

Self-Assessment of Professionals Interests, Personal Skills, Motivation Factors, Personality Type and Aptitudes in Autonomous Engineering College Libraries of Andhra Pradesh

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***Abstract** – Learning is a life-long process. Professional qualified staff is very important and need in libraries to plan, direct and supervise various library operations. This work examines the issues related to self-assess among the library professionals. This paper tries to assess the interests, personal skills, motivation factors, personality type and aptitudes of library professionals, employed in these libraries based on a survey method. The study is undertaken to assess the professionals learning gaps among these college libraries and where the areas of learning and training needs to be find out. This paper tries to help the library professional development activities. The target population of the study consisted of librarians, assistant librarians and library assistants in these college libraries. Andhra Pradesh has total fifty autonomous engineering colleges up to academic year 2018-19 as per UGC (https://ugc.ac.in/subpage/Autonomous_Colleges.aspx)^[1], out of which, five are government autonomous engineering colleges, and the remaining forty five are under private management. The fifty autonomous engineering college libraries selected to my research study. At first gathered these librarian names, contact numbers and email ids. Check list form questionnaire was mailed to all the autonomous engineering college librarians. The questionnaire related to self-assessment of professionals career development practices in these college libraries. Primary data were received from five government colleges on the spot visit, eight private colleges on the appointment visit, fifteen private colleges sent by post, eighteen private colleges sent by e-mail and four private colleges not responded any way. Total 46 colleges were responded. The college's response rate was 92 percent.*

Key words: Self-Assessment, Autonomous engineering colleges, Library professionals, Learning Gaps, Professional development.

Introduction:

Self-Assessment enables to make own evaluation. The library professionals require continuously updated knowledge and skills for effective performance. Continuing learning is necessary for every professional. The major purpose of self-assessment is to provide the opportunity for learners to develop an understanding of their own level of skill, knowledge or personal readiness for a task in relation to their goals. Self-Assessment is an approach to assessment, which involves learners in making judgements about their own level and/or progress. It provides a basis for successful benchmarking for progress by reinforcing learner's current strengths and targeting areas for improvements. Self-Assessment can serve as a checklist toward strategic planning and annual goals. Self-Assessment gives learners greater control over their learning. Hence, it is important to assess the library professional's needs for continuing learning and professional development. The purpose of this study is to review current understanding of the role of self-assessment in continuing learning,

particularly in the library professionals, and to examine how this can assist in more effective continuing learning. Self-Assessment has long been identified as a vital ingredient in developing the self-directed and enquiring minds of library professionals, leading to lifelong learning and ensuring satisfactory ongoing professional self-regulation. Many of studies have identified that the capacity to self-assess is essential for safe and effective practice.

Eligibility and role of autonomous engineering colleges – an overview:

“The college should have at least 10 years of existence. The college must be accredited by either NAAC with minimum ‘A’ grade or NBA for at least three programmes with a minimum score of 675 individually or a corresponding grade/score from a UGC empanelled accreditation agency.”^[2] The college must permanently affiliate to concerned University.

Autonomy granted to the college is at the institutional level and is not partial, and shall cover the programmes at all levels such as U.G., P.G. and Ph.D. offered by the college. Research achievements of the faculty and adequacy infrastructure of library books and e-resources are the key criteria for granting autonomy to colleges. Autonomous colleges have anatomy to review existing courses/programmes and, restructure, redesign and prescribe its own courses/programmes of study and syllabus and to formulate new courses/programmes, modernize their curricula or make them globally competent, locally relevant and skill oriented to promote employability. Evolve methods of conduct of examinations, evaluation, credit system, grading system, results and issue mark sheets. The degree shall be awarded by the University with the name of the college on the degree certificate.

Review of literature:

“Self-assessment tools and tips in enhancing organizational performance go beyond measuring the impact of programs, products and services. The tools and techniques are flexible, and the model can be adapted to any type or size of organization. It is initiating a process of self-assessment, internal change. It will particularly appeal to academics and professionals in organizational development and evaluation.”^[3]

“Self-assessment is used for identifying gaps and to provide information for a decision on where the gaps in could be individual analysis. Self-assessment enables to make own evaluation. Effective self-assessment is greater than the sum of the parts from which it is composed and it is a skill that is assumed more than judged.”^[4]

“The assessment is part of planning process focusing on identifying and solving performance problems.”^[5]

“Self-Assessment is routinely seen as one of the pillars of learner autonomy. One of the fundamental elements of self-directed language learning is the opportunity for learners to assess their own progress and thus help them to focus their own learning.”^[6]

“Self-Assessment can help to make learners more active, to realize that they have some responsibility for their own learning. Self-Assessment can help learners to locate their own strengths and weaknesses and then get them to think about what they need to do, in order to get better marks.”^[7]

“Self-Assessment in turn will aid learners to build lifelong habits and to develop the strategies to critically evaluate their own knowledge and skill levels.”^[8]

“Self-Assessments as part of a formative evaluation encourages learners to identify their strengths and weaknesses.”^[9]

“Employing Self-Assessment procedures would bring the learning into a closer and more productive relation to tests and examinations than has traditionally been the case.”^[10]

“Self-Assessment yield consistent and homogeneous results; indeed, research indicates that learner self-assessment is working in situations that were traditionally reserved for standardized tests.”^[11]

“Self-Assessment Library is a unique learning tool that allows students to assess their knowledge, beliefs, feelings, and actions in regard to a wide range of personal skills, abilities, and interests. Provided scoring keys allow for immediate, individual analysis.”^[12]

Objectives of the study:

- The main objective of the study is to identify library professional’s inherent strengths, shortcomings and identify areas for improvement among the autonomous engineering college libraries of Andhra Pradesh.
- To identify library professionals learning gaps among the autonomous engineering college libraries of Andhra Pradesh.
- To investigate self-assessment practices and to consider the role of their work place within the library profession.
- To evaluate library professional’s development activities in the areas of interests, personal skills, motivation factors, personality type and aptitudes among the autonomous engineering college libraries of Andhra Pradesh.
- To be develop library professionals and maintenance of competence.
- To be develop job commitment and professional capabilities of library professionals.
- To encourage library professionals to use this voluntary self-assessment tool as an aid in implementing concerning future planning and development.

Analysis:

Library professionals who had completed Ph.D., pursuing Ph.D., M. Phil. Degree holders and senior experienced staff had shown interest in filling the questionnaire. Many college assistant librarians, library assistants and junior inexperienced library professionals are refused to fill the questionnaire. Out of 46 autonomous engineering colleges working in 193 library professionals only 77(40%) are responded under the study. out of 77(100%) library professionals in autonomous engineering colleges of Andhra Pradesh 65(85%) male professionals and 12(15%) female professionals are involved in the study. Majority of the library professionals are Male.

Category One: Interests of Library Professionals

This category was designed to capture library professional’s self-assessment of their interests. A professional likes and dislikes various activities of interests. Table 1 records the scores and

percentages for the six items in this category. The six items included are awareness of library professional interests with basic principles.

Table 1: Scores for Category One: Interests

| S. No. | Self-Assessment of Professionals Interests in | Frequency N = 77 | % |
|--------|--|---------------------|-----|
| 1. | Observation of other Library Practices by Institutional Visits | 71 | 92% |
| 2. | Reading Journals of Library and Information Science | 68 | 88% |
| 3. | User Studies and Services | 69 | 90% |
| 4. | Searching Relevant Professional Information on Internet | 66 | 86% |
| 5. | Attending of Professional Conferences/Workshops/Meetings | 65 | 84% |
| 6. | Commitment of Lifelong Learning to Update Knowledge | 63 | 82% |

The data in table 1 stated that out of 77 library professionals only 63 (82%) have interest in commitment of lifelong learning to update their knowledge, 65 (84%) have interests in attending of professional conferences/workshops/meetings, 66 (86%) have interest in searching relevant professional information on internet, 68 (88%) have interest in reading journals of library and information science, 69 (90%) have interests in user studies and services, and most 71 (92%) have interest in observation of other library practices by institutional visits.

Category Two: Personal Skills of Library Professionals

This category elicited responses relating to library professionals personal skills. The ten items addressed the basic personal skills of library professionals. Table 2 reflects the scores and percentages for this category.

Table 2: Scores for Category Two: Personal Skills

| S. No. | Self-Assessment of Professionals Personal Skills in | Frequency N = 77 | % |
|--------|---|---------------------|-----|
| 1. | Presentation Skills i.e. PowerPoint Slides | 59 | 77% |
| 2. | Technical Skills i.e. Repair and Maintenance | 51 | 66% |
| 3. | Communication Skills | 67 | 87% |
| 4. | Time Management Skills | 68 | 88% |
| 5. | Human Relation Skills | 69 | 90% |
| 6. | Customer Service Skills | 64 | 83% |
| 7. | Problem Solving Skills | 65 | 84% |
| 8. | Online Searching Skills | 66 | 86% |
| 9. | Information Technology Skills | 62 | 80% |
| 10. | Planning & Organizational Skills | 64 | 83% |

Table 2 indicates that out of 77 library professionals only 51 (66%) have technical skills in repair and maintenance of any devices, 59 (77%) have presentation skills in power point slides, 62 (80%) have information technology skills, 64 (83%) have customer service skills and planning as well as organizational skills, 65 (84%) have problem solving skills, 66 (86%) have online searching skills, 67 (87%) have communication skills, 68 (88%) have time management skills and most 69 (90%) have human relation skills. Library professionals should acquire these personal skills.

Category Three: Motivation Factors of Library Professionals

Category three focused on the general motivation factors among professional library staff. This category was to measure the motivation factors among them. This section was composed of eight items. Table 3 summarizes the scores and percentages.

Table 3: Scores for Category Three: Motivation Factors

| S. No. | Self-Assessment of Professionals Motivation Factors in | Frequency N = 77 | % |
|--------|--|---------------------|-----|
| 1. | Job Security | 61 | 79% |
| 2. | Job Satisfaction | 66 | 86% |
| 3. | Job Status | 56 | 73% |
| 4. | Job Training | 57 | 74% |
| 5. | EPF, ESI, Gratuity, Increment etc. Benefits | 65 | 84% |
| 6. | Career Development | 58 | 75% |
| 7. | Satisfactory Working Conditions | 63 | 82% |
| 8. | Working Hours | 65 | 84% |

Table 3 shows that out of 77 library professionals only 56 (73%) have satisfied with their job status, 57 (74%) have satisfied their work place job training, 58 (75%) have career development in their job, 61 (79%) have expressed their job was secure, 63 (82%) have satisfactory working conditions, 65 (84%) have satisfactory working hours and EPF, ESI, gratuity, increment etc. Benefits availing, and most 66 (86%) have job satisfaction. The study further showed that library professionals derived most dissatisfaction of their job status, job training, career development and job security.

Category Four: Personality Type and Aptitudes of Library Professionals

Category four addressed the personality type and aptitudes of library professionals. Professionals were asked to identify their role of personality type and aptitudes. They were also directed to think about their personality type, aptitudes and apply in their profession. Personality type is made up of professional social traits. Aptitude refers to a professional's natural talent and learned ability. The scores and percentages for the ten items in this category are shown in table 4.

Table 4: Scores for Category Four: Personality Type and Aptitudes

| S.No. | Self-Assessment of Professionals Personality Type and Aptitudes in | Frequency N = 77 | % |
|-------|--|---------------------|-----|
| 1. | Co-operation | 72 | 93% |
| 2. | Decision Making | 66 | 86% |
| 3. | Self-Confidence | 71 | 92% |
| 4. | Opinions Putting into Action | 59 | 77% |
| 5. | Be an Inspiration to Others | 65 | 84% |
| 6. | Good Behaviour | 71 | 92% |
| 7. | Be an Kindliness to Others | 63 | 82% |
| 8. | Share Professional Materials | 61 | 79% |
| 9. | Share Knowledge with Colleagues | 66 | 86% |
| 10. | Providing Information when Ask | 66 | 86% |

Table 4 illustrates that out of 77 library professionals only 59 (77%) have a ability of opinions putting into action, 61 (79%) have sharing professional materials to each other, 63 (82%) have natural talent be an kindliness to others, 65 (84%) have inspiration to others in

different ways, 66 (86%) have decision making ability, providing information when ask and share professional knowledge with colleagues, 71 (92%) have good behaviour in their profession and more 72 (93%) have working with co-operation in their workplace.

Table 5: over all Scores of four Categories

| S. No. | Self-Assessment of Library professionals current strengths and targeting areas of improvements | Frequency N = 77 | % |
|--------|--|---------------------|-----|
| 1. | Technical Skills i.e. Repair & Maintenance | 51 | 66% |
| 2. | Job Status | 56 | 73% |
| 3. | Job Training | 57 | 74% |
| 4. | Career Development | 58 | 75% |
| 5. | Presentation Skills i.e. PowerPoint Slides | 59 | 77% |
| 6. | Opinions Putting into Action | 59 | 77% |
| 7. | Job Security | 61 | 79% |
| 8. | Share Professional Materials | 61 | 79% |
| 9. | Information Technology Skills | 62 | 80% |
| 10. | Commitment of Lifelong Learning to Update Knowledge | 63 | 82% |
| 11. | Satisfactory Working Conditions | 63 | 82% |
| 12. | Be an Kindliness to Others | 63 | 82% |
| 13. | Customer Service Skills | 64 | 83% |
| 14. | Planning & Organizational Skills | 64 | 83% |
| 15. | Attending of Professional Conferences/Workshops/Meetings | 65 | 84% |
| 16. | Problem Solving Skills | 65 | 84% |
| 17. | EPF, ESI, Gratuity, Increment etc. Benefits | 65 | 84% |
| 18. | Working Hours | 65 | 84% |
| 19. | Be an Inspiration to Others | 65 | 84% |
| 20. | Searching Relevant Professional Information on Internet | 66 | 86% |
| 21. | Online Searching Skills | 66 | 86% |
| 22. | Job Satisfaction | 66 | 86% |
| 23. | Decision Making | 66 | 86% |
| 24. | Share Knowledge with Colleagues | 66 | 86% |
| 25. | Providing Information when Ask | 66 | 86% |
| 26. | Communication Skills | 67 | 87% |
| 27. | Reading Journals of Library and Information Science | 68 | 88% |
| 28. | Time Management Skills | 68 | 88% |
| 29. | User Studies and Services | 69 | 90% |
| 30. | Human Relation Skills | 69 | 90% |
| 31. | Observation of other Library Practices by Institutional Visits | 71 | 92% |
| 32. | Self-Confidence | 71 | 92% |
| 33. | Good Behaviour | 71 | 92% |
| 34. | Co-operation | 72 | 93% |

Table 5 identified the current areas of strengths and the current areas of improvements in the professionals among the autonomous engineering college libraries of Andhra Pradesh after self-assessment. These self-assessment practices had identified library professionals learning gaps and they are learning these gaps library professional will develop.

Findings:

The existing skill and knowledge of library professionals do not serve the changing information needs and growth of library services. The study was found that majority of autonomous engineering college libraries facing major problem of insufficient professional qualified library staff. Due to lack of sufficient library professional staff in their colleges, they cannot develop his/her knowledge and skills. Low job status, training and career development is expressed by library professionals under the study. Majority of the

professionals have no job security. The higher education authorities like AICTE, UGC and university authority should take necessary initiative for the setup of the libraries and library professionals. The authorities must fix each autonomous engineering college library must have minimum one librarian, one assistant librarian and one library assistant professionals. This provides an opportunity to library science professionals to get employability. This will motivate the library professionals to learning higher degree courses of library and information science.

Conclusion:

The study suggests helpful findings for library professionals to make life-long learning practices. The study recommends improving the knowledge and skills of library professionals. Self-Assessment able to correct, direct or identify library professionals required learning. The study was motivated by an interest in opening up the conversation around self-assessment within the library professionals. The college authorities should also be allowed to attend relevant professional association meetings, workshops and conferences on deputation. This will possible with proper library professional staff strength in the libraries. Membership in professional associations illustrate in career development. Library professionals continuously update their skills through self-assessment. Library professionals in the workplace as an additional mechanism for evaluation of workplace performance and defining areas for professional development. In the current situation, whereby ICT are being continuously updated and the traditional formats are being replaced by digital formats. Regular training for the library professionals in changing technology is inevitable. Self-Assessment can help determine the present state of a library professionals as well as its future path.

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