CHAPTER - 7

SUMMARY & SUGGESTIONS
7.1. INTRODUCTION

A librarian is not a faculty member nor an administrative officer of a college or university library. However the duties require a strange combination of administrative skills and scholarly background (Gupta, 1972). The status of academic librarians can be of two types i.e. (i) Faculty status and (ii) Academic status. With academic status librarians enjoy some but not all of the privileges of the teaching faculty but do not hold faculty rank. Instead they establish their own ranking system and criteria for evaluating their own rank (Swell, 1983). The job satisfaction of the librarian is his feeling about his pay, his rank, his promotion, opportunities, his co-workers and about his supervisors. Job satisfaction is measured by a job-satisfaction index which is based upon a satisfaction scale developed by experts.

Library situation in the state of Orissa is poor. It has altogether five university libraries and about 475 college libraries. The status of the library professionals in these institutions are different and even their grading and pay scales are different. At present they are not getting the UGC recommended scales of pay, though they have the necessary qualifications, and experience. They are in the state government revised pay scales which are much lower than the UGC recommended pay scales. This investigation, for the first time in the state, has made an attempt (i) to assess the nature of job performed by different categories of library professionals in the colleges and universities, (ii) their preference towards the type of status and the criteria for evaluating their performance in case of promotion and (iii) to assess and identify the factors related to job satisfaction.

In this investigation, 206 library professionals are considered as sample of which 42 belong to university libraries and 164 belong to college libraries. Persons possessing a basic graduate degree as well as a degree or diploma or certificate in library and information science are only considered for the sample. The sample is divided into (i) 28 University Library Supervisory (ULS) personnel which consisted of 5 Chief Librarians and 23 Assistant/Junior Librarians, (ii) 14 University Library Non-supervisory (ULN) personnel which consisted of technical and professional assistants, (iii) 105 College Library Supervisory (CLS) personnel which consisted of librarians/senior librarians
of colleges and assistant librarians/junior librarians of colleges where they hold the top position, and (iv) 59 College Library Non-supervisory (CLN) personnel which consisted of assistant librarians/junior librarians of colleges where they were subordinate to librarians/senior librarians. Personnel interviews of these professionals were conducted to collect the relevant data with the help of an extensive questionnaire which was specially developed based on the salient features of the Minnesota Job Description Questionnaire, Minnesota Job-Satisfaction Questionnaire and the Job Analysis Questionnaire used in the Sheffield Manpower Project but only after modifying them suitably to the needs of the Indian situation. The sample consisted of 72.81% males and 27.19% females. The ratio of male to female professionals in case of supervisory staff in both universities and colleges are almost the same. It is 4:1. But in case of non-supervisory staff no such trend is noted. The average age of the university library supervisory staff is 42.2 ± 7.56 years, whereas that of college library supervisory staff is 36.64 ± 8.51 years. The average age of non-supervisory staff in the universities is 32.2 ± 4.88 years whereas that of the college libraries is 34.5 ± 7.76 years. 79.61% of the respondents were married at the time of interview. Maximum respondents were professional graduates (70.38%) followed by professional undergraduates (15.35%) and professional post-graduates (14.07%); in that order. 39.32% of the total sample
had the post-graduate degrees in general subjects. Significant percentages of professional post-graduates were from the University libraries. Maximum respondents possessed the working experience of 6 to 10 years (30.58%) closely followed by those possessing the working experience of 11 to 15 years (28.15%). 28.81% of the total respondents possessed working experience of 16 years on more. 63.59% of the total respondents entered the profession of librarianship. Since they considered that it had a good future. For 16.99% of respondents, it was the first job opportunity; for 14.07% the choice was deliberate and for only 5.33% the choice was merely accidental. 53.88% of the total sample belonged to families having 4 to 6 members where as 29.61% belonged to families having 7 to 10 members. 7.28% of respondents belonged to families having only upto 3 members where as 9.22% belonged to families whose membership exceeded 10 persons. 57.76% of the total respondents of the sample were the principal earning members, they were not the head of their families. Only 41.75% were the head of their families, otherwise the rest (58.25%) belonged to families which were headed by some other persons. During the time of investigation 39.80% of the respondents were staying in rented houses, 35.43% in their own houses, 23.30% in the quarters provided to them and only 1.45% were staying as paying guests. The quarter facility was enjoyed by the maximum respondents who belonged to the University library supervisory category. Maximum respondents (42.71%) covered only upto one Kilometer to attend to duty
followed by respondents covering up to 2 kms (20.38%), up to 5 kms (19.41%), up to 10 kms (9.22%) and more than 10 kms (8.25%) in that order. That means altogether 63.09% of the respondents covered only up to 2 kms to attend to duty. 65.53% of the respondents were the members of library associations at the state level whereas 21.34% were members of the same at the national level. Significantly 30.09% of the respondents were not members of the professional associations at all 60.67% of the respondents were not members of any clubs/societies and 28.15% were members at the local level only. Participation of the respondents in seminars/conferences showed that only 12.13% of them participated at the national level, 40.77% at the state level, 8.25% at the local level, whereas 44.66% did not participate in any seminars/conferences at all.

7.2. **JOB CHARACTERISTICS**

50 specific jobs were preferred by respondents in the libraries of which 48% belonged to practice category, 34% belonged to supervision category and only 18% belonged to service category. This excess performance of specific jobs belonging to practice category also confirmed the findings of other researches. In the universities maximum respondents of the supervisory category (67.85%) performed staff control/supervision/administration in the libraries followed by reference service (60.71%). But in case of colleges it was book selection and ordering work (89.52%) followed by the reference service (87.61%). In the universities
maximum respondents of non-supervisory category (92.85%) performed issue and return of books and collection of overdue charges and fines which are simply practice oriented jobs whereas in colleges they had to perform issue and return of books (84.74%) followed by reference service (77.96%). Thus there is a clear distinction between the jobs performed by the supervisory and non-supervisory professionals in the universities but in colleges the specific jobs performed by both the categories overlap to a great extent. This is clearly visible when the first five positions in the rank list of specific jobs performed by the different categories of professionals are taken into account. The basic technical works like classification and cataloguing occurred much below in the order among specific jobs in the rank lists. Routine practice specific jobs like issue and return of books consumed most of the time of the professionals. Thus most of the professionals in colleges and universities are engaged only in circulation duties. Other important duties like cataloguing, classification, reference service and assistance to library users were performed less by the respondents in comparison to circulation duties. Though reference service, classification, cataloguing and issue and return of books were mentioned by the respondents as the jobs most enjoyed by them, none of the specific jobs could be identified to be regarded as the most dominant job enjoyed by the professionals. It is interesting to note that issue and return of books though consumed most of the time of ULS, CLS and CLN professionals, they did not enjoy doing it.
The college library professionals disliked the job of stock verification very much, but the university library professionals could not identify a specific job which they most disliked doing it.

While considering the knowledge and skill required to perform efficiently the jobs actually done by the respondents, the respondents expressed that the professionals who could perform efficiently their work should possess the following characteristics in general:

i) can be of either sex,

ii) a Bachelor degree at both general and professional level,

iii) some past experience

iv) special knowledge or skill like typing, computer knowledge and management

In conclusion to the chapter on job characteristics (Chapter 4), it can be said that the library professionals in the universities and colleges of Orissa usually perform their duties as a matter of routine. They neither enjoy nor dislike the jobs they perform. Most of their time is consumed by the routine works like issue and return of books. As per the requirement they seem to be adequately qualified for their jobs. The university library supervisory professionals are better placed than their counterparts in the colleges. In case of non-supervisory professionals, the duties of the college library professionals are more service oriented than the university library professionals.
7.3. STATUS EVALUATION

80.65% of the professionals interviewed preferred academic status rather than faculty status. That means these professionals preferred to establish their own ranking system rather than be equated to that of teachers. Very few supervisory professionals of universities and colleges preferred to be strictly considered and evaluated at par with teaching faculty. Otherwise, most of them preferred a separate ranking including the privileges, salary, etc. and design separate criteria for evaluating their own work for promotion. Since the overwhelming majority of the respondents preferred academic status, analysis of the factors like age, sex, educational qualification, marital status, work experience and professional involvement did not seem to have any influence on their status preference.

Maximum respondents of all the categories preferred the criterion of individual achievements without an expert selection committee for their promotions. Few had even pointed out that they should be promoted simply on the basis of seniority and time scale. But all the university librarians preferred their promotion through an expert selection committee as in case of teachers.

All the professionals of university library and 88.57% of college library supervisory category and very few non-supervisory professionals preferred the salary equal to that of teachers. But most of them (except ULS category) did not prefer
to be evaluated as in case of teachers (i.e. career evaluation, minimum qualifications, publications, Ph.D. degree, etc.), but by some other methods.

Except the university library supervisory professionals, all other categories have specified that the faculty members could not place orders for books without prior permission of the libraries. In the universities of Orissa, the faculty take full freedom of the selection of materials for libraries. The faculty members however do not take decisions by themselves regarding some library policies and procedures in the universities, but in some colleges the influential faculty members do take such decisions by themselves. Except the college library supervisory staff, none of the other categories had ever got conflict with faculty members so far. Even significant percentages of professionals could not recollect such incidents of conflict with faculty members.

In conclusion to the chapter on status evaluation (Chapter 5) it can be said that the library professionals in the colleges and universities of Orissa maintain a low profile in comparison to the faculty members. They prefer a status completely independent of their own by establishing their own ranking system including the privileges, salary, etc. rather than be equal to that of faculty members. They prefer separate criteria for evaluating their own work for promotion rather than to be evaluated as in case of teachers based on career evaluation,
minimum qualifications, publications, Ph.D. degree etc. On the other hand they prefer their salary to be equal to that of teachers. This attitude of librarians surely has played a role to lower their rank in the eyes of teachers and administrators. The librarians work in the libraries self confined and in different to the library environment and lack proper communication with faculty members. If the librarians in the academic institutions of Orissa are to be accorded a status and salary comparable with that of teachers, they must be prepared to be assessed by the comparable traditional means, namely qualifications, research and publications as in case of teachers.

7.4. JOB SATISFACTION

A check list of chief satisfying and dissatisfying factors revealed that the professionals in the universities and college libraries of Orissa are satisfied with (i) regularity, speed, professional activity and co-operation they get in the job; (ii) the fulfilment of the job towards the basic needs of life i.e. food, cloth, shelter, security and safety, involvement, social prestige and achievement; (iii) ventilation and general working environment; (iv) independence and freedom of work, working condition, administrative policies, recognition and co-operation, and (v) overall expectation from the job. The chief dissatisfying factors are (i) less freedom of choice,
supervision; (ii) noise, work space and furniture; (iii) salary and interference of teachers (iv) other similar jobs which are more attractive than their own jobs. Out of the 40 factors used to assess the job satisfaction of the professionals, about one-fourth amounted to dissatisfying factors.

The most notable finding is that, irrespective of their position and category, all the professionals were satisfied with the provision of the job towards the basic needs of human life. The findings confirmed the Herzberg theoretical framework indicating that the factors involved in providing job satisfaction (and motivation) are distinct and different from factors that lead to job dissatisfaction. The factors producing job satisfaction (and motivation) are primarily concerned with the actual job content whereas those producing job dissatisfaction are primarily concerned with factors relating to the context in which the jobs are done. The average percentages of satisfaction of the university library supervisory professionals (70.84%) are more than those of other categories in which case the percentages ranged from 64 to 66 percent.

In conclusion to the chapter on job satisfaction (Chapter 6) it can be said that the job satisfaction among the professionals though varied to some extent their overall trend remained the same confirming to the fact that the factors and environmental conditions prevailing in the libraries of colleges and universities of Orissa are the same and the chief factors of job satisfaction and dissatisfaction of the library professionals are uniform.
7.5. SUGGESTIONS

In view of the findings of this investigation, few suggestions are made in the following paragraphs to enhance the status and job satisfaction of the library professionals in the colleges and universities of Orissa.

1. Preference of the faculty status

The high rating of positive response towards the factors of job satisfaction indicated that the professionals are more or less satisfied with their jobs except the factors like salary and work space. They desire that their salary should be equal to that of teachers, but at the same time they do not prefer the faculty status and do not want to be evaluated on the same criteria used for teachers. Most of them are satisfied with what they are getting from their jobs and remain indifferent to job environment. This brings their status to a lower position in the eyes of the teachers and the administrators. If they have to enhance their status, they must prefer the faculty status in the academic institutions and must prepare themselves to be evaluated exactly on the same criteria used for teachers. This will not only improve their status but also will help to achieve the salary equal to teachers and derive greater satisfaction from their jobs.

2. Development of standardized instruments for measuring job satisfaction

An assessment of job satisfaction among the personnel of
a library would be a useful tool for evaluating the performance of library administrators. In order to facilitate the diagnostic review, it would be advisable to develop standardized instruments for measuring job satisfaction among librarians and for measuring the characteristics operating in the job environments of librarianship. Such standardized instrumentation would lend itself to the development of normative data against which the data generated by local college and university librarians could be compared for diagnostic purposes.

3. **Enrichment of job content**

Many library jobs are not rich in self-achievement. Potential and tend to be impersonalized to the extent that incumbents infrequently experience personal recognition from clients and colleagues. Furthermore, many jobs contain elements of repetitive work. When job content is deficient in one or more of the motivational factors, lack of motivation will almost certainly result. Such deficiencies can be remedied to a large extent by planned organizational development that involves enriching the work.

4. **Job evaluation to be done on regular basis**

Job evaluation in respect of qualifications and skills required for the jobs, levels of responsibility, social importance, standing in the field of scholarship, should be carried
out and job rating should be done on regular basis.

5. **Professionalism of work content**

Routine work should be minimised and the professionalism of the work should be stressed. The division between professional and office type work should be clearer and librarians in higher institutions should be on par with administrative officials among the staff. There is an urgent need for devising norms for the staffing needs in libraries by librarians themselves.

6. **Improvement of relation between the librarians and the faculty**

In most Indian academic institutions library staff and faculty are two distinct cultures. Relations between them can be improved if (1) librarians place sufficient emphasis on public relations work amongst the faculty, (2) librarians undertake the responsibility to build an evenly distributed collection, (3) improve the service to the faculty which is the most neglected aspect of Indian academic libraries, and (4) the social status of academic librarians should be made high.

7. **Strengthening of unions**

As time goes by it is inevitable that unions will play a more and more important role in staff relationships. Librarians and others with staffing responsibilities need to familiarize themselves with the roles and rights of the unions. To some librarians the very suggestion of trades union influence is
unpalatable, particularly as it has not been felt yet in many libraries. There is no doubt, however, that the current government attitude is to give the unions greater influence even to the extent of participation in the top level management and it should be no more difficult to work alongside the unions to get satisfactory staff relationships than it was for librarians to adjust themselves to the computer age.

8. Role of Library Associations

The Library Associations in the state can play a greater role to enhance the status and job satisfaction of library professionals in the colleges and universities. They can formulate standards in the light of standards formulated elsewhere by other Associations. A notable example in this regard is the standards formulated by ACRL to enhance the faculty status of college and university librarians in USA.

9. Creation of a Library Status Committee

In order to study the inconsistencies on salary scales, ranking and grading, service conditions, working environment and avenues for promotion of the college and university library professionals in Orissa, a Library Status Committee may be appointed by the State government consisting of the following members:

1. One Vice-Chancellor of any University as Chairman
2. Secretary, Finance, Govt. of Orissa (Member)
3. Secretary, Education, Govt. of Orissa (Member)
4. D.P.I. (Higher Education), Orissa (Member)
5. One Chief Librarian of any university (Member)
6. Professor of Library and Information Science of any one University (Member).

This committee should look into the reasons of serious discontentment among the professionals in the light of this investigation as well as other findings and observations. This committee should formulate standard policies, formulas and principles to solve the various personnel problems based on the factors of job satisfaction and dissatisfaction discussed in the Chapter 6 of this work. A suitable model may be formulated for evaluation of status with regard to the grades of professional assistants and Librarians of college libraries. In case of University library junior professionals, the recommendations made by the UGC Review committee for library professionals may be strictly observed.

10. Introduction of promotion system

The promotion system applicable to qualified persons from semi-professional assistants to professional assistants and junior librarian to assistant librarians and similarly assistant librarians to librarians should be given due consideration.

11. Provision of Faculty improvement programme

The benefits of faculty improvement programme applicable to teachers may also be extended to library professionals as
recommended by the UGC, India in Mehrotra Committee report.

12. **Selection through a "Central Selection Committee"**

The college Librarians/Asst. Librarians may be selected by a central selection committee for private college libraries as is done by the State Selection Board for teachers and their status may be determined by the proposed Library Status Committee.

In case of government college libraries, the Librarians/Asst. Librarians may be selected by the Orissa Public Service Commission as in case of College teachers. And the college librarians may be appointed by the Education Department/Director Public Instruction as per the requirements out of a selected panel made by the Orissa Public Service Commission. Further these College librarians may be conferred OES (Orissa Education Service) as in case of teachers of the government colleges.

13. **Provision of adequate facilities**

Library professionals working in different colleges and universities should be provided adequate facilities to enable them to improve their qualifications and bring them to the level of desired standards. The practice of study leave with full pay, sabbatical leave and other leave facilities should be extended to the librarians as in case of teachers.
14. Provision of qualified professionals in each college

While granting or refusing affiliation to a college, each of the universities in the state should ensure that the college has a proper library headed by a professionally qualified librarian having proper status (as it would be determined by the proposed Library Status Committee) and who is supported by an adequate staff.

15. Restoration of UGC pay scales of the University library professionals

The University Librarian, Dy. Librarians, Asst. Librarians and Professional Assistants should be placed in the UGC (Mehrotra Committee Report) recommended scales of pay and necessary revision of scales of pay should be done immediately without much delay because one of the most significant incentives required for boosting morale and increasing efficiency of university library professionals is the restoration of their faculty status and scales of pay. Those university library professionals who were already in the UGC recommended scales of pay for a decade and now they are forcefully given the state government scales of pay by lowering down their status, should be given UGC pay scales without further harassment and as such their status should be restored.

16. Abolition of the practice of Professor/Teacher-in-charge

The college and university librarians should act and remain as head of their libraries within the limited control of
the Principal and the Vice-Chancellor respectively. The government of Orissa should formulate suitable policies in this regard and circulate and instruct the college and university authorities to strictly follow the same. The present practice of appointing honourary Teacher-in-charge, or Professor-in-charge of the college and university libraries should be abolished which would enable the librarians to act independently with some academic and administrative freedom.

17. Representation of librarians in Senate and Academic Council

The university authorities of the state should extend due representation of some college and university librarians in the Senate and Academic Council of the Universities by incorporating necessary provision in their Acts and Statutes.

18. Involvement in the planning and designing of libraries

As the environmental factor plays a significant role for job satisfaction of library professionals, the librarians of University and college libraries should be given authority to determine the planning and designing of their library buildings, fittings and furnitures.

19. Freedom in taking decisions of work

The College/University librarians should be delegated with adequate authority to act as the member Secretary/Convenor of their Library Committees and should be competent enough to have control over the strength and weakness of their library
collections, requirements of library users, nature and value of publications and new services to be introduced and also the planning and utilization of library finance.

20. **Delegation to participate in Seminars/Conferences, refresher courses etc.**

The college and university librarians should also be given facilities like teachers to participate in the seminars, conferences, workshops, refresher courses, etc. in the field of library and information science.

21. **Preparation of standards and guidelines**

The state government and the universities should prepare clear guidelines regarding job description of different level of library professionals and other library staff to maintain uniformity in job pattern.

7.6. **CONCLUSION**

The task before the librarians today is to make the invisible visible. They must settle upon their role, perform it consistently and communicate it unambiguously. When they do their unique services and abilities will come to be understood and valued by their communities. Librarians may then find their eternal quest for a status appropriate to their contribution much closer to realisation.
This investigation having carried out for the first time in the state of Orissa, hopes to act as a guideline for similar investigations elsewhere in the country.