CHAPTER I

THE PROBLEM AND METHODOLOGY
THE PROBLEM OF RESEARCH

A major part of socialization occurs at a relatively younger age within a family and the patterns crystallized in the early years of life significantly effect a person for the rest of his or her life. However, the social learning process of an individual continues in a variety of other settings outside the family. Firstly, the parents as socializing agents not merely perform their familial roles but they articulate these with other structures of the society as well. This fact is a necessary condition for their effective functioning as socializing agents. Secondly, the child is never socialized only for and into his or her family of orientation but also into structures which extend beyond his or her family, through interpenetrating into it. These include the school, the peer groups in their later childhood as well as family of procreation which the individual will form through his or her marriage and the occupational roles which he or she may perform. The family offers a wide range of role participation for the young child. He or she must learn about more roles by actual participation in a progressive
manner than his family of orientation can offer to him or her. It is at this point that the peer groups and the school assume a paramount importance.

It has relatively been a recent development to envision the possibility that adults undergo significant socialization when they move into new environments. Adult socialization includes more than what is ordinarily described as education and training. The Library & Information Science students learn not only from perception or even from deliberate example; they also learn and it may often be, most enduringly learn from sustained involvement in the society of professional staff, fellow students and the clientele that comprise the Library & Information Science school as a social organisation.

In course of their social interaction with others in the school and of observing and evaluating the behaviour of their teachers, students acquire the values which will be basic to their professional way of life. The way in which these students are shaped both by intend and by unplanned circumstances of their school environment, constitute a major part of the process of socialization.

The Library & Information Science School comprises a unique and highly distinctive world within itself. Its members possess a special identity and culture which are
reserved for Library & Information inmates. This culture provides for the indoctrination of its new members into certain codes of behaviour which influence them as adults. Professionalization is a process of socialization which involves a matrix of social relations in which the Library & Information Science student internalizes and makes his or her own set of attitudes and values which will largely determine his or her future professional life.

The institution which has evolved within the profession of Library & Information Science for the purpose of professionalizing its recruits in the Library & Information Science school. Achieving any high occupational status usually involves a probationary ordeals which inculcates the requisite technical skills sometimes, and the necessary social attitudes and behaviour patterns always. The Library & Information Science school provides the social environment in which this process of social maturation takes place. In the development from studenthood to librarianship, at one stage it appears to be important for the student to perceive the clientele as information seeker. In this way he or she masters and gains controls of an important area of knowledge and adapts to significant requirements of his or her future role as a librarian or information scientist.
The Library & Information Science students who come in contact with others, related to the profession of Library & Information Science in one way or the other, think it to be the best profession to be taken because it has status, money and provides satisfaction towards working with information seekers while enjoying interpersonal relationship at the same time. When these students go through different stages or status sequence of Library & Information Science they realize that it is not so simple to inculcate some of the values upheld in the profession of librarianship and to acquire status and money. In fact it is time consuming and needs hard work.

In view of the above, it may be imperative to examine the factors motivating the Library & Information Science students to undertake this profession besides analyzing their expectations, aspirations and idealism towards the profession of Library & Information Science. During the course of their stay in the Library & Information Science school, they come across various types of exposures which enable them to acquire knowledge, develop skills and imbibe human relations and values. In fact, by the content of his or her education, the student is "Socialized" to become a Librarian or an Information Scientist. The present study is an attempt to understand the professional socialization of the students of Library & Information Science to become a Librarian or an
Information Scientist.

REVIEW OF LITERATURE

Literature survey reveals that a few studies have been made on different aspects of students in the field of Medicine and Library & Information Science. In 1960, Leonard Riessanan\(^{(1)}\) made a study at the Tulane University Medical School about the motivation and socialization of medical students and found that a majority of both junior and senior medical students could be described as "humanitarians" rather than "Scientists" or "Professionals". A major characteristic of the humanitarian student was a strong orientation toward working with the patients and enjoying interpersonal relations. Howard Becker\(^{(2)}\), in his study entitled "Boys in white, student culture in medical school", made in 1961, determined that the students developed a strong appreciation of clinical experience while working with patients rather than reading about disease and studying it in the laboratory. John Columbotos\(^{(3)}\) made a study in 1969 on "Social origin and ideology of physicians: A study of the effect of early socialization", and found out that physicians belonging to lower class origins emphasized success value as reasons for taking up than upper class doctors.

During 1971, Harold I. Lief\(^{(4)}\) made a study on the
personality characteristics of medical students and found that medical students go through a process of anticipation which is aided by increasing responsibility and competence during the clinical years of medical school. Thus the student's self image was gradually replaced by a professional self-image as "doctor" as the medical student approached graduation. In 1973, Samuel Bloom\(^5\), in his study found that while medical students at the State University of New York Downstate Medical Centre tended to make a career decision for medicine relatively late, those students having sustained contact with a physician through immediate or close family relationship likewise tended to consider medicine as a career earlier than other students. Cole Stephen\(^6\), in 1989, stated that beginning in the early 1970's there was a dramatic increase in the proportion of women admitted to medical school. The entering of women in medicine could have resulted from sex role socialization.

In India too a few studies concerning medical students have been undertaken. Study made by Rao\(^7\) in 1975 reveals the differences in the work values, professional aspiration and perception of the campus climate of first year, mid year and final year students. T.K. Oommen\(^8\), in his book entitled "Doctors and nurses: A study in occupational role structure", revealed that persons who enter prestigious professions such as medical,
do so with great aspiration and enthusiasm. T.N. Madan\(^9\), in his study of doctors at the All India Institute of Medical Sciences, has analyzed the doctors' perception and conceptualization of their professional roles, evaluation of the place of their professional work or role performance and their overall conception of the manner in which they relate as professionals to the society as a whole.

No study has been made on professional socialization of Library & Information Science students in India and abroad. A few studies have, however, been made on different aspects of Library & Information Science students in USA. In 1987, Sarla R. Murgai\(^{10}\) studied "Managerial motivation and career aspiration of Library & Information Science students". She found various factors responsible for motivating the Library & Information Science students to adopt the profession of librarianship. In 1988, Terry S. Leung\(^{11}\) studied the "Expected and received roles of Pepperdine University academic librarians among faculty and graduate students", which highlighted as to what is expected by the student and what is actually received by them from the librarians. In 1989, Karen Feingold Ceppos\(^{12}\), in the study entitled "Innovations and survival in library education", found that Library & Information Science students mainly got motivation from the librarians of their organisation.
Similarly, Karen Schmidt\(^{(13)}\) studied the sources responsible for acquisition of professional education by the academic librarians. In 1990, Julie I. Tallman\(^{(14)}\) studied "Library & Information Science programme in the United States: International students' perception of their academic adaptation process". This unique study reveals the point of view of the international students who studied Library & Information Science in the University of Pittsburgh.

The above literature survey reveals that a few partial studies have been made on the socialization of medical students in India and abroad. A few studies concerning different aspects of students of Library & Information Science have been made in USA, but not concerning their "professional socialization" at all. Not a single study on the professional socialization of the Library & Information Science students has been made in India. The purpose of the present study is to fill this gap and to make a comprehensive study of the professional socialization of the Library & Information Science students in north India.

**OBJECTIVES OF THE STUDY**

The objectives of the present study are:

1. To analyse the demographic, socio-cultural and economic profile of the Library & Information
Science students in north India.

2. To delineate the factors motivating the students as well as their decision making process to join the profession of librarianship.

3. To examine the level of satisfaction of students with Library & Information Science education.

4. To analyse the attitudes and values formed by the students of Library & Information Science towards the profession of librarianship.

5. To ascertain the level of professional socialization of Library & Information Science students through their teachers, class fellows and library professionals working in the Department/University library concerned.

6. To analyse the future orientation and expectations of Library & Information Science students.

7. To ascertain the impact of socio-cultural background on the professional socialization of the student librarians.

HYPOTHESES

Some of the main hypotheses pertaining to the present study are as under:
1. Majority of the Library & Information Science students are female. As such the profession of librarianship is heading towards "Feminist Profession".

2. A large majority of Library & Information Science students belong to middle class family background.

3. Library & Information Science students in contact with individuals in the family belonging to the profession of librarianship, decide to join this profession at an early age.

4. Library & Information Science students are motivated to join the profession of librarianship more for serving the humanity and for social welfare rather than monetary or status factors.

5. Students' perception of the profession of librarianship is initially full of idealism, but this idealism diminishes as they pass through various stages of professionalization in the Library & Information Science students schools.

6. Organisational structure of Library & Information Science schools effects the socialization process of the student librarians in terms of acquiring technical knowledge, ideologies, values and attitudes towards the profession of librarianship.
7. Student librarians with higher income group background have frequent contacts with their class fellows and teachers and thus are more professionally socialized as compared to those coming from lower income group background.

8. Rating of professional socialization of majority of the female student librarians is high as compared to the male student librarians.

9. Student librarians having studied in Private, Public and Convent schools are more professionally socialized as compared to those who have studied in the Government schools.

10. Over-whelming majority of the B.Lib.I.Sc. as well as M.Lib.I.Sc. students possessing Master's degree are highly professionally socialized as compared to those possessing Bachelor's degree as their academic qualifications.

11. Student librarians having their relatives in the profession of librarianship have higher rating of professional socialization.

12. Rating of professional socialization of a large majority of the M.Lib.I.Sc. students is high as compared to that of B.Lib.I.Sc. students.
UNIVERSE OF STUDY

Since India is a very vast country having more than 85 Library & Information Science schools conducting Bachelor’s and Master’s courses in Library & Information Science, it is not possible to cover whole of the country. It was, therefore, decided to restrict my study only to north India comprising states of Jammu & Kashmir, Himachal Pradesh, Punjab, Haryana, Uttar Pradesh and Union Territories of Chandigarh and Delhi.

There is no Library & Information Science school in the state of Himachal Pradesh. Hence 12 Library & Information Science schools i.e. Departments of Library & Information Science in Jammu & Kashmir, Punjab, Haryana, Uttar Pradesh, Chandigarh and Delhi, as per details given in Table-1, which are conducting Bachelor’s and/or Master’s Degree Courses in Library & Information Science to the regular students, have been covered for collecting data from the student librarians for the present study.

SAMPLING

Directorates/Schools of correspondence courses or distance education, open universities, polytechnics and professional associations conducting Library & Information Science courses have been excluded for the purpose of the present study.
## TABLE - 1

### STUDENT LIBRARIANS IN NORTH INDIA

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Deptt. of Library &amp; Information Science</th>
<th>(Name of the University with state/U.T.)</th>
<th>No. of student librarians</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>University of Kashmir, Srinagar (J&amp;K)</td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>2.</td>
<td>Jammu University, Jammu Tawi (J&amp;K)</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>3.</td>
<td>Guru Nanak Dev University, Amritsar (Pb.)</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>4.</td>
<td>Punjabi University, Patiala (Pb.)</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>5.</td>
<td>Panjab University, Chandigarh (U.T.)</td>
<td></td>
<td>56</td>
</tr>
<tr>
<td>6.</td>
<td>Kurukshetra University, Kurukshetra (Haryana)</td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>7.</td>
<td>University of Delhi, Delhi (U.T.)</td>
<td></td>
<td>70</td>
</tr>
<tr>
<td>8.</td>
<td>Jamia Milia Islamia, Delhi (U.T.)</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>9.</td>
<td>Agra University, Agra (U.P.)</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>10.</td>
<td>Lucknow University, Lucknow (U.P.)</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>11.</td>
<td>Banaras Hindu University, Varanasi (U.P.)</td>
<td></td>
<td>55</td>
</tr>
<tr>
<td>12.</td>
<td>Aligarh Muslim University, Aligarh (U.P.)</td>
<td></td>
<td>60</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>511</strong></td>
</tr>
</tbody>
</table>

**Note:** There is no Department of Library & Information Science in the Himachal Pradesh University, Shimla (H.P.)
The total population for our purpose (as per Table-1) is 511. Questionnaires were sent to all of them through the Heads of their Departments under registered cover. Some of the Departments were visited by the investigator of this study personally also. Such students as were absent on the scheduled day, were ignored and the remaining were interviewed in details. Heads of most of the remaining Departments of Library & Information Science in the catchment area were kind enough to get the questionnaires filled up from their students and sent to the investigator of this study by post. Thus 394 responses in all could be collected making more than 77 per cent of the total population.

**TOOLS & TECHNIQUES**

A detailed questionnaire (as per Appendix - "A") was prepared with the help of my supervisor. The said comprehensive questionnaire was mailed to all the respondents in north India, through their Heads of the Departments, as per details given above. Some of these Library & Information Science Departments were visited by the investigator of this study personally and the respondents were contacted and interviewed in details in order to ascertain the data for the present study.
The "Professional Socialization" of the respondents was ascertained through "Index of Professional Socialization," which was framed in details by the investigator of this study (as per Appendix -"B").

VARIABLES

The data collected for the present study was, first of all, analyzed according to identificational variables such as sex, age, religion, place of birth, marital status etc. Thereafter, the factors indicating the socio-cultural background of the student librarians such as occupation, income and education of their parental family was analyzed. Impact of socio-cultural background on the professional socialization has been shown by co-relating various "independent" and "dependent" variables. For this purpose, the "independent" variables are : sex, age, caste category, place of birth, marital status, schooling background, academic qualifications, income of fathers, relations in the profession of librarianship, reasons for adopting profession of librarianship and level of training of librarianship. The rating of professional socialization of the respondents has been taken as "dependent" variable.

DESIGN OF THE CHAPTERS

The work has been divided into eight chapters. The first chapter is entitled "The problem and methodology",

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which explain the problem of research, review of literature, objectives of the study, hypotheses, universe of study, sampling, tools & techniques, and variables. The second chapter discusses the profession, professional socialization and role theory. The historical development of Library & Information Science education in India, before independence as well as after independence, has been discussed in chronological order in the third chapter. Demographic, socio-cultural and economic profile of the student librarians has been analyzed in the fourth chapter. The factors which motivated the student librarians to enter schools of Library & Information Science have been covered in the fifth chapter.

Professional socialization, norms and values of the student librarians has been highlighted in the sixth chapter. Impact of socio-cultural background of the student librarians on their professional socialization has been discussed in the seventh chapter. Eighth chapter includes the summary, conclusions and suggestions.

A comprehensive bibliography, listing alphabetically, references from books and periodical articles, has been provided at the end. These sources have been consulted by the investigator of this study. The bibliography can be useful for references and also for further studies on the subject. For listing of references
and compilation of bibliography local variation has been adopted. Care has been taken to maintain uniformity throughout the listing of the bibliography.

Three Appendices have been annexed at the end. Appendix - "A" is the "Questionnaire", while Appendix - "B" is "Index of Professional Socialization" used for collecting data for the present study. Appendix - "C" is a detailed list of tables ( with page number ) provided in the present work.

REFERENCES


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