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**Librarianship as a Profession:
An Investigation of Libyan Librarians' Attitudes**

by

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requirement of the degree of Doctor of Philosophy.**



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DEDICATION

This dissertation is dedicated to the soul of my father
Khalil A. Bennani.

ABSTRACT

The purpose of this study is to investigate the attitude of Libyan professional librarians towards their profession. The study also seeks to compare attitudes of Libyan professional librarians from culturally diverse rural and urban communities toward librarianship as a profession. The diversity here refers to the distinctive characteristics of the two communities, which include social life style, values, hierarchies of values and attitude. It is also the purpose of this research to compare the attitudes of Libyan male and female professional librarians towards their profession. Another purpose of this study is to investigate if working in different types of libraries such as academic, public and special will have a different effect on Libyan professional librarians' attitudes towards their profession.

The population of this study consisted of all Libyan Librarians who at the time were employed in academic and special libraries, and all Libyan librarians who at the time were employed in public libraries that are located in the Tripolitanian area.

Thornton's scale to measure librarians' attitudes towards librarianship was selected to be used in this study. In order to determine whether the instrument (scale) items possess the desired qualities of measurement and discriminability when used in different settings (Libyan libraries) and with different subjects, (Libyan librarians) and in order to revise and debug the scale by diagnosing and correcting failings, if any, the following steps were taken:

1. Refinement of the instrument (interviewing subjects).

2. Validation of the instrument, (construct validity).
3. Reliability of the instrument. (Split half).
4. Translating the instrument into Arabic
5. Pilot study.

A computer utilizing (SPSS) Statistical Package for Social Science was used for analyses and comparison.

The study's major findings indicated that:

1. Libyan librarians working in libraries located in urban communities have a significantly higher positive attitude towards their profession than those who work in libraries located in rural communities.
2. Libyan rural librarians' gender has no significant effect on librarians' attitude towards their profession.
3. Libyan female librarians working in libraries located in urban communities have a significantly higher positive attitude towards their profession than Libyan male librarians working in libraries located in urban communities.
4. Libyan male librarians working in libraries located in urban communities have a significantly higher positive attitude towards their profession than Libyan male librarians working in libraries located in rural communities.
5. Library location has no significant effect on Libyan female librarians' attitude towards their profession.
6. Library type has no significant effect on Libyan librarians' attitude towards their profession.
7. Libyan librarians have positive attitudes towards their profession.

RESUME

Le but de cette recherche est d'étudier l'attitude des bibliothécaires professionnels Libyens face à leur profession. Elle cherche à comparer les attitudes des bibliothécaires professionnels libyens de communautés culturelles, soit urbaine et rurale, face à la bibliothéconomie comme profession. Cette diversité comporte des caractéristiques distinctes entre les deux communautés, y inclus le mode de vie sociale, les valeurs, la hiérarchie des valeurs et des attitudes. Cette recherche a également pour but la comparaison entre les attitudes des bibliothécaires libyens femmes et hommes face à leur profession. Une autre but avisé dans cette recherche est d'examiner si le travail dans des catégories différentes de bibliothèques, soit académique, publique ou spécialisée, peut influencer l'attitude des bibliothécaires libyens face à leur profession.

La population de cette recherche est composée de tous les bibliothécaires libyens qui étaient à l'époque employés dans des bibliothèques académique et spécialisés et tous les bibliothécaires libyens qui étaient à l'époque employés dans les bibliothèques publiques dans la région de Tripoli.

L'échelle de Thornton est utilisée dans cette recherche pour évaluer l'attitude des bibliothécaires libyens face à la bibliothèque. Afin d'évaluer le pouvoir discriminant de l'échelle lorsqu'utilisée dans des situations différentes (bibliothèques libyennes) et avec des sujets différents (bibliothécaires libyens) et enfin de réviser l'échelle si nécessaire, les étapes suivantes furent effectuées :

1. Raffinement de l'instrument (entrevues avec les sujets).
2. Validité de l'instrument

3. **Fiabilité de l'instrument**
4. **Traduire l'instrument en arabe.**
5. **Etudes - pilote.**

Pour fin d'analyse, le système statistique informatique (SPSS) a été utilisé.

Les principaux résultats démontrent que:

1. **Les bibliothécaires libyens qui travaillent dans des bibliothèques des régions urbaines ont une attitude significativement plus positive face à leur profession que ceux qui travaillent dans les bibliothèques des communautés rurales.**
2. **Le sexe des bibliothécaires libyens n'a pas de différence significative influençant leur attitude face à leur profession.**
3. **Les bibliothécaires féminines travaillent dans les bibliothèques des régions urbaines ont une attitude positive significativement plus élevée face à leur profession que les bibliothécaires hommes qui travaillent dans les mêmes bibliothèques des régions urbaines.**
4. **Les bibliothécaires masculins travaillent dans les bibliothèques des régions urbaines ont une attitude positive significativement plus élevée face à leur profession que les bibliothécaires masculins qui travaillent dans les bibliothèques des régions rurales.**
5. **La localisation de la bibliothèque n'a pas d'influence significative sur l'attitude des bibliothécaires féminines face à leur profession.**

6. La genre de bibliothèque n'a pas d'influence significative sur l'attitude des bibliothécaires face à leur profession.
7. Les bibliothécaires libyens ont une attitude positive face à leur profession.

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CHAPTER I

INTRODUCTION

Background

This research seeks to investigate attitudes of Libyan professional librarians towards their profession. The study also seeks to compare attitudes of Libyan professional librarians from culturally diverse rural and urban communities towards librarianship as a profession. The diversity here refers to the distinctive characteristics of the two communities which include social lifestyle, values, hierarchies of values and attitudes. It is also the purpose of this research study to compare the attitudes of Libyan male and female professional librarians towards their profession. Another purpose of this study is to examine if working in different types of libraries such as academic, public, and special will have different effects on Libyan professional librarians' attitudes towards their profession. Librarianship is a profession of particular interest to developing countries such as Libya, because of its important educational role as well as the role of coordinating and facilitating the process of utilizing all types of information needed for designing national development plans in every sector.

Libya, the setting of this study, is situated in the northern part of Africa, between Egypt in the East and Tunisia and Algeria in the West; the Mediterranean Sea in the North and the Sudan, Chad and Niger in the South (See Appendix 1) The estimated population in July 1999 was 4,992,838, 2,570,345 (51.5%) male and 2,422,493 (48.5%) female. Islam is the state religion, and about

97% of all the population are Sunni Muslim. Arabic is the official language (Encyclopedia Britannica On Line).

Libya, an Arab North African developing country about which very little is known of either its culture or its people, is undergoing tangible and rapid social changes (Elkabir, 1980). The strategic, geographic location of this country as well as the technological advancements in the field of communications have exposed its people to several influential foreign cultures which brought about social change in values, life style and professional attitudes (Elteer, 1992).

Libyan society is composed of two main distinctive social groups, namely rural and urban. Elkabir (1980), in studying migrants in Tripoli, Libya, stated that the difference between rural and urban in any developing country such as Libya is great on every account. The two Libyan social groups (rural and urban) are associated with two different communities. The urban is characterized by the size, the population density and social diversity of cities which create urban anonymity, relativism and heterogeneity (Robertson, 1978, pp. 502-503).

Three distinctive features of the city: its size, its population density, and social diversity. These three features combine to produce a style of life that is much more anonymous than that found in small communities (Robertson, p. 503).

These distinctive western features and their interaction represent the structure and the social dynamics of the Libyan urban communities with great accuracy, which may suggest the ongoing influence of the western culture. The Libyan rural communities, on the other hand, are characterized by an agricultural, village-based

population, where the land, the family and religion are still the main influences on attitudes and behaviors. Elshibani (1995), in discussing the features that distinguish Libyan urban communities from Libyan rural communities, stated that Libyan rural communities are characterized by the following:

- 1 - Geographic location : Outside cities' borders.
- 2 - Population activities : Agricultural.
- 3 - Population density : Low percentage.
- 4 - Seasonal employments : Based on agricultural activities.
- 5 - Cultural deprivation : Limited educational and information programs.
- 6 - Strong social relation : Face to face relation.
- 7 - Strong family ties : Very strong relations among family members.
- 8 - Authority of the father : Father represents an authoritative figure.

These different variables (conditions) may have different effects on the way individuals from the two social groups perceive and react to foreign cultural influence. The urban community group reflecting fast social change and weak resistance to foreign cultural influence, and the rural community group reflecting slow social change and strong resistance to foreign cultural influence (Ahmed, 1993). This may lead to differences in social changes; however, these differences are mostly a matter of degree rather than content.

The fact that Libyan cities are more exposed to influential foreign cultures as a result of the accessibility and availability of communication media,

has led to differences in degrees of social changes in Libyan urban and rural communities. Those Libyans who live in cities are more influenced by foreign cultures than those Libyans who live in rural communities (Elteer, 1980).

The roles and status of Libyan females have been a subject of a few discussions among Libyan scholars; nevertheless, no major study was ever conducted to investigate this issue.

It is clear that the Libyan government made efforts on behalf of females to improve their social role and status. The Libyan government was interested in expanding its political base as well as viewing females as an essential source of labour in an economy chronically in need of a labour force. This led to females' great gains in employment outside the home.

Libyan society is traditionally a male dominant society, but in the last decade a campaign of male-female employment equality was launched by the Libyan government. Several bills were introduced and passed in 1981. These new laws enforced legal employment equality as far as employment opportunities, salary, promotion rate and leadership positions are concerned (Elsager, 1983). However, social equality between males and females has not yet been empirically proven. The way a society perceives one's gender may have some effects on individuals' attitudes towards themselves and their professions.

It is apparent that the status of females in Libya has undergone a remarkable change for the better since 1981. Nevertheless, Libyan cultural and

social standards are still proving to be powerful obstacles to the government's efforts to speed up the pace of social transformation.

Since all Libyan library institutions are government run organizations, Libyan librarians, regardless of the type of library they are employed in, are governed by the same rules and regulations and enjoy the same benefits and prestiges (salary, promotion rates, and professional status). The only criteria that differentiate between librarians as far as prestige and benefits are concerned are their academic qualifications and their work experience.

Choosing to work in different types of libraries such as academic, public, special or school, depends on personal preferences of Libyan professional librarians, and not on social status or prestige. However, whether attitudes of Libyan professional librarians correlate with working in different types of libraries still needs to be investigated.

Different aspects of librarianship as a profession have been investigated by several researchers and scholars (Stone, 1969; Schiller, 1969; Miller, 1989; Heim, 1989 and Harris, 1992). The findings of these studies have added a significant body of knowledge to the field.

Attitude as a concept has been studied by many researchers (Thurston, 1928; Allport, 1935; Katz, 1959; Inskom, 1967; Kerlinger, 1973; Tukman, 1978; Wegener, 1982 and Henerson, 1988). In spite of the differences among these researchers in their field of interest, their views emphasized the importance of the concept and drew attention of other researchers to the different

aspects of the concept. Such aspects include the nature of attitudes, the formation of attitudes and attitude measurement.

In spite of the ongoing array of literature about librarianship as a profession, only a few research studies on the nature and extent of librarians' attitudes towards their profession can be found. Among these, studies are Bryan's, 1952; Thornton's, 1965; McMahon's, 1967; Murgai's, 1991; Reenen's, 1998; and Houdyshell, 1999. It is evident that such research can increase our understanding and broaden our conception of the profession of librarianship and the attitudes of librarians towards this profession.

Most of the attitude studies cited in the literature investigated the attitude of others (other than librarians, e.g. students) towards librarians and/or librarianship as a profession (Finks, 1973; Moen, 1988; Heim, 1989).

Statement of the Problem

The purpose of this study is to investigate the attitudes of Libyan professional librarians towards librarianship as a profession.

It is also the purpose of this study to compare the attitudes of Libyan professional librarians from culturally diverse rural and urban communities to librarianship as a profession.

The study also seeks to compare the attitudes of Libyan male and female professional librarians towards librarianship as a profession.

Another purpose of this study is to determine the differences, if any, in the attitudes of Libyan professional librarians who are employed in different types of libraries such as academic, public, and special towards librarianship as a profession.

Libya is chosen to be the setting of this study for the following reasons

1. The fact that librarianship is an old profession in Libya (Encyc. of Lib. & Inf. Sc. V. 25, p. 241).
2. Libya has gone through very rapid, social, political and economic change within the last twenty years, the result of which has influenced all Libyan social groups to different degrees (Elshibani, 1995).
3. The distinction between the Libyan rural and urban social groups as far as lifestyle, and hierarchy of values is quite observable (Elkabir, 1980; Elshibani 1995).
4. Libya serves as a representative of the Arab world and the Islamic nation with all their liberal and conservative views and their social policies.
5. Libya represents a different culture with a different background, different social attitudes, different values, different beliefs and a different social philosophy in general (Elteer, 1992).
6. No research study of such a nature or calibre has ever been conducted in Libya.

The researcher's extensive knowledge of the Libyan society, as a Libyan who lived in different Libyan rural and urban communities (Darna, Benghazi and Tripoli), and her professional experience as a librarian, chief librarian, library manager and university professor of Library and Information Science are among the relevant qualifications and the driving forces that motivated the researcher to investigate this issue.

The fact that the researcher witnessed the recent professional development within the profession of librarianship as well as changes in attitudes of librarians towards their profession, may be of great value in assisting her in designing and conducting this study.

Significance of the Study

One could not help but wonder if attitudes of librarians towards their profession in other cultures are similar to those in western countries (U.S.A. and Canada) and if the results of the studies conducted in these western countries correlate with the results of replicated studies conducted in different cultures with different backgrounds, different values, different beliefs and different social attitudes. Such study could certainly contribute a great deal in enriching the existing literature on the issue of comparative studies of librarians' attitudes towards librarianship as a profession.

Libya, a developing country which is seeking progress and development in all aspects of life (social, educational, industrial, agricultural and

economical), is very much aware of the importance of scientific research in achieving its objectives. Libraries and motivated professional librarians are among the first prerequisites of scientific research. It is quite apparent that studies dealing with librarians and librarianship as a profession should be among the first priorities within the Libyan scientific research plan strategy.

The outcome of the processes of comparing, analyzing, and evaluating Libyan librarians' attitudes towards their profession in different cultural contexts as well as investigating the effects of gender and of type of libraries on librarians' attitudes towards their profession is a particular contribution in itself. This outcome may provide Libyan researchers and decision-makers with comprehensive and coherent information on librarianship as a profession in general and attitudes of Libyan professional librarians towards their profession and the variables influencing them in particular. Such information can assist in understanding librarianship as well as librarians more extensively and thus may lead to reliable and valid research-based recommendations.

Since librarianship as a profession in Libya is strongly associated with education and educational organization, it is hoped that this and future studies will stimulate and draw the attention of Libyan educational planners to the importance of librarians' positive attitudes towards their profession so that it will be taken into consideration when designing and developing their curriculum. Such measures can promote the development of librarianship as a profession not only through its

association with education and educational organizations but also through the endeavors of its confident and highly motivated professionals.

It is also hoped that this study will stimulate Libyan scholars, researchers and graduate students' interest to conduct further research and to consider and reflect upon the study's findings in their decision-making process.

The study is also significant because it is the first of its kind to be conducted in Libya. Its findings will be useful to those western researchers who are interested in studying that part of the world as well as those who are interested in investigating the concept of professional attitudes different cultural contexts.

Assumptions

This study is conducted under the following assumptions:

1. Attitude scales can be used to measure what individuals think, like, and dislike (attitude).
2. Differences among subjects' attitudes towards librarianship as a profession can be measured.
3. Attitudes exist in different degrees.
4. Libyan librarians' opinions symbolize their attitudes and thus can be used as indicators of these attitudes.
5. Attitudes cannot be measured directly; attitude measurement relies on inferences derived from responses to attitudinal scales.

Hypotheses and Research Questions

The following hypotheses were tested:

1. The mean attitude score of Libyan librarians working in libraries located in urban communities is significantly different from that of Libyan librarians working in libraries located in rural communities.
2. The mean attitude score of Libyan female librarians working in libraries located in rural communities is significantly different from that of Libyan male librarians working in libraries located in rural communities.
3. The mean attitude score of Libyan female librarians working in libraries located in urban communities is significantly different from that of Libyan male librarians working in libraries located in urban communities.
4. The mean attitude score of Libyan male librarians working in libraries located in urban communities is significantly different from that of Libyan male librarians working in libraries located in rural communities.
5. The mean attitude score of Libyan female librarians working in libraries located in urban communities is significantly different from that of Libyan female librarians working in libraries located in rural communities.
6. There are significant differences among the mean attitude scores of Libyan librarians working in academic libraries, special libraries and public libraries.

The study also addressed the following research question:

1. What type of attitude (positive versus negative) do Libyan librarians have towards librarianship as a profession?

Variables:

1. Independent Variables:

- A. Place of Location: Type of Community

- (1) Urban

- (2) Rural

- B. Gender of Librarians

- (1) Male

- (2) Female

- C. Type of libraries in which the librarians work:

- (1) Academic library

- (2) Public library

- (3) Special library

2. Dependent Variables:

- (1) Attitudes of librarians towards librarianship as a profession.

Operational Definition of Terms

In this study the following terms were defined as:

Academic library: A library that is a part of a university or educational higher institute organized to serve the academic needs of students, faculty members and other staff of the institution.

Attitude: Librarians' state of mind or feeling with regard to one's self and/or profession. It is an acquired, learned, and established tendency to react. The reaction in this situation is of either a positive or a negative nature.

Educational Level: An academic degree (associate or higher) obtained by a Libyan person who is employed in either an academic, special, or public library.

Experience: Length of working experience as a librarian.

Extra Training: Training programmes to upgrade library skills of Libyan librarians who have associate degrees or higher in Library and Information Science.

Gender: Classification of sex, female librarians as opposed to male librarians.

Higher Institute: An educational three year institute that offers undergraduate programs in specific technical fields. These institutes are sponsored and run by the Secretariat of Training and Labour Force.

Motivation: The process of stimulating, maintaining and regulating librarians' activities within the profession.

Profession: A job or occupation which requires an amount of specific knowledge and training in a specific field (librarianship). It is also the body of qualified persons in librarianship.

Professional Librarians: Employees of Libyan library institutions who have an Associate Degree or above in Library and Information Science and/or in any other academic major.

Public Library/Cultural Centre: A library that is maintained entirely by governmental funds, and the services it provides are not limited to any specific groups or individuals in the community but are freely available to all.

Rural Communities: Libyan communities which are located in small towns, villages and remote desert areas. This classification corresponds with the Libyan official rural vs. urban communities categorization (Elteer, 1992).

Satisfaction: The fulfillment of gratification within the field of librarianship. It relates to a librarian's attitudes and feelings towards his/her profession.

Skill: Librarian's proficiency, ability and expertise within the field of librarianship.

Special Library: A library which is maintained by an institution, governmental or non-governmental, and which specializes in a certain field. Such a library is created to perform a special function for the institute with which it is affiliated.

Training: Basic library skills training programmes, offered to Libyan librarians who have associate degrees or higher in fields other than Library and Information Science.

Urban Communities: Libyan communities which are located in cities and characterized by large size and population density.

Limitations

This research is limited to:

1. Libyan male and female librarians who are employed in academic and special libraries located in urban and rural communities, and who have an associate degree or higher in librarianship and/or any other field.
2. Libyan male and female librarians who are employed in Tripolitanian¹ public libraries located in urban and rural communities, and who have an associate degree or higher in librarianship and/or any other field.

¹Province of Libya.

CHAPTER II
HISTORICAL BACKGROUND
AND
REVIEW OF THE LITERATURE

In order to put the investigated problem in a larger perspective, it is imperative to examine the historical background of the relevant issues, namely professionalization and librarianship and professional attitude. It is also imperative that relevant research literature on librarianship as a profession and attitudes of librarians towards their profession is reviewed. Such a review provides the necessary framework for this study.

This chapter is divided into two sections. The first one examines the issue of professionalization and education for librarianship in Libya. It elaborates on relevant topics such as professionalization of librarianship, professional library organization, education for librarianship, and professional development. The second section examines the issue of professional attitude and librarianship. It elaborates on relevant topics such as the concept of attitude, research on librarians' attitudes and research on librarians' job satisfaction.

PROFESSIONALIZATION AND EDUCATION FOR LIBRARIANSHIP IN LIBYA
INTRODUCTION

One way to become informed about librarianship as a profession is to analyze the positions of those who are regarded as expert and well qualified, on the issue. It is important to consider every aspect of the issue such as the

essential characteristics of the profession and the professionals, the professional organizations and their functions, the educational system of the profession, and professional development in an attempt to present a comprehensive review.

It is significant to state at this point that literature on Libyan perceptions of professionalism in general and library professionalization in particular is very limited. Reviewing the literature in general (including from the U.S.A. and Canada) should help in understanding the discrepancy between the way professionalization is viewed in Libya on the one hand and the U.S.A. and Canada on the other. This part of the review is exploratory as far as the library profession and professionalization in Libya is concerned.

THE PROFESSIONALIZATION OF LIBRARIANSHIP

Professions as opposed to non-professions are perceived differently in Libya. The Libyan Government through the Secretariat of Labour and Manpower has introduced and adapted an arbitrary classification model specifying and categorizing all types of occupations as either a profession or a non-profession. The criteria used in developing such a classification were not clearly stated nor abided by in all classifications. One criterion that was clear and constant is the academic background of the members of the profession. All Libyan professionals or members of professions need to acquire a university degree. In other words, academic qualification seems to be the only clear and constant criterion shared by all Libyan occupations considered by the government classification model to be professions.

A profession in the U.S.A. and Canada, on the other hand, is viewed as a job or occupation which requires an amount of specific knowledge and training in a specific field. Professionalism on the other hand is viewed as an ideology and associated activities characterizing individuals within an occupation where members seek professional status (Vollmer, (1966).

Librarian professionalism is defined in terms of the degree to which the individual librarian holds four attitudes:

- 1) Use of the professional organization as referent; 2) belief in public service - the value of the profession 3) desire for work autonomy; and 4) professional commitment (Howrey, 1978, p. 462).

Stone (1969) conducted an extensive survey of the literature of professionalism. She selected a list of twelve criteria which had been developed by Raymond Ranta (1960), and which could be used to measure a profession. Stone referred to these criteria as the basis for an index.

Ranta (1960), in Stone (1969), states that a profession is comprised of individuals who:

1. Place service to others higher in importance than personal gains.
2. Have a strong sense of responsibility.
3. Are particularly skillful in their work.
4. Are especially proficient in their work.
5. Work in setting where they must basically direct their own programs of work independently; in a sense, practising autonomy in decision-making.
6. Try to continually improve themselves. They have a never-ceasing quest for learning.
7. Are concerned about, and work toward, the improvement of their colleague's welfare.
8. Work within acceptable ethical standards.
9. Have a knowledge and familiarity with professional literature in their field.

10. Will change methods of job procedure when new information based on research is received.
11. Believe in the interchange of information.
12. Utilize and understand the specific language employed in their field of work (Ranta, p. 40).

To this list Stone (1969) added a qualification established by the National Education Association for a professional in any field:

Actively participate with his colleagues in developing and enforcing standards fundamental to a continuous improvement of his profession and abide by those standards in his own practice (Stone, 1969, p. 64).

Robertson (1978, pp. 417-418), in discussing professionalization, stated that professions can be distinguished from other occupations. He suggested several characteristics that may help accomplish this process. The suggested characteristics are as follows:

- a - Any member of a profession is required to have skills that are based on systematic, theoretical knowledge. Skills that are based only on training in particular techniques are not enough to qualify an individual as a member of a profession.
- b - Members of a profession seem to have a reasonable amount of autonomy over their work.
- c - Members of a profession tend to form associations that regulate their conduct.
- d - Becoming a member is carefully controlled. It may require taking an exam or receiving a licence.
- e - Professionals have a code of ethics.

One may argue that a great number of occupations seem to have most of these characteristics; however, only professions tend to strongly emphasize all of them.

Hanks and Schmidt (1980) in discussing professionalism provided the following requirements to be satisfied in order for a body to be recognized as a profession.

- 1 - It must acquire its own body of knowledge and techniques.
- 2 - It is imperative to acquire its recognized professional training for its members.
- 3 - It must have professional associations which aims to develop and control the profession members, and to which its members belong.
- 4 - It must be oriented towards serving the society.
- 5 - It must ensure intellectual development of its field through generating its own literature.
- 6 - It must have a code of ethics in order to control and guide the conduct of its members.

When these requirements are considered in the light of the Libyan situation, the researcher observes that librarianship in Libya is moving gradually and steadily towards fulfilling these requirements. However degrees of success may differ in satisfying one requirement or criterion over another.

Shaffer (1980) developed a list which incorporated the key thoughts of over 220 articles on professionalism. This list of criteria presented a thorough

summarization of the essential characteristics of a profession which may justify its use as criteria for denoting professional status. The criteria list is as follows:

1. A profession has a distinctive, systematic and defined body of highly specialized professional knowledge, including theory of a department or division of learning, scientifically organized, developed and recorded, and giving the profession an easily maintained monopoly of its service.
2. The intellectual equipment of the practitioner is multi-disciplinary, transcending the boundaries of a single intellectual discipline.
3. Initiation, stimulation, and support of programs of research in theory and method related to the services of the professional are continuously carried on by the group for the purpose of extending its specialized body of knowledge.
4. Raw material for the profession is derived from science and learning.
5. A profession requires, in addition to a formal liberal education, extended professional preparation involving a recognized educational process for acquiring the requisite specialized knowledge and professional degree, which serves to sharply define the group.
6. Knowledge (learning) and skill (practice) of its use are inseparable.
7. Practitioners serve the indispensable and beneficial needs of society by creative and practical application of scientific principles, and specialized knowledge and skills.
8. Each member is guided by and dedicated, for the major part of his lifetime, to the humanitarian principle of service rather than personal gain, and recognizes his large personal responsibility and obligation to society because of his specialized knowledge and skill.
9. A profession, as a whole, is altruistic in nature, placing the welfare of society above the interests of its members and feeling obligated to give more service than is required by law.
10. Dealing directly with people and identifying himself with their goals, the professional practitioner affects human beings rather than things.

11. A profession's activities, which involve independent discretion and professional judgement, are essentially on a highly intellectual plane, and its techniques are based on principles rather than rule-of-thumb mechanical procedures.
12. Practically all members of the profession belong to and support a strong, closely-knit professional organization, which serves as the one voice for the profession to influence public policy in its field, and control and protect its membership.
13. A profession establishes and continuously strives to raise its own high standards, including those for selection, training, admission and licensure or certification of her personnel, and the accreditation of professional schools.
14. A profession adopts and enforces a code of ethics and philosophy.
15. A profession affords a life career and permanent membership.
16. A profession is legally recognized and publicly accepted.
17. A profession demands continuous in-service professional growth to increase the competence of its members.
18. A profession has an acceptable body of standardized terminology.
19. A profession's function, along with its nature and scope, is clearly defined and identified (Shaffer, pp. 7-9).

Shaffer argued that the degree to which the criteria are attained by a given vocation is the degree of professional maturity attained by the vocation. Thus according to Shaffer, a profession is an occupation which has to a large degree fulfilled the characteristics listed above.

Librarianship in general can with more assurance claim professional status to the extent that it exhibits the above-mentioned characteristics. However, in spite of the fact that librarianship in Libya may not exhibit all the characteristics

specified by Shaffer, it is officially considered to be a profession (Elsharif, 1983). This may indicate that the criteria used in Libya may be more lenient or more flexible.

Winter (1983) in discussing professionalization of librarianship stated that an ideal type or model of a fully professionalised occupation would include the following interdependent elements:

- 1 - A representative occupational association concerned with general standards of professional activity.
- 2 - The establishment of formal educational programs affiliated with a university.
- 3 - The creation and maintenance of a body of theoretical and practical knowledge, the mastery of which is a precondition of admission to professional status - along with the presence of a core of scholars who regularly contribute to this body of knowledge.
- 4 - The development of ethics codes regulating the conduct of professional workers.
- 5 - The cultivation of an orientation of service to a specific group of persons.
- 6 - The social recognition of professional status from some significant segment of the surrounding community (Winter p. 10).

Despite the fact that librarianship in Libya does not incorporate all the preceding characteristics, it is certainly considered to be among the recognized professions. Professional librarians are distinguished from other semi-professional librarians by their academic qualifications, not merely by their training in particular techniques and experience. In order for an individual to be considered as a professional librarian, he/she must have a University degree (Associate, B.A. or BS) and be a full-time employee of a library institution (Elsharif, 1983).

The argument as to whether librarianship is or is not a profession does not exist in Libya. It is officially and socially considered to be among the well recognized professions (Elsharif, 1987). This social recognition is believed to be achieved by librarianship as a result of its association with education and educational institutions and organizations. It is not a result of analyzing the degrees to which library organizations are structured along professional lines nor the degrees to which Libyan librarians adapt professionalism and practical professional attitudes. Little is known of Libyan professional librarians' attitudes toward their profession.

PROFESSIONAL LIBRARY ORGANIZATIONS

Several studies have indicated that librarianship as a profession must have nationally recognized organizations (Stone, 1969; Shaffer, 1980; Heim, 1983 and Thomas, 2000) These organizations must include a large number of professional librarians possessing a common adherence to a set of standards, and a code of ethics. These members should have a strong desire to improve the profession in all its aspects.

The major function of professional library organizations may be described as follows:

- 1 - Aspire to grant educational opportunities for its members through institutions, conferences, workshops and on the job training programs.

- 2 - Administer the output of the different types of bibliographic and reference tools which are necessary to the profession.
- 3 - Spread widely information on new techniques and administrative aspects through publication of journals, papers and newsletters.

Shaffer (1980) in discussing the same issue provided an extensive description of the function of the organization as follows:

1. Perpetuate itself to meet the demand for its services - This involves getting the best people into the profession, constantly reappraising its mission, consistently raising its standards, collaborating interprofessionally, and cooperating with educational institutions.
2. Influence public policy -- Inasmuch as a professional organization is a repository of knowledge about its field, it has both the right and obligation to influence public policy in areas of its concern. The organization seeks to ensure that public policies will help, not hinder, the profession in its service to society. This influence is important because the maturity of a profession is measured, to a large extent, by the degree of control it has over its own destiny, and not by its age.
3. Set standards for the profession - A prime function of such an organization is the formulating of standards for admission of members into the profession, and standards of licensing and conduct advancing the social objectives of the group. Certifications, examinations, and licenses required by law provide minimum protection to the public, but the profession itself must control and discipline the unethical practitioners within its ranks. By enforcing high standards the group is recognizing its obligations to society; obligations which grow out of the special qualifications and protected conditions of a monopoly (Shaffer, pp. 17, 18).

Asali (1977) stated that the role of the professional organizations of librarianship in Jordan consists of:

1. Crystallizing a body of knowledge and art that is the common possession of all, and which in turn would be formulated into a course of education and training for prospective members of the profession;
2. Maintaining and controlling a register of persons adjudged to be proficient and competent in the science and art of librarianship;
3. Achieving status and high standing for its members in the community;
4. Seeking to render to society service that is best fitted to by virtue of its specialized store of knowledge;
5. Seeking the common advancement of the profession (Asali, p. 72).

He argues that if librarianship professional organizations perform all these functions, they can be seen as their fitting role.

Sharif (1977) states that the general aims and objectives of the library associations in the Arab states can be summarized as follows:

1. to encourage cooperation and assistance among members; to promote library education; to help with the growth and development of libraries throughout the region;
2. to help raise the standard of the members' technical and professional efficiency.
3. to study and apply up-to-date methods in library services;
4. to promote cultural and social relations between the association and similar organizations in other countries; to encourage exchange of visits and information among the associations;
5. to unite all persons interested in libraries and librarianship by holding conferences and meetings, and by issuing publications; and
6. to promote and encourage bibliographical study and research in the field of librarianship (Sharif, pp. 72-74).

Analyzing the preceding functions and roles of professional organizations, it becomes apparent that effective professional organizations of librarianship are essential to the profession, because they can improve the welfare and the status of their members. Professional organizations can also provide a

unified front to the wider world. Such organizations can ensure the continued growth of the profession. The respect and recognition accorded to a profession by society may to a large degree be determined by the public understanding and acceptance of the critical role and functions of its professional organizations.

Although some progress has been made in several aspects of librarianship as a profession in Libya, such as in educational development, social status, and professional recognition, no specialised professional organization for librarianship has yet been established. Nevertheless five general professional organizations share the functions and the roles of a specialized professional organization for librarianship. These five general professional organizations are:

1. The General Union of Arab Authors and Scholars.
2. The General Union of Libyan Authors and Scholars.
3. The General Union of Arab Publishers.
4. The General Union of Libyan Universities Faculty Members.
5. The General Union of Libyan Arab Teachers.

The need for a nationally recognized Libyan professional librarianship organization to accomplish its fullest mission is very urgent and it is highly recommended. Such an organization can make a great contribution to the development of librarianship as a profession in the country Libya. A professional organization such as this can unite all individuals (librarians) and institutes (libraries and centers) in all parts of the country who are interested in libraries and library development, to safeguard and promote the professional interests of

librarians and to assist in promoting the establishment and the development of libraries all around the country. It is advisable, however, that prior to establishing such a professional organization in Libya, a guideline is developed, evaluated, tested and then adopted. This guideline should be based on studies and analysis of several models of library professional organizations in developing countries.

EDUCATION FOR LIBRARIANSHIP

Librarianship is an old profession in Libya. Callimachus (310-240 BC) of Cyrene, Libya, was a head of Cyrene's library before moving to Alexandria (Elsharif, 1987). Meherk (1985), in discussing the history of school libraries in Libya, stated that in modern Libya the introduction of school libraries is believed to be the beginning of the foundation of all other types of libraries. Libraries were and still are recognized as important educational institutions. Bennani (1993) argued that libraries as an integral part of the curriculum could play an important role in developing and improving the efficiency of the educational process in general and the instructional process in particular. The teaching of the Qur'an calls for the highest respect and honour for those who are involved in the educational profession. Nevertheless, the effects of influential foreign cultures which promote professions of a high technological nature such as engineering and computer technology may have affected Libyans' attitudes towards several professions.

The heart of any profession is its educational system. Education for librarianship as a profession emphasizes complete integration of theory and practice. It is the objective of the librarianship educational system to provide the professional practitioners with specialized knowledge and skills not common to those outside the profession so that they may utilize this knowledge and these skills to provide a service of unique social value and of efficient and sufficient technical outcomes.

Sharif (1977) stated that the characteristics of Library education in developing countries such as Libya are as follows:

1. Librarianship in the developing countries is certainly not dormant, yet it is handicapped above all by a lack of sufficiently trained and dedicated personnel. The establishment of a carefully thought-out library school should go far in removing this handicap.
2. There is a great necessity for developing effective machinery for accreditation and certification which can result in reasonable order, efficiency and rational relationships among various types and levels of training.
3. There is a great trend in international attempts to develop some training centers either to neglect the teaching of particular methods totally or to go out of the way to give emphasis to only a particular scheme.
4. One of the problems which developing countries have not been able to solve so far is the shortage of relevant textbooks and teaching materials.
5. The lack of properly qualified teachers was always a problem in the history of librarian education in the developing countries.
6. Training abroad plays a major role for the development of librarianship in developing countries.
7. In most developing countries, library education is strongly influenced by European and American library education systems.
8. All the schools are attached to or associated with universities, and, for the most part, they award semi-professional and professional qualifications (Sharif, pp. 42-43).

It must be mentioned here that the characteristics of Libyan library education in the nineties have changed for the better.

Shaffer (1980) stated that the main objectives of professional education are as follows:

- 1 - Acquisition of the professed knowledge of a department of learning.
- 2 - Attainment of an understanding of the practical application of this professed knowledge to the affairs of others.
- 3 - Skill in practice of an art based on the professed knowledge and its application.
- 4 - Dedication to the service of others as a guiding principle.
- 5 - Maintenance of a progressive examining and licensing authority for determining the minimum qualifications for admission to practice (Shaffer, pp. 21-22).

Obi (1975) in discussing education for librarianship in Sub-Saharan African library schools stated that the objectives of library education in developing countries can be summarized as follows:

1. To train sufficient indigenous manpower at the para-professional, professional, and specialist professional levels to staff a superior regional network of essential library and information science centers and services.
2. To train sufficient indigenous professional library, archive and information scientists as leaders to develop the above networks of centers.
3. To stimulate and effectively carry out research into library, archive, and information science and identify information science problems facing the profession in the regions.
4. To provide continuing education for practising professionals in order that their professional competence may keep abreast of new developments.
5. To unite professional theory and practice into a coherent and connected whole through skillful teaching methods.
6. To integrate professional concepts with the social, political, economic and cultural forces of the environment.
7. To publish original professional literature, textbooks, and teaching materials specifically concerned with the professional problems of the regions.

8. To foster a strong, respected, indigenous profession imbued with a professional philosophy and trained in professional skills relevant to the needs of the region; thus, ipso facto, to create a strong professional association which can formulate and maintain professional standards (Obi, pp. 238-239).

Dean (1972) described the objectives of library schools in developing countries as the following:

1. To ascertain curricular needs and the setting up of appropriate training courses at the levels required.
2. To identify areas in which investigation is required, and to establish research programs encompassing both group and individual projects.
3. To publish monographs, textbooks, journals. As soon as the school is reasonably well-established, it would begin to think in terms of publication to invigorate local and, indeed, national professional thinking.
4. To undertake the creation of a resource center in librarianship.
5. To maintain continuous professional contact with alumni and to afford guidance after they have left the school.
6. To contribute to continuing education in the region served, and to mobilize professional consciousness by seminars, short courses and conferences.
7. To hold exhibitions of current publications of new items of equipment, etc., in order to increase the school's impact upon its environment.
8. To establish library pilot projects where local services are deficient. The community must be brought into contact with effective library service by the creation of pilot projects as they may be required.
9. To provide advisory and consulting services when necessary. In developing countries, with an overall lack of professional expertise, a number of library systems may appropriately take advantage of these facilities. At its most significant, this kind of activity is directed toward coherent library planning at the national level.
10. To play an active role in the administrative, teaching and research, and functions of the institution of higher education in which the school is situated.
11. To take some responsibility in creating appropriate international relationships, i.e., to forge links between other library schools everywhere, and thus create a forum for the exchange of ideas (Dean, D. 34-35).

The preceding educational objectives are to a large extent in accordance with the general educational objectives of librarianship in Libya. The Faculty of Education directory of Al-Fateh University (1981) states the general educational objectives of librarianship in Libya as follows:

- 1 - Prepare graduates for a career in librarianship, to be successful librarians.
- 2 - Study information analysis systems and theories and methods of indexing, with emphasis on information retrieval systems.
- 3 - Study the goals and roles of school libraries and emphasize their academic contributions.
- 4 - Identify the goals and functions of public libraries and their relations and contribution to society.
- 5 - Perceive the concept of documentation and its development, as well as the techniques of obtaining information.
- 6 - Identify the role of Arab and Muslim scholars in the process of both publication and translation of different aspects of knowledge.
- 7 - Coordinate with documentation centers and libraries in the Arab and Islamic world to promote the Arabic and Islamic legacy and culture (Faculty of Education Directory, p. 79).

It is clear that the educational objectives mentioned above are neither extensive nor comprehensive. They cover only a few aspects of up to date educational objectives for librarianship. More analysis of the Libyan philosophy of education is needed in order to produce a comprehensive, functional and attainable list of educational objectives.

Elsharif (1983) in discussing educational objectives for librarianship in Libya provided a more extensive and functional list of educational objectives for librarianship in Libya:

- 1 - Preparing professionals to serve as managers and supervisors in all types of libraries and information centers. Training is done according to up to date methods and techniques.
- 2 - Upgrading documents and periodicals which serve the goals of library functions and which promote public awareness of library services.
- 3 - Upgrading the professional level of Libyan librarians through improving educational and training programs.
- 4 - Preparing individuals to become instructors, teachers and training specialists in the field of library and information science.
- 5 - Upgrading the level and type of library services to include all types of technical and management aspects.
- 6 - Enriching individuals' abilities through research, studies, publication and translations of documents which cover the different aspects of librarianship.
- 7 - Preparing competent researchers to conduct research studies within the different Libyan institutions (Elsharif, p. 141).

Sharif (1977) summarized the objectives of the graduate library education level in Libya as follows:

1. To prepare librarians for school, academic, public and special libraries, as well as information centers;
2. To establish the foundations of librarianship in the region;
3. To provide an introduction to the basic principles and practices of library services, and to provide for intensive study in specialized fields of professional activity;
4. To conduct research in the field of library studies in the region (Sharif, p. 128).

The above mentioned educational objectives, both for the graduate and undergraduate level, seem to cover more aspects of the library educational system than the objectives stated in the Faculty of Education Directory. Nevertheless, it is believed that more analysis and studies are needed in order to produce more efficient, operational and measurable educational objectives for library education in Libya.

Elhosh (1981), in reviewing the historical development of libraries and librarianship in Libya, stated that up until the late sixties there were no academically certified Libyan professional librarians, but a few enthusiastically unqualified individuals who believed in the importance of the role of the library. Training librarians was quite limited in the sixties. Training was provided through short programs inside and outside Libya. Throughout the sixties only 21 individual (teachers) were sent to Egypt to attend short training programs in librarianship. Inside Libya, on the other hand, three training programs were conducted; one in Benghazi in 1965, one in Tripoli in 1968 and another one in Benghazi in 1968. These three training programs were designed, developed and administrated by Arabic and foreign library specialists who were affiliated with various Libyan Ministries and recruited by UNESCO (the United Nations Educational Scientific and Cultural Organization).

During the seventies, Libya witnessed rapid social, economic and political changes. The need for qualified professionals in every field was apparent. Plans were designed and executed to solve this shortage problem. Qualifying librarians on a scientific and professional basis was among the objectives of these plans (Meherk, 1985).

Librarians' training in the seventies has taken two paths: training inside Libya, and training outside Libya. The objective of the two programmes was to train individuals in the field of librarianship so that at least a minimum level of skills and knowledge is acquired and utilised in real world situations (libraries).

Three Libyan official institutions assumed responsibilities to train Libyan librarians inside Libya: the National Institute of Administration, the Ministry of Information, and the Libyan University.

Training programs planned and administered by the National Institute of Administration were aimed at qualifying Libyans to work in all types of libraries. The prerequisite for these programs was a high school diploma or a teaching diploma. The training program took a period of three to nine weeks. Training was done on a full time basis where trainees were trained in library management and organization, cataloguing and classification, bibliography and reference service, general management and human relations, and typing. Eight training programs involving (388) trainees were conducted by this institute during the seventies (Meherk, 1985) (see appendix 2).

The Libyan Ministry of Information planned and administrated several similar training programs during the seventies (1973, 1975 and 1979). The training programs served the same objectives as those administrated by the National Institute of Administration (Ministry of Information, 1979). It is clear that the Ministry of Information did not contribute a great deal. Training programs provided by this Ministry were very limited.

The Libyan University planned and administrated four training programs for librarians in the period of 1968-1976. The emphasis in these programs was on both the theoretical and the practical aspects of librarianship. At the beginning these training programs were open to all Libyans who were at

that time working in libraries; then they became exclusive to those who were employed in the university libraries (Elhosh, 1981).

Training of Libyan librarians outside Libya became a common practice in the seventies. Librarians were granted scholarships and sent to Egypt, England and the U.S.A. to receive training for a few months. Some of these programs were sponsored by UNESCO. More sufficient academic programs were sponsored by the Ministry of Education; students were granted scholarships and sent to several countries (U.S.A., Canada, England, Italy, Morocco, and Egypt) to study library and information science both at graduate and undergraduate levels.

The turning point that promoted librarianship as a profession in Libya was the foundation of the Department of Library and Documentation in 1976 in the Faculty of Education, Al-Fateh University (Meherk, 1985). Later in 1978 the title of the department was changed to the Department of Library and Information Science (Elhosh, 1981). Students enrolled in this department are expected to spend at least four academic years before receiving their Bachelor of Science and Education in Library and Information Science. In addition to the standard academic subjects that all departments of Library and Information Science all over the world offer, students are expected to take and pass the following educational subjects: Islamic Education, Foundations of Education, Introduction to Psychology, Curriculum and Instruction, Teaching Methods, Psychology of Growth and Development, Mental Hygiene (see Appendix 7). This program of study qualifies

its graduates to successfully serve in two associated professions, librarianship and education. (Faculty of Education Directory, Al-Fateh University, 1981).

In 1982, the Academic Library and Information Science Program was revised and modified to become an academic year program rather than a semester program. The curriculum was revised and a new list of required courses was presented, approved and adopted (see Appendix 8).

Post graduate programs (Graduate Studies Diploma and Master's Degree) were commenced in 1973 at the Faculty of Education, Al-Fateh University. The first program started within the Department of Educational and Psychological Studies. Later in 1982 a joint post graduate program between the Department of Library and Information Science and the Department of Educational and Psychological Studies was established. Graduates of the two departments can enroll in the Graduate Studies Diploma where they are expected to successfully complete 32 credit hours. Once the student successfully completed his/her course work, he/she is awarded the Graduate Studies Diploma. If the student is interested in pursuing his/her study for a Master's Degree, he/she is expected to register in a proposal development guidance seminar. Once the proposal is completed and approved, the student under the supervision of two faculty members, one from each department, completes and defends his/her thesis. The average time it takes to complete the Master's Degree is about three years (Elhawwat, 1993).

Libyan professional librarians with high academic qualifications from either national or foreign universities are employed in managerial positions, research centers and institutes, and academic institutions as faculty members in the departments of library and information science. Graduate librarians from Libyan universities such as Al Fateh, Garyonis, and Al-Jabal Al-Gharbi as well as Libyan librarians from foreign universities are continuing to shape the professional structure of librarianship as well as the professional attitudes towards librarianship as a profession.

Librarianship as a profession in Libya is going to meet the new challenge of change only if Libyan librarians keep their professional practices honed to maximum working capability. Libyan librarians, however, can best accomplish this if the Libyan Secretariat of Education makes it as desirable as possible for them to do so. A strong and coordinated program of continuing education and professional growth is in the Libyans' best interests, both individually and collectively, and it is incumbent on the Libyan Secretariat of Education to do all it can to foster one.

In addition to strong coordinated continuing educational programs to promote professional growth in the field, Libyan libraries can provide institutional support for professional development through fostering the continuing professional growth of their staff members.

PROFESSIONAL DEVELOPMENT

Gelfand (1985) in discussing professional development for librarians defined professional development as:

Activity to enhance one's ability to perform work-related functions (Gelfand, p. 402).

Webb (1992) in dealing with the same topic more broadly gives the following definition:

A range of activities aims at developing and enhancing knowledge, skills and attitudes, and as such not only prepares the individual to carry out his or her job in a most effective manner, but also heightens motivation, and contributes to the individual's longer term progress and achievement (Webb, p. 14).

It is clear that according to Webb, professional development goes beyond the individual current responsibilities, but rather covers the individual's performance throughout his or her working life.

Gelfand (1985) stated several activities that are considered to fall under the concept of professional development. Such activities include:

Availing oneself of professional literature, attending relevant related workshops and seminars at local, regional, national, or international meetings, participating in continuing education courses and programs, and enrolling in academic courses (Gelfand, p. 402).

Gelfand argued that professional development is the responsibility of the organization (libraries and institutions), and it is the role of its management to encourage the appropriate staff to participate in all the activities that may lead to professional development. Rockman (1989) on the other hand argues that the

support of professional development activities is a shared responsibility between an individual and the institution.

Stussy (1987) maintains that the responsibility for professional development is shared by the individual, the employing institute, and the library profession as a whole.

Havener and Stolt (1994) in discussing professional development's activities suggest that:

The existence of positive correlations between institutional support and academic librarians' professional activities does not prove causality. Nevertheless, these correlations do strongly suggest that institutions wanting to encourage their librarians' continuing professional development can do so by providing release time and financial support for their staff members (Havener and Stolt, p. 35).

Havener and Stolt's findings confirm Saw's (1994) belief that a supportive organizational climate has a great positive effect on librarians' professional activities.

Before librarianship as a profession in Libya can achieve a considerable amount of professional development, Libyan librarians must realize that continuing education is something they should do for themselves. Gardner (1963) stressed that the terminal goal is:

To shift to the individual the burden of pursuing his own education (Gardner, p. 12).

It seems that the individual librarian could do much to promote and develop his/her own professional development. However, according to Stone (1969), this would involve:

1. Re-examination of his attitude toward professional development and assumption of more personal responsibility. Realization that he has entered a client-oriented profession which makes life-long learning mandatory if he is to serve his clients effectively.
2. Careful analysis of his own needs and development of a plan for long-term professional growth. Realization that he has an obligation to learn new truths in order to share in solving information problems.
3. Recognition that he must also study the basic disciplines which support librarianship so that he will be able to judge the applicability of their findings to his own work.
4. Realization that as he assumes broader responsibilities he must acquire special knowledge to meet these increased demands effectively.
5. Ability to develop his skills in a rapidly changing society in which he needs social understanding to do his work well.
6. A concern for ethical values, and a sensitivity to human values and to the development of each individual in his library.
7. A scholarly concern which will lead him to solve problems through his own research activity or to interpret and apply research of others.
8. Regard for the importance of publishing his ideas and findings in a scientific manner, and of making his materials visible to as wide a reading audience as possible (Stone, 1969, p. 74).

In Libya, there has been a considerable increase in the attention given to personnel and institutional professional development in librarianship as a profession. However, it is apparent from direct observations of the field of librarianship's activities and from listening to librarians, that there are still many roadblocks which prevent the release of human potentials and institutional potentials that exist within Libyan libraries and librarians. It is the responsibility of the Libyan Secretary of Education to see to it that effective programs for continuing library education are designed, evaluated and implemented and that permissions

are granted to establish Libyan professional library organizations. It is also the responsibility of the Libyan Secretary of Education to see to it that the process of librarianship professional development is shared by all parties involved (librarians, libraries, educational institutions, secretary's officials and library professional organizations). It is only through this type of coordination that librarianship as a profession in Libya can achieve professional development.

To recapitulate, the inevitable results of the increasing Libyan population and the continuously expanding complexity of the entire Libyan social structure combined with the constantly expanding scope of specialized as well as general knowledge and information make the need for the development of Libyan professional librarians in particular and Libyan librarianship in general very important and urgent.

Libyan librarianship professional development can only be achieved if the Libyan Secretariat of Education and its coordinating agencies see to it that the following steps are considered, studied and implemented.

- 1 - Revising, evaluating and upgrading library and information science academic programs offered by Libyan universities.
- 2 - Introducing long and short term educational and training programs for practising librarians.
- 3 - Granting permission to establish Libyan professional library organization(s).

PROFESSIONAL ATTITUDE AND LIBRARIANSHIP

INTRODUCTION:

The concept of attitudes is probably the most distinctive and indispensable concept in contemporary western social studies. No other concept appears more frequently in experimental and theoretical research literature (Lamberth, 1980).

Studying attitudes has been of practical concern to researchers in different fields of study ranging from health, public opinion polling, merchandising, education, and psychology to librarianship. Studies in such diverse fields have led to the identification of a number of practical problems and techniques for coping with such problems that have come from many disciplines.

Sampson (1980), in discussing the early meaning of the concept of attitudes, stated that the early meaning of attitudes was based on the notion that each one of us adopts a kind a posture towards the world in which we live.

Reviewing the literature, one may find that several researchers and scholars have enriched the research literature with their own extensive and frequently operational definitions of the concept of attitude.

Lamberth (1980) stated that attitude definitions which were given by old scholars seem to imply that behavior, overt or covert, physical or cognitive is a necessary condition of holding an attitude. Definitions by (Allport 1935 and 1968; Murphy, Murphy and Newcomb, 1937) seem to support this point.

Attitude connotes a neuropsychic state of readiness for mental and physical activity (Allport, Historical, p. 60).

Attitude is primarily a way of being set toward or against certain things (Murphy, Murphy and Newcomb, p. 889).

Comparatively recent definitions of the concept such as that of Katz and Stotland (1959) tend to emphasize the evaluative aspects of the concept and do not imply any physical behavior.

An attitude is a tendency or disposition to evaluate an object or the symbol of that object in a certain way (Katz and Stotland, p. 428).

Insko (1967) in discussing definitions of attitude stated that:

More recent definitions focus on the affective tendency to favorably or unfavorably evaluate objects and entirely discard the notion that any overt behavior is implied. The most common contemporary usage seems to follow this example, thus regarding the evaluative dimension as the single defining dimension for attitudes (Insko, p. 2).

Oskamp (1977) in defining the concept of attitude stated that an attitude refers to an individual's state of readiness to respond in a favorable or an unfavorable fashion to a particular object or a class of objects.

Lamberth (1980) in discussing the same issue argues that:

Even though recent definitions of attitudes have stressed their evaluative nature and not their behavioral consequences, it is still almost a statement of faith among attitude researchers that attitudes affect behavior (Lamberth, p. 184).

Lamberth's definition of attitude emphasized and supports this argument.

An attitude is a relatively stable evaluative response towards an object that has cognitive, affective and probably behavior components or consequences (Lamberth, p. 184).

Petty and Cacioppo (1986) suggested that attitudes involve lasting like and dislike inclinations and antagonism towards certain aspects of the external world. Attitudes are the general evaluation that we make about other individuals, groups, objects and/or issues.

Pratkanis, Breckler, and Greenwald (1989) argued that the recent evidence suggests that to be truly comprehensive, an attitude definition must be broadened so that it may include more than just the positive and negative feelings which is referred to as the affective element of attitudes.

Breckler and Wiggins (1989) suggested that memories of past experience with attitudes, mental images of them, and several other aspects of cognition play a vital role in shaping our attitudes, and thus can provide us with a truly comprehensive definition of the concept.

Baron and Byrne (1991) in discussing the work of Shavitt (1990) Snyder and De Bono (1989) affirmed that:

A comprehensive definition of attitudes should reflect the fact that they serve important functions for the persons who hold them. In other words, attitudes do not exist in social vacuum; rather they develop for important reasons and serve various functions (p. 137).

Taking these points into account, one may suggest the following definition of attitude which was given by Breckler and Wiggins (1989) and quoted by Baron and Byrne (1991).

Attitudes are enduring mental representation of various features of the social or physical world. They are acquired through experience and exert a directive influence on subsequent behavior (p. 138).

Cook and Selltiz (1964) in analyzing the central aspects of attitude; namely the affective, the cognitive and the behavioral offered the following definition:

An underlying disposition that enters, along with many other influences, into the determination of a variety of behaviors, the attitude object or class of objects, including statements of belief and feelings about the attitude object and approach-avoidance action with respect to it (p. 62).

It is obvious that when behavior or behavioral intentions are included in the definition of attitudes, they reflect a sense of favorable or unfavorable feelings.

Bagozzi and Burnkrant (1979) reanalysed data from an early study conducted by Fishbein and Ajzen (1975) and found that there are strong supporting evidence for three factors corresponding to three hypothesized components of attitudes: affective, cognitive, and behavioral.

Consistent with most research on attitude, the researchers emphasize the fact that attitudes have these components:

1. The cognitive component: Consists of the concepts and perception the individual has about the objects.
2. The affective component: Consists of the feelings that the individual has about the objects.

3. The connotive "action or behavioral" component: Consists of one's action oriented towards the objects.

Attitudes are related to behavior, but this relationship is far from simple. It does not follow, however, that knowing someone's attitudes automatically allows us to predict how that individual will behave in any particular situation (Braun, Linder and Asimov, 1979).

Bourne and Ekstrand (1979) argued that attitudes serve as a guide to future behavior. They reported that:

They (attitudes) are important basis for consistency, for we always respond in the same way to class members. A person who has a concept of or an attitude towards a particular class of objects or people has basis for responding to any member of that class, even the ones he has never specifically encountered before (p. 316).

Research findings have indicated that specific attitudes predict behavior better than general ones. Baron and Byrne (1991) in discussing this issue stated that:

Strong attitudes or ones in which people have a vested interest, are more closely related to behavior than weak or irrelevant ones (p. 177).

Braun, Linder and Asimov (1979) argued that it is unrealistic to expect attitudes to correspond perfectly to behavior:

Behavior is seldom if ever the product of one influence acting alone. Thus in evaluating the concept of attitudes, we must take into account factors that may weaken the relationship between attitudes and corresponding behaviors (p. 570).

These factors may be viewed as, (a) situational factors; (b) conflict among attitudes; (c) the extent to which an attitude suggests specific responses; and (d) the strength and importance of an attitude.

Gherfal and Bennani (1996) asserted that:

Attitudes have great influence on individuals' behaviors and opinions.... If an individual has a positive attitude towards a certain object or issue, his attitude will motivate him to behave positively towards that object or issue (p. 46).

The literature review indicates that there is a necessity that researchers be more specific in determining attitudes and how they affect behavior in certain situations.

For the purpose of this study, the concept of attitude will be used to refer to librarians' attitudes towards their profession, which involves a readiness to respond to or evaluate librarianship in a positive or negative manner. Based on the above noted discussion and adhering to the most recent views regarding the components of attitudes as a concept, attitude here is viewed as containing three important elements: Cognitive, affective, and behavioral.

Inherent in the preceding discussion on the concept of attitude and its relation with behavior is the feeling that attitudes and behavior could show more consistency than they do. The key to solving this discrepancy is for researchers to make sure that there is a high degree of correspondence between the degree of specificity of attitudes and behavior.

Attitudes play a vital role in human social and professional life and thus accurate predictions are of considerable importance, especially for futuristic social or professional situations. It is because of the importance of attitudes and attitude studies, that researchers should see to it that appropriate and valid attitude measurement scales and techniques are developed and implemented. It is a well-known fact that research on attitudes as on any other similar concepts can only be as valid and thus effective as the measuring instrument utilized.

Braun, Linder, and Asimov (1979) supported this argument. They asserted that:

It has been known that attitudes can predict behavior when appropriate attitude measurement techniques are used (p. 570).

Research on Librarians' Attitudes:

To put the problem of librarians' attitudes towards librarianship as a profession in a broad perspective, it is useful to examine the existing research literature.

It is most unfortunate that no previous research study on Libyan librarians' attitudes towards their profession has ever been conducted and thus no data is available. This fact necessitated the process of reviewing the literature on similar studies conducted elsewhere.

Bryan (1952) investigated the attitudes of public professional and sub-professional librarians towards librarianship as a profession. The final analysis of the data pointed out that 74 percent of professional librarians and 57 percent

of sub-professional librarians used in the study would choose librarianship as a professional career if they were to start all over again.

Thornton (1965) developed an attitude scale to provide an objective instrument to measure attitudes of librarians towards their profession "librarianship" and the extent to which these attitudes are held. Testing the scale on public, school, college and university, and special librarians, Thornton indicated that college and university librarians' attitudes towards librarianship as a profession were significantly less favorable than attitudes of special, school and public librarians towards their profession "librarianship".

Ryan (1967) studied librarians' perceptions of librarianship and investigated the differences among librarians in expressing their satisfaction with librarianship when grouped according to their educational background (possession of a degree in Library Science), and professional experience. The results pointed out that librarians have positive attitudes towards their profession in spite of its perceived lack of prestige. The results also indicated that librarians with a master's degree in Library Science tend to show more positive attitudes towards librarianship as a profession than do librarians without a master's degree. Ryan concluded that:

The vocational choice of librarianship is more likely to be made by people who associate pleasurable experience with librarians, libraries, books and readings (p. 170). Librarianship as a profession appeals more to idealistically oriented than to materialistically oriented persons (p. 182).

One cannot accept Ryan's statement without reservations. It is an outcome of a single study and thus should not be taken for granted. More research studies are needed in order to accept or reject this type of statement, especially the one involving realistically oriented as opposed to materialistically oriented individuals and their association with librarianship as a profession.

Wolters (1970) indicated that there is clear discrimination among the different types of libraries' librarians. The academic librarians and the technologically oriented special libraries occupy the high status while the public and school libraries occupy a lower status. One of the reasons behind the lower status of public libraries could be what Feehan (1994) called "The Plato Trap," which is reaching a stage in work where there is no advancement. She commented that in public libraries (children services), librarians often face dead-end jobs. There is no clearly defined career ladder and most of them do not rise in the hierarchy to become upper level administrators.

Karp (1985) surveyed with questionnaires, 2,317 public librarians employed in unionized and non-unionized public libraries. The purpose of this study was two-fold. The first was to assess the impact of unionization on attitudes towards librarianship as a profession, and the second was to determine the possible impact that unionization may have upon the profession of librarianship itself. The results indicated that public librarians employed in unionized libraries hold more favorable attitudes towards unionization and librarianship as a profession than do public librarians employed in libraries without unions. The

results also indicated that increased experience with unionization was associated with decreases in unfavourable attitudes toward the service-oriented aspect of the profession.

Karp (1985) concluded that:

The implication of this finding must be carefully examined by the profession as a whole, and by library educators, whose job is to instill a sense of professionalism and pride in potential librarians. For without librarians' strong commitment to service, not only does librarianship's claim to being a profession become suspect, but more importantly, the value of public librarianship to society becomes questionable. Therefore, any lessening of librarians' commitment to service threatens the very existence of the profession itself (p. 219).

The review of the literature indicates that the existing literature does not provide enough up to date data on the issue regarding librarians' attitudes towards librarianship as a profession. The existing literature on librarians' attitudes towards their profession constitutes reliable and valid information. However, more studies are needed in order to broaden the knowledge base. Such studies can assist in understanding this issue more fully and provide bases and frameworks for future studies.

In respect to literature on attitudes of librarians working in libraries situated in culturally diverse rural vs. urban communities towards their profession, no research studies could be found.

No research studies could be found on librarians' gender and its effect on attitudes of professional librarians towards librarianship as a profession.

Research on Librarians' Job Satisfaction:

An important factor that is related to a great extent to librarians' attitudes towards their profession is the degree of satisfaction that librarians perceive to derive from librarianship as a profession. The link between professional attitudes and job satisfaction has been reaffirmed by a number of researchers.

Hovekamp (1993) in discussing librarians' attitudes and job satisfaction stated that:

In contrast to the concept of work value, job satisfaction relates to an employee's attitudes and feelings towards his present job (p. 74).

Hamshari (1985) in studying job satisfaction of professional librarians, defined job satisfaction as:

An employee's feelings and appraisal of the extent to which the job environment meets and fulfils his wants and needs (p. 16).

Baron and Byrne (1991) referred to job satisfaction as:

People's positive or negative attitudes towards their job (p. 616).

To examine the issue of librarians' attitudes towards their profession more comprehensively, it is useful to explore the existing research concerning job satisfaction of professional librarians.

Job satisfaction has been a focal point issue of many research studies (Sierpe, 1999). Vaughn (1972) studied job satisfaction of full-time librarians in a large, modern library of a state supported university located in the

Southwest of the USA. The results indicated that overall satisfaction was associated directly with age, salaries, job level, and major (Library Science major), while job satisfaction on the other hand was directly related to tenure, salaries, job level, and supervision.

Roberts (1973), in investigating job satisfaction of 114 professional librarians employed in academic libraries at Sheffield, pointed out that the majority of his subjects were satisfied with their work situation. He also indicated that higher job satisfaction comes with changes of duties and posts associated with increasing experience. Roberts indicated that the most significant reasons behind job dissatisfaction were the type of work performed and an unsatisfactory work environment.

Vincent (1974) studied professional librarians' attitudes and job satisfaction. The study results pointed out that job satisfaction was lower among professional librarians working in technical services units than among professional librarians working in public services units.

Miniter (1975) investigated the differences in job satisfaction of professional librarians employed in public, special, college and university libraries. The sample consisted of 310 professional librarians in public, special, college and university libraries. Miniter reported statistically significant differences in job satisfaction between public and special librarians. Public librarians were more satisfied with their job than special librarians. He also indicated that female librarians were generally happier than male librarians, and that public librarians

were more satisfied with their profession than the other librarians. He asserted that these differences were the results of the fact that public librarians were better trained for the job.

Chrisman (1975) investigated the attitudes and job satisfaction of all available professional librarians at Indiana University. His major research instrument in this study was a questionnaire which was distributed to all his subjects. Responses were stratified in three categories, namely cataloguers, reference librarians, and other professional librarians. The results indicated that cataloguers had a comparatively low opinion of their occupational role. The results also pointed out that cataloguers were significantly less satisfied with their job in comparison to reference librarians. Chrisman concluded that librarians who worked as cataloguers were significantly less attracted to their work group and more likely to leave it than reference librarians. He attributed this dissatisfaction to the routine aspects of the process of cataloguing, a feeling of isolation and lack of contact.

D'Elia (1979) studied 222 beginning librarians to determine the relation between their job satisfaction and their sex, type of library in which they work, their vocational needs, and the characteristics of their job environment. D'Elia reported that job satisfaction was not related to librarians' sex, type of library or vocational needs. Characteristics of job environment, however, were found to be related to job satisfaction. D'Elia also reported that the supervision climate which permitted librarians to exercise initiative and professional judgment was the

most determinant of job satisfaction. No differences in the degree of job satisfaction were found between male and female librarians.

Lindstrom (1980) investigated the differences in job satisfaction between librarians employed in college, university and community college libraries in California. The results indicated that community college librarians were more satisfied than the other academic librarians. The results also pointed out that community college librarians were more satisfied with their salaries and promotion rate than were other academic librarians.

Phornsuwan (1982) investigated the job satisfaction status of university librarians in Thailand. His subjects consisted of 17 directors of central libraries, 59 heads of departmental librarians and 300 other professional librarians. The results showed that academic librarians were satisfied with their profession. Phornsuwan reported that the reasons behind academic librarians' job satisfaction were promotion opportunities, professional prestige and the status of librarians as compared to the faculty status. Librarians with higher salaries, he concluded, were more satisfied than young librarians who were in low ranks and earning low salaries. Phorsuwan also reported that no differences in job satisfaction or dissatisfaction among the directors of the central libraries, heads of departmental libraries and their professional staff were found.

Lynch and Verdin (1983) studied the relationship between librarians' job satisfaction and variables such as experience, sex, work, supervision, career commitment and library department. They used 384 full-time librarians of research

libraries. The results revealed that there were no significant differences in job satisfaction between male and female librarians. The results also pointed out that librarians with more years of experience showed higher job satisfaction than librarians with a short period of time experience. Lynch and Verdin reported that career commitment was influenced by and related to job satisfaction, and that librarians with no supervisory responsibility showed the lowest job satisfaction. Reference librarians had a significantly higher level of job satisfaction than librarians of all other departments except acquisitions.

Hamshari (1985) conducted a comparative study on job satisfaction of professional librarians employed in technical and public service departments in academic libraries in the East Bank of Jordan. The results indicated that there were significant differences in job satisfaction level between participants on sex and marital status, and no significant differences between participants were found on age, education, income, and length of service in library. Hamshari concluded that technical librarians were more satisfied with their profession than were public libraries' librarians.

Cravey (1989) surveyed 826 women librarians representing academic, public, school and special libraries librarians. The outcome indicated that all types of librarians seemed to have excellent occupational self-image, and were completely satisfied with their career. The outcome also indicated that women librarians were not satisfied with their salary nor with their professional

associations for not showing an image reflecting the occupation role identity of practitioners, as well as not showing more women's publications in their journals.

Sierpe (1999) surveyed librarians in three English-language, universities in the Province of Quebec, Canada (Bishop's, Concordia, and McGill). His main objective was to measure their job satisfaction. The results indicated that there is no satisfaction with promotion opportunities and salaries. The result also pointed out that there is low satisfaction with communication and operating procedures.

Mara Houdyshell, Patricia A. Roblis, and Hua Yi (1999) surveyed 500 librarians, to determine their overall job satisfaction. The result indicated that nearly 87 percent of the respondents were satisfied with their profession and that they would choose librarianship again which confirms their positive attitude towards their profession.

In conclusion, it is apparent from the review of the literature that professional attitudes and job satisfaction are closely related. The review of the literature has disclosed contradictions among scholars and researchers regarding the concept of attitude and its relation to behavior, as well as the contradictory findings of the research studies on librarians' attitudes towards their profession. The literature review has also revealed the fact that there is a considerable controversy about the degree or the general level of job satisfaction of professional librarians. More research studies are needed in order to solve the argument created by the contradictory findings.

It is imperative to consider the fact that most of these studies were conducted in the USA and Canada using American and Canadian subjects. The findings of these studies may or may not be valid for developing countries such as Libya. Any generalization that might be made from those research studies about the general level of job satisfaction of Libyan professional librarians as well as librarians' attitudes towards their profession should only be treated as indicators to provide the researcher with a sense of direction. However, one cannot dismiss the possibility that there might be some similarity between attitudes towards librarianship and the general level of job satisfaction of Libyan professional librarians as one group, and American and Canadian professional librarians as another. More than one study is needed in order to provide valid answers. Salem (1985) supported this argument when he stated:

Due to differing values and attitudes in different cultures, employees' satisfaction with work differs from one culture to another and also within the same culture (p. 20).

CHAPTER III

PRELIMINARY INVESTIGATION OF LIBYAN LIBRARIES AND LIBRARIANS

Introduction

It is most unfortunate that, in Libya, complete, comprehensive and coherent information and data cannot be obtained from one source or one coordinating official department, agency, institute or organization. The researcher had to collect the needed information and data from several sources distributed all around the country either through personal, telephone or fax contacts and communications. (See appendix 2)

The fact that the available official documents, data, statistics and census on Libyan libraries and Libyan librarians and their distribution across different cultural communities (rural vs. urban) are neither up to date nor comprehensive, and because different types of data and information on Libyan libraries and Libyan librarians are collected, processed and kept in different secretariats and governmental organizations, contacts were made with officials of several departments and agencies of the Secretariat of Education and Scientific Research, Secretariat of Information and Culture, Secretariat of Training and Labour Force, Secretariat of Planning, and the newly established National Organization for Information and Documentation, and permissions were requested and granted to have access to the secretariats' and organizations' archives to

obtain the most recent information and data available. Information and data collected were integrated to develop comprehensive lists and tables of enumeration of the characteristics and the census of the population.

It was the researcher's objective to coordinate and integrate the collected information and data to develop a comprehensive up-to-date information "data" list to be used as a basic source for this study. The information and data collected was also coordinated and integrated to cover the following elements:

1. Total number of Libyan librarians.
2. Educational background of Libyan librarians.
3. Total number of Libyan libraries.
4. Total number of libraries situated in urban communities.
5. Number of academic, public, special and school libraries situated in urban communities (individually).
6. Number of Libyan male vs. female librarians working in each type: academic, public, special, and school libraries situated in urban communities.
7. Number of Libyan male vs. female librarians working in libraries situated in urban communities.
8. Total number of libraries situated in rural communities.
9. Number of academic, public, special and school libraries situated in rural communities (individually).
10. Number of Libyan male vs. female librarians working in each type: academic, public, special, and school libraries situated in rural communities.
11. Number of Libyan male vs. female librarians working in libraries situated in rural communities.

Educational Programs in Library and Information Studies in Libya:

This part of the preliminary investigation was conducted to extend and update the information presented in chapter two under the section on Education for Librarianship. The outcome indicated that there are 14 universities and 21 educational high institutes in Libya² (see Appendix 3). Among these universities and educational high institutes only three universities and two educational high institutes offer graduate and/or undergraduate programs leading to Masters of Arts in Library and information sciences (M.A.), Graduate Studies Diploma in Library and Information Science (G.S.D.), Bachelor of Arts in Library and Information Science (B.A.), Bachelor of Science in Library and Information Science (B.S.), and Diploma in Library and Information Science (D.L.I.S.).³ These universities and educational higher institutes are: Al-Fateh University, Garyonis University, Al-Jabal Al-Gharbi University, the National Institute of Administration, and the Administration Development Institute. The outcome of the preliminary investigation also indicated that there are 112,292 students enrolled in Libyan universities and educational high institutes as of 1995 (See Appendix 4). It is clear from Appendix 4, that between 1970-1995 the university student population doubled every five years, expanding from 3,663 students in 1969-70 to 112,292 students in 1994-94. It is believed that the main reason behind the increase in student enrollment is the fact that education is free.

²Libyan universities are sponsored by and affiliated with the Secretariat of Education and Scientific Research, while Libyan higher institutes are sponsored by and affiliated with the Secretariat of Training and Labour Force.

³Diplomas offered to individuals who successfully completed a special training program as well as to those individuals who successfully completed on the job training programs.

The preliminary investigation also pointed out that the foundation of the Department of Library and Documentation in 1976, in the Faculty of Education, Al-Fateh University, was a turning point in introducing professional academic programs in Library and Information Science in Libya. Later in 1978 the name of the Department was changed to the Department of Library and Information Science. The academic Bachelor of Science in Library and Information Science (B.S.) program offered by this department was a four year semester program. Students have to spend four years (at least eight semesters) and successfully complete at least 120 credit hours. (see Appendix 7). In 1982, the academic Library and Information Science program was revised and modified to become an academic year program rather than a semester program. The curriculum too was revised, approved and adopted (see Appendix 8). This revised academic program and curriculum is still in use up to this day.

Post graduate programs (Graduate Studies Diploma and Master's Degree) were commenced in 1983 at the Department of Library and Information Science, Faculty of Education, Al-Fateh University. The first program started as a joint program with the Department of Educational and Psychological Studies. Graduates of the Department of Library and Information Science and the Department of Educational & Psychological Studies were permitted to enroll in this joint graduate program. Students in this program are expected to successfully complete 16 graduate courses (32 credit hours). Courses in this program are planned to be completed in two or more academic years, eight courses in each

year. (see Appendix 11). Once the Graduate Diploma is obtained, Library Science graduates who received a grade average point of (B) or higher are allowed to pursue their studies for a Master's degree. They are then permitted to register in a proposed development guidance seminar by the end of which they are expected to submit a proposal studying topics dealing with issues and problems involving Library Science and Education. Once the proposal is completed and approved, each student, under the supervision of two faculty members, one from the Department of Educational and Psychological Studies and the other from the Department of Library and Information Science, completes and defends her/his thesis. The average time needed to complete the Master's Degree program is three years.

In 1995, a new post graduate program (Diploma followed by a Master's Degree) was introduced and adopted by the Department of Library and Information Science, Faculty of Education Campus B, Al-Fateh University. To obtain their Graduate Diploma students have to successfully complete seven graduate courses 30 in two academic years; four courses in the first year and three in the second year. (see Appendix 12). Students obtaining an average of B+ or higher in their Graduate Diploma program are allowed to pursue their studies for their Master's Degree in Library and Information Science. This Master's program is a research oriented one, where students are expected to develop a proposal and then under the supervision of their academic adviser, complete and defend a thesis. The average time needed to complete this program is three years.

Garyonis University, Faculty of Arts and Education started an undergraduate four year program that offers a Bachelor of Arts (B.A.) program in Library and Information Science in 1985. The department curriculum and academic program of study has gone through several modifications and improvements before taking its existing format (see Appendix 13). Garyonis University does not have post-graduate programs in Library and Information Science.

Al-Jabal Al-Gharbi University, Faculty of Science and Education, has introduced and adopted a new under-graduate (B.S.) program in Library and Information Science in 1995. It is an academic four year program that resembles to a high degree the program offered by the Department of Library and Information Sciences, Faculty of Education, Al-Fateh University (see Appendix 9).

Libyan Universities are continuing to play an important role in educating and qualifying Libyan professional librarians who will contribute to the development of librarianship as a profession in Libya. The total number of librarians who graduated from Libyan Universities with Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) in Library and Information Science has reached 1,228 graduates (1996). (See Appendix 10). No data could be found on the number of Libyan postgraduates (Graduate Studies Diploma and Master's Degree) who graduated from Libyan universities, nor on the number of Libyan undergraduate and postgraduate librarians who graduated from foreign universities. However, from the researcher's own experience and observation one can safely estimate that the number of Libyan librarians (undergraduate and postgraduate) who have

graduated from foreign universities is about 300. As for the number of Libyan postgraduate librarians who graduated from Libyan universities, it is not possible to estimate accurately.

In addition to Libyan Universities, Libyan educational higher institutes which are educational institutes sponsored by the Secretariat of Training and Labour Force and whose main objective is to train and qualify individuals in technical fields, participate in educating, training and qualifying Libyan librarians, especially those individuals who have a Bachelor of Arts or a Bachelor of Science in fields other than Library and Information Science, and those who meet the minimum requirements (high school Diploma and a working experience as a librarian).

The National Institute of Administration offers special training programs for prospective librarians as well as on the job training programs for those individuals who are already involved in the field. The training programs usually take a period of three to nine weeks each. Training is done on a full-time basis where trainees are trained in library management and organization, cataloguing and classifications, bibliography and reference service, general management and human relations, and typing. (See Appendix 5). The Administration Development Institute planned and administered 14 training programs in Library and Information Science during the period (1970 - 1994). These training programs involved 593 trainees, (see Appendix 6).

In conclusion, the final outcome regarding the educational background of Libyan professional librarians indicated that only three Libyan universities and two educational higher institutes offer undergraduate and/or graduate programs in Library and Information Science. The number of Library and Information Science graduates of these universities is 1,228 as of 1996.

Libyan Libraries and Libyan Librarians

Academic Libraries:

The results of the preliminary investigation indicated that there are 67 academic libraries in Libya and that these academic libraries are served by 365 Libyan librarians. The results also pointed out that 55 of these academic libraries are located in urban communities and 12 are located in rural communities. The analysis of the collected data showed that the total number of Libyan librarians serving academic libraries located in urban communities is 330, 180 males and 150 females; and that the total number of Libyan librarians serving academic libraries located in rural communities is 35, 28 males and seven females. (See Appendix 14)

Public Libraries and Cultural Centres:

The results of the preliminary investigation indicated that the total number of public libraries and cultural centres has risen from 12 in 1969 to 205, 176 cultural centres and 29 public libraries in 1995, (see Appendix 15). The results also indicated that these public libraries and cultural centres are served by a total number of 657 Libyan librarians. The results also indicated that 58 of these public libraries and cultural centres are located in urban communities, and 147 are located in rural communities. The analysis of the collected data pointed out that

the total number of Libyan librarians working in public libraries and cultural centres located in urban communities is 219, and the total number of Libyan librarians working in public libraries and cultural centres located in rural communities is 438. (See Appendix 16). No data was found on gender-based distribution of Libyan librarians working in public libraries and cultural centres. In other words, all the available documents refer to the subjects as librarians without indicating their gender.

School Libraries:

The results of the preliminary investigation has shown that there are 1,565 school libraries in Libya; 1,119 of these school libraries are located in urban communities and 446 are located in rural communities. The results also indicated that the total number of Libyan librarians working in school libraries is 1,565; 977 males and 588 females. The results also pointed out that the total number of male librarians working in school libraries located in urban communities is 710, and that the total number of male librarians working in school libraries located in rural communities is 267. As for female librarians, the results indicated that the total number of female librarians working in school libraries located in urban communities is 409, and that the total number of female librarians working in school libraries located in rural communities is 179. (See Appendix 17).

The results of surveying Libyan school libraries have also provided the following facts:

1. The majority of school libraries consist of one classroom that is rarely used by students.

2. The majority of school libraries do not meet the standard criteria to deserve to be called a school library.
3. The majority of school librarians are new teachers who do not have a teaching schedule in the school's plan.
4. School libraries do not play any part in the school curriculum. They are rarely used for academic purposes, but rather to provide a place for free reading when teachers are absent or busy doing other things.
5. School libraries are closed during the summer (from June to September).

School libraries were included as a part of the preliminary investigation to give a comprehensive representation of the setting. However, they were not part of the actual study as a result of the limitations and scope of the study which were revealed by the survey and supported by the pilot study's results and recommendations.

Special Libraries:

The results of the preliminary investigation has shown that there are 80 special libraries in Libya, 76 special libraries are located in urban communities and four special libraries are located in rural communities. The results also indicated that the total number of Libyan librarians working in special libraries is 225, 123 Libyan male librarians, and 102 Libyan female librarians. The analysis of the data pointed out that the total number of Libyan librarians working in special libraries located in urban communities is 218, 117 males and 101 females. As for special libraries located in rural communities, the results indicated that they are served by a total number of seven Libyan librarians, six males and one female. (See Appendix 18.)

Additional Finding:

In addition to the preceding information, the final analysis of the data has pointed out that:

- (a) The total number of libraries in Libya is 1,917.
- (b) The total number of Libyan librarians is 2,812.
- (c) The total number of libraries located in urban communities is 1,308.
- (d) The total number of libraries located in rural communities is 609.
- (e) The total number of librarians working in libraries located in urban communities is 1,886.
- (f) The total number of Libyan librarians working in libraries located in rural communities is 926.

It should be mentioned that the size and distribution of the population has changed since, the time the preliminary investigation was conducted (1997) (see Appendix 23).

Since the distribution of all Libyan public librarians by gender could not be obtained during the preliminary investigation, the researcher contacted all the Tripolitanian public libraries and obtained the needed data (See Appendix 23).

In conclusion, it is imperative to imply that both the main purpose of conducting the preliminary investigation, which is collecting original data as a preliminary step in order to identify the population, as well as its use for descriptive and exploratory purposes, were successfully achieved.

CHAPTER IV

RESEARCH METHODS AND PROCEDURES:

Population:

The population of this study consisted of all Libyan librarians who at the time were employed in academic and special libraries, and all Libyan librarians who at the time were employed in public libraries that are located in the Tripolitanian area. The total number of the population was 655; 369 academic; 227 special; and 59 public librarians. (See Appendix 23) It is clear that the size and the distribution of the population stated here differ from the ones obtained from the preliminary examination of the population. These differences are due to changes in size and distributions of the population that occurred within a year period of time (1997-1998). The most recent population data is used in this research.

Justification:

The results of the preliminary investigation have revealed that the distribution of the whole population across the interaction of the variables (gender by location by type) does not allow for random sampling and random assignment. Some categories have very small number of subjects, 3 or 6 (see appendix 23).

In addition further analysis of the preliminary investigation's results supported by the pilot study's findings and guidelines, uncovered the fact that there are vast geographical dissemination constraints. The vast distribution of public libraries throughout the whole country (Libya), combined with the inefficient mail system and the desert rough transportation system may require a research of a

larger scale than the one proposed. A study of such calibre will certainly call for the cooperation of more than one research organization agency.

To solve these problems, the researcher proposed to use the whole population for special (227) and academic (369) librarians. These two types are concentrated in limited locations and do not constitute any geographical dissemination constraints. It was also proposed that in order to solve the geographical dissemination constraints associated with public libraries, only Libyan librarians working in public libraries located in Tripolitanian provinces (59), are used.

Instrumentation

The review of the literature revealed a number of attitude scales available to measure attitudes towards specific professions as well as scales to measure attitudes towards professions in general. Luanne Thornton's "A Scale to Measure Librarians' Attitudes Towards Librarianship" developed and used by Thornton in (1963) and (1965) and also used by McMahon (1967) and by Sukiennik (1983) is selected to be used in this study. Thornton tested this scale on a group of 111 Georgia librarians: McMahon's subjects consisted of 46 Tasmanian librarians, and Sukiennik's subjects consisted of female students enrolled in a master's degree program at the Graduate, School of Library and Information Science, University of Pittsburgh (no number was given).

Thornton's Scale was constructed by a method where scale value and content were combined as equal criteria in the process of the selection of the statements for the scale. In constructing the scale, Thornton used modification of

the technique developed by L.L. Thurstone (1929) in his scale for the measurement of attitude toward the church. This method provides objective means of measuring attitudes, that can be used with large groups.

In addition to fulfilling Thurston's requirements of low ambiguity and spacing along the extremes of the attitude continuum, Thornton's scale had the added consideration of content identification to ensure balancing.

Thornton's Scale to Measure Librarians' Attitudes Towards Librarianship consists of 46 statements (23 positive and 23 negative) designed to measure the respondents' attitudes towards librarianship as a profession. These statements were selected according to their degree of favorableness or unfavorableness so that the scale as a whole may exhibit statements of equal appearing intervals along the continuum. Each statement expressed opinion rather than a matter of fact, and thus it can be endorsed or rejected in accordance with the subject's agreement or disagreement. The responses are set up according to the Likert method, with five response categories on a agree/disagree continuum opposite each statement. (See appendix 19).

Thornton tested the reliability of the scale using the split-half technique. The reliability coefficient for the overall scale resulting from the application of Spearman-Brown formula was .87

The selection of the scale used in this study is based on the following points (Henerson, 1988).

1. It is a suitable instrument for this study as far as the target population (librarians) and the profession (librarianship) are concerned.

2. There is a close fit between the objective of the scale and that of the study.
3. There is persuasive information regarding the objectivity of the scale.
4. There is significant information regarding the validity and the reliability of the scale.
5. The scale is appropriate for the ability level of the subjects.
6. No problem is anticipated to arise from the use of the scale.
7. The scale has been successfully used in several studies
8. The scale has been successfully used in different cultures (U.S.A. and Tasmania).

A cover letter and a cover page were designed, developed and attached to the attitude scale (see Appendix 20) The cover letter was written in such a way to include the following points (Tuckman, 1978):

- a) The purpose of the study "briefly stated."
- b) The protection afforded the respondent.
- c) Endorsement of the research study.
- d) Legitimacy of the research study.
- e) Request for cooperation.
- f) Special instruction

The cover page included factual statements. The response mode of these statements were the checklist response mode and fill-in response mode. These statements sought to provide information regarding the respondent's gender, age, type of library in which he/she is employed, location of library (rural

vs. urban) in which he/she is employed, years of experience, academic background, and training in librarianship.

Evaluation of the Instrument:

In order to determine whether the instrument (scale) items possess the desired qualities of measurement and discriminability when used in different settings "Libyan libraries" and with different subjects "Libyan librarians," and in order to revise the scale by diagnosing and correcting failings, if any, the following steps were taken.

1. Translating the instrument (scale items) into Arabic:

Surveying the setting (Libyan libraries) and the subjects (Libyan librarians), the researcher discovered that a great number of the Libyan librarians are not proficient in English. To avoid misunderstanding and/or misinterpretation of the cover letter and the scale and the scale items, the researcher translated the cover letter (see appendix 21, 22) and the scale into Arabic. The new format, containing both English and Arabic languages, were then given to two English professors⁴ from the English Department, Faculty of Languages, to evaluate and correct the translation if and when needed. Based on the English professors' feedback, a refined format containing both English and Arabic languages was developed.

⁴Prof. Mehdi, Mohammed. Ex-Dean of Faculty of Languages. Al-Fateh University.

Prof. El Fenayish Mahmmud, Faculty member of the English Language Department, Faculty of Languages, Al-Fateh University

2. Refinement of the Instrument:

Eight Libyan professional librarians were randomly selected. The subjects were part of the original population, but were not subsequently part of the research study proper. Each subject was interviewed individually, where he/she was given a copy of the attitude scale and a cover letter and was asked to go through them while thinking aloud. Individuals were instructed to examine the scale to see if any of the items is ambiguous or poorly stated, relevant or irrelevant and if it makes sense or not. They were also instructed to indicate if the instructions are clear or not and if the scale as a whole is coherent or not and why. Each interview was recorded. The data collected was used in revising the ambiguity of two items which resulted from the translation. No problems were reported by the subjects.

3. Validation of the Instrument (Scale):

A construct validity was established. Four professors, faculty members of Al-Fateh University, Faculty of Education, Department of Library and Information Science and Department of Educational and Psychological Studies judges⁵ were individually met by the researcher for about one hour each. During these meetings, the researcher discussed and explained the nature, scope and the objectives of the research study to ensure that each judge has a total

⁵Prof. El Feturi Muhammed, Department of Library and Information Science.

Prof. El Sharif Abdulla. Department of Library and Information Science.

Prof. El Teer Mustafa. Department of Educational and Psychological Studies.

Prof. Muhsen Ahmed. Department of Educational and Psychological Studies.

comprehensive view of the study. The judges were then given copies of the scale along with a written extensive description of the constructs to be measured by the scale. The judges were asked to give their opinions regarding the validity of the scale. Other appointments were made with each judge, where the researcher met again with each one individually to collect and hear their written and oral feedback. Evidence of construct validity was confirmed. The judges' individual conclusions about what the scale measures closely agree. The judges also agreed that the responses of the subjects will unlikely be influenced by the respondents' desire to please or hide their feelings. Each judge provided a list containing recommendations and suggestions. These recommendations and suggestions were summed up and translated as follows:

1. It is advisable to consult professors from the English Language Department on the translation of the scale.
2. It is recommended that a page containing instructions and directions is included to cover the following points:
 - (a) The way the responses should be made
 - (b) Clarify the fact that filling out the questionnaire will have neither positive nor negative effects on the respondent's position with the library institution.
 - (c) Clarify that responses should reflect the respondent's personal attitudes towards his or her profession as a working librarian, and not his expectations.
 - (d) Translation of item number 36 need to be revised.

(e) Translation of item number 37 did not clarify whether it has a positive or a negative connotation. Revision is suggested.

3. Make sure to use the precise, corresponding Arabic terms, idioms and phrases when translating the scale so that you may avoid misleading, misinterpretation, and misunderstanding.

These recommendations and suggestions were taken into consideration when the revised copy of the translated scale was produced (see Appendix 22).

4. Reliability of the Scale:

A Split Half approach was applied to ensure the reliability of the scale. To determine the internal consistency of the scale, the scale was split into two halves. The odd numbered items constituted the first half and the even numbered items constituted the second half. Eight Libyan professional librarians were randomly selected. The two scales (halves) were administered to the subjects. Using a computer and SPSS for analysis the split half reliability (r_1) was found to be $r_1 = 0.7327$ which determines that the halves of the scale are measuring the same quality or character. To calculate the whole scale reliability the relation obtained (r_1) was then entered into the Spearman-Brown formula:

$$(r_2 = \frac{nr}{1 + (n - 1)r_1})$$

The whole scale reliability (r_2) was found to be 0.8457 which indicates that we have high correlation and thus the scale is reliable.

Ethical Acceptability of the Research

Ethical responsibility must be assumed by all those who conduct research involving human subjects. The researcher, directed by the ethical guidelines for research with human subjects that have been adopted by the Faculty of Education, attained this requirement. The following steps were involved in this process.

1. The researcher submitted the following documents to the Associate Dean (Academic)
 - (a) A Faculty Certificate of Ethical Acceptance which includes, name of the applicant, project title, and supervisor's signature.
 - (b) A completed Statement of Ethics of Proposed Research.
 - (c) An abstract of the proposed research including the instrument.
 - (d) A copy of the actual consent form that will be given to the participants.
2. Forms were registered and circulated to Ethics Review Committee of the Faculty of Education.
3. The Ethics Review Committee examined the Application for Certification for Ethical Acceptability of the research and considered the research procedures as explained by the applicant in his/her application to be acceptable on ethical background.
4. A signed Certificate of Ethical Acceptability of Research Involving Human Subjects was returned to the applicant (see appendix 36).

Pilot Study

A pilot study was conducted in order to determine what practical problems, if any, the research study might face, and how they could be solved. A pilot study could also permit a thorough check of the planned statistical and analysis procedure, thus providing a significant chance for an appraisal of their adequacy in analyzing the data. Needed alteration may also be made in the questionnaire distribution and collection methods, so that a maximum number of returned questionnaires could be obtained.

The pilot study was run using 36 randomly selected Libyan librarians, 18 to represent librarians employed in libraries situated in urban communities and 18 to represent librarians employed in libraries situated in rural communities. The Sample was randomly selected in such a way as to comprise the following groups:

1. Nine Libyan female librarians, three from each type of library: academic, public, and special, located in urban communities.
2. Nine Libyan female librarians three each to represent librarians of different type of library: academic, public, and special, located in rural communities.
3. Nine Libyan male librarians, three each to represent librarians of different type of libraries: academic, public, and special, located in urban communities.
4. Nine Libyan male librarians, three each to represent librarians of different type of libraries: academic, public, and special, located in rural communities.

Subjects in each group were given copies of the questionnaire (Thorton's Scale to Measure Librarians' Attitude Towards Librarianship) and cover letters. Replies were then collected and data were sorted by type of libraries, location of libraries and gender of librarians, Data then were tabulated and analyzed using analysis of variance.

The data analysis indicated that the samples' attitudes towards librarianship as a profession was found to be positive. The results of the analysis of variance showed that there is no strong evidence to reject the null hypotheses.

The fact that the small sample size used in this pilot study may not ensure the stability of the statistical findings, failing to reject the null hypotheses in the pilot study does not necessarily affirm that the same results will occur in the actual study.

Considering the main objectives behind the pilot study, the whole process has certainly provided the researcher with several guidelines that helped avoid unforeseen problems when conducting the actual research study. Such guidelines are as follows:

1. *Method of questionnaire distribution and collection:* The mail system in Libya is not reliable, especially in rural communities. To solve this problem it was decided that during the actual study, questionnaires would be delivered and collected personally by hand.
2. *Lack of motivation to fill the questionnaires:* Several telephone and personal contacts would be needed to ensure that the questionnaires would be filled out and returned.

3. *Time allocated for filling the questionnaires:* More time should be allocated for filling and returning the questionnaires. In some cases it took more than a month to get the returned questionnaires back.
4. *Permissions:* Official permissions should be obtained prior to embarking on the actual research study.
5. *Expenses:* A sufficient amount of money and time should be allocated for transportation and accommodation when distributing the questionnaires.
6. *Contingency Plan:* Things may not go according to schedule, therefore more than one flexible contingency plan is needed.
7. *Population distribution:* The nature of the population distribution across the categories makes it impossible to use random sampling when conducting the actual research study. To solve this problem, it was decided to use the whole population of academic and special librarians and all Tripolitanian public librarians in the actual research study.
8. *Vast geographical dissemination constraints:* The number of public libraries and their vast geographical distribution throughout the whole country coupled with the inefficiency of the mail system and the desert rough transportation system demands a research of a greater calibre. Such a research study may require the cooperation of more than one research organization agency. To solve this problem it was decided that it would be more feasible for the researcher to use only the public libraries that were located in the Tripolitanian area (Province).

Administration and Data Collection

30 students from Libyan universities volunteered to participate in the process of delivering and collecting the questionnaires. In order to cover the whole setting of the study, student volunteers were assigned specified locations to cover.

The questionnaires, a cover letter and an empty envelope addressed "Attitude Survey" were delivered by hand to every member of the population. The participant librarians (population) were asked to place themselves on an attitude continuum for each statement, running from "strongly agree" to "agree," "undecided," disagree," and "strongly disagree." Then the five positions were given sample weights of 5, 4, 3, 2 and 1 for scoring purposes. The high score on the scale meant a favorable attitude towards librarianship as a profession and thus favorable statements scored (5) for "strongly agree" down to (1) for "strongly disagree" and unfavorable statements scored (1) for "strongly agree" up to (5) for "strongly disagree." In other words, a positive statement was scored by the following key:

Strongly agree (SA)	= 5
Agree (A)	= 4
Undecided (U)	= 3
Disagree (D)	= 2
Strongly disagree (SD)	= 1

A negative statement was scored by the following key:

Strongly agree (SA)	= 1
Agree (A)	= 2
Undecided (U)	= 3
Disagree (D)	= 4
Strongly disagree (SD)	= 5

The reason for revising the score of negative items (statements) in the scale was to provide a total score that reflects positiveness towards librarianship as a profession.

To obtain objective responses, the participants were not asked to write their names on the completed questionnaire forms. However, they were asked to do so and to sign their consent to the participation in this research study on the consent form (cover letter). It was made clear to them that the objective of the study was to determine the attitude of Libyan librarians towards their profession collectively as a group and not exclusively as individuals.

Each participant was instructed to enclose the completed questionnaire and the signed consent form in the provided envelope and place it in the box assigned "Attitude Survey" in the main office.

In order to ensure a high percentage of returned responses, the researcher first made a follow-up telephone call to chief librarians and library managers urging them to see to it that each participant in their library is reminded to fill and return his/her questionnaire in time. For those who did not respond to the request a fax was sent as a reminder, then a personal contact was made as a final resort.

Data was collected, sorted by type of libraries, location of libraries and gender of librarians. An analysis of variance was performed on the data to test the hypotheses and a one sample T-test analysis was performed to answer the research questions. A computer utilizing (SPSS) Statistical Package for Social

Science, was used for analysis and comparisons. It is recommended that analysis of variance is used when the research hypotheses incorporate two or more population means. (Rowntree, 1991).

CHAPTER V

DATA PRESENTATION AND ANALYSIS

INTRODUCTION:

This chapter presents the results and interpretation of the statistical analysis which were performed on the data obtained from the 374 usable questionnaires that were returned. The usable returned questionnaires, 374 out of 655 distributed questionnaires, exhibited a response rate of 57.0.

Data obtained were tabulated in a systematic fashion to facilitate the analysis process (Appendices 23-35) where:

Appendix 23 presents distribution of respondents

Appendix 24 presents urban male academic librarians' data

Appendix 25 presents rural male academic librarians' data

Appendix 26 presents urban female academic librarians' data

Appendix 27 presents rural female academic librarians' data

Appendix 28 presents urban male special librarians' data

Appendix 29 presents rural male special librarians' data

Appendix 30 presents urban female special librarians' data

Appendix 31 presents rural female special librarians' data

Appendix 32 presents urban male public librarians' data

Appendix 33 presents rural male public librarians' data

Appendix 34 presents urban female public librarians' data

Appendix 35 presents rural female public librarians' data

A demographic description of the population of this investigation was examined. The categories of the demographic characteristics were as follows:

1. Type of community (location of library): Urban, Rural.
2. Type of library: Academic, Special, Public.
3. Gender: Male librarian, Female librarian.
4. Age: Librarian's age.
5. Education: Academic degrees obtained.
6. Experience: Length of working experience as a librarian.
7. Training: Training in librarianship.

The demographic description is followed by a section dealing with the description and the statistical techniques and methodologies used in testing the hypothesis and answering the research question. Finally, the findings of the research study based on the statistical analysis of the data are presented.

POPULATION DEMOGRAPHICS

1. Type of Community (location of library)

Respondents to the questionnaire's item "My library is located in _____" were divided into two categories: Urban community and Rural community. The number of respondents in urban community category was three hundred and eleven (311) out of five hundred and seventy-nine (579), exhibiting a response rate of fifty-three point seven (53.7) and representing eighty-three point two percent (83.2%) of the total number of the respondents of the two categories (urban and rural). The number of respondents in the rural community category was sixty-three (63) out of seventy-six (76), exhibiting a response rate of eighty-

two point nine (82.9) and representing sixteen point eight percent (16.8%) of the total number of the respondents of the two categories (urban and rural).

Distribution of libraries by type of community (location of library) is shown in Table 1. (P. 91)

2. Type of Library

Respondents to the questionnaire's item "I work in _____" were divided into three categories: Academic libraries, Special libraries, and Public libraries. The number of respondents in each category was not equal. The respondents in the academic libraries category was two hundred and six (206) out of three hundred and sixty-nine (369), exhibiting a response rate of fifty-five point eight (55.8) and representing fifty-five point zero percent (55.0%) of the total number of the respondents of the three categories. The number of respondents in the special library category was one hundred and twenty-one (121) out of two hundred and twenty-seven (227), exhibiting a response rate of fifty-three point three (53.3) and representing thirty-two point four percent (32.4%) of the total number of the respondents of the three categories. The number of respondents in the public library category was forty-seven (47)⁶ out of fifty-nine (59), exhibiting a response rate of seventy-nine point seven (79.7) and representing twelve point six percent (12.6%) of the total number of the respondents in this study (the three categories). Distribution of libraries by type of library is shown in Table 1. (P.91)

3. Gender

⁶The public library population of this study includes only those who are working in public libraries that are located in the Tripolitanian area and not the whole country (Libya) (See Chapter Three for details.)

The data obtained on the librarians' gender showed that the number of male respondents was two hundred and five (205) respondents out of three hundred and sixty-four (364), exhibiting a response rate of fifty-six point three (56.3) and representing fifty-four point eight percent (54.8%) of the total number of respondents males and females. The number of female respondents was one hundred and sixty-nine (169) respondents out of two hundred and ninety-one (291), exhibiting a response rate of fifty-eight point one (58.1) and representing forty-five point two percent (45.2%) of the total number of respondents (males and females). Distribution of librarians by gender is shown in Table 1. (P. 91)

4. Age

Respondents to the questionnaire's item "I am _____ years old" were categorized according to the following age group system.

20-29

30-39

40-49

50-59

over 59

Data analysis shows that one hundred and seventy-six (176) librarians representing forty-seven point zero (47.0%) of the respondents were found to be in their twenties (20s); one hundred and forty-one (141) librarians representing thirty-seven point seven (37.7%) were found to be in their thirties (30s); forty-seven (47) librarians representing twelve point six (12.6%) were found to be in their forties (40s); ten (10) librarians representing two point seven (2.7%) were found to be in their fifties (50s). None of the respondents was found to be

under twenty (20) or over fifty-nine (59) years of age. Table 2 shows the distribution of librarians by age. (P. 92)

5. Education

Librarians were divided into seven categories. The first category included all librarians who had an associate degree in any field of study.⁷ The second category contained all librarians who had a Bachelor's Degree (B.A. or B.Sc) in Library and Information Science. The third category included all librarians who had a Bachelor's Degree (B.A. or B.Sc) in fields other than Library and Information Science. The fourth category included all librarians who had a Graduate Studies Diploma (G.S.D.) in Library and Information Science. The fifth category included all librarians who had a Graduate Studies Diploma (G.S.D.) in fields other than Library and Information Science. The sixth category included all librarians who had a Master's Degree (M.A. or M.Sc) in Library and Information Science. The seventh category included all librarians who had a Master's Degree (M.A. or M.Sc) in fields other than Library and Information Science. The data analysis showed that seventy-two (72) librarians representing nineteen point twenty-five percent (19.25%) of the respondents fell in the first category, one hundred and forty-seven (147) representing thirty-nine point thirty percent (39.30%) in the second category, one hundred and six (106) librarians representing twenty-eight point thirty-four percent (28.34%) in the third category, thirty (30) librarians representing eight point zero two percent (8.02%) in the fourth category, five (5) librarians representing one point thirty-four percent (1.34%) in the fifth category,

⁷Associate Degree is an academic degree offered by junior colleges. Length of associate degree program is either four (4) years after completing preparatory school or two (2) years after completing high school.

fourteen (14) librarians representing three point seventy-five percent (3.75%) in the sixth category and zero percent in the seventh category. A breakdown of librarians by educational level is shown in Table 2. (P. 92)

6. Experience

Respondents to the questionnaire's item "I have been working as a librarian for _____," were divided into six groups. The first group contained all librarians who have been working as librarians for less than one year. The second group consisted of all librarians who have been working as librarians for one to two years. The third group consisted of all librarians who have been working as librarians for three to five years. The fourth group consisted of all librarians who have been working as librarians for six to eight years. The fifth group consisted of all librarians who have been working as librarians for nine to eleven years. The sixth group consisted of all librarians who have been working as librarians for more than eleven years.

The data analysis has revealed that a larger proportion: ninety-two (92) librarians representing twenty-four point six percent (24.6%) of the respondents who have been working as librarians for six to eight years. Table 2 (P. 92) presents a breakdown of respondents by experience.

6. Training

The data analysis has revealed that eighteen (18) librarians representing nine point eight percent (9.8%) of the respondents who have obtained academic degrees in fields other than Library and Information Science have had training in Library and Information Science. The data analysis also revealed that four (4) librarians representing two point one percent (2.1%) of the respondents

who have academic degree(s) in Library and Information Science have had extra training in Library and Information Science. The analysis also showed that only eight (8) academic librarians representing thirty-six point four percent (36.4%) of the respondents who had extra training, thirteen (13) special librarians representing fifty-nine point one percent (59.1%) of the respondents who had extra training, and one (1) public librarian representing four point five percent (4.5%) of the respondents who had extra training, have had extra training in Library and Information Science. The analysis also showed that only twenty-two (22) respondents representing five point eighty-eight percent (5.88%) of the total respondents have had either training or extra training. The analysis also revealed that eight (8) academic librarians representing three point eighty-eight percent (3.88%) of the total respondents who work in academic libraries have had either training or extra training, thirteen (13) special librarians representing ten point seventy-four percent (10.74%) of the total respondents who work in special libraries have had either training or extra training, and one (1) public librarian representing two point twelve percent (2.12%) of the total respondents who work in public libraries have had either training or extra training. (See Table 2, P 92).

Table 1: Demographic Characteristics Distribution**Location, Type, Gender.**

Demographic Characteristics	Number of Respondents	Response Rate	Percentage of Total Respondents
Location of Library			
Urban community	311	53.7	83.2%
Rural community	63	82.9	16.8%
Type of Library			
Academic	206	55.8	55.0%
Special	121	53.3	32.4%
Public	47	79.7	12.6%
Gender			
Male	205	56.3	54.8%
Female	169	58.1	45.2%

Table 2: Demographic Characteristics Distribution**Age, Education, Experience, Training.**

Demographic Characteristics	Number of Respondents	Percentage of Total Respondents
Age		
20-29	176	47.0%
30-39	141	37.7%
40-49	47	12.6%
50-59	10	2.7%
Over 59	0	0.0%
Education		
Associate Degree	72	19.25%
B.A. or B.Sc. in Lib. Inf. Science	147	39.30%
B.A. or B.Sc. in other fields	106	28.34%
G.S.D. in Lib. Inf. Science	30	8.02%
G.S.D. in other fields	5	1.34%
M.Sc. or M.A. in Lib. Inf. Science	14	3.75%
M.Sc. or M.A. in other fields	0	0.00%
Experience		
<1	24	6.4%
1-2	43	11.5%
3-5	83	22.2%
6-8	92	24.6%
9-11	72	19.3%
>11	60	16.0%
Training		
With degree(s) in Lib. & Inf. Science	4	2.1%
With degree(s) in other fields	18	9.8%
Academic library librarians	8	3.88%
Special library librarians	13	10.74%
Public library librarians	1	2.12%
Total respondents	22	5.88%

7. Further Analysis

Further analysis of the data in the category of demographic characteristics was conducted to provide an extensive comprehensive understanding of the population. The analysis produced the information in tables 3-12.

Table 3 presents the distribution of librarians by type of library (Academic, Special, and Public) and gender of librarians (Male, Female).

Table 3: Distribution of Librarians by Type of Library and Gender

Type of Library	Male	%	Female	%	Total	%
Academic	113	54.8	93	45.2	206	100
Special	66	54.5	55	45.5	121	100
Public	26	55.3	21	44.7	47	100
Total	205	54.8	169	45.2	374	100

Table 4 shows the distribution of librarians by type of library (Academic, Special, and public) and the age category (20-29, 30-39, 40-49, 50-59).

Table 4: Distribution of Librarians by Type of Library and Age Category

Type of Library	20-29	%	30-39	%	40-49	%	50-59	%	Total	%
Academic	91	44.2	80	38.8	30	14.6	5	2.4	206	100
Special	66	54.5	43	35.5	10	8.3	2	1.7	121	100
Public	19	40.4	18	38.3	7	14.9	3	6.4	47	100
Total	176	47.0	141	37.7	47	12.6	10	2.7	374	100

The distribution of male librarians by type and location of library and age category is shown in Table 5. Table 6 reveals the distribution of female librarians by type and location of library and age category.

Table 5: Distribution of Male Librarians by Type and Location of Library and Age Category

Categories	Age								Total	
	20-29	%	30-39	%	40-49	%	50-59	%		
Urban Academic	30	32.6	38	41.3	21	22.8	3	3.3	92	100
Rural Academic	13	61.9	5	23.8	1	4.8	2	9.5	21	100
Urban Special	24	39.3	26	42.6	9	14.8	2	3.3	61	100
Rural Special	5	100	-	-	-	-	-	-	5	100
Urban Public	4	44.4	1	11.2	4	44.4	-	-	9	100
Rural Public	5	29.4	7	41.2	2	11.8	3	17.6	17	100
Total	81	39.5	77	37.6	37	18.0	10	4.9	205	100

Table 6: Distribution of Female Librarians by Type and Location of Library and Age Category

Categories	Age								Total	
	20-29	%	30-39	%	40-49	%	50-59	%		
Urban Academic	39	47.6	35	42.7	8	9.7	-	-	82	100
Rural Academic	9	81.8	2	18.2	-	-	-	-	11	100
Urban Special	35	67.3	16	30.8	1	1.9	-	-	52	100
Rural Special	2	66.7	1	33.3	-	-	-	-	3	100
Urban Public	7	46.7	7	46.7	1	6.6	-	-	15	100
Rural Public	3	50.0	3	50.0	-	-	-	-	6	100
Total	95	56.2	64	37.9	10	5.9	-	-	169	100

Table 7 presents a breakdown of librarians' educational level by type of library.

Table 7: Distribution of Librarians by Type of Library and Educational Level Attained

Type of Library	Educational Level														Total	%
	Associate	%	BA/BSc in Lib. Inf.	%	BA/BSc in Other	%	G.S.D. in Lib. Inf	%	G.S.D in Other	%	MSc/MA in Lib. Inf.	%	MSc/MA in Other			
Academic	44	21.40	76	36.90	55	26.70	18	8.70	4	1.90	9	4.40	-	206	100	
Special	10	8.30	51	42.14	46	38.00	9	7.43	1	0.83	4	3.31	-	121	100	
Public	18	38.30	20	42.60	5	10.60	3	6.40	-	-	1	2.10	-	47	100	
Total	72	19.25	147	39.30	106	28.34	30	8.02	5	1.34	14	3.75	-	374	100	

Table 8 represents the distribution of male librarians by type of library (Academic, Special, Public) by location of library (Rural, Urban), by educational level.

Table 9 shows the distribution of female librarians by type of library (Academic, Special, Public) by location of library (Rural, Urban), by educational level.

Table 10 presents a breakdown of respondents' experience by type of library (Academic, Special, Public).

Table 11 shows the distribution of male librarians by experience and type and location of library. The data analysis revealed that a larger proportion, twenty-five point nine percent (25.9%) of the male respondents, have been working as librarians for six to eight years.

Table 12 shows the distribution of female librarians by experience and type and location of library. The data analysis revealed that a larger proportion, twenty-three point one percent (23.1%) of the female respondents, have been working as librarians for six to eight years.

Table 8: Distribution of Male Librarians by Type and Location of Library and Educational Level Attained

Category	Educational Level							Total
	Associate	BA/BSc in Lib. Inf.	BA/BSc in Other	G.S.D. in Lib. Inf.	G.S.D. in Other	MSc/MA in Lib. Inf.	MSc/MA in Other	
Urban Academic	25	29	21	10	-	7	-	92
%	27.17%	31.52%	22.83%	10.87%	-	7.61%	-	100%
Rural Academic	10	7	3	-	1	-	-	21
%	47.62%	33.33%	14.29%	-	4.76	-	-	100%
Urban Special	4	18	28	8	-	3	-	61
%	6.56%	29.51%	45.90%	13.11%	-	4.92%	-	100%
Rural Special	2	1	2	-	-	-	-	5
%	40.00%	20.00%	40.00%	-	-	-	-	100%
Urban Public	-	4	3	1	-	1	-	9
%	-	44.45%	33.33%	11.11%	-	11.11%	-	100%
Rural Public	10	5	2	-	-	-	-	17
%	58.82%	29.41%	11.77%	-	-	-	-	100%
Total	51	64	59	19	1	11	-	205
%	24.88%	31.22%	28.78%	9.27%	0.49%	5.36%	-	100%

Table 9: Distribution of Female Librarians by Type and Location of Library and Educational Level Attained

Category	Educational Level							Total
	Associate	BA/BSc in Lib. Inf.	BA/BSc in Other	G.S.D. in Lib. Inf.	G.S.D. in Other	MSc/MA in Lib. Inf.	MSc/MA in Other	
Urban Academic	3	37	29	8	3	2	-	82
%	3.7%	45.1%	35.4%	9.7%	3.7	2.4%	-	100%
Rural Academic	6	3	2	-	-	-	-	11
%	54.5%	27.3%	18.2%	-	-	-	-	100%
Urban Special	4	29	16	1	1	1	-	52
%	7.7%	55.8%	30.8%	1.9%	1.9%	1.9%	-	100%
Rural Special	-	3	-	-	-	-	-	3
%	-	100.0%	-	-	-	-	-	100%
Urban Public	5	8	-	2	-	-	-	15
%	33.3%	53.3%	-	13.4%	-	-	-	100%
Rural Public	3	3	-	-	-	-	-	6
%	50.0%	50.0%	-	-	-	-	-	100%
Total	21	83	47	11	4	3	-	169
%	12.4%	49.1%	27.8%	6.5%	2.4%	1.8%	-	100%

Table 10: Distribution of Librarians by Experience and Type of Library

Type of Library	Experience												Total	%
	<1	%	1-2	%	3-5	%	6-8	%	9-11	%	>11	%		
Academic	13	6.3	22	10.7	47	22.8	50	24.3	43	20.9	31	15.0	206	100
Special	9	7.4	15	12.4	24	19.8	33	27.3	22	18.2	18	14.9	121	100
Public	2	4.3	6	12.8	12	25.5	9	19.1	7	14.9	11	23.4	47	100
Total	24	6.4	43	11.5	83	22.2	92	24.6	72	19.3	60	16.0	374	100

Table 11: Distribution of Male Librarians by Experience, Type and Location of Library

Category	Experience						Total
	<1	1-2	3-5	6-8	9-11	>11	
Urban Academic	2	8	20	23	20	19	92
%	2.2%	8.7%	21.7%	25.0%	21.7%	20.7%	100%
Rural Academic	3	3	6	5	3	1	21
%	14.3%	14.3%	28.5%	23.8%	14.3%	4.8%	100%
Urban Special	-	3	13	20	15	10	61
%	-	4.9%	21.3%	32.8%	24.6%	16.4%	100%
Rural Special	2	1	1	1	-	-	5
%	40.0%	20.0%	20.0%	20.0%	-	-	100%
Urban Public	1	1	3	-	1	3	9
%	11.1%	11.1%	33.3%	-	11.1%	33.3%	100%
Rural Public	1	1	5	4	1	5	17
%	5.9%	5.9%	29.4%	23.5%	5.9%	29.4%	100%
Total	9	17	48	53	40	38	205
%	4.4%	8.3%	23.4%	25.9%	19.5%	18.5%	100%

Table 12: Distribution of Female Librarians by Experience, Type and Location of Library

Category	Experience						Total
	<1	1-2	3-5	6-8	9-11	>11	
Urban Academic	6	8	17	20	20	11	82
%	7.3%	9.8%	20.7%	24.4%	24.4%	13.4%	100%
Rural Academic	2	3	4	2	-	-	11
%	18.2%	27.3%	36.3%	18.2%	-	-	100%
Urban Special	7	10	9	12	6	8	52
%	13.5%	19.2%	17.3%	23.1%	11.5%	15.4%	100%
Rural Special	-	1	1	-	1	-	3
%	-	33.3%	33.3%	-	33.3%	-	100%
Urban Public	-	1	4	3	4	3	15
%	-	6.6%	26.7%	20.0%	26.7%	20.0%	100%
Rural Public	-	3	-	2	1	-	6
%	-	50.0%	-	33.3%	16.7%	-	100%
Total	15	26	35	39	32	22	169
%	8.9%	15.4%	20.7%	23.1%	18.9%	13.0%	100%

HYPOTHESIS TESTING AND RESEARCH QUESTION EXAMINATION

In order to find out if differences in attitudes exist between the groups of librarians surveyed, and if these differences were significant, assuming that they exist, an analysis of variance among means of group scores was carried out.

The first hypothesis stated that:

H1: The mean attitude score of Libyan librarians working in libraries located in urban communities is significantly different from that of Libyan librarians working in libraries located in rural communities.

To test this hypothesis, the following null hypothesis was developed.

Ho: The mean attitude score of Libyan librarians working in libraries located in urban communities is not significantly different from that of Libyan librarians working in libraries located in rural communities.

An analysis of variance to test the null hypothesis was performed.

The results of the computations are exhibited in Table 13.

Table 13: Analysis of variance (urban vs. rural)

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F. Ratio
Between groups	1651.971	1	1651.9706	7.646
Within groups	80374.211	372	216.0597	
Total	82026.182	373		

Probability Associated with F = 0.99278
 Level of significance = 0.0060

The small value of the significance level (0.0060 which is < 0.05) indicates that there is enough evidence to reject the null hypothesis ($H_0: M_U = M_R$) and thus conclude that location of library has a significant effect on attitude of Libyan librarians towards their profession.

The analysis of variance revealed a statistically significant difference between the mean attitude score of Libyan librarians working in libraries located in urban communities (172.116) and that of Libyan librarians working in libraries located in rural communities (166.635). The conclusion is that Libyan librarians working in libraries located in urban communities have scored significantly higher on the attitude scale than Libyan librarians working in libraries located in rural communities. In other words, Libyan librarians working in libraries located in urban communities have significantly higher positive attitude towards their profession than those who work in libraries located in rural communities.

The second hypothesis stated that:

H2: The mean attitude score of Libyan female librarians working in libraries located in rural communities is significantly different from that of Libyan male librarians working in libraries located in rural communities.

To test this hypothesis, the following null hypothesis was developed.

H₀: The mean attitude score of Libyan female librarians working in libraries located in rural communities is not significantly different from that of Libyan male librarians working in libraries located in rural communities.

An analysis of variance to test the null hypothesis was performed.

The results of the computations are exhibited in Table 14.

Table 14: Analysis of variance (female rural vs. male rural)

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F. Ratio
Between groups	837.71076	1	837.71076	3.13127
Within groups	16319.36860	61	267.53063	
Total	17157.07937	62		

Probability Associated with F = 0.91820

Level of significance = 0.08180

The value of the significance level is $0.08180 > 0.05$. Thus we cannot reject the null hypothesis ($H_0: M_{FR} = M_{MR}$). The results indicate that rural librarians' gender has no significant effect on librarians' attitudes towards their profession.

The third hypothesis stated that:

H₃: The mean attitude score of Libyan female librarians working in libraries located in urban communities is significantly different from that of Libyan male librarians working in libraries located in urban communities.

To test this hypothesis, the following null hypothesis was developed.

Ho: The mean attitude score of Libyan female librarians working in libraries located in urban communities is not significantly different from that of Libyan male librarians working in libraries located in urban communities.

An analysis of variance to test the null hypothesis was performed.

The results of the computations are exhibited in Table 15.

Table 15: Analysis of variance (female urban vs. male urban)

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F. Ratio
Between groups	2567.24570	1	2567.24570	13.08723
Within groups	60614.74787	309	196.16423	
Total	63181.99357	310		

Probability Associated with F = 0.99965
 Level of significance = 0.00035

The small value of the significance level ($0.00035 < 0.05$) indicates that there is enough evidence to reject the null hypothesis ($H_0: M_{FU} = M_{MU}$). That is to conclude that urban librarians' gender has a significant effect on Libyan librarians' attitude toward their profession.

The analysis of variance revealed a statistically significant difference between the mean attitude score of Libyan female librarians working in a libraries located in urban communities (175.208) and that of Libyan male librarians working

in libraries located in urban communities (169.457). The conclusion is that urban female librarians working in libraries located in urban communities have a significantly higher positive attitude toward their profession than Libyan male librarians working in libraries located in urban communities.

The fourth hypothesis stated that:

H4: The mean attitude score of Libyan male librarians working in libraries located in urban communities is significantly different from that of Libyan male librarians working in libraries located in rural communities.

To test this hypothesis, the following null hypothesis was developed.

Ho: The mean attitude score of Libyan male librarians working in libraries located in urban communities is not significantly different from that of Libyan male librarians working in libraries located in rural communities.

An analysis of variance to test the null hypothesis was performed.

The results of the computations are exhibited in Table 16.

Table 16: Analysis of variance (male urban vs. male rural)

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F. Ratio
Between groups	969.15947	1	969.15947	4.46175
Within groups	44094.61614	203	217.21486	
Total	45063.77561	204		

Probability Associated with F = 0.96412

Level of significance = 0.03588

The small value of the significance level, (0.03588 is < 0.05) indicates that there is enough evidence to reject the null hypothesis ($H_0: M_{MU} = M_{MR}$). That is to conclude that library location has a significant effect on Libyan male librarians' attitude towards their profession.

The analysis of variance revealed a statistically significant difference between the mean attitude score of Libyan male librarians working in a libraries located in urban communities (169.456) and that of Libyan male librarians working in libraries located in rural communities (164.116). The conclusion is that Libyan male librarians working in libraries located in urban communities have significantly higher positive attitude towards their profession than Libyan male librarians working in libraries located in rural communities.

The fifth hypothesis stated that:

H5: The mean attitude score of Libyan female librarians working in libraries located in urban communities is significantly different from that of Libyan female librarians working in libraries located in rural communities.

To test this hypothesis, the following null hypothesis was developed.

H₀: The mean attitude score of Libyan female librarians working in libraries located in urban communities is not significantly different from that of Libyan female librarians working in libraries located in rural communities.

An analysis of variance to test the null hypothesis was performed.

The results of the computations are exhibited in Table 17.

Table 17: Analysis of variance (female urban vs. female rural)

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F. Ratio
Between groups	188.71967	1	188.71967	0.95903
Within groups	32862.64128	167	196.78228	
Total	33051.36095	168		

Probability Associated with F = 0.67115

Level of significance = 0.32885

The high value of the significance level, (0.32885 is > 0.05) indicates that we cannot reject the null hypothesis ($H_0: M_{FU} = M_{FR}$). We can conclude that library location has no significant effect on Libyan female librarians' attitude towards their profession.

The sixth hypothesis stated that:

H6: There are significant differences among the mean attitude scores of Libyan librarians working in academic libraries, special libraries, and public libraries.

To test this hypothesis, the following null hypothesis was developed.

H₀: There are no significant differences among the mean attitude scores of Libyan librarians working in academic libraries, special libraries, and public libraries.

An analysis of variance to test the null hypothesis was performed.

The results of the computations are exhibited in Table 18.

Table 18: Analysis of variance (Type of library)

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F. Ratio
Between groups	928.91951	2	464.45976	2.13608
Within groups	80668.76231	371	217.43602	
Total	81597.68182	373		

Probability Associated with F = 0.88043
 Level of significance = 0.11957

The high value of the significance level, (0.11957 is > 0.05), indicates that we cannot reject the null hypothesis ($H_0 : M_A = M_S : M_P$). We can conclude that library type has no significant effect on Libyan librarians' attitude towards their profession.

In order to examine the following research question: What type of attitude (positive versus negative) do Libyan librarians have towards librarianship as a profession? A one sample T-test analysis was performed. The results of the computations are exhibited in Table 19.

Table 19: One Group T-test Analysis Results

Population Statistics:			
Number of observations	374		
Average	171.273		
Variance	219.909		
Standard Deviation	14.8293		
Median	173		
Confidence interval for Mean:	95 percent		
Population 1	169.765	172.781	373D.F
Confidence interval of Variance:	0 percent		
Population 1			
Hypothesis Test for Ho:			
Mean = 138	Computed T statistics = 43.3913		
Vs Alt: GT	Sig. Level = 0		
at Alpha = 0.05	So reject Ho		

Comments:

The lowest score that can be obtained by a any respondent is 46. (This score is obtained if he or she selected 1 in each positive statement and 5 in each negative statement in the questionnaire), and the highest score that can be obtained is 230. (This is obtained if 5 was selected in each positive statement and 1 in each negative statement in the questionnaire.)

Thus the 50% "mark" is:

$$(46 + 230)/2 = (276/2) = 138$$

Consequently any score less than 138 can be considered to reflect a negative attitude, while a score greater than 138 can be considered to reflect a positive attitude.

The average score of the respondents as given by the computer output is 171.273 which is quite higher than 138. This indicates a positive attitude tendency.

The question now is: Was it by chance that the average attitude score of the respondents was high? ($171.273 > 138$). To answer this question we need to test:

$$H_O : M = 138$$

$$H_A : M > 138$$

Where H_O denotes the null hypothesis, H_A the alternative hypothesis, M the population mean. The test statistic in this case is:

$$t = (X - M_O)/(S/\sqrt{n})$$

where

$$M_O = 138$$

$$X = 171.273$$

$$S = \text{Respondents' standard deviation} = 14.8293$$

$$N = \text{Number of observations} = 374$$

The computed value as given by the computer output is 43.3912 with significance level = 0.

Conclusion:

The significance level is (0) which is less than .05, hence there is strong evidence to reject the null hypothesis that the population mean is 138. Therefore, the alternative hypothesis that the population mean is greater than 138 is accepted. Hence one can say that Libyan librarians have positive attitudes towards their profession.

Further Statistical Analysis

Testing the interaction effect of the variables could be useful. It was decided to use a two way classification analysis of variance with interaction to test the interaction effect of the independent variables (gender x location).

Factor	Level
--------	-------

Gender (A)	2
------------	---

Location (B)	2
--------------	---

Confidence Level = 95

$$H_O : (M_{UM} - M_{RM}) = (M_{UF} - M_{RF})$$

$$H_A : (M_{UM} - M_{RM}) \neq (M_{UF} - M_{RF})$$

Where UM = urban male

RM = rural male

UF = urban female

RF = rural female

A two way analysis of variance with interaction was performed to test the interaction effect through testing the null hypothesis

($H_0 : (M_{UM} - M_{RM}) = (M_{UF} - M_{RF})$) The results of the computations are exhibited in Table 20.

Table 20: Analysis of variance for the two-way classification with interaction

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F. Ratio
Row means (A)	12.25000	1	12.25000	1.9600
Column means (B)	6.25000	1	6.25000	0.16955
Interaction (AB)	72.25000	1	72.2500	0.08651
Error	76957.26	370	164.088	
Total	77.0480	373		

Probability associated with F (interaction) = 0.18211
 Level of significance (interaction) = 0.81789

The value of the significance level is $0.81789 > 0.05$. Thus we cannot reject the null hypothesis $H_0 : (M_{UM} - M_{RM}) = (M_{UF} - M_{RF})$. The results indicate that we accept the H_0 and conclude that there is no significant interaction between the independent variables (gender, location).

The data gathered by the questionnaire included, in addition to data on the independent variables, data on other variables such as age, education, experience and training of the respondents. In spite of the fact that these variables were not intended as part of this study, it is felt that testing their effect may provide useful information that could enrich the final result of the study.

1 - Age

A - Age urban

Data: Attitude

Level Codes: Age urban

Confidence level: 95

$H_0 : M_1 = M_2 = M_3 = M_4$

H_A : At least two of the means are not equal

Where M_1 = Age group (20-29)

M_2 = Age group (30-39)

M_3 = Age group (40-49)

M_4 = Age group (50-59)

The analysis of variance to test the null hypothesis was performed. The results of the computations are exhibited in Table 21

Table 21: Analysis of variance (age groups, urban)

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F. Ratio
Between groups	850.47037	3	283.49012	1.40196
Within groups	62078.58429	307	202.21037	
Total	62929.05466	310		

Probability Associated with $F = 0.75774$

Level of Significance = 0.24226

The value of significance level is $0.2422 > 0.05$. Thus we cannot reject the null hypothesis ($H_0 : M_1 = M_2 = M_3 = M_4$) This results indicate that urban librarians' age group has no significant effect on librarians' attitude towards their profession.

B - Age rural

Data: Attitude

Level Codes: Age rural

Confidence level: 95

$$H_0 : M_1 = M_2 = M_3 = M_4$$

H_A : At least two of the means are not equal

Where M_1 = Age group (20-29)

M_2 = Age group (30-39)

M_3 = Age group (40-49)

M_4 = Age group (50-59)

An analysis of variance to test the null hypothesis was performed. The results of the computations are exhibited in table 22.

Table 22: Analysis of variance (Age groups, rural)

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F. Ratio
Between groups	409.76353	3	136.58784	0.61720
Within groups	13056.83964	59	221.30237	
Total	13466.60317	62		

Probability Associated with $F = 0.039339$

Level of Significance = 0.60661

The value of significance level is $0.60661 > 0.05$. Thus we cannot reject the null hypothesis ($H_0 : M_1 = M_2 = M_3 = M_4$) This results indicate that rural librarians' age group has no significant affect on librarians attitudes toward their profession.

2 - Education

A - Education urban

Data: Attitude

Level Codes: Education urban

Confidence level: 95

$H_0 : M_1 = M_2 = M_3 = M_4 = M_5 = M_6$

H_A : At least two of the means are not equal

Where M_1 = Associate degree category.

M_2 = BA or BS in Library and Information Science Category.

M_3 = BA or BS in fields other than Library and Information Science Category.

M_4 = Graduate Study Diploma in Library and Information Science Category.

M_5 = Graduate Study Diploma in fields other than Library and Information Science Category.

M_6 = Masters Degree in Library and Information Science category.

An analysis of variance to test the null hypothesis was performed. The results of the computations are exhibited in table 23.

Table 23: Analysis of variance (Education, urban)

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F. Ratio
Between groups	2918.03791	5	583.60758	2.96613
Within groups	60011.01675	305	196.75743	
Total	62929.05466	310		

Probability Associated with F = 0.98754

Level of Significance = 0.01246

The value of significance level is $0.01246 < 0.05$ indicates that there is evidence to reject the null hypothesis ($H_0 : M_1 = M_2 = M_3 = M_4 = M_5 = M_6$) and thus accept the alternative hypothesis H_A : At least two of the means are not equal. These results indicate that urban librarian education had significantly different effect on librarians' attitudes towards their profession.

B - Education rural

Data: Attitude

Level Codes: Education rural

Confidence level: 95

$H_0 : M_1 = M_2 = M_3 = M_4$

H_A : At least two of the means are not equal

Where M_1 = Associate degree category.

M_2 = BA or BS in Library and Information Science Category.

M_3 = BA or BS in fields other than Library and Information Science Category.

M_4 = Graduate Study Diploma in fields other than Library and Information Science Category.

An analysis of variance to test the null hypothesis was performed. The results of the computations are exhibited in table 24.

Table 24: Analysis of variance (Education, rural)

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F. Ratio
Between groups	1834.84234	3	611.61411	2.36783
Within groups	15239.76083	59	258.30103	
Total	17074.60317	62		

Probability Associated with F = 0.92016

Level of Significance = 0.07984

The value of significance level is $0.07984 > 0.05$. Thus we cannot reject the null hypothesis ($H_0 : M_1 = M_2 = M_3 = M_4$) These results indicate that rural librarian education has no significant effect on librarians' attitudes towards their profession.

3 - Experience

A - Experience urban

Data: Attitude

Level Codes: Experience urban

Confidence level: 95

$H_0 : M_1 = M_2 = M_3 = M_4 = M_5 = M_6$

H_A : At least two of the means are not equal

Where M_1 = Less than a year category

M_2 = (1-2) years category

M_3 = (3-5) years category

M_4 = (6-8) years category

M_5 = (9-11) years category

M_6 . Over 11 years category

An analysis of variance to test the null hypothesis was performed. The results of the computations are exhibited in table 25.

Table 25: Analysis of variance (Experience, urban)

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F. Ratio
Between groups	392.80729	5	78.56146	0.38316
Within groups	62536.24737	305	205.03688	
Total	62929.05466	310		

Probability Associated with F = 0.13979

Level of Significance = 0.86021

The value of significance level is $0.86021 > 0.05$. Thus we cannot reject the null hypothesis ($H_0 : M_1 = M_2 = M_3 = M_4 = M_5 = M_6$) These results indicate that urban librarian experience has no significant effect on librarians' attitudes towards their profession.

B - Experience rural

Data: Attitude

Level Codes: Experience rural

Confidence level: 95

$H_0 : M_1 = M_2 = M_3 = M_4 = M_5 = M_6$

H_A : At least two of the means are not equal

Where M_1 = Less than a year category

M_2 = (1-2) years category

M_3 = (3-5) years category

M_4 = (6-8) years category

M_5 = (9-11) years category

M_6 - Over 11 years category

An analysis of variance to test the null hypothesis was performed. The results of the computations are exhibited in table 26.

Table 26: Analysis of variance (Experience, rural)

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F. Ratio
Between groups	360.64169	5	72.12834	0.24502
Within groups	16779.67577	57	294.38028	
Total	17140.31746	62		

Probability Associated with $F = 0.05938$
 Level of Significance = 0.94062

The value of significance level is $0.94062 > 0.05$. Thus we cannot reject the null hypothesis ($H_0 : M_1 = M_2 = M_3 = M_4 = M_5 = M_6$) These results indicate that rural librarian experience has no significant effect on librarians' attitudes towards their profession.

4 - Training

Data: Attitude

Level Codes: Training

Confidence level: 95

$H_0 : M_1 = M_2$

$H_A : M_1 \neq M_2$

Where M_1 = Librarians who have had either training or extra training in Librarianship.

M_2 = Librarians who never had training or extra training in Librarianship.

An analysis of variance to test the null hypothesis was performed. The results of the computations are exhibited in table 27.

Table 27: Analysis of variance (Training)

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F. Ratio
Between groups	794.45945	1	794.45945	3.93443
Within groups	69664.00741	372	201.92466	
Total	70458.46686	373		

Probability Associated with F = 0.95190
Level of Significance = 0.04810

The value of significance level is $0.04810 < 0.05$ indicates that there is evidence to reject the null hypothesis ($H_0 : M_1 = M_2$) That is to conclude that training has significant effect on Libyan librarians' attitudes towards their profession.

Correlation

Tests of statistical significance like (F) do not reveal the magnitude or strength of the relations. An (F) test, of the difference between two means or more, if significant, simply says that the relation exists.

In order to express quantitatively the extent to which the variables are related, it is necessary to calculate a correlation coefficient. In contrast to tests of statistical significance like (F), coefficients of correlation are relatively direct measures of relations.

Pearson product-moment Correlation was performed. The values of the correlation coefficients (r) were calculated between each variable and every other variable. The results were exhibited in the following correlation matrix.

R matrix: Coefficients of Correlation among the variables

	Gender	Type	Age	Education	Experience	Training
Location	.3893	.0861	-.0263	-.0054	.0640	.0088
Gender		-.1044	-.0132	.0253	.0172	.0489
TYPE			.0913	-.0680	.0541	-.0133
Age				.1672	.7122	.0340
Education					.1988	-.0253
Experience						.0537

The calculations of the values of the correlation coefficient exhibited in the matrix pointed out that except for (location by Gender $r = .3893$ and Age by Experience $r = .7122$) the values of the correlation coefficient reveal a slight; almost negligible relationship.

Correlation ratio coefficient (E), which is a general measure of association readily used with the analysis of variance, was calculated to reveal the degree of relation between independent and dependent variables. In other words correlation coefficients were calculated to indicate the proportion of variance in the dependent variable due to presumed influence of the independent variables.

The results of the computations of the correlation ratio coefficient (E) are exhibited in table (28).

Table (28): Output of the correlation ratio coefficient computations

Variables	E	Variables	E
Location (rural, urban) With Attitude	.1419	Age with Location (rural) with Attitude	.1744
Gender (female, male) With Location (rural) With Attitude	.2210	Education with Location (urban) with Attitude	.2153
Gender (female, male) With Location (urban) With Attitude	.2016	Education with Location (rural) with Attitude	.3278
Gender (male) With Location (rural, urban) With Attitude	.1467	Experience with Location (urban) with Attitude	.0790
Gender (female) With Location (rural, urban) With Attitude	.0756	Experience with Location (rural) with Attitude	.1451
Type (academic, special Public) with Attitude	.1067	Training with Attitude	.1062
Age with Location (urban) With Attitude	.1163		

The results of the computation of the correlation ratio coefficient (E) exhibited in table (28) indicate that the degrees of relation between the independent and the dependent variable were generally low (low correlation).

It should be mentioned here that in the situations where analysis of variance revealed that there was no significant differences (table 14, 17, 18, 21, 22, 24, 25, and 26) one could safely confirm that there was no relation between the independent variables

and the dependent variables investigated in these particular situations. Therefore the values of (E) (.2210, .0756, .1067, .1163, .1744, .3278, .0790, and .1451) exhibited in table (28) are not significant. In other words, the value of each (E) here is in this case tantamount to a zero relation.

Summary

This chapter provided demographic descriptions of the population. In this examination of population characteristics demographic data on type of community, type of library, gender, age, education, experience, training and the interaction of these categories (demographic characteristics) were explored.

Data obtained on Libyan librarians' attitude towards their profession were presented and analyzed for statistical significance. The analysis of the results of testing the six hypotheses and the examination of the research question were provided.

The results of the analysis suggested that for the population tested, the first hypothesis was confirmed. Library location has a significantly different effect on attitudes of Libyan librarians towards their profession. The results indicated that Libyan librarians working in libraries located in urban communities, have significantly higher positive attitudes towards their profession than those who work in libraries located in rural communities.

The second hypothesis was clearly rejected. The results indicated, that, for the population tested, rural librarians' gender has no significantly different effect on Libyan librarians attitude towards their profession.

The third hypothesis was confirmed. Urban librarians' gender has significantly different effect on Libyan librarians attitude. The results indicated that Libyan female librarians working in libraries located in urban communities have significantly higher positive attitudes towards their profession than Libyan male librarians working in libraries located in urban communities.

The fourth hypothesis was confirmed. Library location has a significantly different effect on Libyan male librarians' attitude towards their profession. Libyan male librarians working in libraries located in urban communities have significantly higher positive attitude towards their profession than Libyan male librarians working in libraries located in rural communities.

The fifth hypothesis was clearly rejected. The result indicated that for the population tested, library location has no significantly different effect on Libyan female librarians' attitude towards their profession.

The sixth hypothesis was clearly rejected. The results indicated that, for the population tested, library type has no significantly different effect on Libyan librarians' attitude towards their profession.

The findings of this study regarding the research question indicated that Libyan librarians have positive attitude towards their profession.

The results of the further analysis of the data revealed the following:

1. There is no significant interaction effect between the two independent variables, (gender and location).

2. Age has no significant effect on Libyan rural and Libyan urban librarians' attitude towards their profession.
3. Education has significantly different effects on Libyan urban librarians' attitude towards their profession' but has no significant effect on Libyan rural librarians' attitude towards their profession.
4. Experience has no significant effect on Libyan urban and Libyan rural librarians' attitude towards their profession.
5. Training has significantly different effects on Libyan librarians' attitude towards their profession.
6. The values of the correlation coefficient, except for location by gender, and age by experience revealed a slight; almost negligible relationship.
7. The correlation ratio coefficient indicated that the degrees of relation between the independent and the dependent variables were generally low (low correlation).

The final chapter of this dissertation provides an interpretation and discussion of the above results.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This research study sought to investigate attitudes of Libyan professional librarians towards Librarianship as a profession. The study also sought to compare attitudes of Libyan professional librarians from culturally diverse rural and urban communities toward their profession. It was also the intent of this research to compare the attitudes of Libyan male and female professional librarians towards their profession. Another purpose of this study was to examine if working in different types of libraries (academic, public, and special) would have different effects on Libyan professional librarians' attitudes towards their profession.

Preliminary investigation revealed the fact that the available official documents, data, statistics and census on Libyan libraries and Libyan librarians and their distribution across different cultural communities (rural vs. urban) were neither up-to-date nor comprehensive. It also showed that different types of data and information on Libyan libraries and Libyan librarians were collected, processed and kept in different secretariats and governmental organizations. Contacts were made with officials of several departments and agencies of the Secretariat of Education and Scientific Research, Secretariat of Information and Culture, Secretariat of Training and Labour Force, Secretariat of Planing, and the newly established, National Organization for Information and Documentation. Permissions were requested and granted to have access to the secretariats and organizations'

archives to obtain the most recent information and data available. Information and data collected were integrated to develop comprehensive lists and tables of enumeration of the characteristics and the census of the population.

It was the researcher's objective to coordinate and integrate the collected information and data to develop comprehensive, up-to-date information (data) lists to be used as a basic source for this study. The information and data collected was also coordinated and integrated to cover the following elements:

1. Total number of Libyan librarians.
2. Educational background of Libyan librarians.
3. Total number of Libyan libraries
4. Total number of libraries situated in urban communities.
5. Number of academic, public, special and school libraries situated in urban communities (individually).
6. Number of Libyan male vs. female librarians working in each type: academic, public, special and school libraries situated in urban communities.
7. Number of Libyan male vs. female librarians working in libraries situated in urban communities.
8. Total number of libraries situated in rural communities.
9. Number of academic, public, special and school libraries situated in rural communities (individually)

10. Number of Libyan male vs. female librarians working in each type: academic, public, special, and school libraries situated in rural communities.
11. Number of Libyan male vs. female librarians working in libraries situated in rural communities.

Thornton's scale to measure librarians' attitudes towards librarianship was selected to be used in this study. In order to determine whether the instrument (scale.) items possess the desired qualities of measurement and discriminability when used in different settings (Libyan libraries) and with different subjects, (Libyan librarians) and in order to revise the scale by diagnosing and correcting failings, if any, the following steps were taken:

1. Refinement of the instrument (interviewing subjects).
2. Validation of the instrument, (construct validity).
3. Reliability of the instrument. (Split half method).
4. Translating the instrument into Arabic.
5. Pilot study.

The following hypotheses were tested:

1. The mean attitude score of Libyan librarians working in libraries located in urban communities is significantly different from that of Libyan librarians working in libraries located in rural communities.
2. The mean attitude score of Libyan female librarians working in libraries located in rural communities is significantly different from that of Libyan male librarians working in libraries located in rural communities.

3. The mean attitude score of Libyan female librarians working in libraries located in urban communities is significantly different from that of Libyan male librarians working in libraries located in urban communities.
4. The mean attitude score of Libyan male librarians working in libraries located in urban communities is significantly different from that of Libyan male librarians working in libraries located in rural communities.
5. The mean attitude score of Libyan female librarians working in libraries located in urban communities is significantly different from that of Libyan female librarians working in libraries located in rural communities.
6. There are significant differences among the mean attitude score of Libyan librarians working in academic libraries, special libraries and public libraries.

The study also addressed the following research question: What type of attitude (positive versus negative) do Libyan librarians have towards librarianship as a profession?

The population of this study consisted of all Libyan Librarians who at the time were employed in academic and special libraries, and all Libyan librarians who at the time were employed in public libraries that are located in the Tripolitanian area. The total number of the population was six hundred and fifty-five (655), three hundred and sixty-nine (369) academic, two hundred and twenty-seven (227), special and fifty-nine (59) public.

The scale (questionnaire) and a cover letter were delivered and collected by hand to and from every member of the population. The participant

librarians were asked to place themselves on an attitude continuum for each statement running from (strongly agree) to (agree), (undecided), (disagree), and (strongly disagree). Then the five positions were given sample weight of 5, 4, 3, 2, and 1 for scoring purposes. The high score on the scale meant a favourable attitude towards librarianship as a profession and thus favourable statements scored (5) for (strongly agree) down to (1) for (strongly disagree) and unfavourable statements scored (1) for (strongly agree) up to (5) for (Strongly disagree).

To obtain objective responses, the participants were not asked to write their names, however they were asked to sign their consent to the participation in this research study. It was made clear to them that the objective of the study was to determine the attitude of Libyan librarians toward their profession collectively as a group and not exclusively as individuals.

In order to ensure a high percentage of returned responses, several telephones, faxes and personal contacts were made with the chief librarians and library managers urging them to see to it that each participant in their library is reminded to fill in and return his/her questionnaire in time.

Data was collected sorted by type of libraries, location of libraries and gender of librarians. Analysis of variance was preformed on the data to test the hypotheses. A one-sample t test analysis was executed to answer the research questions. Further statistical analyses were performed to test the interaction effects of the variables (gender, location). Data on other variables such as age, education, experience and training of the respondents was analyzed to test their effects. In

order to express quantitatively the extent to which the variables are related, Pearson product-moment correlation and correlation ratio coefficient were calculated. A computer utilizing (SPSS) Statistical Package for Social Science was used for analyses and comparison.

CONCLUSIONS

The findings of this study have been summarized in the following areas:

1. Findings pertaining to the hypotheses
2. Findings pertaining to the research question.

Findings pertaining to the hypotheses:

The first hypothesis stated that:

The mean attitude score of Libyan librarians working in libraries located in urban communities is significantly different from that of Libyan librarians working in libraries located in rural communities.

In order to test this hypothesis, a one-way analysis of variance was employed to test for differences in the mean attitude scores of the two groups (urban vs. rural). A null hypothesis was developed for this purpose. The null hypothesis stated that:

The mean attitude score of Libyan librarians working in libraries located in urban communities is not significantly different from that of Libyan librarians working in libraries located in rural communities.

The null hypothesis was rejected at (0.05) level of significance. The data gathered thus supported the first alternative hypothesis and showed that Libyan librarians working in libraries located in urban communities have significantly higher positive attitude toward their profession than those who work in libraries located in rural communities.

The second hypothesis stated that:

The mean attitude score of Libyan female librarians working in libraries located in rural communities is significantly different from that of Libyan male librarians working in libraries located in rural communities.

In order to test this hypothesis, a one-way analysis of variance was employed to test for differences in the mean attitude scores of Libyan female and male librarians working in libraries located in rural communities. A null hypothesis was developed for this purpose. The null hypothesis stated that:

The mean attitude score of Libyan female librarians working in libraries located in rural communities is not significantly different from that of Libyan male librarians working in libraries located in rural communities.

We fail to reject the null hypothesis at the (0.05) level of significance. The data gathered thus did not support the alternative hypothesis and showed that Libyan rural librarians' gender has no significantly different effect on Libyan librarians' attitude toward their profession.

The third hypothesis states that:

The mean attitude score of Libyan female librarians working in libraries located in urban communities is significantly different from that of Libyan male librarians working in libraries located in urban communities.

In order to test this hypothesis, a one-way analysis of variance was employed to test for differences in the mean attitude scores of Libyan female and

male librarians working in libraries located in urban communities. A null hypothesis was developed for this purpose which stated:

The mean attitude score of Libyan female librarians working in libraries located in urban communities is not significantly different from that of Libyan male librarians working in libraries located in urban communities.

The null hypothesis was rejected at the (0.05) level of significance. The data gathered thus supported the alternative hypothesis and showed that Libyan female librarians working in libraries located in urban communities have significantly higher positive attitude towards their profession than Libyan male librarians working in libraries located in urban communities.

The fourth hypothesis states that:

The mean attitude score of Libyan male librarians working in libraries located in urban communities is significantly different from that of Libyan male librarians working in libraries located in rural communities.

In order to test this hypothesis, a one-way analysis of variance was employed to test for differences in the mean attitude scores of Libyan male librarians working in libraries located in urban communities and Libyan male librarians working in libraries located in rural communities. A null hypothesis was developed for this purpose. The null hypothesis stated that:

The mean attitude score of Libyan male librarians working in libraries located in urban communities is not significantly different from that of Libyan male librarians working in libraries located in rural communities.

The null hypothesis was rejected at the (0.05) level of significance. The data gathered thus supported the alternative hypothesis and showed that Libyan male librarians working in libraries located in urban communities have significantly higher positive attitude towards their profession than Libyan male librarians working in libraries located in rural communities.

The fifth hypothesis states that:

The mean attitude score of Libyan female librarians working in libraries located in urban communities is significantly different from that of Libyan female librarians working in libraries located in rural communities.

In order to test this hypothesis, a one-way analysis of variance was employed to test for differences in the mean attitude scores of Libyan female librarians working in libraries located in urban communities and Libyan female librarians working in libraries located in rural communities. A null hypothesis was developed for this purpose. The null hypothesis stated that:

The mean attitude score of Libyan female librarians working in libraries located in urban communities is not significantly different from that of Libyan female librarians working in libraries located in rural communities.

We fail to reject the null hypothesis at the (0.05) level of significance. The data gathered thus did not support the alternative hypothesis and showed that library location has no significantly different effect on Libyan female librarians' attitude toward their profession.

The sixth hypothesis states that:

There are significant differences among the mean attitude scores of Libyan librarians working in academic libraries, special libraries, and public libraries.

To test this hypothesis, an analysis of variance was employed to test for the differences in the mean attitude scores of the three groups, Libyan librarians working in academic libraries, Libyan librarians working in special libraries, and Libyan librarians working in public libraries. A null hypothesis was developed for this purpose. The null hypothesis stated that:

There are no significant differences among the mean attitude scores of Libyan librarians working in academic libraries, special libraries, and public libraries.

We fail to reject the null hypothesis at the (0.05) level of significance. The data gathered thus did not support the alternative hypothesis and showed that library type (academic, special or public) has no significantly different effect on Libyan librarians' attitude toward their profession. This finding did not support Thornton's study of (1965) in which he concluded that in his sample college and university librarians' attitudes towards librarianship as a profession were significantly less favourable than attitudes of special and public librarians towards their profession.

Findings pertaining to the research question.

The research question enquired:

What type of attitude (positive versus negative) do Libyan librarians have towards librarianship as a profession?

In order to examine this research question a one sample T-test analysis was performed.

Based upon the results of the T-test performed, this investigation found that Libyan librarians have positive attitudes towards their profession. This finding supports the findings of Ryan's (1967) study of librarians' perception of librarianship. His study revealed that in his sample librarians have positive attitudes towards their profession. The result also supported the findings of Mara Houdyshell, Patricia A. Robles and Hua Yi in their study of 1999. They found that nearly eighty-seven percent (87%) of the respondents in their study were satisfied with their job and that they would choose librarianship again which confirms their positive attitude towards their profession.

Further analysis of the data revealed that there is no significant interaction effect between gender and location. The analysis also revealed that neither age nor experience has significant effect on Libyan librarians' attitude towards their profession. Education was found to have a significantly different effect on attitudes of Libyan urban librarians, but has no significant effect on Libyan rural librarians' attitude, towards their profession. Training was found to have a significantly different effect on Libyan librarians' attitude towards their profession. The analysis of the data also pointed out that the values of correlation coefficient, except for location by gender and age by experience revealed a slight, almost negligible relationship. In addition the computations of the correlation ration coefficients exhibited that the degrees of relation between the independent and dependent variables were generally low (low correlation).

DISCUSSION AND IMPLICATIONS

The link between attitudes and job satisfaction has been reaffirmed by a number of researchers (Hamshari, 1985; Baron and Byrne, 1991 and Hovekamp, 1993). It is therefore appropriate to link, integrate and use relevant research findings on the issue in this section.

One of the major conclusions of this study was that Libyan urban librarians held significantly more favourable attitudes towards their profession than did Libyan rural librarians. Unfortunately no research findings could be found in the literature to either support or contradict this finding.

Since all Libyan librarians are government employees and thus subjected to the same rules and regulations and receive the same rights and benefits, it may be safe to assume the difference in this situation is due to the effect of the location. It is an eminent fact that Libyan rural communities are inferior to Libyan urban communities as far as accessibility to technological facilities and availability of resources are concerned. (Elkabir, 1980; Elshibani, 1995). Nevertheless one cannot without further research confirm the effect of the location. One can, however, suggest based on one's experience that the working environment and availability of facilities in urban libraries which are superior to the ones in rural libraries may have something to do with this result. The output of the correlation ratio coefficient (E) computation indicated that the degree of relation between location and attitude was generally low.

This result may suggest to the Libyan government and its concerned agencies the fact that rural librarians have less favourable attitudes towards their profession which may lead to inefficient job performance. To solve this problem and to eliminate the discrepancy between urban and rural librarians' attitudes, further research is needed to investigate the cause before selecting and implementing the remedy.

The second result of this study indicated that gender has no significantly different effect on rural librarians' attitudes towards their profession. In other words, the results pointed out that male rural librarians and female rural librarians have the same positive attitude towards their profession. One possible explanation could be that Libyan libraries are covered by laws that enforce legal employment equality as far as employment opportunities, salary, promotion rate, and leadership positions are concerned.

It should be noted here that calculating the correlation coefficient (r) revealed that there is a definite but small positive relationship between location and gender. This means that the two variables vary together positively.

This result may suggest to the Libyan decision-makers that adopting employment equality laws may bring about better results in the work environment in spite of the social gender discrimination which is more visible in rural communities. Nevertheless, Libyan decision-makers should not depend on this research's result alone but rather invest in research in order to pinpoint all

variables that lead to more favourable working situations which in turn may lead to more favourable attitudes and thus more productivity.

The third result of this study indicated that gender has a significant effect on urban librarians' attitude towards their profession. In other words, Libyan female librarians working in libraries located in urban community have significantly higher positive attitude towards their professions than do Libyan male librarians working in libraries located in urban communities. This result contradicts D. Elia's (1979) findings which indicated that gender has no significant effects on librarians' job satisfaction. The result also contradicted Lynch's and Verdin's (1983) findings which revealed that there was no significant difference in job satisfaction between male and female librarians.

This result provides Libyan decision-makers with a real world situation profile which shows that in urban community libraries female librarians have more favourable attitude towards their profession than do male librarians. Nevertheless, the question why this difference exists or why does gender have an effect needs to be investigated.

Based on one's experience and observation one may suggest that the difference in this case may be due to several variables among which are the compatibility of the profession with socially female acceptable professional occupations; females' intrinsic motivation to prove their accountability towards their profession; and Libyan male librarians' objection to male-female employment equality. These suggestions, however, are only assumptions that need to be

tested. Research studies investigating these variables may unfold the reason behind the difference in attitudes of Libyan male and female urban librarians towards their profession.

The fourth result indicated that library location has significant effects on Libyan male librarians attitudes towards their profession. The findings pointed out that male librarians working in libraries located in urban communities held more favourable attitudes towards their profession than do male librarians working in libraries located in rural communities. This may imply that urban libraries tend to have greater effects on male librarians' attitudes than do rural ones. Computation of the correlation ratio coefficient (E) indicated that the degree of relation between the independent and the dependant variables (male, attitude) was generally low. Again the reason behind this difference in effects needs to be investigated. In practical terms; however, the findings suggests that improving the working environment in rural libraries should be taken seriously by Libyan decision-makers if they seek to improve librarians' attitudes towards their profession and thus improve the quality of their professional work.

The fifth finding pointed out that library location has no significantly different effect on Libyan female librarians' attitudes towards their profession. In other words, Libyan female librarians tend to have the same attitude towards their profession regardless of the location of their libraries. This result may imply that Libyan female librarians may be so highly motivated to be librarians that they are not affected by the negative aspects of the rural libraries working environment.

One may suggest that there may be some variables that managed to cancel this negative effect. Nevertheless more research is needed in this area to test this suggestion.

This finding revealed that library locations have different effects on librarians' attitudes towards their profession when involving different gender (male-female). Further study needs to explore the effects of such interaction.

The sixth result pointed out that for Libyan librarians, working in any type of library, academic, special, public has no significantly different effect on their attitudes towards their profession. In spite of the fact that this finding contradicts the findings of Thornton (1965), which indicated that college and university librarians' attitudes towards librarianship as a profession were significantly less favorable than attitudes of special, school and public librarians towards their profession, it appears to be quite logical. As mentioned before Libyan librarians are government employees and thus they are covered by the same rules and regulations and enjoy the same privileges regardless of the type of library they are associated with. In other words, choosing to work in any type of library is not motivated by any extra social or tangible privileges, but rather by the individual librarian preferences. This result may imply that treating librarians working in different types of libraries equally may result in developing highly motivated librarians with positive attitudes towards their profession. It may be safe to say that the reason behind the fact that there are no significant differences among academic, special and public librarians' attitudes toward their profession may be

lack of special, social or professional status or prestige of one type of library over another.

The final result of the study indicated that Libyan librarians surveyed in this research have positive attitudes towards their profession. This result is consistent with Ryan's findings in his study of 1967 in which he indicated that librarians have positive attitudes towards their profession in spite of its perceived lack of prestige. This results also support Cravey's (1989) findings which pointed out that all type of librarians have excellent occupational self-image, and are completely satisfied with their career. Also this finding was in line with Mara Houdyshell, Patricia A. Roblis, and Hua Yi's (1999) study which reported that eighty-seven (87) percent of the respondents were satisfied with their profession and they would choose librarianship again which confirms their positive attitude towards their profession. This result is especially encouraging since it is broadly believed that the entire profession of librarianship rests upon the quality of service provided by competent librarians with positive attitudes towards their profession.

The implication of this finding must be carefully examined by Libyan decision-makers and by the profession as a whole. Programs to maintain and to improve librarians' positive attitudes towards their profession must be designed, developed, tested and implemented. For without librarians' positive attitude towards their profession, not only does librarians' strong commitment to service deteriorate, but more importantly, librarianship's assertion to being a productive profession may become questionable.

Library educators should initiate foundations for efficient strategies to promote positive attitude among potential librarians towards their profession. Such strategies and programs could be included in library science curricula and should be allowed to continue by library professionals through positive communication among librarians, library administrators and government decision-makers.

The results obtained by further analysis of the data pointed out that there is no significant interaction effect between the two independent variables (gender and library location). The results also indicated that neither age nor experience has significant effect on Libyan librarians' attitude towards their profession. This result supports Hamshari's (1985) findings which pointed out that there were no significant differences in job satisfaction level between participants on age and length of service in library (experience). Education on the other hand was found to have significantly different effect on attitudes of Libyan urban librarians, but has no significant effect on Libyan rural librarians' attitude towards their profession. Another result that the analysis has revealed was that training has a significantly different effect on Libyan librarians' attitude towards their profession. The effectiveness of training and education should be taken into consideration by Libyan decision-makers and specialists when designing and implementing upgrading programs for Libyan librarians. Such programs can have a positive impact not only on Libyan librarians' attitude towards their profession, but also

provide them with much needed up-to-date, efficient professional skills to carry out their professional tasks effectively and efficiently.

Computation of coefficients of correlation among the variables pointed out that there is high positive correlation and thus a marked relationship between age and experience. Except for location by gender which is found to be definite but small relationship, all the rest of the values of the correlation coefficient revealed a slight, almost negligible relationship.

These findings are certainly of great interest to Libyan researchers and scholars. Another contribution that this study makes, which is of interest to Libyan educational planners, is tracking the Libyan higher educational system that was undergoing formidable expansion. The findings indicated that as a result of this remarkable expansion, the demographic profile of Libyan librarians, is highly weighted towards youth with 39.5% of male librarians aged 20-29 and 4.9% of male librarians, aged 50-59; 56% of female librarians aged 20-29 and not a single female librarian between 50-59 (Tables 5 and 6).

Finally, it should be strongly emphasized that the results of this investigation can only be applied to Libyan librarians.

RECOMMENDATIONS FOR FURTHER RESEARCH

The results of this study raise several questions. Some of these questions were considered in the discussion and implementation sections. Others cover the following areas of further study.

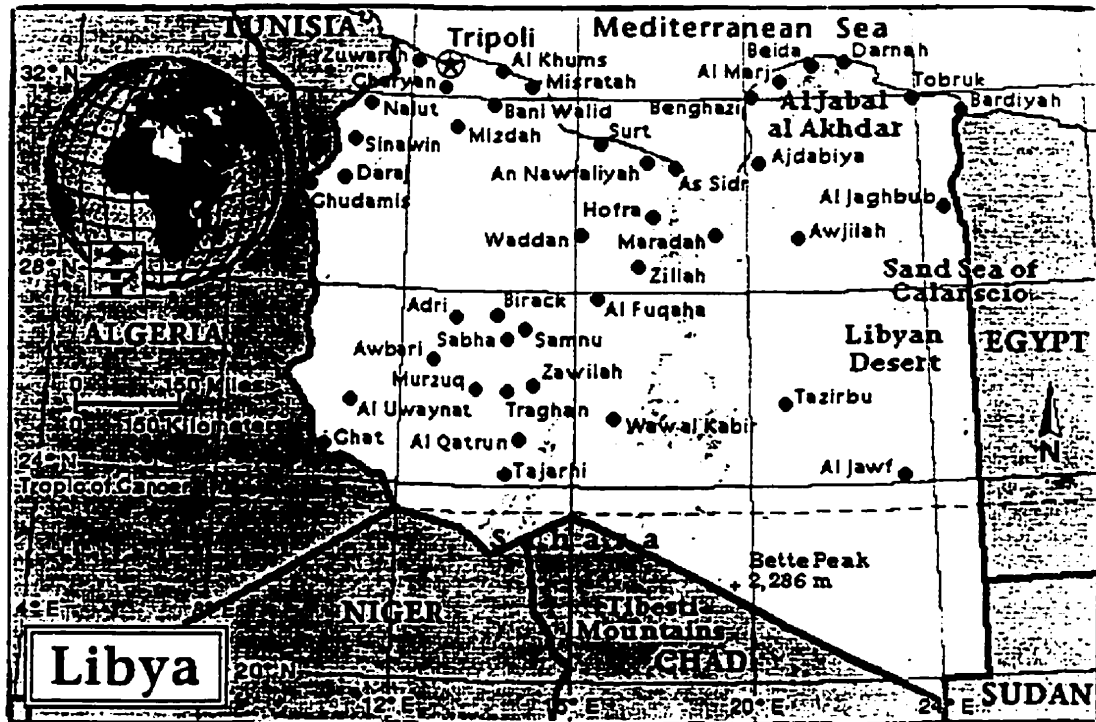
1. Demographic characteristics are not of central concern in this study. Further investigation needs to look at the effectiveness of variables such as age, education, experience and training on librarians' attitudes towards librarianship as a profession.
2. It would be valuable to conduct a study of the relationship between librarians job performance and attitude towards their profession among Libyan librarians. This would provide library administrators and decision-makers with valuable information on ways to increase productivity and improve attitudes.
3. It would be useful to replicate this study in an attempt to investigate Libyan librarians' attitude towards their profession using all the population and not limiting public librarians to those who work in the Tripolitanian area. Such a study would need the support of a government agency rather than an individual graduate student. This would add to the knowledge about the subject in Libya and provide Libyan library administrators and decision-makers with more information for comparisons.
4. This study concentrated mainly on Libyan librarians' attitude towards their profession. It might be equally valuable to examine the attitudes of Libyan librarians towards the working environment.
5. The effect of external variables including a predisposition towards or against the profession, might be examined in order to determine how, and when, Libyan librarians' attitude towards their profession are formed.

6. It would be useful to examine if Libyan library school education plays an important part in the formation of potential librarians' attitude towards librarianship as a profession.
7. Finally, more research needs to be conducted on intrinsic and extrinsic motivational variables related to attaining and maintaining positive attitudes towards librarianship as a profession.

It is the aspiration of the researcher that further research study will significantly contribute to the process of understanding and explaining the issue under investigation (Libyan librarians' attitude toward their profession). The need for such further research is apparent and the determination and ambition of the Libyan government in general and Libyan librarian professionals in particular justify the necessity of such research.

APPENDICES

APPENDIX 1 Map of Libya



Taken from Libya Home Page, <http://quic.queensu.ca>

APPENDIX 2**Sources Used in Collecting Information and Data****I Secretariat of Education and Scientific Research**

1. Department of Employees Affairs
2. Department of Measurement and Evaluation
3. Department of School Libraries
4. The General Archives
5. Universities

A Al-Fateh University:

- Department of Employees Affairs
- Department of Libraries and Publication Affairs.
- Faculty of Education, Department of Curriculum
- Faculty of Education, Department of Graduate Studies
- Faculty of Education, Department of Library and Information Science
- The General Archive.

B Al-Jabal Al-Gharbi University:

- Department of Employees Affairs
- Department of Libraries and Publication Affairs.
- Faculty of Science and Education, Department of Curriculum.
- Faculty of Science and Education, Department of Library and Information Science.
- The General Archive.

C Garyonis University:

- Department of Employees Affairs
- Department of Libraries and Publication Affairs.
- Faculty of Arts and Education, Department of Curriculum.
- Faculty of Arts and Education, Department of Library and Information Science.
- The General Archive.

II Secretariat of Information and Culture

1. Department of Public Libraries & Cultural Centres
2. The General Archive.

III Secretariat of Planning

1. Bureau for Planning
2. Census and Statistical Department.
3. The General Archive.

IV Secretariat of Training and Labour Force

1. Administration Development Institute
 - Department of Training
 - The General Archive.
2. Department of Higher Institutes Affairs
3. Department of Training
4. National Institute of Administration
 - Department of Training
 - The General Archive.
5. The General Archives

V The National Organization for Information and Documentation.

1. The General Archive

VI Experts interviewed by the researcher for information and/or validation of information:

1. Prof. El-Abed, Abdulla: Dean of Faculty of Science and Education, Al-Jabal Al-Gharbi University., Gharyan, Libya.
2. Dr. Bannani, Faiz K. Director of Information, Center for Solar Energy Studies, Tripoli, Libya.

3. Prof. El Feturi, Muhammed: Chairman of the Department of Library and Information Science, Al-Fateh University, Tripoli, Libya
4. Prof. El-Kabir, Yassin: Ex-Dean of Faculty of Art, Garyonis University, Benghazi, Libya.
5. Prof. El-Sharif, Abdulla, Department of Library and Information Science, Al-Fateh University, Tripoli, Libya.
6. Prof. El Teer, Mustafa. Faculty of Applied Social Science, Al-Fateh University, Tripoli, Libya.
7. Prof. Gherfal, Ibrahim: Ex-Deen of Faculty of Education, Al-Fateh University, Tripoli, Libya.
8. Prof. Malhuf, Mohammed: President of Al-Jabal Al Gharbi University, Gharyan, Libya.
9. Prof. Muhsen, Ahmed: Vice Dean of Faculty of Applied Social Sciences, Al Fateh University, Tripoli, Libya.

APPENDIX 3

Libyan Universities and High Educational Institutes

University / High Institute	Location
1) Al Arab Medical University Faculties: 1- Faculty of Dentistry 2- Faculty of Medical Technology 3- Faculty of Medicine 4- Faculty of Pharmacy 5- Faculty of Veterinary Medicine	Benghazi
2) Al Asmaria Islamic University	Zaliten
3) Al Fateh University Faculties: 1- Faculty of Agriculture 2- Faculty of Applied Social Sciences 3- Faculty of Economics & Political Science 4- Faculty of Education 5- Faculty of Engineering 6- Faculty of Fine Arts & Communication 7- Faculty of Languages 8- Faculty of Nuclear Engineering 9- Faculty of Petroleum & Mining 10- Faculty of Physical Education 11- Faculty of Science	Tripoli
4) Al-Jabal Al-Gharbi University Faculties: 1- Faculty of Accounting 2- Faculty of Agriculture 3- Faculty of Engineering 4- Faculty of Law 5- Faculty of Science and Education	Al Zentan
5) Al Kuds University Faculties: 1- Faculty of Art 2- Faculty of Science	Misrata
6) Al Tahaddi University Faculties: 1- Faculty of Agriculture 2- Faculty of Arts 3- Faculty of Economics 4- Faculty of Engineering 5- Faculty of Science and Education	Surt

University / Higher Institute	Location
7) Bright Star University of Technology Faculties: 1- Faculty of Engineering	Mersa El Brega
8) Garyonis University Faculties: 1- Faculty of Agriculture 2- Faculty of Art & Education 3- Faculty of Commerce 4- Faculty of Communication 5- Faculty of Education 6- Faculty of Engineering 7- Faculty of Law 8- Faculty of Science	Benghazi
9) Great Al-Fateh Medical University Faculties: 1- Faculty of Dentistry 2- Faculty of Medical Technology 3- Faculty of Medicine 4- Faculty of Pharmacy 5- Faculty of Veterinary Medicine	Tripoli
10) The Libyan Open University Faculties: 1- Faculty of Art and Education	Tripoli
11) Nasser University Faculties: 1- Faculty of Economics 2- Faculty of Engineering 3- Faculty of Law 4- Faculty of Political Science 5- Faculty of Science	Tarhuna
12) Omar El Mukhtar University Faculties: 1- Faculty of Agriculture	
13) Seventh of April University Faculties: 1- Faculty of Education 2- Faculty of Engineering 3- Faculty of Physical Education 4- Faculty of Science	Zawya

University / High Institute	Location
14) Sabha University Faculties: 1- Faculty of African Languages 2- Faculty of Agriculture 3- Faculty of Art 4- Faculty of Education 5- Faculty of Engineering 6- Faculty of Medicine 7- Faculty of Physical Education 8- Faculty of Science 9- Faculty of Technology	Sabha
High Institute 1) Academy of Islamic Preaching 2) Administration Development Institute 3) Advanced Institute of Administration and Banking 4) Advanced Institute of Administration and Banking 5) Advanced Institute of Computer Science 6) Advanced Institute of Computer Science 7) Graduate Institute of Economical and Political Science 8) The Green Hall Institute 9) High Institute of Civil Aviation 10) High Institute of Comprehensive Professions 11) High Institute of Computer Technology 12) High Institute of Electronics 13) High Institute of Electrical Engineering 14) High Institute of Financial & Administration Professions 15) High Institute of Industry 16) High Institute of Mechanical & Electrical Engineering 17) High Institute of Technology 18) High Institute of Veterinary Medicine 19) High Institute of International Relations 20) National Institute of Administration 21) National Institute of Post & Telecommunication	Tripoli Tripoli Tripoli Benghazi Tripoli Benghazi Tripoli Tripoli Sbea Misrata Tripoli Bani Walid Benghazi Tripoli Tripoli Brack Tripoli Tripoli Tripoli

Data collected and combined from several documents and publications on 1996, universities and high institutes statistics from the archives of the Secretariat of Education and Scientific Research, Secretariat of Training and Labour Force and the archives of the National Organization for Information and Documentation.

APPENDIX 4**Number of Students Enrolled in Libyan
Universities and High Institutes 1970-1995**

Academic Year	Number of Students
1969-70	3663
1970-71	5300
1971-72	6300
1972-73	8235
1973-74	9612
1974-75	12013
1975-76	11234
1976-77	11744
1977-78	13352
1978-79	13634
1979-80	14543
1980-81	17668
1981-82	22985
1982-83	27255
1983-84	35387
1984-85	34469
1985-86	36595
1986-87	38840
1987-88	43590
1988-89	47353
1989-90	53127
1990-91	62227
1991-92	72899
1992-93	101093
1993-94	108473
1994-95	112292

Data collected and combined from several annual statistical documents in the Secretariat of Education and Scientific Research, Department of Measurement and Evaluation; Archives, 1970-1996.

APPENDIX 5

The National Institute of Administration Training Plan for Librarians, 1996. "Certificate"

LIBRARIAN PROGRAMS

Objective of the Program

This program aims at preparing professional librarians to supervise and work in the different types of libraries and people's centres.

Program Length "Period":

Four hours a day for two months.

Program Prerequisites:

In order for the trainee to be admitted into the program, he/she must:

1. be working in a library,
2. have a High School Diploma or a Teaching Diploma,
3. pass an interview conducted by the training committee.

Program Subjects and Required Hours:

Subject	Weekly hours	Total
1 - Library Management & Organization	2	16
2 - Cataloguing	2	16
3 - Classification	2	16
4 - Bibliography & Reference	1	8
5 - Practicum	5	40
6 - General Administration & Public Relations	3	23
7 - Typing	8	64
8 - Field Trips	1	6

(Abridged from: Elsharif, A. A Guide to Library Legislation in Libya. Tripoli: G.E.P. 1983.

APPENDIX 6

**Training Programs in Library and Information
Science Planned and Administered by the
Administration Development Institute (1970-1994)**

Date	Period in Days	Number of Trainees	Location
1970	28	27	Tripoli
1971	21	90	Tripoli
1972	21	35	Tripoli
1975	56	18	Tripoli
1976	63	48	Tripoli
1977	63	31	Tripoli
1978	63	49	Tripoli
1978	56	26	Benghazi
1980	56	64	Tripoli
1984	49	50	Tripoli
1991	28	44	Tripoli
1992	28	40	Tripoli
1993	28	39	Tripoli
1994	28	32	Tripoli
TOTAL	588	593	Tripoli

Data collected and combined from the Administration Development Institutes, Yearly Training Plan (1970-1994), The Administration Development Institute, 1995.

APPENDIX 7

B.S. Curriculum for the Department of Library and Information Science, Faculty of Education, Al-Fateh University, Tripoli, Libya 1976-1982

A - University and Faculty Requirements: (To be taken by all university students)		Credit Hours
1 - Islamic and Political Culture I		2
2 - Islamic and Political Culture II		2
3 - Arabic Language I		2
4 - Arabic Language II		2
5 - Arabic Language III		2
6 - Arabic Language IV		2
7 - English Language I		2
8 - English Language II		2
B - Educational and Psychological Requirements: (To be taken by all Faculty of Education students)		Credit Hours
1 - Islamic Education		2
2 - Health Education		1
3 - Foundation of Education		2
4 - Audio Visual Materials and Methods		1
5 - Curriculum I		2
6 - Curriculum II		2
7 - General Teaching Methods		1
8 - Special Teaching Methods		2
9 - Introduction to Psychology		2
10 - Psychology of Growth and Development		3
11 - Mental Hygiene		3
12 - Teaching Practice I		2
13 - Teaching Practice II		2
C - Elective Courses: (Open to all students)		Credit Hours
1 - Social Work		2
2 - History of Libya and the World		2
3 - General Geography of Libya		
4 - Modern Arabic Literature		2
5 - History of Fine Art		2
6 - Social theories		2

7 -	People's Physical Education	2
8 -	School Administration	2
9 -	History of the World	2
10 -	Social Policies	2
11 -	Guidance and Counselling	2
12 -	Turkish Language	2
13 -	Italian Language	2

D - Required Major Courses:

(Library and Information Science students)

Credit Hours

1 -	Introduction to Cataloguing and Classification	3
2 -	Introduction to Librarianship and Documentation	4
3 -	Introduction to Information Science	2
4 -	General Administration and Library Management	3
5 -	General References	2
6 -	Arabic References	2
7 -	Seminar	2
8 -	Descriptive Cataloguing	2
9 -	Subject Cataloguing	2
10 -	Classification	3
11 -	Bibliography	3
12 -	Technical Operations	3
13 -	Special References I (Humanities and Social Science)	3
14 -	Special References II (Science and Technology)	3
15 -	Indexing and Abstracting	3
16 -	Public and School Libraries	3
17 -	Special Libraries	3
18 -	Government documents and Periodicals	2
19 -	Modern Publishing Institutions	2
20 -	Documentations	2
21 -	Statistics	2
22 -	Building Library Materials	2
23 -	Information Technology	2
24 -	Introduction to computers	3
25 -	Advanced Cataloguing	3
26 -	Advanced Classification	3
27 -	Verification of Manuscripts	2
28 -	Indexing of Nonprint Materials	3
29 -	Application of Computers in Libraries	3
30 -	Practicum	4

(Adapted from Faculty of Education Directory, 1981).

APPENDIX 8

B.S. Curriculum for the Department of Library and Information Science, Faculty of Education, Al-Fateh University, Tripoli, Libya (1982 -)

The following is a list of the required courses leading to the degree of Bachelor of Science in Library Science.

First year: Credit Hours

1 - Arabic Language (A)	2
2 - Islamic Education	2
3 - Foundation of Education	2
4 - Introduction to Psychology	2
5 - Statistics I	2
6 - People's Administration	2
7 - Descriptive Cataloguing I	3
8 - Introduction to Information Science	2
9 - Introduction to Library Science	2
10 - General References	3
11 - History of Science	3
12 - Research Methods	3

Second year: Credit Hours

1 - Arabic Language (B)	2
2 - Curriculum	2
3 - General Arab History	2
4 - Statistics II	2
5 - Teaching Methods	2
6 - Psychology of Growth and development	3
7 - Children's Literature	3
8 - Public and School Libraries	3
9 - Subject Cataloguing	3
10 - Computer I	2
11 - Reference Sources	3
12 - Documentations (A)	3
13 - Building Library Materials.	3

Third year:**Credit Hours**

1 - Arabic Language (C)	2
2 - Educational Technology	2
3 - Publishing	3
4 - Periodicals and Government Documents	3
5 - References in Applied Science and Technology	3
6 - Subject Cataloguing (II) and classification	3
7 - Special libraries	3
8 - Terminologies and Texts in library science	2
9 - Library Management	3
10 - Computer II	3
11 - Information Technology	3

Fourth year:**Credit Hours**

1 - Arabic Language (D)	2
2 - School Administration	2
3 - Mental Hygiene	3
4 - Political Science (Cultural)	3
5 - Modern Arab History	3
6 - Network systems	3
7 - Bibliographics	3
8 - Measurement and Evaluation of Libraries	3
9 - Cataloguing of special Materials	3
10 - Practicum	4

 120

(Taken from the Faculty of Education, Directory of the Department of Library and Information Science, Al Fateh University, 1995).

APPENDIX 9

**Al-Jabal Al Gharbi University, Faculty of Science and Education,
Department of Library and Information Sciences B.S. Academic Program
(1995 -)**

First year:	Credit Hours
1 - Introduction to Psychology	2
2 - Introduction to Classification	3
3 - References	3
4 - English Language I	2
5 - Introduction to Library and Information Science	3
6 - People's Administration	2
7 - Foundation of Education	2
8 - Islamic Education	2
9 - Arabic Language I	2
10 - Introduction to Information Science	2
11 - Statistics	2
12 - Political Culture	3
13 - History	3
 Second year:	 Credit Hours
1 - Information Sources	3
2 - Subject Cataloguing	3
3 - Documents and Documentation	3
4 - Arabic Language II	2
5 - Audio Visual Media	2
6 - Computer Science	3
7 - Building Library Collections	3
8 - Psychology Growth and Development	3
9 - Public Libraries	3
10 - English Language II	3

Third year:**Credit Hours**

1 - Arabic Language III	2
2 - Educational Technology	2
3 - Publishing	3
4 - Periodicals and Government Documents	3
5 - References in Applied Science and Technology	3
6 - Subject Cataloguing II and classification	3
7 - Special libraries	3
8 - Terminologies and Texts in library science	2
9 - Library Management	3
10 - Computer Science II	3
11 - Information Technology	3

Fourth year:**Credit Hours**

1 - Arabic Language IV	2
2 - School Administration	2
3 - Mental Hygiene	3
4 - Political Science (Culture)	3
5 - Modern Arab History	3
6 - Network Systems	3
7 - Bibliographics	3
8 - Measurement and Evaluation of Libraries	3
9 - Cataloguing of special Materials	3
10 - Practicum	4

(Taken from Directory of Department of Library and Information Science, Faculty of Science and Education, Al-Jabal Al Gharbi University, 1996).

APPENDIX 10

**Number of Library and Information Science
Graduates of Libyan Universities**

1980 — 1995

Academic Year	Al-Fateh University B.S.	Garyonis University B.A.	Total
1980-81	49	—	49
1981-82	65	—	65
1982-83	43	—	43
1983-84	55	—	55
1984-85	58	—	58
1985-86	62	—	62
1986-87	64	—	64
1987-88	68	—	68
1988-89	45	15	60
1989-90	55	39	84
1990-91	— ¹	12	12
1991-92	63	37	100
1992-93	65	45	110
1993-94	68	36	104
1994-95	70	46	116
1995-96	73	55	138
TOTAL	943	285	1228

(Data collected and combined from several documents and publications on annual statistics and assessment in Al-Fateh and Garyonis Universities' archives (1980-1996.)

¹Figure is missing from documents without any given explanation.

APPENDIX 11

**Curriculum of Joint Graduate Diploma
Department of Educational and Psychological
Studies and Department of Library and Information
Sciences, Faculty of Education, Al-Fateh University
(1973-)**

	Credit Hours
1 - Development of Educational Thoughts	2 hours
2 - Educational Philosophy	2 hours
3 - Research Methods I	2 hours
4 - Educational Psychology	2 hours
5 - Descriptive Statistics	2 hours
6 - Measurement and Evaluation	2 hours
7 - Theories of Learning	2 hours
8 - Research Methods II	2 hours
9 - Inferential Statistics	2 hours
10 - English Texts I	2 hours
11 - English Texts II	2 hours
12 - Teaching Theories	2 hours

Plan 1**Credit Hours**

1 - Curriculum Development	2 hours
2 - Seminar in Curriculum	2 hours
3 - Teaching Methods	2 hours
4 - Audio Visual Material	2 hours

Plan 2**Credit Hours**

1 - Educational Administration	2 hours
2 - Seminar in Educational Administration	2 hours
3 - Technical Counselling	2 hours
4 - Seminar in Counselling	2 hours

(Taken from Faculty of Education Directory, Al-Fateh University, 1983).

APPENDIX 12

**Department of Library and Information Science,
Faculty of Education, Campus B, Al-Fateh University
Graduate Diploma Curriculum
(1995 -)**

Credit Hours

1 -	Research Methods in Library and Information Science	4
2 -	Information Services	4
3 -	Automation in Libraries	4
4 -	Comparative International Library and Information Science	4
5 -	Statistics	4
6 -	English Terminology "Library Science"	4
7 -	Project	6

(Taken from Directory of Department of Library and Information Science, Faculty of Education, Al-Fateh University, 1996).

APPENDIX 13

**Garyonis University, Faculty of Arts and Education, Department
of Library and Information Science (Curriculum of Undergraduate
"B.A." Library and Information Science Program)
(1985 -)**

First year:	Credit Hours
1 - Arabic Language	4
2 - Universal Third Theory (Political Science)	4
3 - General Psychology	4
4 - Statistics	4
5 - Introduction to Cataloguing & Classification	4
6 - Introduction to Library Science	4
7 - Technical Services	4
8 - English Terminologies and Texts in Library and Information Science (A)	4
Second year:	Credit Hours
1 - Descriptive Cataloguing	4
2 - Introduction to Reference Services	4
3 - Introduction to Bibliography	4
4 - Reference Sources	4
5 - Audio Visual Media	4
6 - Archives	4
7 - History of Books & Libraries	4
8 - Library Management	4
Third year:	Credit Hours
1 - Classification	4
2 - Information Services	4
3 - Special Libraries	4
4 - Research Methods	4
5 - Publishing	4
6 - Information Systems	4
7 - Individual Differences	4
8 - Library Management	4

Fourth year:**Credit Hours**

1	-	Political Culture	4
2	-	Practicum	4
3	-	Indexing and Abstracting	4
4	-	Cataloguing of Special Materials	4
5	-	Manuscripts and Arabic Scripts	4
6	-	Network systems	4
7	-	Bibliographics	4
8	-	English Terminologies and Texts (B)	4

(Taken from Directory of Department of Library and Information Science, 1996
Faculty of Art, Garyonis University.)

APPENDIX 14

Academic Libraries and Librarians: Location & Gender

Name of the Library	Location		Librarians				Total
	Rural	Urban	Male		Female		
			Rural	Urban	Rural	Urban	
Al Arab Medical Univ. Libs.							
1. Central		*		3		9	12
2. Dentistry		*		-		2	2
Al Asmaria Islamic Univ. Libs.							
3. Central		*		2		-	2
Al Fateh Univ. Libs.							
4. Agriculture		*		3		2	5
5. Applied Social Sciences		*		3		4	7
6. Central		*		4		5	9
7. Education		*		1		4	5
8. Engineering		*		7		1	8
9. Fine Arts & Communication		*		-		1	1
10. Nuclear Engineering		*		1		4	5
11. Science		*		4		1	5
Al-Jabal Al-Gharbi Univ. Libs.							
12. Accounting		*		9		-	9
13. Education I	*		3		3		6
14. Education II		*		1		1	2
15. Engineering	*		1		1		2
16. Law	*		2		-		2
Al Kuds Univ. Libs.							
17. Central		*		2		2	4
Al Tahaddi Univ. Libs.							
18. Arts		*		8		1	9
19. Central		*		11		4	15
20. Engineering		*		4		-	4
21. Science		*		7		1	8

Name of the Library	Location		Librarians				Total
	Rural	Urban	Male		Female		
			Rural	Urban	Rural	Urban	
Bright Star Univ. Libs. 22. Central	*		3		-		3
Garyonis Univ. Libs. 23. Art & Education		*		2		4	6
24. Central		*		23		17	40
25. Economics		*		4		3	7
26. Law		*		3		2	5
27. Science		*		2		1	3
Great Al-Fateh Medical Science Univ. Libs. 28. Central		*		3		2	5
29. Medical Technology		*		3		-	3
30. Veterinary		*		2		3	5
Libyan Open Univ. Libs. 31. Central I		*		1		-	1
32. Central II	*		1		-		1
Nasser Univ. Libs. 33. Central	*		6		-		6
34. Economics & Political Science	*		1		2		3
35. Education	*		4		-		4
36. Law	*		1		1		2
Omar El Mukhtar Univ. Libs. 37. Central		*		8		9	17
Seventh of April Univ. Libs. 38. Arts		*		2		3	5
39. Central		*		5		5	10
40. Economics		*		2		2	4
41. Engineering		*		2		-	2
42. Physical Education		*		-		3	3
Sebha Univ. Libs. 43. Arts		*		6		8	14
44. Central		*		8		11	19
45. Engineering		*		3		1	4
46. Physical Education		*		1		-	1

Name of the Library	Location		Librarians				Total
	Rural	Urban	Male		Female		
			Rural	Urban	Rural	Urban	
HIGHER INSTITUTES							
Academy of Islamic Preaching Lib. 47. Central		*		8		5	13
Administration Development Institute Lib. 48. Central		*		-		2	2
Advanced Institute of Computer Science Lib. 49. Central		*		1		1	2
Advanced Institute of Administration & Banking I 50. Central		*		1		1	2
Advanced Institute of Administration & Banking II 51. Central		*		1		2	3
Advanced Institute of Computer Science 52. Central		*		1		2	3
Graduate Institute of Economical & Political Science 53. Central		*		1		2	3
The Green Hall Institute. 54. Central		*		1		2	3
Higher Institute of Civil Aviation 55. Central		*		2		-	2
Higher Institute of Comprehensive Professions 56. Central		*		4		-	4
Higher Institute of Computer Technology 57. Central		*		1		3	4
Higher Institute of Financial & Administrative Professions 58. Central		*		1		2	3
Higher Institute of Electrical Engineering 59. Central		*		2		1	3
Higher Institute of Electronics 60. Central	*		2		-		2

Name of the Library	Location		Librarians				Total
	Rural	Urban	Male		Female		
			Rural	Urban	Rural	Urban	
Higher Institute of Mechanical & Electrical Engineering 61. Central	*		2		-		2
Higher Institute of Technology 62. Central	*	*	2	2	-	-	2
Higher Institute of Industry 63. Central		*		1		2	3
Higher Institute of Veterinary 64. Central		*		1		1	2
Institute of International Relations 65. Central		*		1		5	6
National Institute of Administration 66. Central		*		2		2	4
National Institute of Post & Telecommunications 67. Central		*		1		1	2
TOTAL	12	55	28	180	7	150	365

*Data collected and combined from several documents from the archives of the Secretariat of Education & Scientific Research and the Secretariat of Training & Labour Force and by the researcher's personal and telephone contacts with academic librarians of Libyan Universities and Higher Institutes, 1996.

APPENDIX 15

Increases in the Number of Public Libraries and Cultural Centres

1963 — 1995

Year	# of Centres	# of Public Libraries	Total
1963	5	7	12
1964	8	8	16
1965	14	10	24
1966	28	11	39
1967	39	11	50
1968	45	12	57
1969	54	14	68
1970	58	15	73
1971	60	16	76
1972	75	16	91
1973	94	19	113
1974	101	26	127
1975	117	27	114
1976	130	37	167
1977	139	27	166
1978	145	27	172
1979	146	27	173
1980	147	27	174
1984	154	27	181
1995	176	29	205

Data collected and combined from several documents from the archives of the Secretariat of Information and Culture and the National Organization for Information and Documentation (1963-1995), 1996.

APPENDIX 16

**Number of public libraries, cultural centres
and professional librarians with reference to
their location**

Name of Public Libraries and Cultural Centres	Location		Librarians		Total Number of Librarians
	rural	urban	rural	urban	
Al Butnan Area:					
1. Al Jaghbub Cultural Centre	*		4		4
2. Asad Cultural Centre	*		3		3
3. Kaser Al Jadi Cultural Centre	*		2		2
4. Kumbut Cultural Centre	*		3		3
5. Tobruk Cultural Centre		*		6	6
6.. Tobruk Public Library		*		1	1
Al Jabal Al Akhdar Area:					
7. Al Abrug Cultural Centre		*		4	4
8. Al Beuda Cultural Centre		*		10	10
9. Al Dersia Public Library	*		2		2
10. Al Guba Cultural Centre	*		4		4
11. Atamimi Cultural Centre	*		5		5
12. Baram Wa Ashbal Al Fateh Public Library		*		5	5
13. Darna Cultural Centre		*		2	2
14. Darna Public Library		*		2	2
15. Darna Women's Public Library		*		4	4
16. Gurda Cultural Centre	*		1		1
17. Martuba Cultural Centre	*		2		2
18. Masa Cultural Centre	*		4		4
19. Om Al Razem Cultural Centre	*		3		3
20. Omer El Mukhtar Cultural Centre		*		3	3
21. Ras El Helal Cultural Centre	*		2		2
22. Ras El Tien Cultural Centre	*		2		2
23. Shahat Cultural Centre		*		3	3
24. Susa Cultural Centre		*		6	6

Name of Public Libraries and Cultural Centres	Location		Librarians		Total Number of Librarians
	rural	urban	rural	urban	
Al Margib Area:					
25. Al Alus Cultural Centre	*		4		4
26. Al Amamera Cultural Centre	*		5		5
27. Al Dawan Cultural Centre	*		5		5
28. Al Ghuliat Cultural Centre	*		2		2
29. Al Ghuma Cultural Centre	*		2		2
30. Al Khums Cultural Centre		*		5	5
31. Al Shamikh Cultural Centre	*		2		2
32. Beni Waled Cultural Centre	*		6		6
33. Ghanima Cultural Centre	*		4		4
34. Kaam Cultural Centre	*		6		6
35. Kaser Khia Cultural Centre	*		3		3
36. Majer Cultural Centre	*		2		2
37. Maselata Cultural Centre	*		4		4
38. Nasser Cultural Centre	*		6		6
39. Suk Al Ghuma Cultural Centre	*		3		3
40. Suk Al Khamis Cultural Centre	*		4		4
41. Suk Al Thalath Cultural Centre	*		3		3
42. Sydi Alsaïd Cultural Centre	*		1		1
43. Tarhuna Cultural Centre		*		7	7
Al Negat Al Khamsa Area:					
44. Al Negat Al Khamsa Centre	*		4		4
45. Al Gemail Cultural Centre	*		3		3
46. Al Haraba Cultural Centre	*		4		4
47. Al Josh Cultural Centre	*		4		4
48. Al Masera Al Kubra Cultural Centre		*		3	3
49. Al Tahadi Cultural Centre	*		5		5
50. Bader Cultural Centre	*		4		4
51. Derge Cultural Centre	*		3		3
52. Eben Khaldun Cultural Centre		*		3	3

Name of Public Libraries and Cultural Centres	Location		Librarians		Total Number of Librarians
	rural	urban	rural	urban	
53. Ghdamis Cultural Centre		*		3	3
54. Kabaw Cultural Centre	*		4		4
55. Nalut Cultural Centre	*		3		3
56. Ragdalin Cultural Centre	*		3		3
57. Sinawin Cultural Centre	*		2		2
58. Tiji Cultural Centre	*		5		5
59. Tumzien Cultural Centre	*		5		5
Al Zawia Area:					
60. Abu Aisa Cultural Centre	*		3		3
61. Al Alalaga Cultural Centre	*		1		1
62. Al Ameria Cultural Centre	*		1		1
63. Al Azizia Cultural Centre		*		3	3
64. Al Fateh Cultural Centre	*		2		2
65. Al Matred Cultural Centre	*		2		2
66. Al Twebia Cultural Centre	*		1		1
67. Al Nahda Cultural Centre	*		1		1
68. Al Zahra Cultural Centre	*		4		4
69. Al Zawia Cultural Centre		*		9	9
70. Sabrata Cultural Centre		*		6	6
71. Surman Cultural Centre		*		4	4
72. Telel Cultural Centre	*		1		1
Benghazi Area:					
73. Alberka Public Library		*		6	6
74. Al Abiar Cultural Centre	*		4		4
75. Al Agoria Cultural Centre	*		5		5
76. Al Fwihat Public Library		*		2	2
77. Al Magroon Cultural Centre	*		6		6
78. Al Sabri Cultural Centre		*		6	6
79. Al Salmani Cultural Centre		*		7	7

Name of Public Libraries and Cultural Centres	Location		Librarians		Total Number of Librarians
	rural	urban	rural	urban	
80. Al Wateka Al Khadra Cultural Centre		*		2	2
81. Benghazi Public Library		*		7	7
82. Gamienis Cultural Centre	*		7		7
83. Saluk Cultural Centre	*		4		4
84. Abuhadi Al Salmain Public Library		*		5	5
85. Sidi Hassain Public Library		*		2	2
Gharyan Area:					
86. Abuzian Cultural Centre	*		3		3
87. Al Asabaa Cultural Centre	*		2		2
88. Al Guasem Cultural Centre	*		6		6
89. Al Kala Cultural Centre	*		3		3
90. Al Kleba Cultural Centre	*		3		3
91. Al Riyayana Cultural Centre	*		4		4
92. Al Rahibat Cultural Centre	*		4		4
93. Al Shagiga Cultural Centre	*		3		3
94. Al Shaweerf Cultural Centre	*		6		6
95. Al Zentan Cultural Centre	*		3		3
96. Ausdan Cultural Centre	*		1		1
97. Awlad Abid Cultural Centre	*		3		3
98. Awlad Jaber Cultural Centre	*		3		3
99. Gharyan Cultural Centre		*		5	5
100. Jadu Cultural Centre	*		3		3
101. Janduba Cultural Centre	*		3		3
102. Jenawen Cultural Centre	*		2		2
103. Mazgora Cultural Centre	*		3		3
104. Mezda Cultural Centre	*		4		4
105. Nagma Cultural Centre	*		3		3
106. Tabga Cultural Centre	*		4		4
107. Tamezda Cultural Centre	*		3		3
108. Um El Jersan Cultural Centre	*		4		4

Name of Public Libraries and Cultural Centres	Location		Librarians		Total Number of Librarians
	rural	urban	rural	urban	
109. Yefren Cultural Centre	*		3		3
Khalige Area:					
110. Ajdabia Cultural Centre		*		2	2
111. Al Fughah Cultural Centre	*		3		3
112. Al Fwater Cultural Centre	*		2		2
113. Al Ghush Cultural Centre		*		3	3
114. Al Hawari Public Library	*		3		3
115. Al Hawidi Public Library	*		3		3
116. Al Kafra Cultural Centre	*		2		2
117. Al Mahjub Cultural Centre		*		3	3
118. Al Saba Cultural Centre	*		2		2
119. Al Tulaba Public Library	*		2		2
120. Al Zarug Cultural Centre		*		3	3
121. Atasai Cultural Centre		*		3	3
122. Gaser Ahmed Cultural Centre		*		4	4
123. Hun Cultural Centre		*		3	3
124. Hun Women's Cultural Centre		*		2	2
125. Jalu Al Jaded Cultural Centre		*		2	2
126. Jalu Cultural Centre		*		2	2
127. Misrata Cultural Centre		*		5	5
128. Ojela Cultural Centre		*		2	2
129. Suk Al Tulata Cultural Centre	*		2		2
130. Sukna		*	3		3
131. Tawergha Cultural Centre		*		3	3
132. Tazerbu Public Library	*		2		2
133. Tmina Cultural Centre	*		3		3
134. Wadan Cultural Centre		*		3	3
135. Zala Cultural Centre	*		3		3
Murzig Area:					
136. Agar Cultural Centre	*		2		2

Name of Public Libraries and Cultural Centres	Location		Librarians		Total Number of Librarians
	rural	urban	rural	urban	
137. Al Basher Cultural Centre	*		2		2
138. Al Bidat Cultural Centre	*		4		4
139. Al Gatroon Cultural Centre	*		4		4
140. Azwila Cultural Centre	*		4		4
141. Egekhera Cultural Centre	*		2		2
142. Murzig Cultural Centre		*		4	4
143. Olem Cultural Centre	*		1		1
144. Om El Araneb Cultural Centre	*		4		4
145. Om El Hamam Cultural Centre	*		1		1
146. Tmisa Cultural Centre	*		4		4
147. Traghan Cultural Centre	*		5		5
148. Tsawa Cultural Centre	*		6		6
Sabha Area:					
149. Abu Gdud Cultural Centre	*		1		1
150. Al Awinat Public Library	*		1		1
151. Al Desa Cultural Centre	*		1		1
152. Al Graba Public Library	*		1		1
153. Al Gurda Cultural Centre	*		1		1
154. Al Khalia Al Awla Public Library		*		1	1
155. Al Mahrugha Cultural Centre	*		1		1
156. Al Mansura Cultural Centre	*		1		1
157. Al Oyun Cultural Centre	*		1		1
158. Ashkeda Cultural Centre	*		1		1
159. Al Zula Cultural Centre	*		1		1
160. Azegan Cultural Centre	*		1		1
161. Ben Jursha Public Library	*		1		1
162. Birgin Cultural Centre	*		1		1
163. Brack Cultural Centre		*		1	1
164. Gatah Cultural Centre	*		1		1
165. Gudwa Cultural Centre	*		1		1

Name of Public Libraries and Cultural Centres	Location		Librarians		Total Number of Librarians
	rural	urban	rural	urban	
166. Gigem Cultural Centre	*		1		1
167. Oral Cultural Centre		*		1	1
168. Oneziwik Cultural Centre	*		1		1
169. Safo Cultural Centre	*		1		1
170. Taw Mzawa Cultural Centre	*		1		1
171. Temsan Cultural Centre	*		1		1
172. Tushi Public Library	*		1		1
173. Women's Public Library		*		1	1
174. Zaluz Cultural Centre	*		1		1
Tripoli Area:					
175. Abi Al Askher Cultural Centre	*		3		3
176. Al Garabuly Al Markiz Cultural Centre	*		6		6
177. Al Garabuly Cultural Centre	*		2		2
178. Al Khwaby Cultural Centre	*		5		5
179. Alnisa Public Library		*		11	11
180. Al Shara Al Gharbi Cultural Centre		*		3	3
181. Al Sabiah Cultural Centre	*		3		3
182. Al Swani Cultural Centre	*		5		5
183. Gaser Ben Chashier Cultural Centre	*		5		5
184. Hay Al Andulus Cultural Centre		*		5	5
185. Janzoor Cultural Centre		*		8	8
186. Mustafa Kaddri Public Library		*		8	8
187. Suk Al Ghuma Public Library		*		7	7
188. Suk Al Khamis Cultural Centre	*		6		6
Wadi Al Haya Area:					
189. Adia Public Library	*		3		3
190. Al Abiad Cultural Centre	*		2		2
191. Al Brkit Cultural Centre		*		1	1
192. Al Fajai Cultural Centre	*		4		4
193. Al Garifa Cultural Centre	*		3		3

Name of Public Libraries and Cultural Centres	Location		Librarians		Total Number of Librarians
	rural	urban	rural	urban	
194. Al Hatia Public Library	*		2		2
195. Al Raghaiba Cultural Centre	*		5		5
196. Bent Bia Cultural Centre	*		4		4
197. Akhlif Public Library	*		2		2
198. Ghat Cultural Centre		*		1	1
199. Gharfa Cultural Centre	*		3		3
200. Jurma Cultural Centre	*			1	1
201. Obari Cultural Centre		*		4	4
202. Shoosh Public Library	*		4		4
203. Tekebah Cultural Centre	*		1		1
204. Tahala Public Library	*		2		2
205. Twira Public Library		*		2	2
TOTAL	147	58	438	219	657

Data collected and combined from several documents in the Secretariat of Information and Culture and the National Organization for Information and Documentation's archives, 1996.

APPENDIX 17

School Libraries and Librarians, Location and Gender

Municipalities and Cities or Towns	Number of Libraries		Total # of Librari es	Librarians				Total # of Librar ians
				Male		Female		
	rural	urban		rural	urban	rural	urban	
Al Butnan: Al Jaghbub	4		4	2		2		4
Emsaad	2		2	1		1		2
Tubrok		10	10		6		4	10
Al Jabal Al Akhdar: Al Abrag	4		4	1		3		4
Al Bayada	2		2	1		1		2
Al Beida		18	18		10		8	18
Al Guba	8		8	5		3		8
Al Jabal Al Akhdar		22	22		16		6	22
Al Marge		22	22		14		8	22
Al Sumud Wal Tusadi	1		1	-		1		1
Al Tamimi	4		4	2		2		4
Al Zahaf Al Akhdar	1		1	-		1		1
Asaltna	2		2	1		1		2
Darna		38	38		16		22	38
Jardas	1		1	-		1		1
Martuba	2		2	1		1		2
Masa	3		3	1		2		3
Omar El Mukhtar	2		2	1		1		2
Om El Razem	4		4	2		2		4
Ras El Helal	7		7	3		4		7
Shahat		2	2		1		1	2
Susa		3	3		2		1	3
Takniss	2		2	1		1		2

Municipalities and Cities or Towns	Number of Libraries		Total # of Librari es	Librarians				Total # of Librari ans
				Male		Female		
	rural	urban		rural	urban	rural	urban	
Al Jabal Al Gharbi: Abuzian	5		5	3		2		5
Al Asaba	5		5	2		3		5
Al Gaharat	11		11	9		2		11
Al Guasim	13		13	7		6		13
Al Hraba	4		4	2		2		4
Al Kala	9		9	7		2		9
Al Arban Al Garbia	2		2	1		1		2
Al Orban Al Shargia	2		2	1		1		2
Al Rahybat	6		6	3		3		6
Al Riayana	11		11	8		3		11
Al Zentan	14		14	10		4		14
Beer Al Ganam	2		2	1		1		2
Gharian		31	31		19		12	31
Jadow	6		6	3		3		6
Yefrin	11		11	7		4		11
Al Khalige: Abu Hadi	3		3	2		1		3
Ajdabia		32	32		25		7	32
Al Defnia	6		6	2		4		6
Al Jufra	12		12	7		5		12
Al Wahat	8		8	4		4		8
Ben Juad	2		2	1		1		2
Besher	2		2	1		1		2
Gaser Ahmid	4		4	2		2		4
Jalu	4		4	3		1		4
Khalige Sert		17	17		12		5	17
Mrada	2		2	1		1		2
Musrata		87	87		46		41	87
Sukna		5	5		1		4	5

Municipalities and Cities or Towns	Number of Libraries		Total # of Librarie s	Librarians				Total # of Librarians
				Male		Female		
	rural	urban		rural	urban	rural	urban	
Tawergha		3	3		1		2	3
Tmina	7		7	4		3		7
Wadan		10	10		6		4	10
Wadi Jarif	2		2	1		1		2
Zwiat Al Mahjub		9	9		4		5	9
Zella	6		6	3		3		6
Al Margib: Al Alus	5		5	2		3		5
Al Ameria	2		2	1		1		2
Ben Walid	9		9	6		3		9
Kaam	10		10	8		2		10
Kaser Khiar	4		4	2		2		4
Maselata	17		17	14		3		17
Tarhuna		13	13		10		3	13
Zaliten		42	42		22		20	42
Al Nagat Al Khamsa: Al Agelat	13		13	8		5		13
Al Jamil	15		15	11		4		15
Al Josh	4		4	2		2		4
Ghdamis		6	6		2		4	6
Kabaw	6		6	2		4		6
Nalut	11		11	6		5		11
Ragdalin	11		11	6		5		11
Teeji	5		5	3		2		5
Zwara		12	12		7		5	12
Al Zawia: Al Azizia		10	10		6		4	10
Al Harsha	3		3	1		2		3
Al Matrid	3		3	2		1		3
Al Sabria	2		2	1		1		2

Municipalities and Cities or Towns	Number of Libraries		Total # of librarie s	Librarians				Total # of Librarians
				Male		Female		
	rural	urban		rural	urban	rural	urban	
Al Zahra	7		7	4		3		7
Sabrata		16	16		8		8	16
Surman		21	21		10		11	21
Zwia Centre		58	58		44		14	58
Benghazi: Al Abiar	6		6	5		1		6
Al Agoria	10		10	7		3		10
Al Khadra	3		3	2		1		3
Al Kuefia	2		2	1		1		2
Al Magrun	2		2	1		1		2
Al Nuagia	2		2	1		1		2
Benina		4	4		2		2	4
Benghazi Centre		152	152		103		49	152
Gaminis	8		8	5		3		8
Slug	7		7	5		2		7
Murzig: Al Gatroon	1		1			1		1
Murzig Centre		8	8		5		3	8
Om El Aranib	6		6	4		2		6
Traghan	5		5	4		1		5
Sabha: Brack		11	11		6		5	11
Sabha Centre		35	35		20		15	35
Tripoli: Al Garabuly	8		8	4		4		8
Al Hashan	6		6	3		3		6
Al Sabia	8		8	6		2		8
Al Swani	5		5	3		2		5
Gaser Ben Ghashir	16		16	12		4		16
Suk Al Khamis	6		6	3		3		6

Municipalities and Cities or Towns	Number of Libraries		Total # of Librarie s	Librarians				Total # of Librarian s
				Male		Female		
	rural	urban		rural	urban	rural	urban	
Tripoli Centre		364	364		246		118	364
Zanzoor		39	39		28		11	39
Wadi Al Haya: Al Garifa	6		6	3		3		6
Al Raghaiba	2		2	1		1		2
Bent Bia	2		2	1		1		2
Ghat		11	11		7		4	11
Obary		8	8		5		3	8
TOTAL	446	1119	1565	267	710	179	409	1565

Data collected and combined from several documents from the archives of the Secretariat of Education & Scientific Research, 1996.

APPENDIX 18

Special Libraries and Librarians Location and Gender

Name of Special Libraries	Location		Librarians				Total Number of Librarian s
	rural	urban	male		female		
			R	U	R	U	
1. African Centre		*		3		2	5
2. Agriculture Bank		*		-	-		
3. Agriculture Research Centre		*		1		3	4
4. Al Oma Bank		*		1		-	1
5. Ajib Oil Company		*		1		-	1
6. Al Atika		*		-		2	2
7. Al Brega Oil	*		2		1		3
8. Al Dar Aljamahiria for Publishing		*		1		-	1
9. Al Fajer Al Jadid Project		*		1		1	2
10. Al Fateh Project		*		1		-	1
11. Al fiker Al Jamahiry		*		7		3	10
12. Al Khalige Al Arabi		*		1		-	1
13. Al Jamahiria Broadcasting Station		*		2		1	3
14. Al Madina Al Kadima Project		*		1		2	3
15. Al Sraya Al Hamra Museum		*		4		2	6
16. Al Waha Oil Company		*		1		-	1
17. Al Zwetena Oil Company		*		1		-	1
18. Al Zawia Oil Refinery		*		1		-	1
19. Aquatic Studies Centre		*		1		2	3
20. Arab Development Institute		*		-		2	2
121. Arabic People Congress		*		1		2	3
22. Archeology Library		*		1		4	5
23. Beauty Surgery		*		-		1	1
24. Building Materials Research Centre		*		1		1	2
25. Camel Research Centre	*		2		-		2

R = Rural

U = Urban

Name of Special Libraries	Location		Librarians				Total Number of Librarians
	rural	urban	male		female		
			R	U	R	U	
26. Centre of Industrial Information & Documentation		*		1		2	3
27. Centre for Information & Documentation for transportation		*		9		9	18
28. Centre of Libyan Jihad		*		8		2	10
29. Centre of Technological Information		*		1		1	2
30. Central Medical Library		*		2		4	5
31. Central System for Electronic Research		*		1		-	1
32. Civil Aviation Organization		*		1		-	1
33. Economic Research Centre		*		1		1	2
34. Engineering Counselling Agency		*		-		1	1
35. Environment Preservation Research Centre		*		-		1	1
36. Foreign Bank		*		1		-	1
37. General People Congress		*		3		4	7
38. General Post Company		*		1		-	1
39. Iben Farnace Centre		*		1		-	1
40. Industrial Documentation Centre		*		9		8	17
41. Industrial Research Centre		*		1		1	2
42. Information and Documentation Research Centre		*		1		3	4
43. International Centre of the Green Book		*		2		-	1
44. International Centre of Musical Studies		*		1		-	1
45. International Centre for Specification & Measurement		*		1		-	1
46. International Organization of Energy		*		1		2	3
47. Islamic Call Association		*		8		5	13
48. Islamic Museum		*		1		-	1

Name of Special Libraries	Location		Librarians				Total Number of Librarians
	rural	urban	male		female		
			R	U	R	U	
49. Judiciary Administration		*		1		-	1
50. Journalism Association		*		1		-	1
51. Lazer Research Centre		*		1		1	2
52. Law Library of Petroleum Association		*		1		-	1
53. Libyan Insurance Company		*		1		-	1
54. Libyan National Bank		*		1		-	1
55. Mediterranean Sea Research Centre		*		2		1	3
56. Musrata Teaching Hospital		*		-		1	1
57. National Association of Petroleum		*		2		1	3
58. National Centre of Educational and Training Research		*		-		2	2
59. National Committee of Scientific Research		*		1		-	1
60. National Consultation Bureau		*		1		1	2
61. National Organization for Information & Documentation		*		1		4	5
62. Nuclear Research Centre		*		2		3	5
63. Optic Hospital		*		-		2	2
64. People's committee for Control & Follow-up		*		1		-	1
65. Petroleum Organization		*		2		2	4
66. Petroleum Research Centre		*		1		2	3
67. Ras Lanuf Oil Company	*		1		-		1
68. Sahara Research Centre	*		1		-		1
69. Salah Ed-Deen Hospital		*		-		1	1
70. Seventh of April Hospital		*		-		1	1
71. Social Insurance		*		2		-	2
72. Sout Al Watan		*		4		1	5
73. Space Research Centre		*		1		1	2
74. Strategic Industry Secretary		*		1		-	1

Name of Special Libraries	Location		Librarians				Total Number of Librarians
	rural	urban	male		female		
			R	U	R	U	
75. Sun Energy Research Centre		*		-		2	2
76. Supreme Court		*		1		1	2
77. The Great Man Made River		*		1		-	1
78. Tripoli Central Hospital		*		1		-	1
79. The U.N. Centre for Information		*		-		1	1
80. Water Distillation Research Centre		*		1		1	2
TOTAL	4	76	6	117	1	101	225

Data collected and combined from several documents to form the archives of the Secretariat of Education & Scientific Research, the Secretariat of Planning and the National Organization for Information and documentation, 1996.

THORNTON'S SCALE TO MEASURE LIBRARIANS' ATTITUDES TOWARD LIBRARIANSHIP

Key: 1. Strongly agree 3. Undecided 4. Disagree					
2. Agree 5. Strongly disagree					
1. Librarianship is a highly creative profession.	1	2	3	4	5
2. Librarianship has nothing about it which I admire.	1	2	3	4	5
3. Librarianship is a fairly imaginative profession.	1	2	3	4	5
4. Librarianship is a profession of active, hardworking people.	1	2	3	4	5
5. Librarianship isolates its members from the rest of the world.	1	2	3	4	5
6. Librarianship is the most admirable of the professions.	1	2	3	4	5
7. Librarianship as a profession has little prestige.	1	2	3	4	5
8. The profession of librarianship requires little initiative.	1	2	3	4	5
9. Librarianship is the most interesting of professions.	1	2	3	4	5
10. The profession of librarianship is always a stimulating challenge.	1	2	3	4	5
11. Librarianship attracts just average people.	1	2	3	4	5
12. Librarianship offers unusual opportunities to keep well informed and up with the world.	1	2	3	4	5
13. Librarianship is a remarkably enthusiastic profession.	1	2	3	4	5
14. Most work done by professional librarians is not professional in nature.	1	2	3	4	5
15. Librarianship is an apathetic profession	1	2	3	4	5
16. Librarianship is being accepted as a profession more and more as time goes on.	1	2	3	4	5
17. Librarianship is a fascinating profession.	1	2	3	4	5
18. Librarianship is an uninspiring profession.	1	2	3	4	5
19. The absence of personal contact with the public makes librarianship unappealing.	1	2	3	4	5
20. Librarianship hasn't the intellectual level of other professions.	1	2	3	4	5
21. Librarianship is as broad in outlook as all the numerous scholastic disciplines it serves.	1	2	3	4	5
22. Librarianship is an unimaginative profession.	1	2	3	4	5
23. Librarianship is a pleasant backwater in which the introvert and the unambitious slip into obscurity.	1	2	3	4	5
24. The profession of librarianship carries considerable prestige.	1	2	3	4	5
25. Numerous contacts with people make librarianship extremely appealing	1	2	3	4	5
26. Librarianship is frequently forgetful that it is first and foremost a service profession.	1	2	3	4	5
27. Librarianship offers many interesting associations with people.	1	2	3	4	5
28. Librarianship is a dull, uneventful profession.	1	2	3	4	5
29. Librarianship is characterized by members truly dedicated to the profession.	1	2	3	4	5
30. Librarianship is only a skilled service occupation.	1	2	3	4	5
31. Librarianship gives its members no opportunity for self-expression.	1	2	3	4	5
32. Librarianship is more genuinely idealistic than most other professions.	1	2	3	4	5
33. Librarianship is characterized by a widespread lack of interest in the profession on the part of its members.	1	2	3	4	5
34. Librarianship's ideal of service makes it very appealing.	1	2	3	4	5
35. The profession of librarianship is dry and uninteresting.	1	2	3	4	5
36. Librarianship highly deserves its recognition as a profession.	1	2	3	4	5
37. Librarianship is too idealistic.	1	2	3	4	5
38. Librarianship is more demanding intellectually, than most professions.	1	2	3	4	5

39. Librarianship offers much opportunity for the exercise of individual initiative.	1	2	3	4	5
40. Librarianship as a profession is limited in outlook.	1	2	3	4	5
41. Librarianship demands of its members alert, active minds.	1	2	3	4	5
42. Librarianship has de-emphasized the interesting personal contacts with the public which used to make it appealing.	1	2	3	4	5
43. Modern librarianship is fast outgrowing the stereotype of meekness which previously characterized it.	1	2	3	4	5
44. Librarianship attracts people with as much dynamism as any other profession.	1	2	3	4	5
45. Librarianship is a passive profession.	1	2	3	4	5
46. An intelligent person wouldn't be satisfied in librarianship very long.	1	2	3	4	5

APPENDIX 20
COVER LETTER



McGill

Graduate School of Library
and Information Studies
McGill University
3459 McTavish Street
Montreal, PQ, Canada H3A 1Y1

Tel (514) 398-4204
Fax (514) 398-7193
AD27@MUSICA.MCGILL.CA

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Dear Librarian:

I am conducting a study on Libyan librarians' attitudes towards Librarianship. This research will investigate any differences in these attitudes based on socio-demographic factors. This research is the basis of my Ph.D. dissertation at McGill University, Montreal, Canada.

You have been chosen as part of the population. Your participation in this study is very important. It will help ensure that most accurate conclusions are drawn. A high response rate is essential to the success of this study. Your participation can make the difference.

Your participation requires, at most, an hour of your time. Would you please sign your consent on the appropriate line below. Let me assure you of the confidentiality of your response. The data will not be reported in any way which would allow the identification of any individual participant. Your particular response sheet will not carry your identification. Your consent is required by the Ethics Committee of the Faculty of Education, McGill University to ensure the ethical treatment of individuals acting as research resource persons.

Please return the completed questionnaire no later than to the box designated "Attitude Survey" in the main office. I hope you will take a few minutes of your time to complete the questionnaire. Your cooperation is highly appreciated.

Yours sincerely,

Fauzia K. Bennani
Doctoral Student
McGill University

I hereby consent to the participation in the above noted research.

Signature

APPENDIX 21
ARABIC VERSION OF THE COVER LETTER



McGill

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جامعة ماغيل

كلية الدراسات العليا
للمكتبات والمعلومات

مونتريال - كندا

اني المكتبي افتي المكتبية

البيدكم علما بأنني اقوم بدراسة تتعلق بالتجارات المكتبيين اللبيين نحو مجلة المكتبات . وتقوم هذه الدراسة باستقصاء وبحث الاختلافات ذات الاسس الاجتماعية والسمائية والتي قد تظهر في هذه التجارات . ويشكل هذه الدراسة الاسس الجوهرية لاطروحة الدكتوراه التي اقوم بها زام في جامعة ماغيل بحد ينة مونتريال بكندا .

لقد تم اختياركم كممثل لجمهور البحث للمساهمة في هذه الدراسة . أن مساهمتكم في هذه الدراسة سيكون لها اجدية كبرى . حيث انما ستعمل على تأكيد صدق النتائج والتوقعات المترتبة عليها . أن المعدل العالي للاستجابات من قبل الجمهور المقصود يمثل عاملا أساسيا وضروريا لانجاح مثل هذه الدراسة . لذلك فإن مساهمتكم سيبكون لها الأثر البالغ في توفير المعلومات اللازمة لمطلبات التفتيق والتحليل .

أن لحظة الاطلاق التالية لاجمة ما قبل تؤكد على ضرورة الحصول على موافقة مسبقة من قبل كل المشاركون بعمده المصلحة من المشاركة في الدراسة وذلك لضمان المصانة الأخلاقية لجمهور المشاركون في الدراسة . ارجوا أن تتكرم / تتكرمي بالتقديم على عمده المصلحة وذلك في المكان المخصص لذلك في كل من المصلحة العربية والانجليزية .

انني كيا حنة اؤكد لفي على المصافقة على سرية استجاباتكم وعدم استعمال هذه الاستجابات بأي طريقة قد تشيبر اليكم بأي هورة شخصية .

الرجاء عادة استجابا بعد اتمام الاجابة عليه قبل يوم..... وذلك بوضحة في الصندوق المخصص لذلك في المكتب الرئيسي .

اجلي وشيق في اسكن مستخدمون بعضا من وقتكم الثمين للاجابة على فقرات هذا الاستبيان .
في الغتام اقدم لكم جزيل الشكر والموفان على مشاركتكم هذه .

الباحثة فوزية خليل البستاني
طالبة دكتوراه
جامعة ماغيل

انني اوافق على المشاركة في هذه الدراسة .

المضاء /.....

APPENDIX 22
THE REVISED COPY OF THE TRANSLATED
SCALE AND THE COVER PAGE

I - Please put a check (✓) when appropriate.

1- **I am a:** A - Male librarian () B - Female librarian ()

2- **I am.....years old.**

3- **I have been working as a librarian for:**

- A- Less than 1 year ()
- B- 1 - 2 years ()
- C- 3 - 5 years ()
- D- 6 - 8 years ()
- E- 9 - 11 years ()
- F- 12 or more years ()

4- **I work in:**

- A- Academic library ()
- B- Special library ()
- C- Public library ()

5- **My library is located in:**

- A- Urban community ()
- B- Rural community ()

6- **My academic degree(s):**

- A- B.A., () In.....
- B- B.S., () In.....
- C- Graduate diploma, () In.....
- D- M.A., () In.....
- E- Ph.D., () In.....
- D- Other () Specify.....

7- **If none of the degree(s) that you have obtained are in Library and Information Science:**

A- Have you had any training in Librarianship?

1- Yes ()

2- No ()

B- If yes specify type and length of training.....

II- The statements in this section were designed to measure your attitude. It is important to respond as honestly as possible to each statement. The responses needed here are the ones that reflect your true attitude. Please circle the number which best represent your level of agreement or disagreement with each statement in accordance with the scale.

1- ضع اشارة (✓) امام الاختيار المناسب

1- انني

أ- مكثي () ب- مكثيه ()

2- ابلغ من العمر.....سنة

3- انني اشتغل في مهنة المكتبات منذ فترة قد تصل الى

أ- اقل من سنة () ب- 1 الى 2 سنوات ()
 ج- 3 الى 5 سنوات () د- 6 الى 8 سنوات ()
 هـ- 9 الى 11 سنة () و- 12 الى اكثر ()

4- انني حالياً اعمل في

أ- مكتبة جامعية () ب- مكتبة متخصصة () ج- مكتبة عامة ()

5- تقع المكتبة التي اشتغل فيها في

أ- مجتمع عثلي حضري () ب- مجتمع عثلي ريفي ()

6- لقد تحصلت على الشهادة / الشهادات الجامعية التالية

1- ليسانس () في
 2- باكالوريوس () في
 3- دبلوم الدراسات العليا () في
 4- شهادة الماجستير () في
 5- شهادة الدكتوراه () في
 6- شهادة احرى () ما هي (وضع)

7- اذا لم تحصل / تتحصلي على شهادة في مجال المكتبات و المعلومات

أ- هل اتممت دورة تدريبية في هذا المجال

1- نعم () 2- لا ()

ب- اذا كان اختبارك (نعم) وضع نوعية وطول الدورة.....

2_ قد صممت فقرات هذا الاستبيان لقياس الاتجاهات الحقيقية للمكثيين تجاه مهنة المكتبات ، لذلك فان الاستجابات المطلوبة في هذا الموقف هي تلك الاتجاهات التي تعكس اتجاهك الحقيقي كمكثي / مكثية نحو مهنتك .
 ارجوا ان تصنع دائرة حول الرقم الذي يمثل درجة موافقتك أو عدم موافقتك على كل فقرة حسب ورونها في
 الاستبيان .

Key: 1. Strongly agree

3. Undecided

4. Disagree

أوافق بشدة

غير مقرر

لا أوافق

2. Agree

5. Strongly disagree

أوافق

لا أوافق بشدة

- | | | | | | |
|--|---|---|---|---|---|
| 1. Librarianship is a highly creative profession. | 1 | 2 | 3 | 4 | 5 |
| المكتبات مهنة إبداعية بدرجة عالية . | | | | | |
| 2. Librarianship has nothing about it which I admire. | 1 | 2 | 3 | 4 | 5 |
| لا يرمز في مهنة المكتبات شئ يثير رغبتى . | | | | | |
| 3. Librarianship is a fairly imaginative profession. | 1 | 2 | 3 | 4 | 5 |
| المكتبات مهنة مثالية للتخيل إلى حد ما . | | | | | |
| 4. Librarianship is a profession of active, hardworking people. | 1 | 2 | 3 | 4 | 5 |
| المكتبات مهنة الأفراد النشيطين المتفانين في العمل . | | | | | |
| 5. Librarianship isolates its members from the rest of the world. | 1 | 2 | 3 | 4 | 5 |
| تقوم مهنة المكتبات بعزل أعضائها عنه باقى العالم . | | | | | |
| 6. Librarianship is the most admirable of the professions. | 1 | 2 | 3 | 4 | 5 |
| مهنة المكتبات أكثر المهن إثارة للإعجاب . | | | | | |
| 7. Librarianship as a profession has little prestige. | 1 | 2 | 3 | 4 | 5 |
| مهنة المكتبات تمتلك قليلاً من المصداقية . | | | | | |
| 8. The profession of librarianship requires little initiative. | 1 | 2 | 3 | 4 | 5 |
| تتطلب مهنة المكتبات قليلاً من المبادرة . | | | | | |
| 9. Librarianship is the most interesting of professions. | 1 | 2 | 3 | 4 | 5 |
| المكتبات أكثر المهن إثارة وتسلوياً . | | | | | |
| 10. The profession of librarianship is always a stimulating challenge. | 1 | 2 | 3 | 4 | 5 |
| مهنة المكتبات مثيرة دائماً للتحدي . | | | | | |
| 11. Librarianship attracts just average people. | 1 | 2 | 3 | 4 | 5 |
| تجذب مهنة المكتبات الأفراد ذوي المستوى المتوسط فقط . | | | | | |

12. Librarianship offers unusual opportunities to keep well

تقدم مهنة المكتبات فرص غير عادية للإطلاع

informed and up with the world.

1 2 3 4 5

على المعلومات في العالم .

13. Librarianship is a remarkably enthusiastic profession.

1 2 3 4 5

المكتبات مهنة مفعمة بالحماس بشكل لافت للنظر .

14. Most work done by professional librarians is not professional

معظم الأعمال التي يقوم بها المكتبيون ليست ذات صبغة مهنية
in nature.

1 2 3 4 5

في طبيعتها .

15. Librarianship is an apathetic profession

1 2 3 4 5

المكتبات مهنة تنقسم باللامبالاة

16. Librarianship is being accepted as a profession more and more

تتمكن مهنة المكتبات من الاعتراف بها أكثر فأكثر مع مرور

as time goes on.

1 2 3 4 5

الزمن .

17. Librarianship is a fascinating profession.

1 2 3 4 5

المكتبات مهنة رائعة .

18. Librarianship is an uninspiring profession.

1 2 3 4 5

مهنة المكتبات ليست ذات تأثير ملهم .

19. The absence of personal contact with the public makes

غياب الاتصال الشخصي مع الجمهور يجعل مهنة

librarianship unappealing.

1 2 3 4 5

المكتبات غير ممتعة .

20. Librarianship hasn't the intellectual level of other

مهنة المكتبات لا تتمثل و المستوى الفكري

professions.

1 2 3 4 5

للمهن الأخرى .

21. Librarianship is as broad in outlook as all the numerous

مهنة المكتبات ذات اتجاها عريضة كجميع المجالات

scholastic disciplines it serves.

1 2 3 4 5

العلمية المتعددة التي تخدمها .

22. Librarianship is an unimaginative profession. 1 2 3 4 5
لا تتسم مهنة المكتبات بالتصور الخيالي .
23. Librarianship is a pleasant backwater in which the 1 2 3 4 5
مهنة المكتبات تمثل موضعاً مفضلين منعزل وسار يقوم منه فذلاء
introvert and the unambitious slip into obscurity.
كل فرد انعزالي وغير ملموح بالانزلاق الى حالة الغموض وعدم الشهرة
24. The profession of librarianship carries considerable prestige. 1 2 3 4 5
تمتلك مهنة المكتبات امتيازات مبدية بالاعتبار .
25. Numerous contacts with people make librarianship extremely 1 2 3 4 5
وفرة الاتصال مع الآخرين يجعل مهنة المكتبات مغرية
appealing,
الى البعد مد .
26. Librarianship is frequently forgetful that it is first and 1 2 3 4 5
كثيراً ما تنسى مهنة المكتبات بأنها أولاً وقبل كل شيء
foremost a service profession.
مهنة فدية .
27. Librarianship offers many interesting associations with 1 2 3 4 5
تقدم مهنة المكتبات كثيراً من الروابط المتعة
people.
مع الآخرين .
28. Librarianship is a dull, uneventful profession. 1 2 3 4 5
المكتبات مهنة فائرة فالية من الأحداث المثيرة .
29. Librarianship is characterized by members truly dedicated 1 2 3 4 5
تتسم مهنة المكتبات بأعضاء وهبوا أنفسهم للمهنة
to the profession.
بكل صدق .
30. Librarianship is only a skilled service occupation. 1 2 3 4 5
مهنة المكتبات عبادة فقط عدمه وظيفية فدية تتطلب مهارة .
31. Librarianship gives its members no opportunity for self- 1 2 3 4 5
مهنة المكتبات لا تعطي أعضائها فرص التعبير عنه
expression.
الذات .

32. Librarianship is more genuinely idealistic than most other

مهنة المكتبات أكثر مثالية مهيبة من معظم المهن
professions.

1 2 3 4 5

الأفري .

33. Librarianship is characterized by a widespread lack of

مهنة المكتبات تتسم بانتشار عدم
interest in the profession on the part of its members.

1 2 3 4 5

المبالاة بالمهنة بين أعضائها .

34. Librarianship's ideal of service makes it very appealing.

1 2 3 4 5

المفهوم المثالي لمهنة المكتبات المتعلو بالفئة يجعلها جذابة جداً .

35. The profession of librarianship is dry and uninteresting.

1 2 3 4 5

المكتبات مهنة جافة وغير مشوقة .

36. Librarianship highly deserves its recognition as a profession.

1 2 3 4 5

تستحق مهنة المكتبات بدرجة عالية الاعتراف بها كمهنة .

37. Librarianship is too idealistic.

1 2 3 4 5

المكتبات مهنة مثالية أكثر مما ينبغي .

38. Librarianship is more demanding intellectually, than most

تطلب مهنة المكتبات أكثر مجهود فكرياً من معظم المهن
professions.

1 2 3 4 5

الأفري .

39. Librarianship offers much opportunity for the exercise of

تقدم مهنة المكتبات كثيراً من الفرص لممارسة
individual initiative.

1 2 3 4 5

المبادرة الفردية .

40. Librarianship as a profession is limited in outlook.

1 2 3 4 5

المكتبات مهنة محدودة التطلعات .

41. Librarianship demands of its members alert, active minds.

1 2 3 4 5

تطلب مهنة المكتبات من أعضائها اليقظة والعقول النشطة .

42. Librarianship has de-emphasized the interesting personal

قامت مهنة المكتبات بعدم التأكيد على الاتصال الشخصي
contacts with the public which used to make it appealing.

1 2 3 4 5

الشبيعة مع الجمهور والذي كان مه قبل عامل على جعلها جذابة .

43. Modern librarianship is fast outgrowing the stereotype of

تتخلص مهنة المكتبات الحديثة بسرعة من نمطية المتوهم

meekness which previously characterized it.

1 2 3 4 5

التي ميزتها في السابق .

44. Librarianship attracts people with as much dynamism as any

تجذب مهنة المكتبات أناس لديهم دينامية تعادل دينامية

other profession.

1 2 3 4 5

أولئك الذين يجذبهم المهنة الأخرى .

45. Librarianship is a passive profession.

1 2 3 4 5

المكتبات مهنة غير فعالة " لقاعدة " .

46. An intelligent person wouldn't be satisfied in librarianship

الشخص الذكي سوف لن يكون إرضاء في مهنة المكتبات

very long.

1 2 3 4 5

لوقت طويل .

APPENDIX 23**Distribution of Respondents**

Category	Respondent	%	Population
Urban Male Academic	92	51.1	180
Rural Male Academic	21	75.0	28
Urban Female Academic	82	54.6	150
Rural Female Academic	11	100.0	11
Urban Male Special	61	52.1	117
Rural Male Special	5	83.3	6
Urban Female Special	52	51.5	101
Rural Female Special	3	100.0	3
Urban Male Public	9	69.2	13
Rural Male Public	17	85.0	20
Urban Female Public	15	83.3	18
Rural Female Public	6	75.0	8
TOTAL	374	57.0	655

APPENDIX 24

Urban Male Academic Librarians' Data

Subject	Age	Experience in Lib. & Inf. Sci. in years	Education	Training in Lib. & Inf. Sc.
1	30-39	9-11	B.Sc in Lib. & Inf. Sci.	-
2	30-39	3-5	B.Sc in Engineering	-
3	30-39	6-8	B.Sc in Chemistry	-
4	30-39	3-5	B.A. in Education	-
5	20-29	Less than a year	Associate in Teaching	-
6	30-39	6-8	B.A. in Arabic Language	-
7	30-39	6-8	B.Sc in Lib. & Inf. Sci.	-
8	40-49	Over 11	Associate in Administration	✓
9	20-29	3-5	B.Sc in Lib. & Inf. Sci.	-
10	30-39	Over 11	G.S.D. in Lib. & Inf. Sci.	-
11	30-39	Over 11	Associate in Teaching	-
12	40-49	Over 11	B.A. in English Language	✓
13	40-49	Over 11	B.A. in Lib. & Inf. Sci.	✓
14	40-49	Over 11	B.Sc in Lib. & Inf. Sci.	-
15	30-39	9-11	B.Sc in Science	-
16	40-49	Over 11	B.Sc in Lib. & Inf. Sci.	-
17	40-49	Over 11	B.Sc in Lib. & Inf. Sci.	-
18	20-29	Less than a year	Associate in Accounting	-
19	30-39	Over 11	Associate in Teaching	-
20	20-29	1-2	B.Sc in Lib. & Inf. Sci.	-
21	30-39	Over 11	G.S.D. in Lib. & Inf. Sci.	-
22	40-49	Over 11	Associate in Education	✓
23	20-29	3-5	B.Sc in Lib. & Inf. Sci.	-
24	20-29	6-8	B.Sc in Lib. & Inf. Sci.	-
25	40-49	6-8	Associate in Teaching	-
26	20-29	3-5	B.Sc in Lib. & Inf. Sci.	-
27	20-29	3-5	B.A. in Education	-
28	50-59	Over 11	Associate in Education	-
29	20-29	1-2	B.A. in Education	-
30	30-39	6-8	G.S.D. in Lib. & Inf. Sci.	-

* Associate = Degree offered by Junior College
 *G.S.D. = Graduate Studies Diploma

Urban Male Academic Librarians' Data: (Continued)

Subject	Age	Experience in Lib. & Inf. Sci. in years	Education	Training in Lib. & Inf. Sc.
31	40-49	9-11	G.S.D. in Lib. & Inf. Sci.	-
32	30-39	6-8	M.Sc in Lib. & Inf. Sci.	-
33	30-39	6-8	B.A. in Lib. & Inf. Sci.	-
34	20-29	1-2	Associate in Lib. & Inf. Sci.	-
35	20-29	1-2	B.A. in History	-
36	20-29	1-2	B.A. in Education	-
37	40-49	9-11	G.S.D. in Lib. & Inf. Sci.	-
38	20-29	3-5	Associate in Accounting	-
39	50-59	9-11	Associate in Teaching	-
40	30-39	9-11	G.S.D. in Lib. & Inf. Sci.	-
41	30-39	6-8	B.Sc in Computer Sci.	-
42	20-29	3-5	Associate in Teaching	-
43	20-29	3-5	Associate in Teaching	-
44	40-49	Over 11	Associate in Teaching	-
45	30-39	9-11	Associate in Teaching	-
46	30-39	6-8	B.Sc in Lib. & Inf. Sci.	-
47	30-39	6-8	B.Sc in Lib. & Inf. Sci.	-
48	30-39	6-8	B.A. in Education	-
49	20-29	1-2	B.Sc in Lib. & Inf. Sci.	-
50	40-49	Over 11	B.Sc in Science	-
51	30-39	6-8	G.S.D. in Lib. & Inf. Sci.	-
52	20-29	3-5	B.A. in Lib. & Inf. Sci.	-
53	20-29	3-5	B.A. in Lib. & Inf. Sci.	-
54	30-39	6-8	B.A. in English	-
55	30-39	9-11	B.A. in French	-
56	30-39	9-11	B.Sc in Lib. & Inf. Sci.	-
57	30-39	6-8	B.Sc in Lib. & Inf. Sci.	-
58	30-39	6-8	G.S.D. in Lib. & Inf. Sci.	-
59	40-49	9-11	M.Sc in Lib. & Inf. Sci.	-
60	40-49	Over 11	B.A. in History	-

Urban Male Academic Librarians' Data: (Continued)

Subject	Age	Experience in Lib. & Inf. Sci. in years	Education	Training in Lib. & Inf. Sc.
61	20-29	1-2	Associate in Computer Sci.	-
62	20-29	3-5	Associate in Management	-
63	20-29	3-5	B.A. in Lib. & Inf. Sci.	-
64	40-49	9-11	M.Sc in Lib. & Inf. Sci.	-
65	30-39	6-8	Associate in Teaching	-
66	20-29	9-11	Associate in French	-
67	40-49	Over 11	Associate in Teaching	-
68	50-59	Over 11	M.Sc in Lib. & Inf. Sci.	-
69	40-49	Over 11	B.A. in Education	-
70	20-29	1-2	B.A. in Lib. & Inf. Sci.	-
71	20-29	3-5	B.A. in Lib. & Inf. Sci.	-
72	20-29	3-5	B.A. in Lib. & Inf. Sci.	-
73	20-29	3-5	B.A. in Lib. & Inf. Sci.	-
74	40-49	9-11	M.Sc in Lib. & Inf. Sci.	-
75	30-39	9-11	G.S.D. in Lib. & Inf. Sci.	-
76	30-39	9-11	B.Sc in Lib. & Inf. Sci.	-
77	40-49	Over 11	G.S.D. in Lib. & Inf. Sci.	-
78	20-29	6-8	B.Sc in Lib. & Inf. Sci.	-
79	20-29	3-5	Associate in Computer Sci.	-
80	30-39	6-8	Associate in Teaching	-
81	30-39	6-8	Associate in Teaching	-
82	30-39	3-5	B.A. in Lib. & Inf. Sci.	-
83	30-39	9-11	B.A. in Lib. & Inf. Sci.	-
84	20-29	6-8	B.Sc in Math	-
85	20-29	3-5	B.Sc in Engineering	-
86	30-39	9-11	B.Sc in Computer Sci.	-
87	30-39	9-11	B.Sc in Statistics	-
88	30-39	9-11	M.Sc in Lib. & Inf. Sci.	-
89	40-49	9-11	M.Sc in Lib. & Inf. Sci.	-
90	40-49	6-8	Associate in Teaching	-
91	30-39	6-8	Associate in Administration	-
92	30-39	3-5	B.A. in Lib. & Inf. Sci.	-

APPENDIX 25**Rural Male Academic Librarians' Data:**

Subject	Age	Experience in Lib. & Inf. Sci. in years	Education	Training in Lib. & Inf. Sc.
1	20-29	Less than a year	B.Sc in Lib. & Inf. Sci.	-
2	20-29	6-8	Associate in Teaching	-
3	20-29	6-8	B.Sc in Lib. & Inf. Sci.	-
4	30-39	6-8	Associate in Teaching	-
5	20-29	3-5	Associate in Teaching	-
6	30-39	1-2	Associate in Teaching	-
7	20-29	3-5	Associate in Teaching	-
8	20-29	Less than a year	B.A. in Lib. & Inf. Sci.	-
9	40-49	6-8	Associate in Teaching	-
10	20-29	Less than a year	B.A. in History	-
11	20-29	1-2	Associate in Teaching	-
12	30-39	1-2	B.Sc in Physics	-
13	20-29	3-5	Associate in Management	-
14	30-39	6-8	B.Sc in Political Sci.	-
15	20-29	9-11	G.S.D. Educational Counseling	-
16	20-29	3-5	B.A. in Lib. & Inf. Sci.	-
17	50-59	Over 11	Associate in Teaching	-
18	50-59	9-11	Associate in Teaching	-
19	20-29	3-5	B.Sc in Lib. & Inf. Sci.	-
20	20-29	3-5	B.Sc in Lib. & Inf. Sci.	-
21	30-39	9-11	B.A. in Lib. & Inf. Sci.	-

APPENDIX 26

Urban Female Academic Librarians' Data:

Subject	Age	Experience in Lib. & Inf. Sci. in years	Education	Training in Lib. & Inf. Sc.
1	20-29	1-2	B.Sc in Lib. & Inf. Sci.	-
2	20-29	1-2	B.A. in History	-
3	20-29	3-5	B.Sc in Lib. & Inf. Sci.	-
4	20-29	1-2	B.A. in Arabic	-
5	30-39	Over 11	B.Sc in Lib. & Inf. Sci.	-
6	20-29	9-11	B.Sc in Lib. & Inf. Sci.	-
7	30-39	9-11	B.Sc in Lib. & Inf. Sci.	-
8	30-39	Over 11	Associate in Administration	-
9	20-29	1-2	B.Sc in Lib. & Inf. Sci.	-
10	20-29	6-8	G.S.D. in Education	-
11	30-39	9-11	B.Sc in Science	-
12	30-39	Over 11	B.Sc in Lib. & Inf. Sci.	-
13	20-29	1-2	B.A. in French	-
14	20-29	1-2	B.A. in Social Science	-
15	20-29	1-2	B.A. in Social Science	-
16	30-39	Over 11	B.Sc in Lib. & Inf. Sci.	-
17	20-29	Less than a year	B.Sc in Statistics	-
18	20-29	6-8	G.S.D. in Lib. & Inf. Sci.	-
19	30-39	Over 11	B.Sc in Lib. & Inf. Sci.	-
20	30-39	Over 11	G.S.D. in Education	-
21	30-39	9-11	B.Sc in Lib. & Inf. Sci.	-
22	20-29	1-2	B.Sc in Social Science	-
23	20-29	Less than a year	B.A. in Lib. & Inf. Sci.	-
24	20-29	3-5	Associate in Teaching	-
25	30-39	9-11	B.Sc in Lib. & Inf. Sci.	-
26	30-39	6-8	B.Sc in Lib. & Inf. Sci.	-
27	20-29	Less than a year	B.Sc in Lib. & Inf. Sci.	-
28	20-29	Less than a year	B.Sc in Lib. & Inf. Sci.	-
29	30-39	Over 11	B.A. in English Language	-
30	20-29	Less than a year	B.Sc in Lib. & Inf. Sci.	-

Urban Female Academic Librarians' Data: (Continued)

Subject	Age	Experience in Lib. & Inf. Sci. in years	Education	Training in Lib. & Inf. Sc.
31	20-29	3-5	B.A. in French	-
32	20-29	Less than a year	G.S.D. in Political Sci.	-
33	30-39	9-11	G.S.D. in Lib. & Inf. Sci.	-
34	30-39	9-11	B.A. in Lib. & Inf. Sci.	-
35	40-49	9-11	B.Sc in Education	-
36	20-29	6-8	B.A. in Lib. & Inf. Sci.	-
37	20-29	6-8	B.Sc in Lib. & Inf. Sci.	-
38	20-29	3-5	B.Sc in Education	-
39	30-39	6-8	G.S.D. in Lib. & Inf. Sci.	-
40	20-29	3-5	B.Sc in Science	-
41	20-29	3-5	B.Sc in Science	-
42	30-39	6-8	B.Sc in Engineering	-
43	30-39	9-11	B.A. in History	-
44	30-39	9-11	B.A. in Education	-
45	20-29	3-5	B.Sc in Lib. & Inf. Sci.	-
46	20-29	3-5	B.Sc in Lib. & Inf. Sci.	-
47	30-39	6-8	B.Sc in Science	-
48	30-39	6-8	B.Sc in Lib. & Inf. Sci.	-
49	40-49	9-11	Associate in Teaching	-
50	20-29	3-5	B.A. in Education	-
51	40-49	9-11	G.S.D. in Lib. & Inf. Sci.	-
52	30-39	9-11	B.Sc in Lib. & Inf. Sci.	-
53	30-39	6-8	G.S.D. in Lib. & Inf. Sci.	-
54	30-39	6-8	B.Sc in Lib. & Inf. Sci.	-
55	40-49	9-11	B.A. in Arabic Language	-
56	20-29	3-5	B.Sc in Lib. & Inf. Sci.	-
57	30-39	6-8	B.Sc in Lib. & Inf. Sci.	-
58	30-39	6-8	B.Sc in Science	-
59	30-39	6-8	B.A. in English Language	-
60	20-29	6-8	B.A. in English Language	-

Urban Female Academic Librarians' Data: (Continued)

Subject	Age	Experience in Lib. & Inf. Sci. in years	Education	Training in Lib. & Inf. Sc.
61	20-29	3-5	B.Sc in Lib. & Inf. Sci.	-
62	20-29	6-8	B.Sc in Lib. & Inf. Sci.	-
63	40-49	6-8	B.Sc in Lib. & Inf. Sci.	-
64	30-39	6-8	B.Sc in Lib. & Inf. Sci.	-
65	30-39	9-11	G.S.D. in Lib. & Inf. Sci.	-
66	30-39	9-11	B.A. in History	-
67	30-39	3-5	B.Sc in Science	-
68	30-39	9-11	M.Sc in Lib. & Inf. Sci.	-
69	20-29	3-5	B.A. in Lib. & Inf. Sci.	-
70	40-49	9-11	M.Sc in Lib. & Inf. Sci.	-
71	20-29	3-5	B.A. in Lib. & Inf. Sci.	-
72	20-29	6-8	B.Sc in Agriculture	-
73	20-29	6-8	B.Sc in Medical Tech.	-
74	30-39	Over 11	B.Sc in Engineering	-
75	30-39	Over 11	B.Sc in Computer Sci.	-
76	30-39	Over 11	G.S.D. in Lib. & Inf. Sci.	-
77	40-49	Over 11	B.Sc in Lib. & Inf. Sci.	-
78	20-29	3-5	B.Sc in Lib. & Inf. Sci.	-
79	30-39	9-11	B.Sc in Lib. & Inf. Sci.	-
80	40-49	9-11	G.S.D. in Lib. & Inf. Sci.	-
81	20-29	3-5	B.Sc in Lib. & Inf. Sci.	-
82	20-29	3-5	B.Sc in Lib. & Inf. Sci.	-

APPENDIX 27

Rural Female Academic Librarians' Data:

Subject	Age	Experience in Lib. & Inf. Sci. in years	Education	Training in Lib. & Inf. Sc.
1	20-29	6-8	Associate in Administration	✓
2	20-29	1-2	B.Sc in Lib. & Inf. Sci.	-
3	20-29	1-2	Associate in Finance	-
4	30-39	3-5	B.Sc in Administration	-
5	30-39	3-5	B.Sc in Lib. & Inf. Sci.	-
6	20-29	6-8	Associate in Administration	-
7	20-29	Less than a year	B.A. in Lib. & Inf. Sci.	-
8	20-29	1-2	Associate in Finance	-
9	20-29	3-5	Associate in Teaching	✓
10	20-29	3-5	B.Sc in Military Science	-
11	20-29	Less than a year	Associate in Administration	-

APPENDIX 28

Urban Male Special Librarians' Data:

Subject	Age	Experience in Lib. & Inf. Sci. in years	Education	Training in Lib. & Inf. Sc.
1	30-39	6-8	B.Sc in Lib. & Inf. Sci.	-
2	30-39	6-8	B.Sc in Lib. & Inf. Sci.	-
3	30-39	Over 11 years	B.Sc in Lib. & Inf. Sci.	-
4	20-29	1-2	B.A. in History	-
5	20-29	6-8	B.Sc in Lib. & Inf. Sci.	-
6	30-39	6-8	B.Sc in Lib. & Inf. Sci.	-
7	30-39	3-5	B.A. in Geology	-
8	20-29	1-2	B.Sc in Administration	-
9	30-39	Over 11	G.S.D. in Lib. & Inf. Sci.	-
10	40-49	Over 11	B.A. in History	✓
11	20-29	1-2	Associate in Administration	-
12	30-39	9-11	G.S.D. in Lib. & Inf. Sci.	-
13	40-49	Over 11	B.A. in Lib. & Inf. Sci.	-
14	20-29	6-8	Associate in Teaching	✓
15	40-49	Over 11	Associate in Teaching	✓
16	30-39	9-11	B.Sc in Lib. & Inf. Sci.	-
17	20-29	3-5	Associate in Administration	-
18	20-29	3-5	B.A. in English	-
19	20-29	3-5	B.A. in Education	-
20	20-29	3-5	B.Sc in Lib. & Inf. Sci.	-
21	30-39	6-8	B.Sc in Lib. & Inf. Sci.	-
22	30-39	6-8	B.Sc in Lib. & Inf. Sci.	-
23	30-39	9-11	B.Sc in Engineering	-
24	20-29	3-5	B.Sc in Engineering	-
25	20-29	3-5	B.Sc in Lib. & Inf. Sci.	-
26	40-49	Over 11	B.Sc in Agriculture	-
27	40-49	9-11	M.Sc in Lib. & Inf. Sci.	-
28	20-29	3-5	B.Sc in Science	-
29	40-49	9-11	B.Sc in Science	-
30	30-39	9-11	B.Sc in Science	-

Urban Male Special Librarians' Data: (Continued)

Subject	Age	Experience in Lib. & Inf. Sci. in years	Education	Training in Lib. & Inf. Sc.
31	20-29	3-5	B.Sc in Lib. & Inf. Sci.	-
32	20-29	3-5	B.Sc in Lib. & Inf. Sci.	-
33	50-59	Over 11	B.A. in Education	-
34	50-59	9-11	B.Sc in Education	-
35	20-29	6-8	B.Sc in Engineering	-
36	30-39	9-11	B.A. in Lib. & Inf. Sci.	-
37	30-39	9-11	G.S.D. in Lib. & Inf. Sci.	-
38	30-39	9-11	B.Sc in Statistics	-
39	20-29	3-5	B.Sc in Statistics	-
40	20-29	3-5	B.Sc in Math	-
41	30-39	6-8	G.S.D. in Lib. & Inf. Sci.	-
42	30-39	9-11	M.Sc in Lib. & Inf. Sci.	-
43	30-39	9-11	G.S.D. in Lib. & Inf. Sci.	-
44	20-29	3-5	G.S.D. in Lib. & Inf. Sci.	-
45	20-29	6-8	B.Sc in Agriculture	-
46	20-29	6-8	B.Sc in Computer Sci.	-
47	30-39	6-8	B.Sc in Education	-
48	30-39	6-8	B.A. in Lib. & Inf. Sci.	-
49	30-39	6-8	G.S.D. in Lib. & Inf. Sci.	-
50	30-39	6-8	B.Sc in French	-
51	20-29	6-8	B.A. in Lib. & Inf. Sci.	-
52	40-49	Over 11	M.Sc in Lib. & Inf. Sci.	-
53	40-49	Over 11	B.Sc in Geology	-
54	30-39	9-11	B.A. in Lib. & Inf. Sci.	-
55	30-39	6-8	G.S.D. in Lib. & Inf. Sci.	-
56	20-29	6-8	B.Sc in Science	-
57	30-39	9-11	B.Sc in Science	-
58	30-39	9-11	B.Sc in Science	-
59	20-29	6-8	B.Sc in Science	-
60	20-29	6-8	B.Sc in Science	-
61	40-49	Over 11	B.Sc in Lib. & Inf. Sci.	-

APPENDIX 29**Rural Male Special Librarians' Data:**

Subject	Age	Experience in Lib. & Inf. Sci. in years	Education	Training in Lib. & Inf. Sc.
1	20-29	Less than a year	B.Sc in Communication	-
2	20-29	Less than a year	Associate in Teaching	-
3	20-29	1-2	B.A. in Education	-
4	20-29	3-5	Associate in Education	-
5	20-29	6-8	B.Sc in Lib. & Inf. Sci.	-

APPENDIX 30

Urban Female Special Librarians' Data:

Subject	Age	Experience in Lib. & Inf. Sci. in years	Education	Training in Lib. & Inf. Sc.
1	20-29	Less than a year	B.Sc in Lib. & Inf. Sci.	-
2	30-39	Over 11	B.Sc in Lib. & Inf. Sci.	-
3	20-29	1-2	Associate in Administration	-
4	20-29	3-5	B.Sc in Lib. & Inf. Sci.	-
5	20-29	6-8	B.Sc in Lib. & Inf. Sci.	-
6	30-39	Over 11	B.Sc in Lib. & Inf. Sci.	-
7	20-29	3-5	B.Sc in Lib. & Inf. Sci.	-
8	20-29	Less than a year	B.Sc in Lib. & Inf. Sci.	-
9	20-29	1-2	B.Sc in Computer Sci.	✓
10	20-29	1-2	B.Sc in Lib. & Inf. Sci.	-
11	20-29	3-5	B.Sc in Lib. & Inf. Sci.	✓
12	30-39	Over 11	B.Sc in Lib. & Inf. Sci.	-
13	20-29	Less than a year	B.A. in History	-
14	30-39	Over 11	B.Sc in Lib. & Inf. Sci.	-
15	20-29	1-2	Associate in Computer Sci.	-
16	30-39	6-8	B.Sc in Lib. & Inf. Sci.	-
17	30-39	6-8	B.Sc in Lib. & Inf. Sci.	-
18	20-29	Less than a year	B.Sc in Lib. & Inf. Sci.	-
19	20-29	Less than a year	B.Sc in Lib. & Inf. Sci.	-
20	20-29	6-8	B.Sc in Lib. & Inf. Sci.	-
21	20-29	Over 11	B.A. in French	-
22	20-29	3-5	B.A. in Lib. & Inf. Sci.	-
23	40-49	Over 11	M.Sc in Lib. & Inf. Sci.	-
24	20-29	1-2	Associate in Administration	-
25	30-39	Over 11	B.Sc in Lib. & Inf. Sci.	-
26	20-29	1-2	B.Sc in Lib. & Inf. Sci.	-
27	30-39	9-11	B.Sc in Lib. & Inf. Sci.	-
28	20-29	1-2	B.Sc in Lib. & Inf. Sci.	-
29	20-29	3-5	B.Sc in Lib. & Inf. Sci.	-
30	20-29	1-2	B.A. in History	-

Urban Female Special Librarians' Data: (Continued)

Subject	Age	Experience in Lib. & Inf. Sci. in years	Education	Training in Lib. & Inf. Sc.
31	30-39	6-8	G.S.D. in Management	-
32	20-29	1-2	B.Sc in Agriculture	✓
33	30-39	9-11	B.Sc in Lib. & Inf. Sci.	-
34	20-29	1-2	B.A. in Lib. & Inf. Sci.	✓
35	20-29	3-5	B.Sc in Agriculture	-
36	20-29	Less than a year	B.Sc in Agriculture	-
37	30-39	Over 11	B.Sc in Lib. & Inf. Sci.	✓
38	20-29	6-8	Associate in Management	-
39	20-29	Less than a year	B.Sc in Agriculture	-
40	30-39	9-11	B.Sc in Lib. & Inf. Sci.	-
41	20-29	6-8	B.Sc in Engineering	-
42	20-29	6-8	B.Sc in Math	-
43	20-29	3-5	B.Sc in Agriculture	-
44	30-39	9-11	G.S.D. in Lib. & Inf. Sci.	-
45	20-29	6-8	B.Sc in Agriculture	-
46	20-29	6-8	B.Sc in Engineering	-
47	30-39	9-11	B.Sc in Statistics	-
48	20-29	6-8	B.Sc in Science	-
49	30-39	6-8	B.Sc in Lib. & Inf. Sci.	-
50	30-39	9-11	B.Sc in Lib. & Inf. Sci.	-
51	20-29	3-5	B.Sc in Lib. & Inf. Sci.	-
52	20-29	3-5	B.Sc in Lib. & Inf. Sci.	-

APPENDIX 31

Rural Female Special Librarians' Data:

Subject	Age	Experience in Lib. & Inf. Sci. in years	Education	Training in Lib. & Inf. Sc.
1	20-29	1-2	B.Sc in Lib. & Inf. Sci.	-
2	30-39	9-11	B.Sc in Lib. & Inf. Sci.	-
3	20-29	3-5	B.Sc in Lib. & Inf. Sci.	-

APPENDIX 32

Urban Male Public Librarians' Data:

Subject	Age	Experience in Lib. & Inf. Sci. in years	Education	Training in Lib. & Inf. Sc.
1	30-39	Over 11	B.Sc in Lib. & Inf. Sci.	-
2	40-49	9-11	G.S.D. in Lib. & Inf. Sci.	-
3	20-29	3-5	B.A. in Administration	-
4	20-29	Less than a year	B.Sc in Administration	-
5	20-29	3-5	B.Sc in Lib. & Inf. Sci.	-
6	40-49	1-2	B.Sc in Lib. & Inf. Sci.	-
7	40-49	Over 11	B.Sc in Aviation	✓
8	40-49	Over 11	M.Sc in Lib. & Inf. Sci.	-
9	20-29	3-5	B.A. in Lib. & Inf. Sci.	-

APPENDIX 33

Rural Male Public Librarians' Data:

Subject	Age	Experience in Lib. & Inf. Sci. in years	Education	Training in Lib. & Inf. Sc.
1	30-39	6-8	B.Sc in Lib. & Inf. Sci.	-
2	30-39	3-5	Associate in Education	-
3	50-59	Over 11	Associate in Commerce	-
4	20-29	Less than a year	B.Sc in Communication	-
5	30-39	3-5	Associate in Education	-
6	30-39	Over 11	Associate in Education	-
7	30-39	6-8	Associate in Education	-
8	20-29	1-2	Associate in Education	-
9	20-29	6-8	Associate in Teaching	-
10	20-29	3-5	B.Sc in Communication	-
11	40-49	Over 11	Associate in Teaching	-
12	40-49	Over 11	B.A. in Lib. & Inf. Sci.	-
13	30-39	6-8	B.Sc in Lib. & Inf. Sci.	-
14	30-39	3-5	B.Sc in Lib. & Inf. Sci.	-
15	20-29	3-5	B.Sc in Lib. & Inf. Sci.	-
16	50-59	Over 11	Associate in Teaching	-
17	50-59	9-11	Associate in Teaching	✓

APPENDIX 34

Urban Female Public Librarians' Data:

Subject	Age	Experience in Lib. & Inf. Sci. in years	Education	Training in Lib. & Inf. Sc.
1	30-39	Over 11	Associate in Teaching	-
2	20-29	3-5	Associate in Administration	-
3	20-29	1-2	B.Sc in Lib. & Inf. Sci.	-
4	30-39	9-11	Associate in Teaching	-
5	30-39	Over 11	G.S.D. in Lib. & Inf. Sci.	-
6	20-29	9-11	Associate in Administration	-
7	40-49	Over 11	Associate in Administration	-
8	20-29	3-5	B.Sc in Lib. & Inf. Sci.	-
9	30-39	6-8	B.Sc in Lib. & Inf. Sci.	-
10	30-39	9-11	B.Sc in Lib. & Inf. Sci.	-
11	20-29	3-5	B.A. in Lib. & Inf. Sci.	-
12	30-39	6-8	B.A. in Lib. & Inf. Sci.	-
13	20-29	6-8	B.A. in Lib. & Inf. Sci.	-
14	20-29	3-5	B.Sc in Lib. & Inf. Sci.	-
15	30-39	9-11	G.S.D. in Lib. & Inf. Sci.	-

APPENDIX 35

Rural Female Public Librarians' Data:

Subject	Age	Experience in Lib. & Inf. Sci. in years	Education	Training in Lib. & Inf. Sc.
1	30-39	6-8	B.Sc in Lib. & Inf. Sci.	-
2	20-29	1-2	Associate in Finance	-
3	20-29	1-2	Associate in Finance	-
4	20-29	1-2	B.Sc in Lib. & Inf. Sci.	-
5	30-39	6-8	Associate in Administration	-
6	30-39	9-11	B.A. in Lib. & Inf. Sci.	-

APPENDIX 36
ETHICAL ACCEPTABILITY DOCUMENTS

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**MCGILL UNIVERSITY
FACULTY OF EDUCATION**

**CERTIFICATE OF ETHICAL ACCEPTABILITY OF RESEARCH
INVOLVING HUMAN SUBJECTS**

A review committee consisting of the three of the following members:

- | | |
|----------------------|-----------------------|
| 1. Prof. E. Lusthaus | 1. Prof. M. Maguire |
| 2. Prof. R. Ghosh | 2. Prof. C. Mitchell |
| 3. Prof. M. Downey | 3. Prof. G. Isherwood |

has examined the application for certification of the ethical acceptability of the project entitled:
Librarianship as a Profession: An Investigation of Libyan Librarians' Attitudes
as proposed by:

Applicant's Name: Fauzia K. Bennani
Applicant's Signature: [Signature]
Degree Program Ph.D. "Ad Hoc"

Supervisor's Name: Prof. Rees-Potter, J.
Supervisor's Signature: [Signature]
Granting Agency: _____

The review committee considers the research procedures as explained by the applicant in this application, to be acceptable on ethical grounds.

(Signatures)

a) MJ Downey Date 97/06/16

b) E. Lusthaus Date 97/06/27

c) R. Ghosh Date 97/07/10

Associate Dean (Academic) R. Keyserling Date 97-07-14

January 1997

Research Ethics Committee of
The Faculty of Education

Statement of Ethics of Proposed Research
in the Faculty of Education

It is assumed that the responses to the questions below reflect the author's (or authors') familiarity with the ethical guidelines for research with human subjects that have been adopted by the Faculty of Education.

1. Informed Consent of Subjects

A cover letter is designed and attached to the attitude scale. The cover letter is written in such a way to include:

- a - The purpose of the study "briefly stated"
- b - The protection afforded the respondent
- c - Endorsement of the research study
- d - Legitimacy of the research study
- e - Request for cooperation
- f - Special instruction

2. Subject Recruitment

Randomly selected Libyan professional librarians of different types of libraries (academic, public, special and school).

- 2.1 *Are the subjects a "captive population" (e.g. residents of a rehabilitation centre, students in a class, inmates in a penal establishment)?*

The subjects are not a "captive population".

- 2.2 *Explain how institutional or social pressures will not be applied to encourage participation.*

The questionnaires will be distributed and the subjects will be asked and not forced to return the completed questionnaire.

- 2.3 *What is the nature of the inducement you intend to present to prospective subjects to persuade them to participate in your study?*

An honest appealing statement in the cover letter.

- 2.4 *How will you help prospective participants understand that they may freely withdraw from the study at their own discretion and for any reason?*

The subjects have no obligation to participate if they do not want to.

3. **Subject Risk and Wellbeing**

Not applicable. No physical nor psychological risks are expected to result from participating in this study.

4. **Deception of Subjects**

See #2

- 4.1 *Will the research design necessitate any deception to the subjects?*

No deception involved.

- 4.2 *If so, what assurance can you provide this committee that no alternative methodology is adequate?*

Not applicable.

- 4.3 *If deception is used, how do you intend to nullify any negative consequences of the deception?*

Not applicable.

5. **Privacy of Subjects**

How will this study respect the subjects' right to privacy, that is, their right to refuse you access to any information which falls within the private domain?

The confidentiality of the subjects will be assured. The data will not be reported in any way which would allow the identification of any individual participant.

6. **Confidentiality/Anonymity**

The subjects' identities will not be a salient feature of the study.

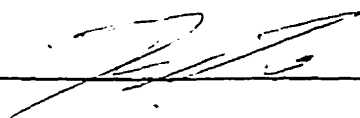
6.1 *How will this study ensure that (a) the identity of the subjects will be concealed and (b) the confidentiality of the information which they will furnish to the researchers or their surrogates will be safeguarded?*

6.1 Participants will not be asked to give their names. Confidentiality will be assured (see 5).

6.2 *Further, will the data be aggregated in such a way that even should the identify of the participants become known, no reasonable inference could be made about the performance, competence, or character of any one of these participants?*

No (see 5).

Signature of researcher: _____



If this project has been submitted to another ethics committee, please note the particulars:

I - Please put a check (✓) when appropriate.

1- I am a: A - Male librarian () B - Female librarian ()

2- I am.....years old.

3- I have been working as a librarian for:

A- Less than 1 year ()

B- 1 - 2 years ()

C- 3 - 5 years ()

D- 6 - 8 years ()

E- 9 - 11 years ()

F- 12 or more years ()

4- I work in:

A- Academic library ()

B- Special library ()

C- Public library ()

5- My library is located in:

A- Urban community ()

B- Rural community ()

6- My academic degree(s):

A- B.A., () In.....

B- B.S., () In.....

C- Graduate diploma, () In.....

D- M.A., () In.....

E- Ph.D., () In.....

D- Other () Specify.....

7- If none of the degree(s) that you have obtained are in Library and Information Science:

A- Have you had any training in Librarianship?

1- Yes ()

2- No ()

B- If yes specify type and length of training.....

II- The statements in this section were designed to measure your attitude. It is important to respond as honestly as possible to each statement. The responses needed here are the ones that reflect your true attitude. Please circle the number which best represent your level of agreement or disagreement with each statement in accordance with the scale.

THE SCALE

Key: 1. Strongly agree 3. Undecided 4. Disagree
2. Agree 5. Strongly disagree

1. Librarianship is a highly creative profession.	1	2	3	4	5
2. Librarianship has nothing about it which I admire.	1	2	3	4	5
3. Librarianship is a fairly imaginative profession.	1	2	3	4	5
4. Librarianship is a profession of active, hardworking people.	1	2	3	4	5
5. Librarianship isolates its members from the rest of the world.	1	2	3	4	5
6. Librarianship is the most admirable of the professions.	1	2	3	4	5
7. Librarianship as a profession has little prestige.	1	2	3	4	5
8. The profession of librarianship requires little initiative.	1	2	3	4	5
9. Librarianship is the most interesting of professions.	1	2	3	4	5
10. The profession of librarianship is always a stimulating challenge.	1	2	3	4	5
11. Librarianship attracts just average people.	1	2	3	4	5
12. Librarianship offers unusual opportunities to keep well informed and up with the world.	1	2	3	4	5
13. Librarianship is a remarkably enthusiastic profession.	1	2	3	4	5
14. Most work done by professional librarians is not professional in nature.	1	2	3	4	5
15. Librarianship is an apathetic profession	1	2	3	4	5
16. Librarianship is being accepted as a profession more and more as time goes on.	1	2	3	4	5
17. Librarianship is a fascinating profession.	1	2	3	4	5
18. Librarianship is an uninspiring profession.	1	2	3	4	5
19. The absence of personal contact with the public makes librarianship unappealing.	1	2	3	4	5
20. Librarianship hasn't the intellectual level of other professions.	1	2	3	4	5
21. Librarianship is as broad in outlook as all the numerous scholastic disciplines it serves.	1	2	3	4	5
22. Librarianship is an unimaginative profession.	1	2	3	4	5
23. Librarianship is a pleasant backwater in which the introvert and the unambitious slip into obscurity.	1	2	3	4	5
24. The profession of librarianship carries considerable prestige.	1	2	3	4	5
25. Numerous contacts with people make librarianship extremely appealing	1	2	3	4	5
26. Librarianship is frequently forgetful that it is first and foremost a service profession.	1	2	3	4	5
27. Librarianship offers many interesting associations with people.	1	2	3	4	5
28. Librarianship is a dull, uneventful profession.	1	2	3	4	5
29. Librarianship is characterized by members truly dedicated to the profession.	1	2	3	4	5
30. Librarianship is only a skilled service occupation.	1	2	3	4	5
31. Librarianship gives its members no opportunity for self-expression.	1	2	3	4	5
32. Librarianship is more genuinely idealistic than most other professions.	1	2	3	4	5
33. Librarianship is characterized by a widespread lack of interest in the profession on the part of its members.	1	2	3	4	5
34. Librarianship's ideal of service makes it very appealing.	1	2	3	4	5
35. The profession of librarianship is dry and uninteresting.	1	2	3	4	5
36. Librarianship highly deserves its recognition as a profession.	1	2	3	4	5
37. Librarianship is too idealistic.	1	2	3	4	5
38. Librarianship is more demanding intellectually, than most professions.	1	2	3	4	5

39. Librarianship offers much opportunity for the exercise of individual initiative.	1	2	3	4	5
40. Librarianship as a profession is limited in outlook.	1	2	3	4	5
41. Librarianship demands of its members alert, active minds.	1	2	3	4	5
42. Librarianship has de-emphasized the interesting personal contacts with the public which used to make it appealing.	1	2	3	4	5
43. Modern librarianship is fast outgrowing the stereotype of meekness which previously characterized it.	1	2	3	4	5
44. Librarianship attracts people with as much dynamism as any other profession.	1	2	3	4	5
45. Librarianship is a passive profession.	1	2	3	4	5
46. An intelligent person wouldn't be satisfied in librarianship very long.	1	2	3	4	5



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Dear Librarian:

I am conducting a study on Libyan librarians' attitudes towards Librarianship. This research will investigate any differences in these attitudes based on socio-demographic factors. This research is the basis of my Ph.D. dissertation at McGill University, Montreal, Canada.

You have been chosen as part of the population. Your participation in this study is very important. It will help ensure that most accurate conclusions are drawn. A high response rate is essential to the success of this study. Your participation can make the difference.

Your participation requires, at most, an hour of your time. Would you please sign your consent on the appropriate line below. Let me assure you of the confidentiality of your response. The data will not be reported in any way which would allow the identification of any individual participant. Your particular response sheet will not carry your identification. Your consent is required by the Ethics Committee of the Faculty of Education, McGill University to ensure the ethical treatment of individuals acting as research resource persons.

Please return the completed questionnaire no later than to the box designated "Attitude Survey" in the main office. I hope you will take a few minutes of your time to complete the questionnaire. Your cooperation is highly appreciated.

Yours sincerely,

Fauzia K. Bennani
Doctoral Student
McGill University

I hereby consent to the participation in the above noted research.

Signature

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