CHAPTER - II

REVIEW OF PREVIOUS STUDIES
CHAPTER – II
REVIEW OF LITERATURE

2.1 INTRODUCTION

The Review of earlier works done in the subject helps to increase the knowledge about the topic. In the following sections a review of the earlier studies conducted in the area of information system by the various authors has been collected and presented.

The review forms an important chapter in a thesis where its purpose is to provide the background and justification for the research undertaken. The review of literature is a critical look at the existing research that has relevance and significance to the work that is being carried out. A literature review is an account of what has been published on a topic by accredited scholars and researchers. It also allows a researcher to refine the research question based on the experiences of others. This chapter presents a review of related literature on the topic taken up for investigation.

2.2 JOB SATISFACTION

Job satisfaction is a pre-requisite for employee performance in any organization. It is important for both the employee and the employer. For the employee, job satisfaction gives them a sense of security and fulfillment. In return, it leads to employee commitment, decreased absenteeism and reduced the turnover. For the employer, employee job satisfaction ensures committed staff and stable workforce which reduces the cost of recruitment and training. According to Stogdill (1965)\(^1\), successful organizations consider worker morale and job satisfaction an output just as important as productivity.
Locke (1976)\(^2\) presented a summary of job dimensions that have been established to contribute significantly to employees’ job satisfaction. The particular dimensions represent the characteristics associated with job satisfaction. The dimensions are:

- The Work Itself
- Pay
- Promotions
- Working Conditions
- Supervision
- Co-Workers

Schneider and Snyder (1975)\(^3\) on the other hand defined job satisfaction as a personal evaluation of conditions present in the job, or outcomes that arise as a result of having a job. Job satisfaction thus, has to do with an individual’s perception and evaluation of his job, and this perception is influenced by the person’s unique circumstances like needs, values and expectations. People will therefore evaluate their jobs on the basis of factors, which they regard as being important to them.

McEvoy, Glenn M.; Cascio, Wayne F (1989)\(^4\), On the basis of a review of 22 years of articles published in 46 behavioral science journals, we found a total of 96 independent studies that reported age–performance correlations. Total sample size was 38,983 and represented a broad cross-section of jobs and age groups. Meta-analysis procedures revealed that age and job performance generally were unrelated. Furthermore, there was little evidence that the type of performance measure (ratings vs. productivity measures) or type of job (professional vs. nonprofessional) moderated the relation between age and performance significantly. However, for very young
employees the relation between age and job performance was consistent and modestly positive. Implications of these results for future research were discussed.

**Ones, Deniz S.; Viswesvaran, Chockalingam; Schmidt, Frank L (1993)**\(^5\), Conducted a comprehensive meta-analysis based on 665 validity coefficients across 576,460 data points to investigate whether integrity test validities are generalizable and to estimate differences in validity due to potential moderating influences. Results indicate that integrity test validities are substantial for predicting job performance and counterproductive behaviors in job, such as theft, disciplinary problems, and absenteeism. The estimated mean operational predictive validity of integrity test for predicting supervisory ratings of job performance is .41. Results from predictive validity studies conducted on applicants and using external criterion measures (i.e., excluding self-reports) indicate that integrity tests predict the broad criterion of organizationally disruptive behaviors better than they predict employee theft alone. Despite the influence of moderators, integrity test validities are positive across situations and settings.

**Spector (1997)**\(^6\) asserts that job satisfaction is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs. Job satisfaction is a positive orientation of an individual towards the work role, which he is presently occupying. He further states that variables related to job satisfaction include achievement, advancement, job enhancement, job enrichment and teamwork. One of the most challenging tasks in management today is keeping the most qualified employees satisfied and being able to retain them in the job.
Allgood C, O'Rourke K, VanDerslice J, Hardy MA (2000), Job satisfaction in the workplace affects absenteeism, turnover, and performance. We conducted a cross-sectional study of 201 nursing personnel to assess satisfaction among the nursing staff at a military hospital in the southwestern United States. Participants completed a self-administered survey in which they rated professional status, autonomy, pay, organizational policies, task requirements, and interaction by importance and satisfaction. Autonomy, professional status, and pay were the most important factors and an organizational policy was the least important factor. Military staffs were slightly more satisfied with staff interactions than civilian staff. Nursing personnel working in special care units were significantly more satisfied with interactions and professional status, but they valued organizational policies less than those working in general units. Professionals were significantly more satisfied with pay and autonomy, whereas nonprofessionals were more satisfied with task requirements and professional status.

Ann Adams, Senga Bond (2000) Using the Ward Organizational Features Scales (WOFS), relationships between aspects of the organization of acute hospital wards, nurses’ personal characteristics and nurses’ job satisfaction are examined among the nationally representative sample of 834 nurses in England. The analysis contributes to a growing body of evidence by demonstrating the importance of interpersonal relationships to nurses’ job satisfaction. In particular, the positive contribution of the cohesiveness of ward nursing staff is highlighted, but the potential for many current NHS staffing strategies and work environments to undermine the development of cohesive working relationships is also noted. Other influential factors are nurses’ relationships with medical staff, perceptions of their workload and their evaluation of the appropriateness of the system of nursing being practised. The importance of
measuring nurses’ subjective assessments of their work environment is emphasized. A weak association was found between grade and job satisfaction. Individual nurse characteristics were found not to be associated with job satisfaction.

**Wipada Kunaviktikul ed al(2000)**, This study was conducted to describe the level of conflict, conflict management styles, level of job satisfaction, and intent to stay, and to ascertain the relationships among the conficts, conflict management styles, level of job satisfaction, intent to stay, and turnover of professional nurses in Thailand. The sample was 354 professional nurses who were employed in four regional hospitals of Thailand. The findings showed that the overall level of conflict was at a moderate level. The majority of subjects used accommodation most frequently to manage the conflict. Subjects were dissatisfied with pay but were neither satisfied nor dissatisfied with work, supervision, opportunities for promotion, co-workers and the job in general facets of job satisfaction. Most subjects had a high intent to stay in their present jobs for 1 year (97.1%) but intent to stay for the next 5 years decreased (78.5%). The result showed some relationships among these variables, but no relationship between intent to stay and turnover of professional nurses.

**Joyce K. Thornton (2001)**, This article examines the responses of ninety-eight female respondents to a survey on job satisfaction of the librarians of African descent employed in seventy-nine Association of Research Libraries (ARL) academic libraries in relation to other gender studies on job satisfaction of the librarians. Dependent variables are race, age, years of experience and years at present institution. This article also provides information about the perceptions of the survey respondents.
regarding isolation in the workplace, racial discrimination in the workplace and diversity programs and how these factors affect their job satisfaction.

Niels Ole Pors, Carl Gustav Johannsen, (2002)\textsuperscript{11}, in cooperation with the Danish Union of Librarians in 2001 a comprehensive survey of Danish library directors was conducted. There is a growing societal concern about the management and the leadership qualities and it is evident that leadership attributes are becoming increasingly important in the information sector. The survey focuses on a whole array of topics connected with the leadership qualities and perceptions of different future challenges. In this paper the focus is on job satisfaction among the library directors. Job satisfaction is a central topic for motivational theories and some of these are evaluated in relation to our findings. The analysis correlates job satisfaction with a number of both extrinsic and intrinsic factors and the existence of major differences between these factors and the levels of job satisfaction among the library directors is found. Some of these factors appear to be connected with the level of activity in the library. The context of the paper is the problems of recruiting the right kind of staff and there is a need to create attractive workplaces.

Okoth (2003)\textsuperscript{12} asserts that job satisfaction is a positive state, resulting from the appraisal of one’s job experiences. Job satisfaction is a collection of feelings and beliefs that managers have about their jobs. She further argues that managers, who are high in job satisfaction generally like their jobs, feel that they are being fairly treated and believe that their jobs have many desirable features such as interesting work, good pay and job security.

According to the Linz (2003)\textsuperscript{13}, job satisfaction generally implies a positive evaluation of work and a positive effect deriving from it; that is, a “positive emotional
state resulting from the appraisal of one’s job or job experiences”. From this study researcher found that job satisfaction is positively correlated with age, but exhibits no correlation with gender.

According to Gumato (2003)\textsuperscript{14}, job satisfaction is the extent to which the employees favourably perceive their work. High job satisfaction indicates a strong correlation between an employee’s expectations of the rewards accruing from a job and what the job actually provides. Workers who are satisfied in their jobs will be co-operative and well motivated while those who are dissatisfied will be more inclined than others to produce low quality output, involving in strike, and be absent from work, invoke grievance procedures or even leave the organization. A worker's sense of achievement and success is generally perceived to be directly linked to productivity as well as to personal wellbeing. Job satisfaction implies doing a job one enjoys, doing it well, and being suitably rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work.

Hogan, Joyce; Holland, Brent (2003)\textsuperscript{15}, the authors used socioanalytic theory to understand individual differences in people's performance at work. Specifically, if predictors and criteria are aligned by using theory, then the meta-analytic validity of personality measures exceeds that of a theoretical approach. As performance assessment moved from general to specific job criteria, all Big Five personality dimensions more precisely predicted relevant criterion variables, with estimated true validities of 0.43 (Emotional Stability), 0.35 (Extraversion-Ambition), 0.34 (Agreeableness), 0.36 (Conscientiousness), and 0.34 (Intellect-Openness to Experience).
Evidence for situational specificity of personality job performance relations calls for better understanding of how personality is expressed as valued work behavior. On the basis of an interactionist principle of trait activation (R. P. Tett & H. A. Guterman, 2000), a model is proposed that distinguishes among 5 situational features relevant to trait expression (job demands, distracters, constraints, releasers, and facilitators), operating at task, social, and organizational levels. Trait-expressive work behavior is distinguished from (valued) job performance for clarifying the conditions by favoring personality use in the selection process. The model frames linkages between situational taxonomies (e.g., J. L. Holland's [1985] RIASEC model) and the Big Five and promotes useful discussion of critical issues, including situational specificity, personality-oriented job analysis, team building, and work motivation.

Adeyinka Tella; C.O Ayeni; and S O Popoola (2007) conducted a study on Work Motivation, Job Satisfaction, and Organisational Commitment of Library Personnel in Academic and Research Libraries in Oyo State, Nigeria. The findings of this study reveal that a correlation exists between perceived motivation, job satisfaction, and commitment, although correlation between motivation and commitment was negative. No difference was observed in the perceived motivation of professional and non-professional library personnel. Moreover, findings also show that differences exist in the job satisfaction of library personnel in academic and research libraries, and that no relationship exists in the organizational commitment of library personnel based on their years of experience.

Mahmoud AL-Hussami (2008) conducted a study on Nurses' Job Satisfaction: The Relationship to Organizational Commitment, Perceived Organizational Support,
Transactional Leadership, Transformational Leadership, and Level of Education in the Southeastern United States. The findings indicated that there was a strong correlation between job satisfactions and organizational commitment. Job satisfaction and organizational commitment were found to be significantly related in all 20 of the correlation items. The results suggested that the nurses' strongest attitudes towards organizational commitment and job satisfaction were their feelings of strong loyalty to their organization and satisfaction with the job itself. Also nurses' job satisfaction and perceived organizational support were determined to be significantly related.

Grant, Adam M (2008), does task significance increase job performance? Correlational designs and confounded manipulations have prevented researchers from assessing the causal impact of task significance on job performance. To address this gap, 3 field experiments examined the performance effects, relational mechanisms, and boundary conditions of task significance. In Experiment 1, fundraising callers who received a task significance intervention which increased their levels of job performance relative to callers in 2 other conditions and to their own prior performance. In Experiment 2, task significance increased the job dedication and helping behavior of lifeguards, and these effects were mediated by increases in perceptions of social impact and social worth. In Experiment 3, conscientiousness and prosocial values moderated the effects of task significance on the performance of new fundraising callers. The results provide fresh insights into the effects, relational mechanisms, and boundary conditions of task significance, offering noteworthy implications for theory, research, and practice on job design, social information processing, and work motivation and performance.
Mosadeghrad, A.M; Ferlie, E, Rosenberg, (2008)\textsuperscript{20} undertook a study to find out the relationship between job satisfaction, organizational commitment and turnover intention among the hospital employees. The result indicated that hospital employees are moderately satisfied and committed. Employee’s job satisfaction and organizational commitment were closely interring related and co-related with turnover intention. As job satisfaction and organizational commitment have strong co-relation with turnover, it is very important to reinforce them by applying the right human resource policies.

Armstrong (2009)\textsuperscript{21} defines job satisfaction as the people’s attitudes and feelings about their work. Positive and favourable attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes indicate job dissatisfaction. Morale is often defined as being equivalent to satisfaction. It is defined morale as the extent to which an individual’s needs are satisfied and the extent to which the individual perceives satisfaction stemming from his total work situation. A co-relation of (N=55), R (55) =.93, P < .05 was obtained between job satisfaction and organizational support.

Humoud Fahad Alqashan, Ali Alzubi (2009)\textsuperscript{22}, The focus of the study is to measure the job satisfaction level among the Counselors working at a stress centre in the Social Development Office (SDO) in Kuwait. Several research questions were presented to examine and answer the relationships of the study's variables. These questions were as follows: (a) What is the average level of job satisfaction expressed by the counselors working at a stress centre? (b) Is there any gender difference in the average satisfaction among counselors working at a stress centre? And (c) What is the most predictable factors to the overall level of job satisfaction among counselors working at
a stress centre? Workers were asked to complete a self-report questionnaire on job satisfaction in a general scale—Minnesota Satisfaction Questionnaire. Areas such as social service, social status, achievement, variety, and ability utilization were reported with satisfaction. Meanwhile, compensation, office policies, and supervision-human relations were least satisfied in this study.

Arnold B Bakker, Maria Tims, Daantje Derks(2012)²³, The article examines the role of proactive personality in predicting work engagement and job performance. On the basis of the literature on proactive personality and the job demands–resources model, we hypothesized that employees with a proactive personality would be most likely to craft their own jobs, in order to stay and perform well. Data were collected among 95 dyads of employees (N = 190), who were working in various organizations. The results of structural equation modeling analyses offered strong support for the proposed model. Employees who were characterized by a proactive personality were most likely to craft their jobs (increase their structural and social job resources, and increase their job challenges); job crafting, in turn, was predictive of work engagement (vigor, dedication, and absorption) and colleague-ratings of in-role performance. These findings suggest that, to the extent that employees proactively adjust their work environment, they manage to stay and perform well.

Else Ouweneel ed al (2012)²⁴, The objective of this diary study was to look at the potential positive within-person relationships between positive emotions, work-related hope, and the three dimensions of work engagement on a daily level (i.e. vigor, dedication, and absorption). Following Broaden-and-Build theory and Affective Events Theory, it was expected that the experience of positive emotions would cause hope, which in turn would lead to a state of vigor, dedication, and absorption. The
study was conducted among 59 employees of a Dutch university, who filled in a diary questionnaire for five consecutive working days, twice a day. As expected, the experience of positive emotions had an indirect effect on the level of vigor, dedication, and absorption through hope across days. So, it seems that an individual and daily perspective on work engagement is particularly worthwhile and provides valuable insights to enhance the employee engagement in practice.

Erik Dane, Bradley J Brummel(2013)25, In recent years, research on mindfulness has burgeoned across several lines of scholarship. Nevertheless, very little empirical research has investigated the mindfulness from a workplace perspective. In the study reported here, we address this oversight by examining the workplace mindfulness – the degree to which individuals are mindful in their work setting. We hypothesize that, in a dynamic work environment, workplace mindfulness is positively related to job performance and negatively related to turnover intention, and that these relationships account for variance beyond the effects of construction occupying a similar conceptual space – namely, the constituent dimensions of work engagement (vigor, dedication, and absorption). Testing these claims in a dynamic service industry context, we find support for a positive relationship between workplace mindfulness and job performance that holds even when accounting for all three work engagement dimensions. We also find support for a negative relationship between workplace mindfulness and turnover intention, though this relationship becomes insignificant when accounting for the dimensions of work engagement. We consider the theoretical and practical implications of these findings and highlight a number of avenues for conducting research on mindfulness in the workplace.
2.3 ORGANIZATIONAL COMMITMENT

Salancik (1977)\(^{26}\) conceives commitment as a state of being in which an individual becomes bound by his actions and it is these actions that sustain his activities and involvement. From this definition, it can be inferred that three features of behaviour are important in binding individuals to act: visibility of acts, the extent to which the outcomes are irrevocable; and the degree to which the person undertakes the action voluntarily. To Salancik therefore, commitment can be increased and harnessed to obtain support for the organizational ends and interests through such things as participation in decision-making.

Mowday, Porter, and Steer (1982)\(^{27}\) see commitment as attachment and loyalty. These authors describe three components of commitment:

- An identification with the goals and values of the organization;
- A desire belong to the organization; and
- A willingness to display effort on behalf of the organization.

A similar definition of commitment emphasizes the importance of behaviour in creating it.

Danny L. Balfour, Barton Wechsler (1990)\(^{28}\), This article examines the public-private dimension as an antecedent of organizational commitment and assesses the effect of publicans on individual attachment to the organization. The findings suggest that (1) the strength of an individual's attachment to the organization is a function of several dimensions of organizational experience which can be inconsistent in their effects; and (2) that, public employees, in particular, may be simultaneously attracted to and repelled by the organization, with their desire to serve important values undercut by low or negative feelings of affiliation.
Based on the multidimensional nature of organizational commitment, there is growing support for a three-component model proposed by Meyer and Allen (1991). All three components have implications for the continuing participation of the individual in the organization. The three components are:

**Affective Commitment:** Psychological attachment to organization.

**Continuance Commitment:** Costs associated with leaving the organization.

**Normative Commitment:** Perceived obligation to remain with the organization.

Guest (1991) concludes that high organizational commitment is associated with lower turnover and absence, but there is no clear link performance. It is probably wise not to expect too much from commitment as a means of making a direct and immediate impact on performance. It is not the same as motivation. Commitment is a broader concept and tends to withstand transitory aspects of an employee's job. It is possible to be dissatisfied with a particular feature of a job while retaining a reasonably high level of commitment to the organization as a whole, while creating a commitment strategy.

Ruth M. Guzley (1992), Employees of a large service organization based in the Southwest were surveyed to determine if individual levels of organizational commitment were related positively to the perceptions of organizational climate and communication climate. The results of the study suggest that employees' perceptions of organizational climate and communication climate were co-related positively with the level of employees' organizational commitment. Specifically, multiple regression analysis indicated that organizational clarity, participation, and superior-subordinate communication accounted for 41% of the variance in organizational commitment, with participation and organizational clarity emerging as...
the significant predictors of commitment. Tenure was included in the study as a moderating variable, by using Buchanan's conceptualization of tenure stages: Stage 1 represents the first year of employment; Stage 2 represents Year 2 through 4, and Stage 3 represents Year 5 and beyond. Results were varied by tenure stage.

Rachid Zeffane (1994), Organizational commitment and perceived management styles were examined by using survey responses from 1418 employees from both public (N = 474) and private (N = 944) sector organizations, operating in Australia. Comparisons between the two groups of employees revealed higher commitment among the private sector employees. These differences were consistent with differences in perceived management styles. In agreement with previous research, factor analysis unveiled that the concept of organizational commitment was multidimensional. However, in the present study, that concept was found to incorporate the notion of "corporate loyalty/citizenship" and the notion of "attachment to the organization." The operational concept of management style used in the study was found to incorporate four subdimensions: (factor 1) the degree of "emphasis on flexibility and adaptation"; (factor 2) the degree of "emphasis on rules and regulations"; (factor 3) the degree of emphasis on "hierarchy and role specialization" and (factor 4) the degree of "work-group discontinuity/change." Multiple regression analysis revealed that the degree of organizational commitment as well as the extent of loyalty and attachment to the organization was affected positively by factor 1 and negatively by factor 2, in both public and private sectors. Factor 3 seems to have a positive effect on overall commitment, but more so in terms of the degree of attachment to the organization. Tenure and supervision were also found to have some effect on commitment, but more so in terms of feelings of attachment to the organization (for tenure) and in terms of feelings of loyalty/citizenship (for
supervision). Organization size had a moderate negative effect on commitment, but more so in the private sector. Implications and suggestions for future research and management practice are discussed.

Samuel Aryee, Yue Wah Chay (1994)\(^{33}\), Data obtained from 164 proteges in managerial and professional positions in public and private sector organizations in Singapore were used to examine the impact of career-oriented mentoring on three work commitment attitudes (career, organization and job) and career satisfaction. Factor analysis of the 15-item career-oriented mentoring scale revealed a five-factor solution – coach, sponsor, protection, challenging assignments and exposure. These career-oriented mentoring roles were differentially related to job involvement, organizational commitment and career satisfaction, and explained the modest amounts of the variance in these outcome variables. T-test results indicated that mentored respondents (N = 164) reported significantly higher levels of the outcome variables than non-mentored respondents (N = 225). Limitations of the study, directions for further research and implications of the findings are discussed.

A wide variety of definitions and measure of organizational commitment exist. Becker, Randal, and Riegel (1995)\(^{34}\) defined the term in three different dimensions:

1. A strong desire to remain a member of a particular organization;
2. Willingness to exert high levels of efforts on behalf of the organization;
3. A define belief in and acceptability of the values and goals of the organization.

To Northcraft and Neale (1996)\(^{35}\), commitment is an attitude reflecting an employee's loyalty to the organization, and an ongoing process through which organization members express their concern for the organization and its continued success and well being. Organizational commitment is determined by a number of
factor, including personal factors (e.g., age, tenure in the organization, disposition, internal or external control attributions); organizational factors (job design and the leadership style of one's supervisor); non-organizational factors (availability of alternatives). All these things affect subsequent commitment.

**Amstrong, (1999)** asserts that “it is difficult to deny that it is desirable for management to have defined strategic goals and values. And it is equally desirable from the management point of view for the employees to behave in a way that support those strategies and values.” Creating commitment includes communication, education, training programmes, and initiatives to increase involvement and ownership and the development of performance and reward management systems.

**Lok & Crawford (2001)**, believed that the organization concerned on the look after employees’ interest. If the experience, is higher the impact towards commitment will be positive. Further, an individual’s experience with their co-workers had the impact on sincere commitment to the organization. High level of organizational commitment provide a clear focus for human resource manager on the grounds that commitment is in itself good and positive that should lead to high level of work performance.

Organization commitment refers to the employee’s emotional attachment to, identification with, and involvement in the organization. In essence, measuring organizational commitment is an assessment of the congruence between an individual’s own values and beliefs and those of the organization (**Swailes, 2002**). Organizational commitment is characterized as employees’ willingness to contribute to organizational goals. When the employees are sure that they will grow `and learn with their current employers, their level of commitment to stay with that particular organization is higher.
Khatibi.A, Asadi.H, Hamidi. M (2009)\(^{39}\), The purpose of this research was to study the relationship between job stress and organizational commitment in National Olympic and Paralympic Academy (NOPA) employees. Statistical population of this research included all the employees (full time) of NOPA and statistical sample was equal to the statistical population (n=59). Job stress questionnaire (JSQ) and organizational commitment questionnaire were used to gather the data. The results indicated a negative significant relationship between job stress and organizational commitment, affective commitment and normative commitment, but there was not a significant relationship between job stress and continuance commitment.

Harold P. Welsch, Helen LaVan (2013)\(^{40}\), Commitment to the organization is an important behavioral dimension which can be utilized to evaluate the employees' strength of attachment. Keeping the employees highly committed is important, especially in not-for-profit firms whose salary scales may not be as competitive as industrial firms. Management is concerned with identifying those variables that are related to organizational commitment in order that they may design organizational strategies to maximize the commitment levels. Results in a healthcare institution indicate that role conflict and role ambiguity are detrimental to commitment, while a participative climate, power, teamwork, reading professional journals, satisfaction with work and promotion opportunities, age, GS level, tenure, and length of professional employment are positively related to organizational commitment.

Yseult Freeney, Martin R Fellenz (2013)\(^{41}\), Relational resources are now recognized as significant factors in workplaces and increasing attention is being given to the motivational impact of giving, in addition to receiving social support. Our study builds on this work to determine the role of such relational mechanisms in work
engagement, a concept that simultaneously captures drive and well-being. Data from 182 midwives from two maternity hospitals revealed a best-fit model where perceived supervisor support, social support from peers, prosocial impact on others and autonomy explained 52 percent of variance in work engagement. Perceived prosocial impact acted as a significant partial mediator between autonomy and work engagement. This study provides evidence for the importance of perceived prosaically impact and the role of immediate supervisors in facilitating work engagement in midwifery. Results highlight the value of relational resources and suggest their explicit inclusion in current models of work engagement.

Paula Brough et al (2013) 42 The Job Demands-Resources (JD-R) model proposes that employee’s health and performance depend upon direct and interacting perceptions of job demands and job resources. The JD-R model has been tested primarily with small, cross-sectional, European samples. The current research extends scholarly discussions by evaluating the full JD-R model for the prediction of psychological strain and work engagement, within a longitudinal research design with samples of Australian and Chinese employees (N = 9404). Job resources (supervisor support and colleague support) accounted for substantial variance, supporting the motivational hypothesis of the JD-R model. However, minimal evidence was found for the strain hypothesis of the JD-R model. The interactions of job demands and job resources were not evident, with only one from 16 interaction tests demonstrating significance. We discuss explanations for our findings. The implications of testing the western-derived organizational behavior theories among the employees employed in Asian regions, especially in regard to the increasing ‘westernization’ of many Asian organizations and their employees, are also discussed.
Karina Nielsen (2013) In recent years, there has been an increasing interest in the process of organizational interventions when evaluating the outcomes of an employee’s health and well-being. Nevertheless, process evaluation is still in its infancy and primarily consists of checklists inspired by the public health intervention literature. In these frameworks, employees are seen as passive recipients whose reactions to pre-developed interventions should be evaluated. Current organizational intervention design rests on a participatory approach and recent process evaluations reveal that employees and line managers influence the implementation and the outcomes of organizational interventions. Following the current foci of current frameworks we may miss out on important information on the influence of both the participatory process and the line manager’s intervention outcomes. I argue that current evaluation frameworks suffer from four limitations:

- They are not aligned with state-of-the-art research and practice;
- They fail to apply theory to explain how and why human agents influence intervention implementation and outcomes;
- They do not offer suggestions as to how such agency can be measured; and
- Nor do they discuss how we may use knowledge obtained from the process evaluation proactively when designing the future organizational interventions.

2.4 LIBRARY PROFESSIONAL DEVELOPMENT

Professional development is the process by which professionals keep current knowledge, skills, and abilities needed to function effectively in their profession. It is assumed that to maintain professional competence, the professional must participate in updating activities. Continuing education is fundamentally a responsibility of the
individual professional. A librarian’s motivation for continued learning involves a mixture of social responsibility, desire for advancement, professional pride, a concern for future libraries, the need to keep abreast of new knowledge and technology, as well as an interest in supplementing professional training. (ALA, 1980) Efficiency of a library depends to a large extent on the competence of its staff. Hence it is important to assess the library professional’s needs for continuing education and professional development in a changing electronic environment of academic library.

Broadbent and Grosser (1987) outlines the study conducted on 85 Melbourne based special librarians and Information centre managers to ascertain their continuing professional development (CPD) activities. Investigations was based on interviews to assess the nature of organizational support for professional development, the formal programmes attended, the present and future educational needs for CPD. The study shows that over 70% of the interviewees had participated in at least one workshop, conference or seminar during the lost two years. Though the funds were provided by the organizations, the amounts spent were low and suitable courses were few for professional development. Educational needs mainly concentrated around information technology and management skills.

Singh (1988) reports the results of a survey conducted to study the career advancement of academic library professionals in New Delhi. The study intends to find out the factors leading to the advancement in library profession, to establish possible relations between some characters of professionals and their advancement in career. One of the major findings of the study was that majority of the library professionals avail leave for pursuing BLibsc and MLibsc courses. Professional and academic qualifications, participation in conferences, seminars and workshops were
found to be associated with promotion. The suggestions include improving career prospects by developing skills required for the profession and publishing papers in library science.

Roberts and Konn (1989)\textsuperscript{47} reports a study about 52 university and 30 polytechnic librarians of continuing education and training in their libraries. Induction and further education issues were explored, as well as attitudes to the idea of continuing education. Response shows marked differences in practices between polytechnic and university libraries. Responses indicated a growing interest in continuing education, and respondents repeatedly referred to developments occurring outside their own libraries, which were powerfully influencing their own education and training attitudes and practices. The impact of technological developments upon continuing education requirements was evident in a number of responses. Further education and training includes study for higher degrees, part-time or full-time; inhouse or external training; attendance at conferences and professional meetings; demonstrations; purposive visits to other libraries; etc.

Jani, Parekh and Sen (1991)\textsuperscript{48} report a survey undertaken to discover the individual perceptions of the librarians towards professional development. The objectives were to identify the factors that are instrumental in facilitating or inhibiting professional advancement, to identify areas, agencies and strategies suited for additional knowledge and skills input that will lead to professional development. The study reveals that librarians have given more importance to self education and reading for professional development. Reference and information work was the area often cited which required additional knowledge skills.
Aina (1993) 49 evaluates the curricula of library schools in Africa to know whether their courses are relevant to the emerging library and information science market based on a standard list of topics, ranging from computer technology, information, and records management to information repackaging and journalism. Data used in the study was based on prospectuses from the schools supplemented with visits. Only schools having bachelors or postgraduate programmes were considered; library schools that run only undergraduate diploma programmes were excluded, assuming that information professionals are those who have undergone a bachelor’s or postgraduate training programme. Results suggest that a substantial proportion of the institutions in Africa have incorporated courses like information management, information repackaging, systems analysis, design etc that are appropriate to the emerging market in their curricula. Though the relevance of computer technology is stressed, only a few institutions have incorporated computer technology in their syllabus. It is recommended that funding agencies should provide assistance in the training of information professionals in Africa by sponsoring visiting lecturers and scholars to training institutions where these lack skilled work force to teach certain courses, and by making the necessary equipment available. The importance of continuing education for the trainers is also stressed.

Elkin (1994) 50 stresses the need for continuing education in the modern information environment. She points out that education and training must become a continuous lifelong process to keep abreast of change as professional knowledge is becoming increasingly complex and specialised so that individuals need constant updating to keep in touch with their area of specialization. She reviews the profile of LIS courses in 16 universities in the UK. Potential employers expect the students to have skills in IT, in analysis, synthesis and repackaging, as well as high quality management and
personal transferable skills, allied to the ability to communicate effectively through a range of media. The author outlines the skills which may be seen as the solid core of library and information studies as information-handling skills, training skills to help the people to use libraries and information resources in any media, evaluative skills and concern for the customer.

Freeman (1995) explores the possibility of LIS professionals undertaking research for a doctorate (PhD) as an option of continuing professional development. He reviews Doctorate in Library Studies (DLS) being offered by the British library schools, together with the opportunities offered in business schools in UK. He points out that for most librarians, full-time study as a doctoral candidate will not be feasible, and they will have to investigate the part-time modes or distant learning options. Library professionals have a duty to advance their knowledge in the profession and are faced with a rapidly evolving and converging discipline containing many interesting topics for research.

Leach, Arundale and Bull (1996) reports the use of information networking for continuing professional development. With the help of 2 postal surveys, assess the extent of librarians’ and information professionals’ interest in CPD which include computer networks, network based course materials and teleconferencing. The degree of professional demand for such programmes is analyzed. One survey was conducted in the institutions conducting library and information science education in Europe, N.America, Australia, South Africa and Jamaica to establish their involvement in CPD. The second survey collected opinions on the requirements of CPD and its delivery through electronic networks. The main conclusion was that the professionals
were interested to accept training through networks, but the technical infrastructure was insufficient to provide distance learning through network.

**Rice-Lively and Racine (1997)** explores the current role of information professionals in academic settings. Based on a university library case study, it suggests skills and attitudes they need to develop to cope up with change. The study group used in this inquiry included students, LIS faculty, and library professionals affiliated with a large research university. It shows that the information professionals today should possess a number of specific human relations skills of communication, intuition, interpretation, and translation to assist the user in the electronic environment.

**Anwar (1998)** details the results of a questionnaire survey of academic librarians’ perceptions of their continuing professional needs in Malaysia. The continuing professional development environment in academic libraries, duration of such programmes, the skills required in the areas of management, information and communication technology, research skills etc are some of the factors studied in the survey. He also suggests methods to promote professional development programmes for academic librarians.

**Edem (1999)** in a survey studies the issues and obstacles affecting the career advancement prospects of librarians in Nigerian universities. The main objectives of the study were to identify the career advancement structure in Nigerian universities, and to evaluate the career advancement opportunities for the librarians. Respondents were selected from 22 universities in Nigeria by using random sampling. The survey results indicate that career advancement structure has seven main grades or ranks. Further, publication productivity and professional experience are required for
librarians career advancement. One of the main problems faced in career advancement was lack of higher educational qualification. Other factors include lack of inadequate norms for promotion, and unnecessary emphasis on publication requirement.

**Feret and Marcinek (1999)** 56 from a Delphi study conducted between December 1998 and April 1999 involving 23 key library experts from ten countries finds the most important trends that are occurring in academic libraries and their impact on the role of the academic library with focus on the skills and characteristics of librarian in the new millennium. The study shows that the library will play an important role in the overall university information infrastructure and the academic librarian’s most important characteristics will be very good interpersonal and communication skills, language proficiency, team-working skills, user friendliness and customer orientation. Training its users will be one of the most important services of the user-oriented library, therefore teaching and training skills are essential for the librarian of the future, and library and IT skills. The author stresses the importance of librarians of the future to be prepared for lifelong learning.

**Jain (1999)** 57 presents the main findings of the study conducted by the author, *On-the-job training: a tool for professionalism and productivity* a case study of Botswana National Library Service, which was carried out in order to explore and identify on-the-job training (OJT) needs for library staff. A total of 64 library users and 64 library staff, including 31 professionals and 33 diploma holders were surveyed. The main OJT training needs were identified as: information technology, job orientation, customer service/public relations, marketing/publicity, refresher courses and managerial skills. The survey shows that the ability to use information technology is the most important skill among the library professionals. It shows that usually there is
a lack of technological training for the staff. Information technology encompassed computer literacy, information management through technology, and the use of all other equipment such as photocopiers and video cameras. Participants also felt that IT will improve a library's productivity, because staff will be exposed to a new spectrum of information which can motivate them to help the users with recently available information. The survey stresses the need for effective IT training to make the most effective usage of computers and appropriate software applications pertinent to a specific job.

Marjariitta (1999) reports a study carried out in order to identify the educational needs of the library staff of Finnish polytechnics. The educational needs identified by the library staff concerning four main topics (library work, leadership and management, information technology, and learning and learning environment) as well as the main topics for continuing professional education. Most of the library staff needed to learn more about how to teach information skills, how to integrate libraries into the context of polytechnic information management and how to use information networks effectively. About 70 per cent of the respondents were interested in learning more about these three topics. Half of them (53 per cent) recognised the design of the learning environment as an educational interest and they wanted to improve teaching and training skills. The respondents have no problems with IT applications and Word, Excel, PowerPoint etc. but they prefer to learn more about the networks. As the polytechnic libraries are not integrated into polytechnic information management, the professionals need continuing education and training in information technology and management.
Chaudhary (2001) reports the continuing education needs of librarians and information professionals in the University libraries of Pakistan. The study explores the needs of university librarians in Pakistan and Azad Jammu and Kashmir, and determines the obstacles to the continuing education programs. It also tries to identify different methods to motivate the librarians toward continuing education programs. It is expected that the results of this study will be of practical importance to design the continuing education programs for the university librarians.

Bii and Wanyama (2001) analyze the impact of automation regarding the job satisfaction among the staff of Margaret Thatcher library (MTL), MOI University Kenya. Using interviews and questionnaire to all the library staff researchers find that there are problems within the library regarding training and access to automated systems. The main objective of the study is to identify the problems of the staff members because of automation of the library, and how the library management has tried to resolve them. Eighty eight percent of the MTL staff members have received in-house training on various aspects of computerised library applications, albeit some to a basic level. The staff views automation as an enrichment and a source of satisfaction for their jobs. The study recommends structured in-house training, free access to the available software, additional systems staff, and centralised databases, among others, to be implemented Regular in-house training is a necessity to gain maximum benefit from the available hardware and software.

Broady-Preston and Bell (2001) evaluates the importance of continuing professional development for library and information science professionals through a case study of MLIS distance programme of Department of library and information studies, University of Wales in UK. A questionnaire survey among the students
reveals that most of the students enroll for MLIS programme with an aim to update and refresh qualifications, keep abreast of new ideas, acquire and enhance their management skills etc. It is clear that students view MLIS course as a means of CPD that would allow them to enhance their current position and create options for future opportunities. The survey also reveals that Continuing Professional Development (CPD) add value to personal and professional life but only if the employee is motivated to ask for training, designing a programme or following through sometimes at his / her own expense.

Desai (2001)\textsuperscript{62} reports the results of a questionnaire survey conducted to analyze the continuing education needs of science and technology librarians. Survey questions include teaching tips, web designing, career development, various current topics etc. She finds that science and technology librarians are highly interested in information literacy in sciences, technologies and learning more about electronic resources, designing web tutorials, selection management, electronic reference services etc. Career advancement and management topics were the least accepted among them.

Smith (2001)\textsuperscript{63} examines the pattern of staff development activity in Australian University libraries, State Libraries, the National Library etc. The study reveals various factors influencing staff development. Most of the responses show that increased information technology applications have led to a greater need to train the staff in IT applications. There is a good balance between training in specific knowledge and job skills and broader professional developmental programs and activities. In many instances the libraries report that they have a preference for staff development that can be undertaken in-house and the growing role of libraries in
teaching literacy, knowledge management skills etc has resulted in a need to develop these skill in their staff.

**Anwar and Ansari (2002)** report the results of an investigation in current continuing professional development practices, perceptions of academic library employers about the skills to be developed in their staff in six Gulf co-operation council countries. Through mailed questionnaires, data was collected from 15 publicly funded institutions. Analysis shows that a systematic staff development programme was lacking in most of the institutions. Information and communication technology skills preferred relates to automated systems, electronic resources, networking and multimedia applications. Writing and research skills relating to measurement and evaluation, studying information needs, and report writing receive higher ranks in the survey.

**Hewitson (2002)** reports the results of an investigation, undertaken at Leeds Metropolitan University, to study the awareness and extent to which university academic staff use and assimilate electronic information services (EISs) into their work. The study is based on the findings of a quantitative survey, which addressed four specific areas: the characteristics of the respondents (age, gender, and faculty); the level of the information technology (IT) literacy of staff; the frequency of use by academic staff of different EISs offered by the university; and academic staff's perception of student use. The study also investigates how academic staff at the university obtains information for their work and what they do with the information they obtain. The other factors studied include the awareness of staff about EISs; the barriers that exist to their use; the extent to which academic staff are integrating the use of EISs into students' educational experience; and what the university can do to
support staff better in their use of EISs. It concludes from the results that the internet is the most popular information source but the factors affecting use at the expense of subscription-based services are complex. University staff, especially those with low-level IT skills, frequently uses the internet because it is easy to access and provides instant results. It is clear that members of staff, who used EISs regularly, used it for their own research or after joining some form of professional development such as PhD.

**Breen et.al (2002)** 66 evaluates the traditional library skills in relation to the information technology developments in the workplace. It shows that as LIS courses are not reoriented most jobs are lost to library professionals. A survey to establish the extent to which the curricula of current information studies the departments which teaches the relevant skills, and it shows that there are two courses under LIS one for employment in library sector, and other for information management. Authors point out that LIS courses must adapt to provide professionals with the necessary skills to take new role in the working place.

**Kwasik (2002)** 67 analyses the skills required for a serials librarian to manage electronic information. The study conducted by analyzing job announcements in academic institutions during the years 1999-2001 examines the most frequently required and preferred qualifications and knowledge demands for a serials librarian. The most preferred qualifications include traditional skills such as knowledge of MARC formats, AACR2, the Library of Congress (LC) classification system, the Library of Congress Subject Headings (LCSH), familiarity with the OCLC etc. Relatively new skills such as knowledge of Dublin Core standards, knowledge of markup language, Web design, or experience in cataloging electronic publications
were usually listed as desired qualifications. Based on the study, the author suggests some professional development activities to improve competencies for serials librarian due to the progress in information technology and introduction of electronic journals in library collections. To stay current with all the cataloging standards and new developments, librarians need to improve their skills constantly.

Powell et al. (2002) reports a study on LIS practitioners involvement in research, 1,444 questionnaires were sent to the members of the American Library Association, the American Society for Information Science and Technology, the Medical Library Association, and the Special Libraries Association. An analysis of 615 responses reveals the following: almost 90% of LIS practitioners in the United States and Canada regularly read at least one research journal, nearly 62% regularly read research-based articles, approximately 50% occasionally apply research results to professional practices, and 42% occasionally or frequently perform research related to their job or to the LIS profession. The data analysis also identified the factors related to practitioners' involvement in research and determined how practitioners assess their research training and skills.

Khurshid (2003) review, job advertisements published in American Libraries (AL) and College and Research Libraries News (C&RL NEWS) to assess the impact of automation and use of IT in libraries on job requirements and required skills of qualifications for catalogers. Analysis reveal that most preferred qualification is a master's degree in library and information science, or in some libraries a master's degree in computer science or relevant field, or a subject master's degree with library experience. However, major changes are occurring in the skills area. In addition to knowledge of cataloging principles and procedures, the requirements also include
familiarity and experience with an integrated library software, one or more bibliographic utilities, basic computer applications, and emerging metadata schemes and tools.

**Minishi-Majanja and Ocholla (2003)** reports a project that aims to record and review the types, nature and diffusion of ICTs in LIS education and training programmes in Africa. One of the main objectives of the study is to determine the extent to which ICTs are taught and used in teaching, learning, research, and academic administration in LIS schools in Africa. The findings show that LIS schools in Kenya have embraced the use of ICTs, but there are major differences in terms of application. Though LIS Schools offers a wide range of relevant ICT courses, not all of them offer practical training for their students. In teaching and learning, only a few LIS schools use ICTs to deliver lectures, the majority still favour age-old methods of face-to-face classroom teaching. In research, the lack of ICT facilities has resulted in partial and minimal use of ICTs, especially since academic staff has to pay to access the Internet. In terms of academic administration, most LIS schools have computerised but most activities still are conducted offline due to networking inadequacies. The study recommends that Kenyan LIS schools should increase the use of ICTs in teaching and learning to promote greater efficiency. Kenyan LIS schools should make every effort to provide online and distance education in order to open more learning opportunities for the nation.

**Adomi and Nwalo (2003)** in their study survey the prospects for continuing professional education (CPE) of library and information science (LIS) professionals in Nigeria by using Delta State as a case study. Fifty-one practitioners made up of professionals and paraprofessionals from academic, public, special libraries and
information centers were used in the study. Authors note that though LIS professionals and paraprofessionals desire to update their skills and knowledge through continuing professional development (CPD). However some constraints, such as lack of IT components for practice/work, lack of self and organizational motivation, financial difficulty, amongst others, hamper staff from taking advantage of CPD in countries such as Nigeria. Work skills necessary for the respondents are managerial by nature and most of them are already playing managerial roles in their libraries. Conclusions based on findings recommend that LIS organisations should be more committed to the CPE of their staff; that practitioners should commit their personal funds to their CPE if their organisations fail to support them and that the professional association should develop clear cut programmes for the development of practitioners.

Chan and Auster (2003) explores the extent to which professional development of reference librarians was occurring, based on a survey of 733 professional librarians with reference duties who were working in large, urban public libraries in Ontario. Reference librarians once relied solely on print resources; they can now answer the majority of questions accurately using only Web-based sources. Authors examined that the competencies reference librarians had chosen formal and informal professional development activities to acquire knowledge and they also explored the barriers that might be preventing reference librarians from participating in these activities. In their professional development activities, the most popular topics were related to internet and more than half the respondents studied electronic resources, office applications, integrated library system applications, communication skills and public service skills. Instructional skills and management skills were studied by about 40 percent of the respondents.
Shiholo and Ocholla (2003) outlines the changing trends in the training of information professionals in Kenya based on a literature review representative of popular publications and research reports from 1970 to the current time. The paper gives an insight into Library and Information Studies (LIS) education in Africa. The demand for competency in technology has led to the proliferation of training programs in information technology, by leaving out other information areas. There is a need for the development of new programmes and the need for curriculum review that comprises a strong component of information management and IT. Authors stress that information technology, management and user oriented studies (information needs, seeking, interfacing, use and impact) will occupy a central place in LIS education in Kenya. The paper concludes that core knowledge and skills for information providers ought to be reviewed regularly and the support from LIS education stakeholders, such as national library associations and national experts, should be enlisted in determining such requisite skills.

Elgohary (2003) investigates the preparation of entry-level research Librarians in Florida research libraries and describes the relationship between formal library education and work in research libraries from the perceptions of entry-level librarians and their supervisors through a web based survey. The main goal of the study is to help the library schools to prepare future research librarians and equip them with in-demand knowledge and skills. In addition, it aims to identify the current and the potential required skills for entry-level research librarians. The study focuses on subject-knowledge skills, management and marketing skills, information technology skills and interpersonal skills of librarians in academic and research libraries of Florida. The results of the study identify different methods for library schools to
consider in the curriculum development process. Conducting systematic revision based on analyzing market demands for information professionals in different library and information settings is essential for library schools. It recommends internships as a requirement for the MLIS degree to help the graduate’s to acquire more experience that is practical. Adding more management and marketing curricula will help MLIS students to deal with some of the important issues raised in libraries, information centers, and an information technology curriculum that focuses on issues such as information system and database design.

Nyamboga (2004) 75 details the results of a study of training opportunities for library and information professionals in India and how a selection of Indian university libraries are providing information skills and information literacy programmes for their users. The author stresses the need for training the students, researchers and staff to make appropriate use of resources made available in the libraries. Library and information professionals need continuing professional development courses as new ways of providing information resources are developed. The study reveals that librarians conducted library orientation programmes (including information on specific aspects such as computer laboratory facilities within the library, library automation and networking activities), although sometimes systems librarians or information technologists undertook this task, in a survey of higher educational institutions in Jaipur.

Cardina and Wicks (2004) 76 in a study of reference librarians working in academic libraries of the United States, assess the role changes that occurred from 1991 to 2001. It provides information related to the types of job activities performed and the relative amount of time spent on these activities by the librarians who took part in the study. A
list of traditional as well as newly developed duties of reference librarians was developed. Duties incorporated into a questionnaire were distributed to reference librarians currently working in academic libraries. The results of the data were analyzed by using the Statistical Program for the Social Sciences (SPSS) show that changes occurred in the types of jobs most frequently performed, as well as for time spent on particular jobs. The number of reference tools used by librarians increased over the ten-year period surveyed. Use of the Internet, email and electronic resources saw a sharp rise in use from 1991 to 2001.

**Flatley and Weber (2004)** outline the professional development activities for new academic librarians. The authors review various professional development activities including publishing, presentations, involvement in professional organizations, continuing education, and institutional and community service that is required for an academic librarian. The article points out the benefits for librarians in the profession by publishing articles in journals, books, and in web etc. The authors brief the importance of academic librarians to keep abreast of the profession as it changes rapidly and one of the best ways to do this is by attending professional workshops, lectures, seminars etc. Workshops include technology and electronic competency workshops covering database training, software training and new technology awareness. The paper stresses that the benefits of being a librarian is the expertise and service, which touches all aspects of the academic side of the institution.

**Henry and Neville (2004)** through a web based survey investigates the research, publication, and professional activities of Florida academic librarians. The study seeks to reveal about the various promotion, tenure, and professional advancement processes and opportunities. Survey questions investigate whether there is a perceived
difference in the importance attached to various types of research and publications. It shows 46% of all the Florida academic librarians who responded have been engaged in either book, book chapter, or refereed article publication since 1995. The survey also identify that librarians believe in having or obtaining a second degree for success in advancement or for promotion.

**Zhang (2004)** uses a questionnaire to assess and identify the areas of training and development of library support staff in the selected academic libraries in Oklahoma and Kansas. Questions include opinions on the importance of training topics on computer skills, interpersonal skills, and supervision/management skills that they perceive as important to their job and the importance of library/organizational supports that encourage them to participate in training and development. It is seen that support staff highly rated computer skills like web browsers, MS Office Suites (e.g., word processing, spreadsheet, etc.), e-mail management etc that help their job and oral/written communication, working with difficult people, managing priorities etc as important training topics on interpersonal skills.

**Clyde (2005)** reports a descriptive study undertaken to gain an overview of library and Information workplace needs for library professionals with knowledge and skills related to user education and information literacy instruction. The study describes a small-scale research project that used content analysis techniques to study job advertisements posted to the international LIBJOBS listserv over a period of three months. The findings of the study, and recent literature, indicate that skills associated with user education and information literacy instruction are important for today’s library professionals.
Eells and Jaguszewski (2005) reports the study of a task force of the University of Minnesota libraries which developed a list of core information technology (IT) skills that could be expected of all 300 staff including technical services, reference services and stacks maintenance. Once this list is developed, the task force will be designed and administered an online self-assessment survey to identify the computer skills of library staff. In the study the development of the core competencies and the administration of the assessment are discussed. Authors point out some recommendations for the future, including use of assessment reports and data gathered in the process to develop a training and professional development curriculum focused on the specific identified training needs of the staff.

Bawden, Vilar, and Zabukovec (2005) study the approaches to the education and training of librarians for work in digital libraries and identify the important competencies required by information professionals in creating and managing digital libraries. The method used is literature analysis of the skill sets required by the librarians working with digital materials and evaluation of formal education and professional development programmes in the UK and in Slovenia. The study assesses how the educational needs are met; the means by which competencies are treated in LIS education and training, and the methods of developing the information professions. Their findings show that formal education and continuing development training cover the aspects of the digital library environment, both in the UK and in Slovenia. Curriculum development includes redesign of degree programmes, training courses and Digital library skills.
Feret and Marcinek (2005) in a continuation of the Delphi study conducted in 1999 verify the results of the previous study (comparison of the experts’ predictions with the reality as of the year 2005) and assess the competencies that librarians should develop as professional information suppliers and experts, to meet the future needs. Closed questions included four main areas: the Internet as a competitor to the library, local versus remote access, printed versus electronic media, staff and user training. New factors identified by the experts (not mentioned in the previous study) include a raise of user’s expectations, the Internet tools e.g. Google and other search engines challenging the library etc. Regarding the skills of librarians the expert’s opinion was that IT and communication skills are the most important and subject knowledge is as much important as managerial skills. The study also predicts that IT progress and changes in higher education will play a predominant role in shaping the image of future libraries and their important role will be information management and access, teaching, support for research and cooperation.

Gosine-Boodoo and McNish (2005) reports the results of a survey to identify whether the particular country environment of today's professional librarian impacts upon his/her skills capabilities as well as upon his/her access to opportunities for continued development. The satisfaction level of the librarians with regard to six recommended skills and characteristics like communication; training; information technology (IT); managerial; commitment and subject knowledge/profiling was measured. Secondly, professional development opportunities were measured via skills, services and attitudes, key areas also recommended for staff development and training. An important finding of this study illustrates that what significantly contributes to the librarian's overall satisfaction with professional development is the
level of competence with his/her skills set. The emerging need for improved IT and managerial skills is important for librarians' professional relevance and progress.

**Mayer and Terrill (2005)** report a survey of academic librarian’s opinion about the need for advanced subject degrees. Academic librarians have various opinions on the importance of advanced-subject degrees in addition to Masters in Library Information Science (MLIS). The authors using an online survey collect the opinions from the academic librarians on this topic. Arguments in favor of having advanced-subject degrees include development of research skills, credibility, and overall improved job performance. Arguments against include the fact that the MLIS should continue to be library professionals’ terminal degree. The need for advanced-subject degrees may vary by many factors, including individual career goals and local institutional culture.

**Kannappanavar and PraveenKumar (2005)** evaluates the training programmes pertaining to Library and Information science and their effectiveness as stated by library professionals in the selected Agricultural Science Libraries in India. Most of the library professionals in agricultural university libraries have attended these training programmes and they stress the need for more specialized training programmes based on skills and competencies. All agricultural science libraries have been partially computerized and the information stored in digital format. It is found that the workshops organized are generally designed to provide practical training on IT applications, but they are not assessing the training needs of library professionals.

**Bradley (2006)** explores barriers and motivators for new professionals who write for the professional literature. Authors from the ALIA New Librarians Symposium held in December 2006 in Sydney, Australia were surveyed about their experiences of writing and presenting early in their career. Majority of the respondents would like to
improve their research, writing and presenting skills. There is a strong interest amongst new professionals to write and publish, as found in the survey. They are motivated to make an impact on the profession and to develop their own careers. However there remain many varied barriers, and a lack of support structures to develop skills after graduating from the library. Encouraging the new library professionals to report on their professional practice and providing the support for them to do so will be to the benefit of their peers who will have greater access to knowledge about activities and innovations in other libraries. Professional development is essential for academic librarians to keep current with skills, knowledge, and competencies in rapidly changing times.

Cassner and Adams (2006)\(^88\) surveys distance librarians in academic libraries to determine their professional development needs. Respondents were asked to indicate which professional development activities they are currently participating in and those they are likely to engage for the next five years. Findings from the survey show that Listservs targeting distance librarians, distance learning conferences, and professional journal articles are the most important in meeting professional development needs of distance librarians. Blogs, which provide currency, analysis, and quick communication, have gained importance. Authors suggest that core activities that will be most important in the next five years are instructional design, Web page design, and marketing/public relations.

Gosine-Boodoo (2006)\(^89\) investigates Caribbean special librarians to study their demographics, perception of skills satisfaction and opportunities for career development. The study shows that special librarians are multi-skilled in technical, technological and managerial skills and some perform all major library functions in
combination with management or IT. Their IT related skills in combination with managerial skills, enable them to function as website, database and e-resource managers. One of the recommendations includes commencing a joint venture between the organization and the individual librarian with the goal of establishing a programme of relevant continuing education and training. Author also suggests the formation of “special interest” groups with or without the support of library and information professional bodies or employer organizations.

Sagolsem, Purnima Devi and Vikas (2007) report a survey conducted among the library professional staff working in public libraries and NGO libraries of Manipur. The main objectives of the study is to find the status of digital environment in Manipur public libraries, to evaluate the need of manpower training for IT application, attitude of staff towards IT application, their career opportunities and problems in IT application. A questionnaire was used for the survey among 50 library staff in the public libraries of Manipur. The study reveals that public libraries lack sufficient professional staff with required knowledge of IT. Though most of them had a favourable attitude towards IT application majority were not satisfied with their opportunities to enhance their qualifications. The problems in IT application include lack of qualified professionals, high cost of IT infrastructure and insufficient computer facilities. The study recommends the importance of continuing education programmes to upgrade professional competencies and suggests that the government should provide more grants for library development in the state.

Kavulya (2007) investigates the types of skills, knowledge and values that are needed by LIS professionals in Kenya if they are to fulfill the current information needs of the society. The survey collects data on the respondents” perceptions on the
status of job market for LIS professionals in Kenya, adequacy of current curriculum and training resources in local LIS training institutions, priority areas of training and ICT skills that are critical for information professionals. Respondents were of the opinion that unless steps are taken to improve the quality of LIS training in Kenya, persons from other professional fields will be better placed to perform some information functions than LIS professionals. The study also finds that LIS curriculum should include hardware and software skills, database construction, website development; digitization process; electronic information, internet use and evaluation, information storage and retrieval. Other IT courses identified as useful are electronic publishing, HTML and programming. Author suggests that to provide information services that address specific targets, LIS schools have to select the areas to be included in the curriculum, depending on the manpower they would like to produce.

Adanu (2007) reports research carried out among the professional librarians in the five state-owned university libraries in Ghana. The study finds out if their work environment encourages Continuing Professional Development (CPD). The results of the survey questionnaire and interview show that the library environment in the state-owned universities was supportive largely of CPD. The study reveals that the professional librarian’s involvement in CPD is the shared responsibility of the library and the individual. The study reveals that CPD activities might lead to job advancement, competence, or both. A vast majority of the respondents, 92.7 per cent, saw involvement in CPD as a great aid to promotion as well as career advancement. The three main activities that respondents felt resulted in better job performance were reading professional literature (78.2 per cent), workshops (72.7 per cent) and networking with colleagues (36.4 per cent). It also shows that research and publishing
was not rated high as a contributory factor to enhancing competence. The author stresses the need for CPD and workplace learning to meet the challenges and changes faced by the library profession due to the developments in ICT.

Leong (2008) in a case study tracks how academic reference librarians at the UNE, New South Wales, Australia have faced changes in library services during the period from 2000 until January 2007. It reviews the steps involved in managing change and the approaches that were taken. The reference department had responsibility for reference work, information literacy, including Endnote bibliographic database classes and troubleshooting, selection work including electronic database assessment, collection assessment and cooperation with the faculties. To provide for this broad scope of work, competencies were developed in addition to the reference competencies. The study shows that staff responded positively to the challenges, developing new skills for a changing environment, for new areas of work and taking innovative approaches to improving service.

Gerolimos and Konsta (2008) reports the results of a research to investigate the qualifications and skills of librarian’s profession as they are seen through the job advertisements studied from the UK, Canada, Australia and the USA in 2006 and 2007. The data were derived from known web sites. The study concerns many aspects and problems of the information professional in the new environment and especially the types, the education needed, the skills and qualifications required, the extent to which the profession should or will change etc. Degree in LIS and working experience skills, Communication skill, Development of digital collections skill etc record the highest percentage of skills needed in the survey.
Maesaroh and Genoni (2009) report a study of levels of education, skills, and awareness of Indonesian academic librarians, and provide an insight into their continuing professional development. The paper studies the qualifications of librarians in Indonesian academic libraries; and their type of continuing professional development and work place training in Indonesian academic libraries. The survey method implies questionnaire which were distributed to all the librarians employed in Indonesian public universities. It also covers a comparison of survey results on key indicators for Indonesian and Australian library and information staff and finds the relative shortcomings in the level and standard of education of Indonesian librarians. Indonesian staff reported high levels of participation in some types of training, but their levels of satisfaction were lower than that of their Australian counterparts. The quality of education and CPD was not satisfactory for Indonesian professionals.
REFERENCES


