CHAPTER V
SUMMARY OF FINDINGS, CONCLUSION, AND SUGGESTIONS

INTRODUCTION

This chapter provides the overall summary of findings and conclusion, further it also lists out suggestions. Library professionals play a key role in managing information centres for the academic community. They need to possess a variety of skills for managing print and online resources.

AGE OF THE RESPONDENTS

Age of the respondents will have an impact in gaining skills to some extent. Therefore age is considered to be an important variable. Age group is identified as 20 – 30 years, 31 – 40 years, 41 – 50 years and 51 – 60 years. It is important to mention that dominant age group i.e. is 41 years – 50 years and 31 – 40 years, which constitute 41.04 and 40.26 per cent respectively. 9.87 per cent of the respondents are found in age group of 10 years to 30 years and 8.83 per cent are in the age group of 51 to 60 years.

EDUCATIONAL QUALIFICATIONS

- Educational qualifications of women Librarians do have significant influence on the personal, generic, information technology and technical skills acquired by them. Women Librarians are classified based on qualifications such as B. L. I. Sc., M. L. I. Sc, M. Phil., and Ph.D.

- It can be understood that 42.34 per cent of the respondents hold Ph. D., 29.35 percent gained M.Phil, and 25.95 per cent of the respondents are

qualified for Master's degree in Library and Information Science. Majority of the respondents hold Ph.D.

EXPERIENCE

- The population of the present study is grouped on the basis of experience (in groups) such as 1 to 5 years, 6 to 10 years, 11 to 15 years, 16 to 20 years and above 20 years.

- It can be identified that 13.51 per cent of the women librarians have gained 1 to 5 years of experience. 22.08 per cent have obtained experience between 6 - 10 years, 27.01 per cent have experience between 11 – 15 years, and 23.38 have experience between 16 – 20 years.

INSTITUTION

It can be understood that 3.12 per cent of the respondents do work in universities, 8.31 per cent of the professionals are in Government & Government Aided Arts and Science Colleges, 40 per cent of them are working in Self Financed Arts and Science Colleges.

LOCATION

It can be noted that 53.25 per cent of the respondents work in academic institutions which are located in urban areas, 20 per cent of them are working in semi urban and the remaining 26.75 per cent are working in rural areas.

PARTICIPATION IN PROGRAMMES

- It is interesting to mention that 92.21 per cent of the respondents have attended professional development training programmes during their career and 7.79 per cent have not yet attended any programmes.

- It is identified that 55.32 per cent of professionals have attended a maximum of five workshops and 17.14 per cent have attended 6 to 10 programmes.

- It is pathetic to state that 10.91 per cent of sample group have not attended any seminars and 55.32 per cent of them have attended 1 to 5 seminars, 14.29 per cent have attended 6 to 10 seminars and 6.49 per cent have attended 11 to 15 seminars.

- It is noteworthy to mention that out of the 385 respondents, 52.73 per cent have attended 1 to 5 conferences, 11.69 per cent have attended 6 to 10 conferences and 7.01 per cent have attended 11 to 15 conferences.

- It can be seen that 45.97 per cent have attended 1 to 5 video-presentations, 11.43 per cent have attended 6 to 10 video-presentations and 4.94 per cent have attended 11 to 15 video-presentations.

- It is identified that 54.81 per cent have not attended any online courses and 45.19 per cent have attended 1 to 5 online courses.

PROFESSIONAL DEVELOPMENT PROGRAMMES

- It can be inferred that 55.84 per cent have not attended any other professional development training programmes like symposium, orientation programmes, refresher courses, etc and 44.16 per cent have attended 1 to 5 programmes.

- It is identified that, the Technical Skills Factor has significant association with the Age of the respondents since the respective "F" statistics are significant at 5 per cent level. Managerial skills factor, IT skills factor, soft skills factor and RFID technology skills factor have not shown any significant association with the Age of the respondents.

- To find a relationship between educational qualifications and professional skills factors, a hypothesis was formulated and tested accordingly.

- To identify the relationship between educational qualification of the respondents and the professional skills factors, One-way ANOVA was applied.

- It is observed that managerial skills factor, IT skills factor, soft skills factor, technical skills factor and RFID technology skills factor have not shown any significant relationship with educational qualifications of the professionals.

- To explore the association between years of experience (as Librarians) and professional skills factors, a hypothesis was formulated.

- It is identified that, the managerial skills factor, soft skills factor and technical skills factor have significant association with years of experience of the women librarians since the respective “F” statistics are significant at 5 per cent level.

- It is identified that managerial skills factor, IT skills factor, soft skills factor, technical skills factor and RFID technology skills factor have not shown significant relationship with the type of institution where they respondents are work.

- It is identified that managerial skills factor, IT skills factor, soft skills factor, technical skills factor and RFID technology skills factor have not shown significant association with the location of the institution.

- It can be inferred that out of the 89 respondents who gain knowledge through trial and error method, 44.94% are in the age group of 41 to 50 years and out of the 56 respondents who gain knowledge through professional networks and blogs and 44.64% are in the age group of 31 to 40 years.

- As far as knowledge capture is concerned, 51.35% of the respondents' educational qualifications are Ph. D., and out of 70 respondents who gain knowledge from their colleagues, 50% are Ph. D. degree holders.

- It has been identified that out of 89 respondents who gain knowledge through trial and error method, 32.58% have experience between 16 years to 20 years and out of the 56 respondents who gain knowledge through professional networks and blogs, 30.36% have experience between 11 to 15 years.

- It can be seen that out of 89 respondents who gain knowledge through trial and error method, 48.31% are working in self financed Arts and Science colleges and out of 74 respondents who gain knowledge through on the job training, 45.95% are working in self financed Engineering colleges.

- It is understood that out of the 56 respondents who gain knowledge through professional networks and blogs, 60.71% are from urban areas and out of 70 respondents who gain knowledge through colleagues,58.71% are from urban areas.

- It is identified that 83.38 percent of the respondents are satisfied with the professional development training programmes.

- It is pathetic to mention that, 39 respondents are dissatisfied with professional development training programmes due to their personal reasons. 31 respondents are dissatisfied due to lack of hands of training methodology 26 professionals are dissatisfied since they feel that the resource persons are up to the level.

- It is observed that 54.84 percent of the respondents are in the age group of 31 - 40 years and have good managerial skills and 46.20 percent of the respondents (age group of 31 to 40) have good managerial skills.

- It can be indentified that 100 percent of the respondents whose educational qualifications are B.L.I. Sc., have good managerial skills and 50.92 percent of the respondents whose educational qualifications are Ph. D., have good managerial skills.

- It is identified that 60.58 percent of the respondents whose experience is between 11 - 15 years have very good managerial skills and 49.41 percent of the respondents whose experience is between 6 - 10 years have very good managerial skills.

- It is understood that 56.25 percent of the respondents who are working in Government & Government Aided Arts and Science Colleges have very good managerial skills and 51.32 percent of the respondents who are working in Self Financed Engineering Colleges have very good managerial skills.

- It is observed that 48.05 percent of the respondents who are working in semi urban areas have very good managerial skills and 47.80 percent of the respondents who are working in urban areas very good managerial skills.

- It can be seen that 52.53 percent of the respondents who are in age group of 41 - 50 years have average IT skills and 50.97 percent of the respondents in the age group of 31 to 40 years have average IT skills.

- It can be identified that 50 % percent of the respondents whose educational qualification is B.L.I. Sc., have good IT skills and 48.67 percent of the respondents whose educational qualification is M. Phil., have average IT skills.

- It is seen that 50 percent of the respondents whose experience is between 16 - 20 years have average IT skills and 49.41 percent of the respondents whose experience is between 6 - 10 years have average IT skills.

- It is observed that 66.67 percent of the respondents who are working in Government & Government Aided Engineering Colleges have average IT skills and 56.25 percent of the respondents who are working in Government & Government Aided Arts and Science Colleges have average IT skills.

- It can be seen from the analysis that 58.44 percent of the respondents who are working in semi urban areas have average IT skills and 48.54 percent of the respondents who are working in rural areas have average IT skills.

- It can be identified that 55.26 percent of the respondents who are in age group of 20 - 30 years have average soft skills and 44.12 percent of the respondents in the age group of 51 to 60 years have good soft skills.

- It is observed that 50 percent of the respondents, whose educational qualification is B.L.I.Sc., have good soft skills and 43.36 percent of the respondents whose educational qualification is M. Phil., have average soft skills.

- It is identified that 50 percent of the respondents whose experience is between 1 - 5 years have average soft skills and 48.24 percent of the respondents whose experience is between 6 - 10 years have average soft skills.

- It is observed that 50 percent of the respondents who are working in Government & Government Aided Engineering Colleges have average soft skills and 50 percent of the respondents who are working in University have average soft skills.

- It can be inferred that 51.46 percent of the respondents who are working in rural areas have average soft skills and 38.54 percent of the respondents who are working in urban areas have very good soft skills.

- It can be seen that 48.10 percent of the respondents in the age group of 41 - 50 years have average technical skills and 42.11 percent of the respondents in the age group of 20 to 30 years have good technical skills.

- It is understood that 50 percent of the respondents whose educational qualification is B.L.I. Sc., have good technical skills and 48.47 percent of the respondents whose educational qualification is Ph. D., have average technical skills.

- It can be identified that 44.23 percent of the respondents whose experience is between 11 - 15 years have average technical skills and 43.33 percent of the respondents whose experience is between 16 - 20 years have average technical skills.

- It is observed that 56.25 percent of the respondents who are working in Government & Government Aided Arts and Science Colleges have average technical skills and 50 percent of the respondents who are working in Government & Government Aided Engineering Colleges have average technical skills.

- It can be identified that 43.41 percent of the respondents who are working in urban areas have average technical skills and 42.72 percent of the respondents who are working in urban areas average technical skills.

- It can be seen that 44.74 percent of the respondents who are in the age group of 20 - 30 years have average RFID skills and 35.48 percent of the respondents in the age group of 31 to 40 years have good RFID skills.

- It can be identified that 50 percent of the respondents whose educational qualification is B.L.I. Sc., have average RFID skills and 36.28 percent of the respondents whose educational qualification is M. Phil., have poor RFID skills.

- It can be inferred that 38.46 percent of the respondents whose experience is between 11 - 15 years have very good RFID skills and 35.56 percent of the respondents whose experience is between 16 - 20 years have very good skills.

- It can be seen that 50 percent of the respondents who are working in Government & Government Aided Engineering Colleges have average good RFID skills and 46.88 percent of the respondents who are working in Government & Government Aided Arts and Science Colleges have poor RFID skills.

- It can be inferred that 37.86 percent of the respondents who are working in rural areas have average RFID skills and 34.63 percent of the respondents who are working in urban areas have very good RFID skills.

- It can be identified that all 385 respondents are prepared to adopt new technology on the quality required among the Library professionals and 345 respondents agreed that team work is the important factor and 298 felt that communication is the essential parameter.

CONCLUSION

Library professionals play a vital role in any kind of academic Libraries in general and higher education institutions in particular. The present study explored to bring out the potential capabilities of the Women Library professionals who are all working in academic libraries across the state of Tamilnadu, India. In this electronic age, updating of concept and ideas related to particular domain of subject becomes inevitable one. Every industry or institution has its own policies for measuring the quality of knowledge of the workforce from time to time. More ever, the huge investment on service sectors has paved a way to expect a large from the group of individuals who are all associated with the organizations. As far as higher education institutions are concerned, much importance is being given for attending training programmes outside the campus. Private institutions invest on technology more than government institutions. Public libraries gain no value and necessity of training programmes due to location, office hours and residence as well.

SUGGESTIONS

1) LIS professionals should be prepared to equip themselves on par with the Libraries of national and international importance.

2) Institutions need to realize the value of training and development programmes which are periodically organized by various academic organizations for the benefit of the working LIS Community.

3) Professional associations should show interest to conduct skill development programmes at regular intervals.

4) SWOT and similar tools have to be applied to measure the qualities of the Librarians for the career and institutional development.

SCOPE FOR THE FUTURE RESEARCH

The present work can be extended to various states / regions / provinces of India and other countries. Some of the emerging thrust areas where require new skills / capabilities can be included in addition to the variables of the present study. Such a way different gender can also be chosen for further research with wider scope and limitations as well.