
More than 40	16	41.03
Total	39	100.0

6.3 Professional's experience

Table - 2 illustrates the year wise distribution of professional's experience in which the maximum 23 (58.98%) respondents have between 5-10 year experiences, followed by 11-15 and more than 20 years' experience with 6 (15.38%) respondents each and not a single respondent who have experience between 16-20 years' experience.

Table - 2: Professional's experience

Years	Frequency	Percentage
Less than 5	4	10.26
5 to 10	23	58.98
11 to 15	6	15.38
16 to 20	0	0.00
More than 20	6	15.38
Total	39	100.0

6.4 Competency level of professionals

Table - 3 shows the competency level of professionals. The maximum numbers of respondents were highly competent with the various professional competencies. The overall data of the professional's competency level has been shown in table - 3.

Table - 3: Competency level of professionals

S.N.	Competencies	Highly Competent	Average Competent	Need Improvement	Total
1	Communication skill	17 (43.59)	22 (56.41)	0 (0.00)	39 (100.0)
2	Listening skill	18 (46.15)	18 (46.15)	3 (7.69)	39 (100.0)
3	Interpersonal relation	18 (46.15)	21 (53.85)	0 (0.00)	39 (100.0)
4	Self-Management	24 (61.54)	15 (38.46)	0 (0.00)	39 (100.0)
5	Lifelong learning	25 (64.10)	14 (35.90)	0 (0.00)	39 (100.0)
6	Adaptability	18 (46.15)	18 (46.15)	3 (7.70)	39 (100.0)
7	Analytical	18 (46.15)	18 (46.15)	3 (7.70)	39 (100.0)
8	Creativity	18 (46.15)	18 (46.15)	3 (7.70)	39 (100.0)
9	Problem solving	18 (46.15)	21 (53.85)	0 (0.00)	39 (100.0)
10	Customer relation	18 (46.15)	18 (46.15)	3 (7.70)	39 (100.0)
11	Self confidence	24 (61.54)	15 (38.46)	0 (0.00)	39 (100.0)

Note: Figures given in brackets represents percentage.

6.5 Technical skills of the professionals

Table - 4 depicts the technical skills of professionals. The maximum respondents had an advanced level of all the technical skills and were followed by intermediate level skills. The whole data of the technical skills of the respondents has been shown in below table - 4.

Table - 4: Technical skills of the professionals

Particulars	Basic Level	Intermediate Level	Advance Level	Total
Knowledge of computer and its function.	3 (7.69)	20 (51.28)	16 (41.03)	39 (100.0)
Computer operation systems	6 (15.38)	17 (43.59)	16 (41.03)	39 (100.0)
Office Productivity software	3 (7.69)	18 (46.15)	18 (46.15)	39 (100.0)
PC Troubleshooting	16 (41.03)	11 (28.21)	12 (30.77)	39 (100.0)
Digitization	6 (15.38)	24 (61.54)	9 (23.08)	39 (100.0)
Library Management Software	4 (10.26)	16 (41.03)	19 (48.72)	39 (100.0)
IR Software	7 (17.95)	13 (33.33)	19 (48.72)	39 (100.0)
Barcoding	6 (15.38)	11 (28.21)	22 (56.41)	39 (100.0)
Data structure (DBMS)	15 (38.46)	11 (28.21)	13 (33.33)	39 (100.0)
Searching and Browsing	7 (17.95)	7 (17.95)	25 (64.10)	39 (100.0)

Note: Figures given in brackets represents percentage.

6.6 Managerial skills of professionals

Table - 5 illustrates the managerial skills of professionals. It has been shown that the maximum respondents were highly competent with managerial skills, followed by the average competent with managerial skills. The overall data of professional's managerial skills have been shown in below table - 5.

Table - 5: Managerial skills of professionals

Managers Skills	Highly Competent	Average Competent	Need Improvement	Total
Supervision	16 (41.03)	20 (51.28)	3 (7.69)	39 (100.0)
Planning	24 (61.54)	15 (38.46)	0 (0.00)	39 (100.0)
Coordination	21 (53.85)	18 (46.15)	0 (0.00)	39 (100.0)
Leadership	17 (43.59)	11 (28.21)	11 (28.21)	39 (100.0)
Team work	25 (64.10)	9 (23.08)	5 (12.82)	39 (100.0)
TQM	24 (61.54)	15 (38.46)	0 (0.00)	39 (100.0)
Decision making	17 (43.59)	15 (38.46)	7 (17.95)	39 (100.0)
Finance management	16 (41.03)	20 (51.28)	3 (7.69)	39 (100.0)
User management	21 (53.85)	13 (33.33)	5 (12.82)	39 (100.0)
Stress management	16 (41.03)	16 (41.03)	7 (17.95)	39 (100.0)

Note: Figures given in brackets represents percentage.

6.7 Professionals attended the training program on the time of joining

Table - 6 shows the professionals attended the training program on the time of joining. Out of a total of 39 respondents, a maximum 21 (53.85%) respondents were not attended the training program on the time of joining while 18 (46.15%) respondents were attended the training program before joining the job.

Table - 6: Professionals attend the training program from the time of joining

Responses	Frequency	Percentage
Yes	18	46.15
No	21	53.85
Total	39	100.0

6.8 Year-wise distribution of current position acquired by professionals

Table - 7 depicts the year wise distribution of the current position acquired by JNU library professionals. The maximum 21 (53.85%) respondents worked 3-5 years with the current position, followed by 8 (20.51%) of the respondents worked with the current position in last 6-8 years and 6 (15.38%) of the respondents worked in a current position with last 2 years while 4 (10.26%) of the respondents worked in a current position with more than 8 years.

Table - 7: Year-wise distribution of current position acquired by professionals

Years	Frequency	Percentage
0 to 2	6	15.38
03 to 05	21	53.85
06 to 08	8	20.51
More than 8	4	10.26
Total	39	100.0

6.9 Professionals Satisfaction level of current position, Rules and Regulations

Table - 8 illustrates the professional's satisfaction level of current position, rules and library regulations. The maximum 29 (74.36%) respondents are satisfied with the current position while 10 respondents are not satisfied with their current position and 33 (84.62%) respondents are satisfied with library rules and regulation while 6 respondents can't say about library rules and regulation.

Table – 8: Professionals Satisfaction level of current position, Rules and Regulations

Particulars	Satisfied	Not Satisfied	Can't say	Total
Current Position	29 (74.36)	10 (25.64)	0 (0.00)	39 (100.0)
Rules & Regulation	33 (84.62)	0 (0.00)	6 (15.38)	39 (100.0)

Note: Figures given in brackets represents percentage.

6.10 Problem facing during interaction with users by the professionals

Table - 9 shows the professionals facing the problem during interaction with library users. Out of a total 39 respondents, a maximum 25 (64.10%) of the respondents were facing problem sometimes during the interaction with users, followed by 9 (23.08%) of the respondents were facing problem regular while only 5 (12.82%) of the respondents were never facing the problem from interaction with users.

Table - 9: Problem facing during interaction with users by the professionals

Particulars	Frequency	Percentage
Regular	9	23.08
Sometimes	25	64.10
Never	5	12.82
Total	39	100.0

6.11 Professionals leave status for attending the training program

Table - 10 shows the professionals leave status for attending the training program. Out of a total 39 respondents, a maximum 19 (48.72%) respondents were getting leave when they are going to attend any training program while 9 (23.08%) respondents were not satisfied with getting leave to attend any training program and 11 (28.20%) respondents responded that sometimes they get leave to attend any training program.

Table - 10: Professionals leave status for attending the training program

Responses	Frequency	Percentage
Yes	19	48.72
No	9	23.08
Sometimes	11	28.20
Total	39	100.0

6.12 Professionals assigned duties as per his/her area of interest

Analysis of the table - 11 depicts the professional's assigned duties as per his/her area of interest. The maximum 27 (69.23%) of respondents were satisfied with assignee their duties as per his/her area of interest while only 5 (12.82%) respondents were not satisfied with the particular assignee duties rules and 7 (17.95%) respondents respond can't say.

Table – 11: Professionals assigned duties as per his/her area of interest

Responses	Frequency	Percentage
Yes	27	69.23
No	5	12.82
Can't Say	7	17.95
Total	39	100.0

6.13 Professionals satisfaction with his present job

Table - 12 shows professionals satisfaction with his present job. Out of a total of 39 respondents, a maximum 27 (69.23%) respondents were satisfied with their present job while 7 (17.95%) respondents were not satisfied with their job and 5 (12.82%) respondents were sometimes satisfied with their present job.

Table - 12: Professionals satisfied with his present job

Responses	Frequency	Percentage
Yes	27	69.23
No	7	17.95
Sometimes	5	12.82
Can't Say	0	0.00
Total	39	100.00

6.14 Professionals satisfaction with his/her salary

Table - 13 depicts the professional's satisfaction with his salary. Analysis reveals that majority 25 (64.10%) of the LIS professionals are satisfied with their salary while 5 (12.82%) respondents are not satisfied and 9 (23.08%) of respondents were can't say about the salary received by them.

Table - 13: Professionals satisfied with his/her salary

Responses	Frequency	Percentage
Yes	25	64.10
No	5	12.82
Sometimes	0	0.00
Can't Say	9	23.08
Total	39	100.0

7. Findings

Followings are the major findings of the study:

- A large number of 69.23% respondents were male while the rest were female and a large number of 46.15% respondents were between 31-40 years age group.
- A huge number of 58.98% library staffs have 5 to 10 years' experience while 15.38% respondents had 11-15 and more than 20 years' experience.
- The maximum library staffs were highly competent while only few respondents were felt to need to improvement.
- A large numbers of respondents had an advanced level of all the technical skills and also highly competent with managerial skills.
- The maximum staffs were not attend the training program on the time of joining while a large numbers of 53.85% library professionals worked 3 to 5 years in same post and 10.26% respondents have same post in last 8 years.
- A large number of 74.36% respondents were satisfied with the present positions.
- The maximum 64.10% respondents were sometime facing problem when they interact with library users.
- A large number of 69.23% respondents were satisfied with assignee their duties as per their area of interest and also a same number of respondents were satisfied with their present job and also majority 64.10% respondents were satisfied with their salary.

8. Conclusion

The study knows the skills and efficiencies among the library professionals of Jawaharlal Nehru University (JNU), New Delhi. "In the technology-driven Knowledge Society, academic Librarians or library Professionals has a very important role to play as they have to satisfy the critical multidimensional information needs of their users. So they have to use latest technological tools in which the user is comfortable. There is a need to equip them with emerging skills required for the electronic information environment." (Gaud, N and Singh, M.P, 2018). The maximum respondents are male while only few respondents are female. A large number of professional's age between (31-40) and they are well known about all the technical skill, managerial skills in the library system and a large number of professionals were satisfied with their current positions, library rules and regulations, and salary.

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