Human Relation Skills among the Library and Information Professionals in Higher Educational Institutions In and Around Chennai

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Abstract

This paper highlights at experiments of generic human aspects at work place of library and Information science. The topic has gained much attention recently, particularly with respect to concepts of human behaviour, user Interpersonal skills and new roles of LIS professionals in Motivating, avoiding conflict, Job satisfaction, empowerment among LIS staff environment working in higher educational institutions in around Chennai. Out of 425 LIS professionals, 376 were respondend and the response rate is 88.47%. The necessity of interpersonal, intrapersonal and problem solving skill has been realized by the LIS professionals. The significance of the study has also been tested with Pearson correlation two tailed test.

Keywords

Interpersonal skill; Intrapersonal skill; Problem solving skill, Human Relation Skill, Human Resource Management; Library Management

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INTRODUCTION

Human relation is the skill or the ability to work effectively at the work place with the co-workers. Human relation includes a desire to understand others, their needs and weakness, talent and abilities, whereas human rights awareness calls for more skill full relationship among employees, using trust, tact, diplomacy with greater skill. Human Resource Management brings out the important values of trust, care, teamwork, encouragement and development which help the organization to meet the principle of being a good employer and thereby motivating staff to give their best.

Human relations as relations with or between people, particularly in a workplace or professional setting. [Merriam] From a personal perspective, there are many advantages to having good human relations skills. First, of the top ten reasons people are fired, several reasons relate back to lack of human relations skills—for example, the inability to work within a team, personality issues, sexual harassment, and dishonesty. [Jones] Other reasons, perhaps not directly related to human relations, include absenteeism, poor performance, stealing, political reasons, downsizing, and sabotage. Second, people who are competent team players and have a good work ethic tend to get promoted faster. [Jean Maye] In fact, according to guru on personal development Brian Tracy, 85 percent of your success in life is determined by social skills and the ability to interact positively and effectively with others. Another reason to develop good relationships with others relates to one own personal happiness. According to psychologist Sydney Jourard, most joy in life comes from happy relationships with other people. [Tracy]

NEED FOR THE STUDY

Librarian must understand the ways to learn new concepts and ideas, and constantly seek the new opportunities to learn additional skills and acquired systematic knowledge with scholarly application in all fields of the contemporary world.

1. Main aim to encouraging them to work cooperatively as a team
2. Motivating people to put in the best
3. Need fulfillment
4. Attain economic, social and psychological satisfaction
5. Group behavior at work
6. Cooperative work

7. Avoiding conflict
8. Secure economic, empowerment among staff
9. Job satisfaction

REVIEW OF LITERATURE

In the literature there were very few scholars who had mentioned about personal qualities/characteristics/attributes which are needed from the HRM professionals. In the view of Bergman (1992), and Carrel et al. (1995), good judgment/common sense, flexible/resilient, leadership, action oriented, innovative thinking, and group dynamics are personal qualities required from HR Personnel. Kaufman (1994), Kleiman, (1997) stressed leadership qualities, managerial qualities and qualities which are related to HRM and business. In 1998, Sherman, Bohlander and Snell mentioned about four kinds of mastery such as business mastery, HR mastery, change mastery and personal credibility which were expected by the top executives from HR professionals. Sanghi (2004) has developed a checklist of HR competency audit. In that list she stressed needed personal attitudes and values of HR professionals in addition to their HR knowledge and HR skills. Deb (2006) grouped qualities of human resource professional/manager into two main groups. One is managerial qualities, and other one is professional qualities. Under the managerial qualities he pointed out seven specific qualities such as intelligence, conceptual clarity, analytical ability, motivational ability, emotional maturity, business acumen, and professional integrity. At the same time under the professional qualities he stated additional seven qualities such as empathy, communicator, human relation skill, knowledge, responsiveness, presentation, and management of change and culture.
In the present day environment a professional should be able to understand problems, manage users and encourage teams of individuals with different skills to work together, as those "hybrid" teams will be the corner stones of progress for the management and provision of information systems in the future (Biddiscombe, 2001).

Middleton (2003) identified 189 skills grouped into 9 categories. Strong prioritization was given to information services and communication skills, while use of traditional and automated reference sources in locating required information was the highest ranked skill. In general, the responses show communication skill to be the most popular among graduates. Of the core knowledge, greatest emphasis is given to information services and information organization. Tammaro (2007) addresses some contemporary problems and implications of the librarian's role. She focuses mostly on Europe, but the issues described are common to a worldwide professional body. She states that although many schools offer courses or modules to prepare professionals to work in a "digital" library program, very few proceed in a systematic and comprehensive way. Although, a librarian should possess competencies like web publishing and networking, he or she should also have traditional skills such as indexing, use of thesaurus and collection development.

Their exist number of studies suggesting various skills for building the individual competency and increasing the competency among the individuals and professionals in the workplace. Few of the skills such as Information Skills (Pintos, Molina 2008, Walter 2008, Dell –Price and Cotton 2008), Information Literacy Skills (Ramesh Babu 2011, Ramesh Babu & Nageswara Rao 2011, Hagland and Herson 2008), ICT skills Thomas and Rulter 2008, Owvia, Bada & Aimbonam 2006), Soft Skils (Harris 2007). Regarding personal qualities/characteristics of professionals, Bergman (1992), Kaufman (1994), Sherman et al (1998), Sanghi (2004), Deb (2006) and Opatha (2007 and 2009) have emphasized that many types of personal qualities/characteristics are necessary for professionals.

OBJECTIVES

The major objectives of the study are

1. To identify the personal qualities/characteristics needed or expected by the Libraries and information centre in the present digital environment.
2. To find out the feasibilities of developing a sort of illustration to understand personal qualities expected in libraries.
3. To identify the interpersonal skill, intrapersonal skill and problem solving skill among the library and information professional.

HYPOTHESES

Based on the objectives following hypotheses were formulated.

- There exist significant differences in interpersonal skill among the librarians.
- There are no significant differences in intrapersonal skill
- There exists problem solving skill among the library professionals

Data Analysis

The dynamic capability has a association with three parameters such as Professional Knowledge, Professional Skill and Professional development. These three parameters were taken up for the study.

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A well-structured questionnaire was distributed among the library and information professionals working in Universities – State, Deemed and Central Universities. Their opinions were obtained and analyzed using the SPSS Software

Table 1: Distribution of questionnaires

S.No	Domain of Institutions	No. of Institutions	Distributed	Received	Percentage
1	Arts & Sciences	118	120	97	80.83
2	Engineering and Technology	127	230	213	92.60
3	Medical Sciences*	44	75	66	88.00
Total		289	425	376	88.47

Demographic Data

The demographic details of the respondents are given in Table 2.

Table 2: Demographic Details of the Respondents

S. No.	Description	Engg.& Technology	Arts & Sciences	Medical Sciences	Total
1	**SEX**				
	Male	154(41.0)	72(19.1)	47(12.5)	273(72.6)
	Female	59(15.7)	25(6.6)	19(5.1)	103(27.4)
2	AGE				
	21 to30	88(23.4)	43(11.4)	27(7.2)	158(42.0)
	31 to40	71(18.9)	29(7.7)	23(6.1)	123(32.7)
	41 to50	37(9.8)	16(4.3)	10(2.7)	63(16.8)
	51 and above	17(4.5)	9(2.4)	6(1.6)	32(8.5)
3	STATUS				
	Librarian	119(31.6)	55(14.6)	36(9.6)	210(55.9)
	Asst. Librarian	94(25.0)	42(11.2)	30(8.0)	166(44.1)
4	YEARS OF EXPERIENCE				
	Below 10	177(47.1)	79(21.0)	55(14.6)	311(82.7)
	10 to 20 years	15(4.0)	7(1.9)	5(1.3)	27(7.2)
	Above 20 years	21(5.6)	11(2.9)	6(1.6)	38(10.1)
	Total	**213(56.6)**	**97(25.8)**	**66(17.6)**	**376(100.0)**

Out of 376 responses received, 273(72.6%) are male and 103 (27.4%) are female. Based on their age the respondents are divided into 4 groups such as 21 to30 (158, 42.0%), 31 to 40 (123, 32.7%), 41 to 50. (63, 16.8%) and 51 and above. (32, 8.5%). The data were collected from Librarians and Assistant Librarians only. There are 119 (37.4%) responses received from Librarians and 199 (62.6%) are Assistant Librarians.

REALIBILITY TEST

Reliability is concerned with consistency of a variable. There are two identifiable aspects of this issue: external and internal reliability. Nowadays, the most common method of estimating internal reliability is Cronbachs alpha (α). The formula used is

$$\alpha = \frac{K}{K-1}\left(1 - \frac{\sum_{i=1}^{K}\sigma_{Y_i}^2}{\sigma_X^2}\right) \quad \ldots (1)$$

A commonly accepted rules for describing internal consistency using Cronbachs alpha (Cronbach, Lee and Shavelson 2004) are $\alpha \geq 0.9$ (Excellent), $0.9 > \alpha \geq 0.8$ (Good), $0.8 > \alpha \geq 0.7$ (Acceptable), $0.7 > \alpha \geq 0.6$ (Questionable), $0.6 > \alpha \geq 0.5$ (Poor) and $0.5 > \alpha$ (Unacceptable).

The concepts taken up for the study, variables and the Cronbach alpha value are shown in Table 3.

Table 3: Reliability Analysis – alpha value

S.No.	Concepts	No. of Variables	Alpha value
1	Interpersonal Skill	10	0.7710
2	Intrapersonal Skill	10	0.7887
3	Problem Solving Skill	10	0.6731

The reliability values indicates that all the variables thus taken up for the study were acceptable.

INTRAPERSONAL SKILL

Intrapersonal skills take place within a single person, often for the purpose of clarifying ideas or analysing a particular situation. These aspects of Intrapersonal skills are self-concept, perception and expectation, in other words communication that occur within a person's own mind. The process of talking to oneself, we all have constant internal dialogues going on within ourselves either consciously or sub consciously.

- Self Esteem –solid and good self-esteem will give us strength to shape our lives the best
- Self-confidence- It gives us enough strength to achieve goals we get in our life
- Self-assertive – It will give clear understanding of the good and bad aspect5s of anything in our life and also give ethical and moral values which you strongly believe
- Perspective –Perspective is a view or belief which we truly believe it is true and valuable in our life.
- The intrapersonal skills were ascertained from the LIS professionals on ten variables that exhibits the interpersonal skill. The questions that reflects each term is shown in Table 4.

Table 4: Term and Respondents question

S.No	Term	Respondents asked
1	Group Behavior	I periodically interact with LIS professional (colleagues)
2	Intelligence	I always want to update my knowledge
3	Perception	I would like to rely on myself for all my information needs
4	Career Management	When I fell stressful, I will de-stress myself by optimistic approach
5	Value And Ethics	I get along with others and be demonstrative
6	Job Satisfaction	Conducting staff meetings at regular intervals to get their views and ideas
7	Learning Perception	I would rather depend on myself than the study material
8	Team Spirit	I don't mind consulting others when needs arise
9	Confidence	When I get hurt or disappointed I motivate myself
10	Reasoning Ability	higher-order thinking / reasoning process in problem solving situations

The opinions thus obtained on a five point scale. The respondent's opinion were shown in table 5. The mean and standard deviation thus calculated were also shown in the table. The ranks were assigned based on the mean and standard deviation .

Table 5: Intrapersonal Skill- Respondents

S.No	Terms	SD		D		No		A		SA		Mean	Std	Rank
1	Group Behavior	2	.5%	11	2.9%	13	3.5%	127	33.8%	223	59.3%	4.48	.748	1
2	Intelligence	0	.0%	10	2.7%	111	29.5%	145	38.6%	110	29.3%	3.94	.832	5
3	Perception	10	2.7%	51	13.6%	206	54.8%	89	23.7%	20	5.3%	3.15	.818	9
4	Career Management	0	.0%	30	8.0%	94	25.0%	146	38.8%	106	28.2%	3.87	.915	6
5	Value And Ethics	0	.0%	0	.0%	67	17.8%	169	44.9%	140	37.2%	4.19	.717	3
6	Job Satisfaction	0	.0%	94	25.0%	153	40.7%	102	27.1%	27	7.2%	3.16	.885	8
7	Learning Perception	124	33.0%	215	57.2%	37	9.8%	0	.0%	0	.0%	1.77	.613	10
8	Team Spirit	0	.0%	94	25.0%	154	41.0%	103	27.4%	25	6.6%	3.16	.876	7
9	Confidence	0	.0%	3	.8%	66	17.6%	168	44.7%	139	37.0%	4.18	.739	4
10	Reasoning Ability	0	.0%	0	.0%	5	1.3%	198	52.7%	173	46.0%	4.45	.524	2

The mean value ranges between 3.16 and 4.47, except for the variable "Learning perception" that has mean of 1.75, which indicates that all the nine variables are between "Agree" and "Strongly Agree". The standard deviation also ranges between 0.607 and 0.936 which indicates there is no deviation in their opinion.

The first preference was given to "Group Behaviour". It is followed by Reasoning Ability and "Value and

ethics". The least three preference were given for "Learning Perception", "Perception" and "job satisfaction". The study has further been extended to the type of institutions. The mean, standard deviation for each institution type were given along with the rank. The same shown in Table 6
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Table 6: Intrapersonal Skill- Respondents Vs Type of institutions

S.No	Description	Arts and Science			Engineering			Medicine			Total		
		Mean	Std.	Rank	Mean	Std.	Rank	Mean	Std.	Rank	Mean	Std.	Rank
1	Group Behavior	4.36	.926	2	4.52	.691	1	4.55	.612	1	4.48	.748	1
2	Intelligence	3.94	.852	6	3.93	.835	5	4.00	.804	5	3.94	.832	5
3	Perception	3.15	.846	9	3.15	.830	8	3.15	.749	9	3.15	.818	9
4	Career Management	4.22	.725	3	3.91	.901	6	3.26	.917	6	3.87	.915	6
5	Value And Ethics	4.22	.725	3	4.19	.722	3	4.18	.700	3	4.19	.717	3
6	Job Satisfaction	3.18	.890	7	3.16	.886	7	3.17	.887	8	3.16	.885	8
7	Learning Perception	1.73	.604	10	1.77	.611	10	1.80	.638	10	1.77	.613	10
8	Team Spirit	3.18	.890	7	3.15	.870	9	3.17	.887	7	3.16	.876	7
9	Confidence	4.22	.725	5	4.19	.722	3	4.09	.818	4	4.18	.739	4
10	Reasoning ability	4.48	.523	1	4.43	.533	2	4.45	.502	2	4.45	.524	2

In the case of arts and science the mean value ranges between 3.15 and 4.48, except learning perception (mean value 1.73). Similarly the standard deviation ranges between 0.523 and 0.926 which shows there is no significant variation in the opinion of respondents of Arts and Science professionals. The first preferences were given for reasoning ability. It is followed by Group behavior and Career management. The least preference were given for learning perception and perception. The team sprit and Job satisfaction were equal preference with seventh preference. Similarly on comparing Engineering professionals, the first preferences were given for Group behavior. It is followed by "Reasoning ability" and "value and ethics". The least preference was given for "Learning perception", "Perception" and "Team spirit". The mean value ranges between 3.15 and 4.51 with the exception of "learning perception (mean value 1.77) which indicates the opinion were lies half way between agree and strongly agree. The differences in opinion could not be seen since the standard deviation ranges between 0.533 and 0.901.

In order to identify the relation between variables, Pearson correlation with two tailed significance test were administrated and the values were shown in Table 7.

Table 7: Correlation Analysis for Intrapersonal Skill

S.No	Variables	1	2	3	4	5	6	7	8	9	10
1	group behaviour	1									
2	intelligence	.151(**)	1								
3	perception	.283(**)	.557(**)	1							
4	career management	.274(**)	.250(**)	.222(**)	1						
5	value and ethics	.550(**)	.487(**)	.308(**)	.501(**)	1					
6	job satisfaction	.455(**)	.396(**)	.455(**)	.369(**)	.773(**)	1				
7	learning perception	-.325(**)	-.302(**)	-.030	-.333(**)	-.638(**)	-.342(**)	1			

8	Team spirit	.274(**)	.268(**)	.316(**)	.371(**)	.435(**)	.555(**)	-.171(**)	1		
9	confidence	.533(**)	.467(**)	.281(**)	.507(**)	.966(**)	.725(**)	-.632(**)	.438(**)	1	
10	Reasoning ability	.358(**)	-.261(**)	-.261(**)	.181(**)	.258(**)	.019	-.200(**)	.039	.269(**)	1

** Correlation is significant at the 0.01 level (2-tailed).

The test indicated that the correlation is significant at the 0.01 level (2 tailed). Their exist exception that the variable Reasoning ability and job satisfaction. Similarly, the Reasoning ability and team spirit.

The correlation value ranges between -0.632 and 0.966. The correlation value always lies between -1 and 1. The number of variables has positive correlation. Only few variables has negative correlation. Among the negative correlation "learning perception" has negative correlation with all the variables.. This has also seen from the mean value.

The highly correlated variables are

- Confidence and Value and ethics (0.966)
- Confidence and Job satisfaction (0.725)

INTER PERSONAL SKILL

It involves a direct face to face relationship between the sender and receiver of a message, who are in an interdependent relationship.

1. Remember your subordinate by his name and the related information
2. Look at the Good side and give Empathy
3. Do not keep hidden message or try to take advantage
4. Never ever compare, pay gratitude with what you have
5. Fulfil your promise do not make false promise
6. Never hope for return of favour

The interpersonal skills were ascertained from the LIS professionals on ten variables that exhibits the interpersonal skill. The questions that reflects each term is shown in Table 5.

Table 8: Interpersonal skills

S.No	Term	Respondents asked
1	Social activities	I am involved in social activities(Enjoys social activities)
2	Moral believes	I am keenly aware of my moral beliefs
3	Interaction	When I have problem in my organization ,I like to discuss with subordinates
4	Avoid conflict	Forgive and forget the mistakes of the subordinates is the best way to avoid Interpersonal conflict
5	Subordinate interaction	Proper Interpersonal communication with staff(Spoken words can't be retrieved)
6	Organization structure	Using Organizational structure in the libraries
7	Cultural differences	Does any conflict arise amongst you on the basis of gender, language, caste or culture differences?
8	Leading subordinates	I am prepared to advice subordinates if they commit any mistake(Choose your words carefully)
9	Feelings in work place	I consider other people's feeling in the work place
10	Interacting new people	I Like meeting new people

The opinions thus obtained on a five point scale. The respondent's opinion were shown in table 9. The mean and standard deviation thus calculated were also shown in the table. The ranks were assigned based on the mean and standard deviation.

Table 9: Interpersonal skills Respondents

S.No	Description	SD		D		NO		A		SA		Mean	Std	Rank
1	Social activities	0	.0%	31	8.2%	104	27.7%	141	37.5%	100	26.6%	3.82	.919	4
2	Moral believes	0	.0%	0	.0%	67	17.8%	169	44.9%	140	37.2%	4.19	.717	1
3	Interaction	0	.0%	94	25.0%	153	40.7%	102	27.1%	27	7.2%	3.16	.885	6
4	Avoid conflict	122	32.4%	199	52.9%	38	10.1%	5	1.3%	12	3.2%	1.90	.870	10

5	Subordinate interaction	3	.8%	4	1.1%	67	17.8%	170	45.2%	132	35.1%	4.13	.793	2
6	Organization structure	7	1.9%	97	25.8%	143	38.0%	100	26.6%	29	7.7%	3.13	.945	7
7	Cultural differences	113	30.1%	207	55.1%	42	11.2%	7	1.9%	7	1.9%	1.90	.804	9
8	Leading subordinates	0	.0%	60	16.0%	120	31.9%	125	33.2%	71	18.9%	3.55	.973	5
9	Feelings in work place	0	.0%	33	8.8%	94	25.0%	147	39.1%	102	27.1%	3.85	.922	3
10	Interacting new people	45	12.0%	140	37.2%	111	29.5%	64	17.0%	16	4.3%	2.64	1.033	8

The mean value ranges between 1.90 and 4.19, except for the variable "Learning perception" that has mean of 1.90, which indicates that all the nine variables are between "Agree" and "Strongly Agree". The standard deviation also ranges between 0.717 and 1.033 which indicates there is no deviation in their opinion.

The first preference was given to "Group Behaviour". It is followed by Reasoning Ability and "Value and ethics". The least three preference were given for "Learning Perception", "Perception" and "job satisfaction".

The study has further been extended to the type of institutions. The mean, standard deviation for each institution type were given along with the rank. The same shown in Table 10

Table 10: Interpersonal Skills Vs Institutions

S.No	Description	Arts and Science			Engineering			Medicine			Total		
		Mean	Std.	Rank	Mean	Std.	Rank	Mean	Std.	Rank	Mean	Std.	Rank
1	Social activities	4.22	.725	1	3.83	.906	4	3.23	.908	5	3.82	.919	4
2	Moral believes	4.22	.725	1	4.19	.722	1	4.18	.700	2	4.19	.717	1
3	Interaction	3.18	.890	5	3.16	.886	6	3.17	.887	6	3.16	.885	6
4	Avoid conflict	1.73	.604	9	2.00	1.012	10	1.80	.638	8	1.90	.870	9
5	Subordinate interaction	4.22	.725	1	4.07	.847	2	4.18	.700	2	4.13	.793	2
6	Organization structure	3.18	.890	5	3.09	.989	7	3.17	.887	6	3.13	.945	7
7	Cultural differences	1.73	.604	9	2.01	.908	9	1.80	.638	8	1.90	.804	9
8	Leading subordinates	3.18	.890	5	3.50	.974	5	4.26	.686	1	3.55	.973	5
9	Feelings in work place	4.22	.725	1	3.85	.914	3	3.29	.941	4	3.85	.922	3
10	Interacting new people	3.18	.890	5	2.67	1.026	8	1.77	.602	10	2.64	1.033	8

In the case of arts and science the mean value ranges between 1.73 and 4.22, except learning perception (mean value 1.73). Similarly the standard deviation ranges between 0.604 and 0.890 which shows there is no significant variation in the opinion of respondents of Arts and Science professionals. The first preference were given for Reasoning ability. It is followed by Group behavior and Career management.

The least preference were given for learning perception and perception. The team sprit and Job satisfaction were equal preference with seventh preference.

Similarly on comparing Engineering professionals, the first preferences were given for Group behavior. It is followed by "Reasoning ability" and "value and ethics". The least preference was given for "Learning perception", "Perception" and "Team sprit". The mean value ranges between 2.00 and 4.19 with the exception of "learning perception (mean value 1.77) which indicates the opinion were lies half way between agree and strongly agree. The differences in opinion could not be seen since the standard deviation ranges between 0.722and 1.026

In order to identify the relation between variables, Pearson correlation with two tailed significance test were administrated and the values were shown in Table 11.

Table11: Correlation Analysis for Interpersonal Skill

S.No	Description	1	2	3	4	5	6	7	8	9	10
1	Social activities	1									
2	Moral believes	.505(**)	1								
3	Interaction	.413(**)	.773(**)	1							
4	Avoid conflict	-.082	-.434(**)	-.196(**)	1						
5	Subordinate interaction	.430(**)	.819(**)	.635(**)	-.364(**)	1					
6	Organization structure	.372(**)	.727(**)	.925(**)	-.198(**)	.637(**)	1				
7	Cultural differences	-.138(**)	-.407(**)	-.251(**)	.500(**)	-.503(**)	-.244(**)	1			
8	Leading subordinates	.096	.424(**)	.548(**)	-.101	.358(**)	.519(**)	-.120(*)	1		
9	Feelings in work place	.679(**)	.469(**)	.381(**)	-.146(**)	.355(**)	.343(**)	-.149(**)	.279(**)	1	.
10	Interacting new people	.650(**)	.428(**)	.557(**)	-.052	.342(**)	.491(**)	-.163(**)	.034	.583(**)	1

** Correlation is significant at the 0.01 level (2-tailed). * Correlation is significant at the 0.05 level (2-tailed).

PROBLEM SOLVING SKILL

The Problem Solving skills were ascertained from the LIS professionals on ten variables that exhibits the Problem solving skill. The questions that reflects each term is shown in Table 12.

Table 12 : Term and Respondents questions for problem solving skill

S.No	Term	Respondents asked
1	Solution	Solving all kinds of problem
2	Messes	Untangling messes
3	Root causes	Determining root causes
4	Customer satisfaction	Responsive to people's feelings and needs
5	priorities	Determining priorities
6	Alternative	Selecting the most effective solution
7	Subordination	Subordination (Domination by any one of the worker)
8	Morale	Increasing morale
9	Pleasing	Strong and Pleasing voice
10	Unforeseen problems	Recognizing and resolving problems while they are still relatively minor

The opinions thus obtained on a five point scale. The respondent's opinion were shown in table 13. The mean and standard deviation thus calculated were also shown in the table. The ranks were assigned based on the mean and standard deviation.

Table 13: Problem Solving Skill

S.No	Variables	SD		D		NO		A		SA		Mean	Std	Rank
1	Solution	0	.0%	94	25.0%	153	40.7%	102	27.1%	27	7.2%	3.16	.885	4
2	Messes	124	33.0%	215	57.2%	37	9.8%	0	.0%	0	.0%	1.77	.613	7

3	Root causes	0	.0%	94	25.0%	154	41.0%	103	27.4%	25	6.6%	3.16	.876	3
4	Customer satisfaction	0	.0%	0	.0%	67	17.8%	169	44.9%	140	37.2%	4.19	.717	1
5	priorities	0	.0%	94	25.0%	153	40.7%	102	27.1%	27	7.2%	3.16	.885	4
6	Alternative	124	33.0%	215	57.2%	37	9.8%	0	.0%	0	.0%	1.77	.613	7
7	Subordination	0	.0%	34	9.0%	99	26.3%	145	38.6%	98	26.1%	3.82	.924	2
8	Morale	127	33.8%	213	56.6%	35	9.3%	0	.0%	1	.3%	1.76	.632	10
9	Pleasing	0	.0%	94	25.0%	153	40.7%	102	27.1%	27	7.2%	3.16	.885	4
10	unforeseen problems	124	33.0%	215	57.2%	37	9.8%	0	.0%	0	.0%	1.77	.613	7

The mean value ranges between 3.16 and 4.47, except for the variable "Learning perception" that has mean of 1.75, which indicates that all the nine variables are between "Agree" and "Strongly Agree". The standard deviation also ranges between 0.607 and 0.936 which indicates there is no deviation in their opinion.

The first preference was given to "Group Behaviour". It is followed by Reasoning Ability and "Value and ethics". The least three preference were given for "Learning Perception", "Perception" and "job satisfaction".

The respondent's opinion by institutions wise were shown in table 14. The mean and standard deviation thus calculated and the ranks were assigned based on the mean and standard deviation.

Table 14: Problem Solving skill vs. Type of institutions

S.No.	Description	Arts and Science			Engineering			Medicine			Total		
		Mean	Std.	Rank	Mean	Std.	Rank	Mean	Std.	Rank	Mean	Std.	Rank
1	Solution	3.18	.890	3	3.16	.886	3	3.17	.887	2	3.16	.885	4
2	Messes	1.73	.604	10	1.77	.611	10	1.80	.638	7	1.77	.613	7
3	Root causes	3.18	.890	3	3.15	.870	6	3.17	.887	2	3.16	.876	3
4	Customer satisfaction	4.22	.725	1	4.19	.722	1	4.18	.700	1	4.19	.717	1
5	priorities	3.18	.890	3	3.16	.886	3	3.17	.887	2	3.16	.885	4
6	Alternative	1.73	.604	10	1.77	.611	10	1.80	.638	7	1.77	.613	7
7	Subordination	4.22	.725	1	3.84	.909	2	3.17	.887	2	3.82	.924	2
8	Morale	1.77	.621	7	1.77	.645	10	1.74	.615	10	1.76	.632	10
9	Pleasing	3.18	.890	3	3.16	.886	3	3.17	.887	2	3.16	.885	4
10	unforeseen problems	1.73	.604	10	1.77	.611	10	1.80	.638	7	1.77	.613	7

In order to identify the relation between variables, Pearson correlation with two tailed significance test were administrated and the values were shown in Table 15

Table 15: Correlation Analysis for Problem Solving Skill

Description	1	2	3	4	5	6	7	8	9	10
Solution	1									
Messes	-.342(**)	1								
Root causes	.555(**)	-.171(**)	1							
Customer satisfaction	.773(**)	-.638(**)	.435(**)	1						
priorities	1.000(**)	-.342(**)	.555(**)	.773(**)	1					
Alternative	-.342(**)	1.000(**)	-.171(**)	-.638(**)	-.342(**)	1				

Subordination	.301(**)	-.278(**)	.727(**)	.436(**)	.301(**)	-.278(**)	1			
Morale	-.116(*)	-.059	-.005	-.022	-.116(*)	-.059	.044	1		
Pleasing	1.000(**)	-.342(**)	.555(**)	.773(**)	1.000(**)	-.342(**)	.301(**)	-.116(*)	1	
unforeseen problems	-.342(**)	1.000(**)	-.171(**)	-.638(**)	-.342(**)	1.000(**)	-.278(**)	-.059	-.342(**)	1

** Correlation is significant at the 0.01 level (2-tailed). * Correlation is significant at the 0.05 level (2-tailed).

SUGGESTIONS

Few of the suggestions are

- LIS graduates should have a thorough understanding of knowledge organization and retrieval, including the theories of systems for knowledge organization and retrieval.
- Librarians should have a good understanding and knowledge of the materials acquired and organized.
- All students should be taught epistemology and theory of knowledge in order to be able to analyze the epistemological presuppositions of different systems.
- LIS students should possess the ability to understand and analyze LIS institutions and practice.

CONCLUSION

Librarian must understand the ways to learn new concepts and ideas, and constantly seek the new opportunities to learn additional skills and acquired systematic knowledge with scholarly application in all fields of the contemporary world. Main aim is to encourage them to work cooperatively as a team. Motivate the library professional to put in their best in the work environment. Besides, the skill enhancement will enable the LIS professional to meet the need fulfillment, Attain economic, social and psychological satisfaction, Group behavior at work, Cooperative work, avoiding conflict, Secure economic, empowerment among staff and job satisfaction. The library and information work is non neutral, but rather human-centered. We propose to get more information about *values and attitudes* of human beings who interact in library and information processes. They are based on social conditions, as well as on individual cognitive and behavioural features. Information science in theory and practice simply cannot exclude emotions and empowerment of people by means of technologies and information.

Information science should reflect transition from universal approach (unified representation, organization, presentation) to *multiple knowledge levels, contexts, interpretations*. It has to accept principles of different domains, topics, communities. Multidimensional, multifunctional knowledge and interaction confirm natural human complexity of information-related activites. The modelled relationship between reality and its interpretation is more flexible and supports variety of interpretations and changes in cognitive states and social contexts of information seeking.

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