CHAPTER V

MOTIVATIONS AND PERCEPTIONS OF STUDENT LIBRARIANS TOWARDS THE PROFESSION OF LIBRARIANSHIP
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The profession of librarianship is distinct from other professions in the sense that it involves service to the students, teachers, researchers and the professionals from various fields. It also involves interaction with intellectuals and elite groups of the society. In other words, it involves service to the society. The students join the course of librarianship only after their graduation, sometimes even after their post-graduation. After completing their training, they enter the profession of librarianship only as the training acquired by them cannot be utilized for any other purpose.

Like other professions, librarianship too has its own norms and code of ethics to which every student of librarianship has to adhere to. Due to this reason, each student has his or her expectations, motivations and perceptions towards the profession. Since a student entering a school of Library & Information Science is at least a graduate, he or she is around 20 years of age. In case he or she has taken a decision much earlier to join this profession, it is without adequate knowledge
about the profession. Moreover, the students may have distorted pictures or fanciful perception of the profession. Even if the decision is taken after graduation to join this profession, it may be at the instance of and motivation of some relations or friends, and without any knowledge about the profession. This undergoes a change as the student enters the school of Library & Information Science and passes through various stages during the period of training.

Various factors account for shaping an individual's attitude towards the profession, like family experience, his or her inclination towards the profession and the native background. Region and nation state are also factors in determining aspiration and career choice. Students who are about to enter the college, tend to be more idealistic than those who have already spent some time in the training. The former students associate the profession with high status and income, overlooking the hard work involved in studies and long hours of working for practicals or scanning the reference tools etc. Due to the tough competition involved in the entrance test (which some of the schools of Library & Information Science are conducting for admission to B.Lib.I.Sc. and M.Lib.I.Sc. courses in India), or high percentage of marks secured in the graduation or post-graduation examination, studies of
librarianship attract fairly intelligent students. Besides other things, a librarian’s job primarily involves services to the society. Therefore, every student of Library & Information Science is motivated to serve the society.

The college and university librarians have been given parity in pay-scales and status with the corresponding teachers. Thus, broadly a student of Library and Information Science initially perceives the profession of librarianship as the one which offers him or her good money, high status in the society and a chance to serve the society. But, these may undergo a change once a student actually enters the schools of librarianship and gains personal experience in the profession. An attempt has, therefore, been made in this chapter to analyse the various aspects of the student librarians’ perceptions and motivations towards the profession of librarianship. Age at which they decided to join this profession, various priorities they had in mind while choosing the profession and the motivating factors to enter the profession of librarianship, and the alternative professions they had in mind - in case of failure to get admission in the school of Library & Information Science - have been analysed in determining their attitude towards this profession.
FAMILY MEMBERS AND RELATIVES IN THE PROFESSION OF LIBRARIANSHIP

It has been observed that early socialization in the family goes a long way in shaping attitudes, building values and developing appropriate action orientations. It is likely that students entering the profession of librarianship may have been influenced by family members and relatives in the same profession than those students who do not have family members in the profession of librarianship. An attempt has been made to analyse this aspect. Table - 17 shows the number of student librarians who have family members and relatives in the profession of librarianship. This factor goes a long way in determining the age at which the student librarians decided to join the profession of librarianship, which shall be analysed later. It is interesting to note that a very small percentage (22.08 percent) of the respondents have their family members and relatives in the profession of librarianship. Majority (77.92 percent) thereof do not have any member of their family or relative in this profession.

It may be pointed out here that the family members and relatives of the respondents who are in the profession of librarianship are not necessarily close relatives only. They can be distant relatives also.
### TABLE - 17

**FAMILY MEMBERS AND RELATIVES OF THE STUDENT LIBRARIANS IN THE PROFESSION OF LIBRARIANSHIP**

(Figures in brackets indicate percentage)

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Family members and relatives in the profession of librarianship</th>
<th>Student Librarians</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Yes</td>
<td></td>
<td>61</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(15.48)</td>
<td>(6.60)</td>
</tr>
<tr>
<td>2. No</td>
<td></td>
<td>218</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(55.33)</td>
<td>(22.59)</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>279</td>
<td>115</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(70.81)</td>
<td>(29.19)</td>
</tr>
</tbody>
</table>

**SOURCE OF ADVICE FOR CHOOSING LIBRARIANSHIP AS A CAREER**

There are various sources through which the respondents were motivated or advised to join the profession of librarianship. Table-18 reveals that majority (52.03 percent) of the respondents chose to adopt the profession of librarianship of their own. The remaining ones did so on the advice of somebody else. Out of those who decided to adopt librarianship as their career on the advice of others, 22.08 percent did so on the advice of some librarians and 13.45 percent on the advice of their friends. The percentage of those...
influenced by their parents, brothers, sisters and other relatives is very small and negligible.

**TABLE - 18**

**SOURCE OF ADVICE FOR CHOOSING LIBRARIANSHIP AS A CAREER**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Source of advice for choosing librarianship as their career</th>
<th>No. of the respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Decided of their own.</td>
<td>205</td>
<td>52.03</td>
</tr>
<tr>
<td>2</td>
<td>On the advice of some librarians</td>
<td>87</td>
<td>22.08</td>
</tr>
<tr>
<td>3</td>
<td>On the advice of their friends</td>
<td>53</td>
<td>13.45</td>
</tr>
<tr>
<td>4</td>
<td>On the advice of their parents</td>
<td>31</td>
<td>7.87</td>
</tr>
<tr>
<td>5</td>
<td>On the advice of their brothers / sisters</td>
<td>11</td>
<td>2.79</td>
</tr>
<tr>
<td>6</td>
<td>On the advice of their other relatives</td>
<td>7</td>
<td>1.78</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>394</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

**AGE GROUP OF STUDENT LIBRARIANS AT WHICH THEY FIRST THOUGHT OF PROFESSION OF LIBRARIANSHIP, DECIDED TO ADOPT IT AND ACTUALLY JOINED THE COURSE**

The respondents were requested to intimate the age at which they: (i) first of all thought of the profession of librarianship; (ii) decided to adopt this profession; and (iii) actually joined the B.Lib.I.Sc. course. The
information provided by them has been tabulated and presented in Table-19, which shows that very few (9.64 percent) respondents thought of the profession of librarianship during their childhood (i.e. before the age of 12 years). Those who thought of this profession during the age group 13-17 years are 26.14 percent. The majority (60.41 percent) thereof thought of this profession during the age group 18-25 years. Negligible percentage (3.81 percent) of the respondents thought so after the age of 25 years. These are the persons who were in service and working in ministerial or similar other jobs.

If we consider the age group of the student librarians when they decided to adopt the profession of librarianship, we find that not many (only 1.78 percent) decided to do so before the age of 12 years. Those who decided between the age of 13-17 years are only 23.35 percent. The majority (57.61 percent) of the respondents thought of adopting this profession during their age group 18-25 years, when they had done their graduation or post-graduation. A small percentage (17.26 percent) of the respondents thought of adopting the profession of librarianship after the age of 25 years. These are the persons who were working either in the offices or in schools etc. and wanted to improve their qualifications and adopt a better career.
TABLE - 19

AGE GROUP OF THE STUDENT LIBRARIANS AT WHICH THEY FIRST THOUGHT OF PROFESSION OF LIBRARIANSHIP, DECIDED TO ADOPT IT AND ACTUALLY JOINED THE COURSE

(Figures in brackets indicate percentage)

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Age Group</th>
<th>No. of the student Librarians</th>
<th>First thought of library profession</th>
<th>Decided to adopt library profession</th>
<th>Actually joined the B.Lib.I.Sc. course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Before 12</td>
<td>38</td>
<td>7</td>
<td>1.78</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>Between 13 - 17</td>
<td>103</td>
<td>92</td>
<td>23.35</td>
<td>13 - 17</td>
</tr>
<tr>
<td>3</td>
<td>Between 18 - 25</td>
<td>238</td>
<td>227</td>
<td>57.61</td>
<td>18 - 25</td>
</tr>
<tr>
<td>4</td>
<td>After 25</td>
<td>15</td>
<td>68</td>
<td>17.26</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>394</td>
<td>394</td>
<td>394</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Actually joining the B.Lib.I.Sc. course comes subsequently. One can actually join the B.Lib.I.Sc. course only after having obtained graduation or post-graduation degree. That is the reason, an over-whelming majority (82.74 percent) of the respondents have actually joined the B.Lib.I.Sc course during the age group of 18-25 years. Those who did so after the age of 25 years are only 17.26 percent. This group of respondents are already in
service in ministerial or similar other jobs and now they intend to acquire professional degree and thereby enter the profession of librarianship.

A perusal of Table-19 indicates that a large majority of the student librarians first thought of the profession of librarianship, decided to adopt this profession and actually joined the B.Lib.I.Sc. course during the age group of 18-25 years. This shows that majority of the student librarians decided and joined the course of librarianship only when they were about to complete their graduation or had just completed their graduation / post-graduation.

All the respondents who had taken their decision early in life to adopt the profession of librarianship had their family members or relatives in this profession. Those who took career decision later in life, majority of them had no family members or relatives in the profession of librarianship. Thus, it can be concluded that there is a relationship between student librarians having family members or relatives in the profession of librarianship and those making career decision to join the profession of librarianship during early childhood. One reason for this could be that the students with family members or relatives in the profession of librarianship are more exposed to the nature of work involved in librarianship, environment in the libraries and life style of librarians.
which develop more affinity towards or liking for this profession. This confirms our third hypothesis that "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".

REASONS FOR CHOOSING THE PROFESSION OF LIBRARIANSHIP

Whatever may be the source of advice for joining the profession of librarianship and at whatever age this decision might have been taken by the student librarians, it is more important to know as to what were the reasons which motivated them to choose librarianship as their career. Table-20 gives a long list of the motivating reasons to join this course. It reveals that 27.41 percent of the respondents joined this course just by chance or by accident. According to them, they applied for admission to various courses in the university and could get admission in this course. Hence, now it is their adopted profession, although it was not pre-planned. 13.45 percent respondents chose this profession for better career opportunities. Those who joined this profession thinking that librarianship is better than ministerial job are 11.93 percent. Respondents having this reason for choosing the profession of librarianship are in service in the offices and now they intend to improve their qualifications and
### REASONS FOR JOINING PROFESSION OF LIBRARIANSHIP

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Reason for joining the profession of librarianship</th>
<th>No. of the student librarians</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>By chance or by accident</td>
<td>108</td>
<td>27.41</td>
</tr>
<tr>
<td>2.</td>
<td>Better career opportunities</td>
<td>53</td>
<td>13.45</td>
</tr>
<tr>
<td>3.</td>
<td>Better than ministerial job</td>
<td>47</td>
<td>11.93</td>
</tr>
<tr>
<td>4.</td>
<td>Love &amp; liking for books</td>
<td>41</td>
<td>10.41</td>
</tr>
<tr>
<td>5.</td>
<td>Liking for calm atmosphere</td>
<td>33</td>
<td>8.38</td>
</tr>
<tr>
<td>6.</td>
<td>No public dealing dealing involved</td>
<td>26</td>
<td>6.60</td>
</tr>
<tr>
<td>7.</td>
<td>It does not involve much labour</td>
<td>24</td>
<td>6.09</td>
</tr>
<tr>
<td>8.</td>
<td>It is suitable for ladies</td>
<td>19</td>
<td>4.82</td>
</tr>
<tr>
<td>9.</td>
<td>To serve the community</td>
<td>18</td>
<td>4.57</td>
</tr>
<tr>
<td>10.</td>
<td>Aptitude for this profession</td>
<td>16</td>
<td>4.06</td>
</tr>
<tr>
<td>11.</td>
<td>Being physically handicapped</td>
<td>09</td>
<td>2.28</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>394</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

switch over to the profession of librarianship. Another 10.41 percent of the respondents have opted for this profession due to their love and liking for books. Those
who have chosen profession of librarianship due to their liking for calm atmosphere in the libraries are 8.38 percent. It is interesting to note that a small percentage of the respondents have chosen the profession of librarianship for various other reasons such as "no public dealing is involved", "it does not involve much labour", "it is suitable for the ladies", "to serve the community", "aptitude for this profession" and "being physically handicapped".

**PRIORITIES IN MIND WHILE CHOOSING THE PROFESSION OF LIBRARIANSHIP**

A set of statements regarding various priorities was given to the respondents. They were asked to rate these on a five point scale in order of their preference assigned to each statement. Table-21 and Table-22 give an idea of the priorities of the B.Lib.I.Sc. and M.Lib.I.Sc. students, respectively, in which every statement has been arranged in an ascending order indicating the order of priorities as perceived by majority of them at the time of choosing the profession of librarianship.

Table-21 shows that majority of the B.Lib.I.Sc. students have given first preference to "enlarging social circle", second preference to "academic and research pursuits", third preference to "status and prestige", fourth preference to "service to mankind", and fifth preference to the "money aspect".

109
<table>
<thead>
<tr>
<th>Sr. B.Lib.I.Sc. No. student's priorities</th>
<th>Order of preference given by the number of respondents</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One</td>
<td>Two</td>
</tr>
<tr>
<td>1. Enlarging social circle</td>
<td>205</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>(71.48)</td>
<td>(11.11)</td>
</tr>
<tr>
<td>2. Academic and research pursuits</td>
<td>37</td>
<td>193</td>
</tr>
<tr>
<td></td>
<td>(13.26)</td>
<td>(69.18)</td>
</tr>
<tr>
<td>3. Status and prestige</td>
<td>29</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>(10.40)</td>
<td>(8.60)</td>
</tr>
<tr>
<td>4. Service to mankind</td>
<td>35</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>(12.54)</td>
<td>(9.32)</td>
</tr>
<tr>
<td>5. Money aspect</td>
<td>41</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>(14.70)</td>
<td>(11.83)</td>
</tr>
</tbody>
</table>

Interestingly, the M.Lib.I.Sc. students have given first preference to "academic and research pursuits", second preference to "service to mankind and humanity", third preference to "status and prestige", fourth preference to "money aspect", and fifth preference to "enlarging social circle". Thus, we can say that the B.Lib.I.Sc. students are idealistic in their approach towards the profession of librarianship. They give top
## TABLE 22

**M.Lib.I.Sc. STUDENTS’ PRIORITIES IN MIND WHILE CHOOSING THE PROFESSION OF LIBRARIANSHIP**

(Figures in brackets indicate percentage)

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>M.Lib.I.Sc. students’ priorities</th>
<th>Order of preference given by the number of respondents</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>One</td>
<td>Two</td>
</tr>
<tr>
<td>1.</td>
<td>Academic and research pursuits</td>
<td>63</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(54.78)</td>
<td>(21.74)</td>
</tr>
<tr>
<td>2.</td>
<td>Service to mankind and humanity</td>
<td>22</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(19.13)</td>
<td>(61.74)</td>
</tr>
<tr>
<td>3.</td>
<td>Status and prestige</td>
<td>18</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(15.65)</td>
<td>(7.83)</td>
</tr>
<tr>
<td>4.</td>
<td>Money aspect</td>
<td>24</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(20.87)</td>
<td>(15.65)</td>
</tr>
<tr>
<td>5.</td>
<td>Enlarging social circle</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(13.04)</td>
<td>(8.70)</td>
</tr>
</tbody>
</table>

priority to the factor like "enlarging social circle". One reason for this could be that they have little experience in the school of Library & Information Science as compared to the M.Lib.I.Sc. students who have spent more time therein. Since the M.Lib.I.Sc. students have more experience with the studies of Library & Information Science and the profession of librarianship, they give more emphasis to the factors such as "academic and
research pursuits" and "service to mankind and humanity" which are achievement oriented and universalistic in nature. The pragmatic approach of the M.Lib.I.Sc. students towards the profession of librarianship can also be attributed to the fact that they have internalized the norms and values of the profession to some extent in comparison to the B.Lib.I.Sc. students. Thus, the findings partially confirm our fourth hypothesis that "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".

STUDENTS' PERCEPTIONS OF THE PROFESSION OF LIBRARIANSHIP AT THE TIME OF ADMISSION

An attempt has been made to analyse the Library & Information Science students' perception of the profession of librarianship at the time of admission. This kind of question is primarily aimed at finding out as to how do the students perceive the profession and what kind of expectations do they have from the profession before they enter the school of Library & Information Science. Further, an attempt is made to analyse as to what extent they have undergone a change once they have spent considerable amount of time in the school of Library & Information Science.
It is evident from Table-23 that among the B.Lib.I.Sc. students, 65.60 percent thereof perceived the profession as one which offers high status in the society, while 22.58 percent perceived the profession of librarianship as the one in which they could serve the humanity. Another 14.70 percent perceived it as a noble profession, whereas 10.39 percent student librarians

**TABLE - 23**

**STUDENTS' PERCEPTIONS OF THE PROFESSION OF LIBRARIANSHIP AT THE TIME OF ADMISSION**

(Figures in brackets indicate percentage)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Offering high status and prestige</td>
<td>183 (65.60)</td>
<td>76 (66.09)</td>
</tr>
<tr>
<td>2.</td>
<td>Chance to serve people</td>
<td>63 (22.58)</td>
<td>24 (20.87)</td>
</tr>
<tr>
<td>3.</td>
<td>Noble profession</td>
<td>41 (14.70)</td>
<td>38 (33.04)</td>
</tr>
<tr>
<td>4.</td>
<td>Associated with hard work and tough</td>
<td>29 (10.39)</td>
<td>47 (40.87)</td>
</tr>
</tbody>
</table>

* Multiple responses.

* N = 279

* N = 115

113
associated the profession with tough studies and hard practical work.

So far as the M.Lib.I.Sc. students are concerned, majority (66.09 percent) of them perceived the profession of librarianship as a very prestigious one. Another 33.04 percent thereof perceived it as a noble profession. 20.87 percent perceived the profession as a chance where they could serve the humanity, whereas 40.87 percent thereof perceived the profession of librarianship as a very demanding one which involved long hours of study.

Thus, we can say that both B.Lib.I.Sc. and M.Lib.I.Sc. students are equally idealistic towards the profession of librarianship at the time of applying for admission to the course. They emphasized mostly on high ideals, like noble profession, an opportunity to serve the humanity, offering high status and prestige. In between, there appears a shift in emphasis on certain factors. Apart from both putting emphasis on offering high status and prestige as a factor to take up the profession, the B.Lib.I.Sc. students have perceived largely the factor of "chance to serve people" while the M.Lib.I.Sc. students associated the profession of librarianship more with hard work and tough studies. Since these factors were perceived at two different point of time by these two sets of students, one may explain it within the time framework.
EXTENT TO WHICH PERCEPTIONS OF THE STUDENT LIBRARIANS HAVE UNDERGONE A CHANGE

Since the student librarians are highly idealistic in their approach towards the profession at the time of admission, it would be interesting to know as to what extent these perceptions have undergone a change. This type of question was put to the student librarians. The perception of all the students was not found to be the same as it was at the time of admission. As presented in Table-24, 59.14 percent students have stated that they thought of the profession of librarianship to be more interesting but subsequently they found it very dull. 24.37 percent of the respondents have pointed out lack of dedication on the part of their teachers. 10.91 percent of the student librarians are of the opinion that the facilities available were thought to be reasonably good, while a very small percentage (5.58 percent) thereof are of the view that their perception of the profession has become better than what it was at the time of admission.

We find that there is more frustration among the M.Lib.I.Sc. students as compared to the B.Lib.I.Sc. students. This could be because at the time of admission they were idealistic but with the passage of time and by gaining more experience in the school of Library & Information Science, the reality had come before them.
TABLE 24

EXTENT TO WHICH STUDENT LIBRARIANS' PERCEPTIONS HAVE UNDERGONE A CHANGE

(Figures in brackets indicate percentage)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Not as interesting as thought it to be</td>
<td>156 (39.59)</td>
<td>77 (19.55)</td>
<td>233 (59.14)</td>
</tr>
<tr>
<td>2.</td>
<td>Lack of dedication among teachers</td>
<td>73 (18.53)</td>
<td>23 (5.84)</td>
<td>96 (24.37)</td>
</tr>
<tr>
<td>3.</td>
<td>Facilities were thought to be better</td>
<td>34 (8.63)</td>
<td>9 (2.28)</td>
<td>43 (10.91)</td>
</tr>
<tr>
<td>4.</td>
<td>Perceptions of the profession have become better than what it was at the time of admission</td>
<td>16 (4.06)</td>
<td>6 (1.52)</td>
<td>22 (5.58)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>279 (70.81)</td>
<td>115 (29.19)</td>
<td>394 (100.00)</td>
</tr>
</tbody>
</table>

after passing through various stages of professionalization. This confirms our fifth hypothesis that the "students’ perception of the profession librarianship is initially full of idealism, but this idealism diminishes as they pass through various stages of professionalization in the Library & Information Science school".

116
ALTERNATIVE PROFESSION IN THE MIND OF THE STUDENTS IN CASE OF FAILURE TO ENTER THE PROFESSION OF LIBRARIANSHIP

The respondents were asked to intimate as to what alternative profession they had in mind if they were unable to get admission in the course for librarianship. The responses received have been tabulated in Table-25. The data reveals that a large percentage (20.30 percent) of the respondents had thought of seeking admission to M.A./M.Sc./M.Com. courses in case of their failure to get admission in the course of librarianship. These persons have previously done their graduation (B.A./B.Sc./B.Com.) and now think of doing post-graduation in their discipline concerned, as an alternative to B.Lib.I.Sc./M.Lib.I.Sc. Another 19.04 percent of the respondents had thought of appearing in the competitive examinations (I.A.S., I.P.S. etc.). 14.72 percent thereof had thought of preparing for the National Educational Test (NET) conducted by U.G.C. for Junior Research Fellowship (JRF) and Lecturership. These are the persons who have done their post-graduation securing more than 55 percent marks in their M.A./M.Sc./M.Com. Another 14.47 percent of the respondents were of the view of joining B.Ed. to enable them to become school teachers. Those who had in their mind, as an alternative, to do M.Phil. or Ph.D. are 8.63 percent and 7.87 percent, respectively. A very small and negligible percentage (4.31 percent) of the student librarians have
TABLE 25

ALTERNATIVE PROFESSION IN MIND OF STUDENTS IN CASE OF FAILURE TO GET ADMISSION IN THE COURSE OF LIBRARIANSHIP

(Figures in brackets indicate percentage)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Admission to M.A./ M.Sc./M.Com course</td>
<td>37 (9.39)</td>
<td>43 (10.91)</td>
<td>80 (20.30)</td>
</tr>
<tr>
<td>2</td>
<td>Appear for the competitive examinations</td>
<td>71 (18.02)</td>
<td>4 (1.02)</td>
<td>75 (19.04)</td>
</tr>
<tr>
<td>3</td>
<td>Appear for the UGC National Educational Test (NET) for Junior Research Fellowship &amp; Lecturership</td>
<td>48 (12.18)</td>
<td>10 (2.54)</td>
<td>58 (14.72)</td>
</tr>
<tr>
<td>4</td>
<td>Admission to B.Ed. course</td>
<td>42 (10.66)</td>
<td>15 (3.81)</td>
<td>57 (14.47)</td>
</tr>
<tr>
<td>5</td>
<td>Admission to M.Phil. course</td>
<td>22 (5.58)</td>
<td>12 (3.05)</td>
<td>34 (8.63)</td>
</tr>
<tr>
<td>6</td>
<td>Ph.D. Research</td>
<td>20 (5.08)</td>
<td>11 (2.79)</td>
<td>31 (7.87)</td>
</tr>
<tr>
<td>7</td>
<td>Admission to Management course</td>
<td>14 (3.55)</td>
<td>3 (0.76)</td>
<td>17 (4.31)</td>
</tr>
<tr>
<td>8</td>
<td>Undecided</td>
<td>25 (6.35)</td>
<td>17 (4.31)</td>
<td>42 (10.66)</td>
</tr>
</tbody>
</table>

Total | 279 (70.81) | 115 (29.19) | 394 (100.00) |
stated that they would have joined management course in case of their inability to get admission in B.Lib.I.Sc./M.Lib.I.Sc. course. The remaining 10.66 percent of the respondents were un-decided about the alternative profession in case of failure to get admission in the course of librarianship.

The data reveals that a very small percentage of the respondents had in their mind some other professional courses as an alternative to librarianship. However, their opinion is sharply divided on the issue, which seems to be obvious keeping in view their educational and family background.

**IF STUDENT LIBRARIANS WOULD RECOMMEND PROFESSION OF LIBRARIANSHIP TO THEIR DEAR ONES**

The student librarians of North India were also asked if they would recommend to their dear ones to adopt the profession of librarianship as their career. The reaction of the respondents has been highlighted in Table-26, according to which their views vary. A large percentage (44.16 percent) of the respondents have stated that they would recommend to their dear ones to adopt the profession of librarianship. Those who are not in favour of doing so are 32.49 percent, while the remaining 23.35 percent respondents are undecided on this issue. Hence, it is a mixed reaction.
### Table 26

**If Student Librarians Would Recommend Profession of Librarianship to Their Dear Ones**

(Figures in brackets indicate percentage)

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Would recommend profession of librarianship to their dear ones</th>
<th>B.Lib.I.Sc. students</th>
<th>M.Lib.I.Sc. students</th>
<th>Total students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Yes</td>
<td>106</td>
<td>68</td>
<td>174</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(26.90)</td>
<td>(17.26)</td>
<td>(44.16)</td>
</tr>
<tr>
<td>2.</td>
<td>No</td>
<td>97</td>
<td>31</td>
<td>128</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(24.62)</td>
<td>(7.87)</td>
<td>(32.49)</td>
</tr>
<tr>
<td>3.</td>
<td>Undecided</td>
<td>76</td>
<td>16</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(19.29)</td>
<td>(4.06)</td>
<td>(23.35)</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>279</td>
<td>115</td>
<td>394</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(70.81)</td>
<td>(29.19)</td>
<td>(100.00)</td>
</tr>
</tbody>
</table>

**Student Librarians' Perception of Profession of Librarianship, If It Will Make Them More Useful Member of The Society**

This kind of a question was mainly aimed at finding out as to how important do the student librarians consider their role in the society and to what extent do they consider themselves as vital aspects of the society. The data collected from the respondents has been presented in Table-27 which reveals that out of B.Lib.I.Sc. students, 37.63 percent of them regard their role as important in
### STUDENT LIBRARIANS' PERCEPTION OF PROFESSION OF LIBRARIANSHIP. IF IT WILL MAKE THEM MORE USEFUL MEMBER OF THE SOCIETY

(Figures in brackets indicate percentage)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Help in nation building</td>
<td>105 (37.63)</td>
<td>55 (47.83)</td>
</tr>
<tr>
<td>2.</td>
<td>Constitute an important aspect of the society</td>
<td>92 (32.97)</td>
<td>62 (53.91)</td>
</tr>
<tr>
<td>3.</td>
<td>Only true way of serving people</td>
<td>81 (29.03)</td>
<td>37 (32.17)</td>
</tr>
<tr>
<td>4.</td>
<td>Useful to the society only if true to the profession</td>
<td>48 (17.20)</td>
<td>28 (24.35)</td>
</tr>
</tbody>
</table>

* N=279 * N=115

* Multiple responses.

Another 32.97 percent thereof think that they constitute an important aspect of the society. 29.03 percent of the B.Lib.I.Sc. students feel that this profession is the only true means of serving the people. Just 17.20 percent of them stated that they could be of any use to the society only if they are true and sincere towards their profession.
If we consider the views given by the M.Lib.I.Sc. students in this regard, we find that the majority (53.91 percent) of them think that profession of librarianship constitutes an important aspect of the society. Another 47.83 percent thereof opine that the profession of librarianship is helpful in nation building. Those who think that adopting this profession is the only true way of serving people are 32.17 percent. Least percentage (24.35 percent) of them are of the opinion that they could be of any use to the society only if they are true and sincere towards the profession of librarianship.

Thus, we find that views of the B.Lib.I.Sc. as well as M.Lib.I.Sc. students are identical with the exception that majority of the B.Lib.I.Sc. students think the profession of librarianship as helpful in nation building, whereas majority of the M.Lib.I.Sc. students view this profession as an important aspects of the society.

Hence, we can say that the librarians do not play their roles in isolation. Apart from rendering library and information service to the society, they are very much aware of their status as librarians even when they socialize with their friends. Librarians are required to help to remove illiteracy in the society, help in the teaching and research work and contribute in the developmental activities of the nation. That is why they
have stated that they have a very major role to play towards nation building.

**STUDENT LIBRARIANS' PERCEPTION OF THEIR COURSE AS PROFESSIONAL**

It is important to know as to why and in what sense the student librarians regard their training as a professional course. In other words, what aspect of the profession do they consider as important which contributes to making their course as a professional one. The student librarians of North India were asked this question in the questionnaire. The views of the respondents in this regard have been highlighted in Table-28, which reveals that majority of the B.Lib.I.Sc. students (67.38 percent) as well as M.Lib.I.Sc. students (62.61 percent) regard their course as professional because it is based on specific skill, knowledge and training. Those who view course of librarianship as a professional because it enables them to serve others and at the same time earn a livelihood from it, comprise of 34.05 percent of the B.Lib.I.Sc. students and 44.35 percent of the M.Lib.I.Sc. students.

A small percentage of the B.Lib.I.Sc. students (31.18 percent) and M.Lib.I.Sc. students (38.26 percent) think that the course of librarianship is professional because it is job oriented. The least percentage of
TABLE 28
STUDENT LIBRARIANS’ PERCEPTION OF THE COURSE OF LIBRARIANSHIP AS A PROFESSIONAL COURSE
( Figures in brackets indicate percentage)

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Student Librarians’ perception</th>
<th>B.Lib.I.Sc. students</th>
<th>M.Lib.I.Sc. students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Based on specific skill, knowledge and training</td>
<td>188 (67.38)</td>
<td>72 (62.61)</td>
</tr>
<tr>
<td>2.</td>
<td>Enables one to serve others</td>
<td>95 (34.05)</td>
<td>51 (44.35)</td>
</tr>
<tr>
<td>3.</td>
<td>Job oriented</td>
<td>87 (31.18)</td>
<td>44 (38.26)</td>
</tr>
<tr>
<td>4.</td>
<td>Provides status and recognition</td>
<td>53 (18.99)</td>
<td>26 (22.61)</td>
</tr>
</tbody>
</table>

* N=279  * N=115

B.Lib.I.Sc. students (18.99 percent) as well as M.Lib.I.Sc. students (22.61 percent) consider the course of librarianship as a professional because it provides to the librarians social status and recognition. It is surprising to note that the student librarians are not aware of all the (or even majority of the) characteristics of a profession, which have been elaborated in chapter-II of the present work.

To what extent the students will be professionally socialized into the profession will depend on what the
motivations and perceptions of the students are, at the
time of their entering the school of Library & Information
Science. Students with greater exposure to the profession
of librarianship during their childhood or adolescence are
more realistic in their approach towards the profession.
They have less adjustment problems with their teachers and
colleagues, whereas those students with an idealistic
approach to the profession and whose motivating factor to
enter the profession has been "status and prestige", are
less dedicated and experience greater amount of
frustration.

In spite of their idealism, every student has to
make adjustment with their environment and conform to the
norms and ethics of the profession. Moreover, the
motivations and perceptions undergo a change with
increasing experience of the students in the school of
Library & Information Science.