

# **Job Satisfaction and Professional Development Activities: A Comparative Study of Chhattisgarh Academic Library Professionals**

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## **ABSTRACT**

*Professional is an active tool for increasing the skills of staff, especially in the explosion of information and changing technology. The main objects of the study are to evaluate attitude towards the professional development activities of library professionals of Chhattisgarh. 150 questionnaires were distributed and 129 were received for this survey. The results of the study show that majority of the professionals have pursued higher degrees in library science and they have a positive attitude towards participation in professional development activities, training programs research opportunities. The majority of library professionals are qualifying with M Lib. & I. Sc. and working as a librarian. Most private LIS professionals are agreed for all professional's activities like training opportunities are obtained, Post is as per the academic qualification, time and the opportunity to do research work, opportunity to be familiar with modern development, institution help in the contribution of personal development. The mean score of private library professionals is higher than government library professionals. It is found from the ANOVA table for professional's development factors, there are no significant difference between the respondent's attitudes towards professional development factors the different types of the institute, and private and government LIS professional.*

**KEYWORDS:** Academic Library, Professional development, Library professionals, Training opportunities and job satisfaction.

## **1. INTRODUCTION**

The work of a library Professional is an important professional work among various individuals. In the digital age, educational libraries are currently going through a hybrid position, which is insistently trying to handle old traditional documents. Providing user access to the use of online services, bringing the users of the library into the network, and providing the services as per their requirement is a challenging task for Library professionals. The

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academic library is going through a hybrid phase by maintaining both traditional documents and online information. Library professionals and their satisfaction can be consistent when the library performs its functions and duties to the satisfaction of the needs of the user. For this, how they face their tasks is an important question. Professional development is referred to as continuing professional education in the context of the library and information science. It is the process by which libraries and information specialists maintain professional skills during their careers. It is well-defined as a long career process. It can be done to keep the efficiency and competency of the employees updated.

### **2. REVIEW OF LITERATURE**

**Hazarika, Nikhil (2015)** Conducted the study of job satisfaction among library professionals in Assam university. It is observed from the result of the study 25% of professionals are highly satisfied 45% are satisfied and only 15% are highly dissatisfied with opportunities for professional development.

**Bosley, Michael (2004)** studied professional development activities and job satisfaction in the community. This study examines the relationship between professional development activities and the level of job satisfaction. Professionals who have attended professional development activities or training programs have somewhat higher job satisfaction levels than others. The mean scores on job satisfaction are not significant between those who did and those who did not attend workshops. 38% of Professionals had attended five or more programs and more than 50% had attended at least four in their career, so the participation in professional development programs is moderately high. Take part in professional development activities to increase their personal or professional growth, to increase their income.

**Anwar, Govand & Inji, Shukur (2015)** presented a study on the impact of training and development on job satisfaction in private banks in Erbil. In the study, 89 participants were involved. The value of correlation is 0.431 between training and job satisfaction, which means that training, is significantly correlated with job satisfaction and the value of correlation is 0.417 between development and job satisfaction, which means that development, is significantly correlated with job satisfaction and positive relationships are shown with this.

**K. Murugan (2016)** evaluated a study on job satisfaction among library professionals in an educational institute. The study focuses on the Satisfaction of coworkers, working conditions, technological development, job involvement, job security, and professional development. Only 19.23% of professionals are satisfied with the professional's development. The ICT environment challenges are required technology-oriented skills so training programs should be conducted by the organization.

**Mathew, K. Susan (2011)** examines on professional development activities of academic library professionals in Kerala. The results show that library professionals have better participation in training programs and workshops and that they have a positive influence on developments in ICT.

### **3. OBJECTIVES OF THE STUDY**

The specific objectives of the study are to examine the comparison between Academic library professionals by type of institute as Private and government. The general purpose is to:

- ✓ Measure the demographic profile of Academic library professionals.
- ✓ Study library professionals by type of institute.
- ✓ Focus on the attitudes of library professionals about training opportunities are obtained, Post is as per the academic qualification, time and the opportunity to do research work, opportunity to be familiar with modern development, institution help in the contribution of personal development.
- ✓ Compare private and government library professionals of attitudes toward professional development by mean and standard deviation calculation.

#### 4. RESEARCH METHODOLOGY

The research paper covers the study of academic Library professionals of the Chhattisgarh state. 150 questionnaires were distributed to Library Professionals and 129 questionnaires were received at an 86% response rate of this study. The survey method and questionnaire were used for data collection which is based on 5 points Likert's scale to know the opinion. Data is analyzed with the help of MS Excel and SPSS software. T sample Test is used for comparison of Private and government professionals of the academic library.

#### 5. DATA ANALYSIS AND INTERPRETATION

A total number of 129 questionnaires were received out of 150. The data were analyzed with the use of the Statistical Package for Social Sciences (SPSS). The SPSS was used because it is easier to express input data and generate outputs. The results were systematized according to the objectives of the study. Data are analyzed as follows:

**Table 1** Demographic profile

S No.	Demographic profile	Frequency	Percent (%)
<b>Educational qualification</b>			
1	B. Lib. & I. Sc.	5	3.88%
2	M. Lib. & I. Sc.	71	55.04%
3	M Phil	27	20.93%
4	Ph.D.	26	20.16%
<b>Designation</b>			
1	Librarian	74	57.36%
2	Assist Librarian	26	20.16%
3	Technical Assistant	14	10.85%
4	Library Assistant	7	5.43%
5	Other	8	6.20%
<b>Type of Institute</b>			
1	Private	45	34.88%
2	Government	60	46.51%
3	Added	14	10.85%
4	Autonomous	10	7.75%
<b>Total</b>		<b>N=129</b>	<b>100%</b>

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Table no.1 shows that 55.04% of library professionals are qualified with M. Lib. & I. Sc. 20.93% has taken M.Phil. Degree and 20.16% of professionals are awarded a Ph.D. and only 3.88% of professionals have the minimum qualification B. Lib. I. Sc. The majority of 74 (57.36%) library professionals are librarians and followed by 26(20.16%) are assistant librarians. 10.85% are working as a technical assistant,5.43% are library assistants and 6.2% are working as other like book lifter and trainee.

**Table 2** Training opportunities are obtained

Type of Institute		Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	Total	MEAN	SD
<b>Private</b>	Count	2	9	4	25	5	45	<b>3.49</b>	<b>9.30</b>
	% of Total	4.44%	20.00%	8.89%	55.56%	11.11%	100%		
<b>Government</b>	Count	6	12	2	35	5	60	<b>3.35</b>	<b>13.36</b>
	% of Total	10.00%	20.00%	3.33%	58.33%	8.33%	100%		
<b>Aided</b>	Count	1	3	2	7	1	14	<b>3.29</b>	<b>2.49</b>
	% of Total	7.14%	21.43%	14.29%	50.00%	7.14%	100%		
<b>Autonomous</b>	Count	0	2	1	6	1	10	<b>3.60</b>	<b>2.35</b>
	% of Total	0.00%	20.00%	10.00%	60.00%	10.00%	100%		
<b>Total</b>	Count	9	26	9	73	12	N=129	<b>3.41</b>	<b>27.31</b>
	% of Total	<b>6.98%</b>	<b>20.16%</b>	<b>6.98%</b>	<b>56.59%</b>	<b>9.30%</b>	<b>100%</b>		

Table no.2 exposes training opportunities are obtained by library professionals. 55.56% of Private LIS professionals are agreed, 20% are disagreeing followed by 11.11% are strongly agreed. Overall 66.67% of private library professionals are agreed. 58.33% of professionals from the government sector obtained training opportunities. 50% of library professionals from the added institute are agreed and 7.14% are strongly agreed. 21.43% disagree and 7.14% are strongly disagreed related to the added sector with a statement. Overall 60% of LIS professionals from autonomous are agreed and only 20% disagree for the same. Overall 56.59% of Professionals are agreed and 9.30% are strongly agreed that obtained a training opportunity, 20.16% disagree and 6.98% are strongly disagreed. The highest mean of the statement is 3.60 for the autonomous institute and the minimum score of the mean is 3.29 from the aided sector. The average mean by type of institute is 3.41.

**Table 3** Post is as per your academic qualification

Type of Institute		Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	Total	MEAN	SD
<b>Private</b>	Count	2	2	3	30	8	45	<b>3.89</b>	<b>12.00</b>
	% of Total	4.44%	4.44%	6.67%	66.67%	17.78%	100%		

<b>Government</b>	Count	6	10	1	35	8	60	<b>3.48</b>	<b>13.29</b>
	% of Total	10.00%	16.67%	1.67%	58.33%	13.33%	100%		
<b>Aided</b>	Count	1	0	4	7	2	14	<b>3.64</b>	<b>2.77</b>
	% of Total	7.14%	0.00%	28.57%	50.00%	14.29%	100%		
<b>Autonomous</b>	Count	0	3	0	6	1	10	<b>3.50</b>	<b>2.55</b>
	% of Total	0.00%	30.00%	0.00%	60.00%	10.00%	100%		
<b>Total</b>	Count	9	15	8	78	19	N=129	<b>3.64</b>	<b>29.52</b>
	% of Total	<b>6.98%</b>	<b>11.63%</b>	<b>6.20%</b>	<b>60.47%</b>	<b>14.73%</b>	<b>100%</b>		

Table no.3 represents the statement “Post is as per your academic qualification.” 66.67% of Private LIS professionals are agreed, 17.78% strongly agree. 58.33% of professionals agreed from the government sector obtained post is as per your academic qualification. 50% of Library professionals from the added institute are agreed and 14.29% are strongly agreed. 16.67% disagree and 10% are strongly disagreed related to the added sector with the statement. Overall 60% of LIS professionals from the autonomous institute are agreed and only 30% disagreed with the same. Overall 60.47% of professionals are agreed and 14.73% are strongly agreed with the statement. 11.63% disagree and 6.98% are strongly disagreed. The highest mean of the statement is 3.89 for the private institute and a minimum score of the mean is 3.48 from the government sector. The average mean by type of institute is 3.64.

**Table 4** Time and the opportunity to do research work

<b>Type of Institute</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>No Opinion</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>	<b>MEAN</b>	<b>SD</b>
<b>Private</b>	Count	3	7	5	27	3	45	<b>3.44</b>	<b>10.20</b>
	% of Total	6.67%	15.56%	11.11%	60.00%	6.67%	100%		
<b>Government</b>	Count	7	17	7	24	5	60	<b>3.05</b>	<b>8.19</b>
	% of Total	11.67%	28.33%	11.67%	40.00%	8.33%	100%		
<b>Aided</b>	Count	0	1	2	9	2	14	<b>3.86</b>	<b>3.56</b>
	% of Total	0.00%	7.14%	14.29%	64.29%	14.29%	100%		
<b>Autonomous</b>	Count	0	3	1	6	0	10	<b>3.30</b>	<b>2.55</b>
	% of Total	0.00%	30.00%	10.00%	60.00%	0.00%	100%		
<b>Total</b>	Count	10	28	15	66	10	N=129	<b>3.29</b>	<b>23.65</b>
	% of Total	<b>7.75%</b>	<b>21.71%</b>	<b>11.63%</b>	<b>51.16%</b>	<b>7.75%</b>	<b>100%</b>		

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Table no.4 shows the time and opportunity to do research work taken by library professionals. 60% of private LIS professionals are agreed, 15.56% are disagreeing followed by 6.67% are strongly agreed, and strongly disagree. 40% of government professionals have obtained this opportunity and 8.33% are strongly agreed with the same. 64.29% of library professionals from the added institute are agreed and 14.29% are strongly agreed, 7.14% are disagreed related to the added sector with a statement. 60% of LIS professionals from autonomous are agreed and only 30% disagree for obtaining the opportunity. Overall 51.16% of professionals are agreed and 7.75% are strongly agreed that obtained research opportunity, 21.71% disagree and 7.75% are strongly disagreed. The highest mean of the statement is 3.86 for the aided institute and a minimum score of the mean is 3.05 from the government sector. The average mean by type of institute is 3.29.

**Table 5** Opportunity to be familiar with modern development

<b>Type of Institute</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>No Opinion</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>	<b>MEAN</b>	<b>SD</b>
<b>Private</b>	Count	2	7	2	30	4	45	<b>3.60</b>	<b>11.92</b>
	% of Total	4.44%	15.56%	4.44%	66.67%	8.89%	100%		
<b>Government</b>	Count	7	7	3	36	7	60	<b>3.48</b>	<b>13.53</b>
	% of Total	11.67%	11.67%	5.00%	60.00%	11.67%	100%		
<b>Aided</b>	Count	0	1	1	10	2	14	<b>3.93</b>	<b>4.09</b>
	% of Total	0.00%	7.14%	7.14%	71.43%	14.29%	100%		
<b>Autonomous</b>	Count	1	0	0	8	1	10	<b>3.80</b>	<b>3.39</b>
	% of Total	10.00%	0.00%	0.00%	80.00%	10.00%	100%		
<b>Total</b>	Count	10	15	6	84	14	N=129	<b>3.60</b>	<b>32.73</b>
	% of Total	7.75%	11.63%	4.65%	65.12%	10.85%	100%		

Table 5 shows the opinion of library professionals by types of institutes about the opportunity to be familiar with modern development. It is observed that 66.67% of private LIS professionals are agreed, 8.89% are strongly agreed and 15.56% disagree and 4.44% strongly disagree. 60% of government professionals have obtained the opportunity to be familiar with modern development and 11.67% are disagree and strongly disagreed with the same. 71.43% of Library professionals from the added institute are agreed and 14.29% are strongly agreed. 7.14% are disagreed related to the added sector with the statement. 80% of LIS professionals from the autonomous institute are agreed, 10% strongly agreed and only 10% strongly disagree for obtaining the opportunity. Overall 65.12% of professionals are agreed and 10.85% are strongly agreed that obtained this opportunity. Overall 65.12% of professionals are agreed and 10.85% are strongly agreed that obtained the opportunity, 11.63% disagree and 7.75% are strongly disagreed. The highest mean of the statement is 3.93 for the aided institute and a minimum score of the mean is 3.48 from the government sector. The average mean by type of institute is 3.60.

**Table 6** ANOVA table for Professionals Development Factors

Professional development Factors		Sum of Squares	df	Mean Square	F	Sig.
Training opportunities are obtained	Between Groups	1.073	3	.358	.279	.840
	Within Groups	160.152	125	1.281		
	Total	161.225	128			
Post is as per academic qualification	Between Groups	4.455	3	1.485	1.261	.291
	Within Groups	147.142	125	1.177		
	Total	151.597	128			
Time and the opportunity to do research work	Between Groups	9.031	3	3.010	2.447	.067
	Within Groups	153.775	125	1.230		
	Total	162.806	128			
Opportunity to be familiar with modern development	Between Groups	2.727	3	.909	.777	.509
	Within Groups	146.312	125	1.170		
	Total	149.039	128			
Help in the contribution of personal development	Between Groups	.567	3	.189	.208	.891
	Within Groups	113.759	125	.910		
	Total	114.326	128			

In table no 6; the p-value correlate with F value (0.279) is 0.840, which is greater than 0.05 about “Training opportunities are obtained.” F value (1.261) is 0.291, which is greater than 0.05 for the statement “Post is as per academic qualification.” F value (2.447) is 0.067, which is greater than 0.05 for the statement “Time and the opportunity to do research work”. F value (0.777) is 0.509, which is greater than 0.05 for the statement “Opportunity to be familiar with modern development”. F value (0.208) is 0.891, which is greater than 0.05 for the statement “Help in the contribution of personal development. So, we can say that there is no significant difference between the respondent’s attitudes towards professional development factors the different types of institutes.

**Table no. 7** Independent Samples Test Professionals Development Factors

Professionals development Factors	Levene's Test for Equality	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the	
									Lower	Upper
Training opportunities	Equal variances assumed	1.306	.256	.615	103	.540	.139	.226	-.309	.586



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are obtained.	Equal variances not assumed			.624	99.295	.534	.139	.223	-.303	.580
Post is as per academic qualification	Equal variances assumed	11.572	.001	1.879	103	.063	.406	.216	-.023	.834
	Equal variances not assumed			1.956	103.00	.053	.406	.207	-.006	.817
Time and the opportunity to do research work	Equal variances assumed	3.576	.061	1.728	103	.087	.394	.228	-.058	.847
	Equal variances not assumed			1.766	100.986	.080	.394	.223	-.049	.838
Time and the opportunity to do research work	Equal variances assumed	2.146	.146	.527	103	.599	.117	.221	-.322	.556
	Equal variances not assumed			.540	101.602	.590	.117	.216	-.312	.545
Help in the contribution of personal development	Equal variances assumed	.013	.908	-.116	103	.908	-.022	.192	-.403	.359
	Equal variances not assumed			-.116	96.369	.908	-.022	.191	-.402	.357

In table no.7, we have seen that the p-value to t-test is 0.540 for equal variances assumed and 0.534 for equal variances not assumed is greater than 0.05. The t-test is 0.063 for equal variances assumed and 0.053 for equal variances not assumed is greater than 0.05. Concerning attitude towards “Post is as per academic qualification.” t-test is 0.087 for equal variances assumed and 0.080 for equal variances not assumed is greater than 0.05. Concerning attitude towards “Time and the opportunity to do research work,” the t-test is 0.599 for equal variances assumed and 0.0590 for equal variances not assumed is greater than 0.05. Concerning attitude towards “Opportunity to be familiar with modern development’s-test is 0.908 for equal variances assumed and equal variances not assumed both is greater than 0.05. As a result, we can conclude that there is no significant difference between private and government LIS professionals for professional development factors.

## CONCLUSION

This analysis of the study highlights Professional development and job satisfaction among the library professionals of Chhattisgarh state. The results of this study specify that majority of professionals are agreeing with professional development activities, so professionals who were aware of the importance of professional career development have a positive approach for that. They contribute to the training programs to get new technologies and new skills. It was found that library professionals will have to be encouraged to participate in refresher courses, seminars, seminars, workshops, etc. which will enhance technical competence and efficiency. Private LIS professionals are more get opportunities for professional development, so universities should allocate sufficient funds from time to time for library professionals to be involved in training programs. Facilities must be provided to professionals for development and explore their talent and capabilities. In this present digital age, there has been a lot of change in the role of library professionals. While they have to handle some specific tasks of digitization of information resources,



data collection, and retrieval, data warehousing, metadata creation, etc., he also has to carry out the major responsibility of managing and organizing the e-library. Professional development is a very important part of the university, library professionals working in university libraries should provide continuous training which prepares them to learn, improve, and develop various types of professional skills and knowledge.

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