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Need and Effectiveness of Professional Development Courses for Academic Librarians of Capital City of Punjab, Pakistan

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1. ABSTRACT

1.1 Objectives:

The aims of the study were to explore the need of the professional development courses, and effectiveness of the professional development courses in academic libraries of the capital city of Punjab, Pakistan.

1.2 Methodology:

Library professionals working in the academic libraries of Higher Education Commission (HEC) recognized public sector universities were the population of the study. As all library professionals of public sector universities located in Lahore (working in the capital city of Punjab, Pakistan) were included so census sampling technique was adopted to meet the objectives of the study. 67 respondents participated in this study. Quantitative research technique was followed. Questionnaire as data collection tool was used to accomplish the research.

1.3 Key Findings:

Majority of respondents stated that effectiveness and outcomes of Professional Development Courses (PDC) by participating in the professional development courses are obvious. Other effective outcomes of PDC are managerial skills, communication skills and job promotions. Librarians are feeling desirable about the need of professional development programs.

1.4 Rationale and Significance:

Previous studies showed that no comprehensive study was conducted in local scenario covering vast objectives. No researcher made proper investigation regarding the need, and

effectiveness of Professional Development Courses (PDC) in academic libraries in local scenario. There was an urgent need to explore need and effectiveness of professional development courses.

1.5. Implication

This study would contribute in the professional literature as well as the institutional repository.

1.6 Keywords:

Continuing professional development; Effectiveness of development courses for librarians, Need for professional development courses

2. Background and Introduction:

Professional development term is defined as “all activities and efforts by the individual to upgrade his knowledge, abilities, competencies and understanding in his field of work or specialization so that he can become a more effective professional and be able to handle responsibilities of greater scope and accountability.” (Stone, 2005) Many types of courses are included for the professional development like personal quest, on job training, conferences, seminars, symposiums, hands on training, certificate courses, published literature, social media and numerous courses presented by LIS schools, professional organizations, symposiums, seminars etc.

The skilled and high-quality staff can convert the lowliest library into excellent libraries due to the nature of operational services. Courses enable the library professionals to be aware of new possibilities and empowered by updating the old skills with the new one. Academic libraries are playing an essential role in supporting research goals and curriculum of the universities and without skilled library professionals it challenges for the institutions in delivering higher education. Ajeemsha and Msdhusudhan (2014) highlighted that the quality of academic library relays on the quality of services in academic libraries. Learning is a lifelong process and continuous activity. In present time library staff depends on information technology to provide effective services. The need for staff development activities in academic libraries cannot be over-emphasized. Cobblah (2015), in a research mentioned that training is outdated after school education, hence, the need to frequently update their professional knowledge, skills and expertise.

Presently in Pakistan, librarianship is suffering from various challenges of numerous types like hiring and lack of staffing, budgeting issues, technological issues, managerial issues etc. It was noted that there is a bit lack of professional courses for the librarians to enhance their abilities and skills. Except of some prominent organizations, many libraries were not interested in the courses regarding professional development to train the library professionals of their respective libraries. There was also a problem that few organizations and associations did not follow the contents due to non-availability of competent and skilled trainer.

The professionals working in the academic libraries do not have sufficient time for these development courses to enhance the knowledge due to the assignment of multiple tasks. Past studies showed that the area of Professional development regarding library professionals is seriously neglected in the past decades. Academic libraries in Pakistan are facing the problem of staff shortage, so it can be very difficult for the librarians to be spare from services to attend the courses. Keeping in view the need and effectiveness of professional development courses in the provision of efficient services to the users of academic libraries, this study was done by the researchers.

3. Research Questions:

Following research questions were shaped in light of reviewed literature:

- 1) Why is the need of professional development courses?
- 2) What is the effectiveness of continue Professional development courses?

4. Review of Relevant Literature:

The libraries have been switched over from manual to automated, from printed to electronic and digital and from delivery of service to satisfaction of library users. Information technology (IT) has brought a great revolution in the field of librarianship. IT is considered as the most significant revolution in the history of mankind. The growth of Information and Communication Technology (ICTs), software and hardware technologies has changed the scenario of the whole world and leave its positive and negative impacts over the libraries and many things had change like library profession, library sources and resources, services and nature of library operations. These changes have brought many challenges to the library professional staff (Anasi & Ali, 2014).

4.1 Need of professional development courses:

Library Schools are also responsible to organize development courses for their past students who joined the academic libraries to enhance their abilities, competencies and skills because the life of the degree is shorter due to the numerous developments in the world, most specially the Information & communication technology (ICT) developments. LIS schools must consider it as an additional responsibility to organize such activities. As Majid (2010) highlighted the reasons for professional development courses for the library professionals in academic libraries. The study was undertaken by quantitative research followed by the questionnaire. This study was conducted to find out the status of development activities offered by library science schools in five countries of South East Asia. The findings showed that the development courses should be the responsibility of the LIS schools instead of considering it as additional responsibility.

Academic libraries are equipped with better possessions and effective services to facilitate the researchers of the Universities. Library resources, services and professional development are co-related with each other. Better resources and services generate more positive impact and organization judges its strength and weakness. As Ayob (2011) highlight the importance of professional development in academic libraries because it provides the essential resources to researchers. The success of the library operations was based on the services, resources, access and library users. Quantitative technique followed by the survey was adopted to see the weakness and strength of the services. The findings of this study showed that Inter Library Loan (ILL) services and acquisition need to be improved. The demographic variables affected the library resources and services.

The 21st century brings many technological, social, economic and political changes. Due to these changes the information revolution spread around the world. These changes affect the nature of information and medium of information. To accept these changes, new skilled and technology minded staff hired and their skills was also enhanced in a variety of ways including staff development because efficient staff give effective services. As Deve and Shaik (2012) explored that library staff is the human capital in the organization and training courses enable the human capital to enhance employee to develop technical skills and also enable them to perform better. In the 21st century training evaluation is the main focus of many research studies. The findings of this study revealed development courses enhance the employee's skills. There is a

strong relationship among staff's performance and development courses because these courses helped the organization to achieve objectives.

Day by day every profession of this world has changed. Information technologies (IT) has changed everything which ultimately change the library user's need and PDC needed to cope with challenges. These development courses consist of on job training, library school's curriculum, etc and most importantly was the motivation which urge the professionals towards professional learning. As Anwar and Warraich (2013) mentioned the ways by which the library professionals may engage themselves in professional development activities and indicate various sources of professional development including on job training, professional publications, social media tools, seminars, conferences and workshops. Qualitative research techniques followed by the interview to collection the data. This study showed that librarians had a positive attitude for professional development and consider self-motivation as an important factor for involvement in professional development activities.

Information explosion is a great revolution in the generation of information but social media tools has changed the mode of distribution of information. It is essential that the library professionals must know how to use these tools to enhance the skills for their own and to develop the reputation of the library and its services and it would be chased by professional development courses. As Bhatti and Nadeem, (2014) explored assessing needs of the training and perceptions of library experts towards development courses. Quantitative technique followed by the questionnaire from 150 LIS professionals of university libraries. The results revealed that professionals need trainings on social media tools like blogger, flicker, Facebook, Twitter, and online databases. They further explored that development activities like seminars, computer related trainings, group briefings are very effective for developing skills of the staff.

Beside the technological changes, political, social and economic changes which influence the organizations and its operations. As the library professionals are serving the community effectively in this changing environment. So, it is needed that spent more time and allot sufficient funds in the establishment of development and trainings for the staff. As Asante and Alemna (2015) explored the need of professional development courses in polytechnic libraries of Ghana. Mixed methods technique was used. The findings revealed that these library professionals did not have development policies. Technology skills were required to the librarians of the Polytechnic libraries. The productivity of the library operations would be

enhanced by the motivating of staff towards development courses. He further recommends that proper budget should be allocating for the training's courses for the academic librarians.

Staff development is important for better services in the academic libraries. There are various types of courses offered by the library schools and professional associations for the betterment and welfare of the library professionals. Staff development committees can also play an important role within the organization for organizing such activities. As Durodolu (2016) explored the library services and professional development in the academic libraries of Delta state and Bayelsa. Quantitative research approach had used and data was collected through questionnaire from the librarians of the both states. The findings of this study showed there were various means of staff development like competition between staff, higher qualification requirements, Self-interest, job challenges etc. The development programs had a positive impact on the library services.

LIS schools played significant role for the enhancement of the profession and development of the librarians as it provides the education at all levels to its students. Technical short courses related to computer application are more effective than the traditional qualification. These development courses are offered in the urban areas so it is needed in the rural areas too for the professional development of the librarians. As Rafiq, Jabeen and Arif (2017) explored the role of library schools in the development of continue education in the light of technological changes and challenges of library professionals in learning new knowledge and skills. Sequential mix methods technique used to collect the data from 144 professionals. The librarians react six weeks duration programs were very effective and should conduct in the evening or weekends. This study also explored the core areas of professional development like digital library, automation, computer applications, web development, electronic collection management, digital preservations etc. Development programs were affected by several factors like lack of financial support, lack of motivations, lack of support, lack of timing and lack of budget.

Professional development courses enable the professionals to participate more effectively in the daily routines of the library operations. Every library professional has the equal right to contribute in the development programs as they are focal persons to advance the reputation of the library. As Abban (2018) explore the need and importance of the training and staff development in the two universities of the Ghana. The study was conducted by quantitative research technique

followed by the questionnaire and library staff was the target audience. The conclusion of the study showed that development courses are the essential part of these two universities of the Ghana. These two universities have the sources to organize such activities.

4.2 Effectiveness of Professional Development Programs

Professional development provides the benefit to the institution as well as the organization. Due to the professional development programs the professional's knowledge, skills and competencies for the achievement of higher position in career. It also leaves an impact on the psychological level of the individual and reduce the stress related to job and enhance the job satisfaction, promotion and interest. As Pan and Hovde (2010) stated that professional development is very beneficial throughout the life which gave a benefit to the individual and the organizations as well. It is the requirement of the time that librarians need to keep up with the changing in the librarianship. The researcher conducted the qualitative research technique. He also indicates the sources for professional development like: Administrative support, library resources and professional associations. This study concluded that libraries are the field of all disciplines and in providing better services to its users.

Impact of development activities is very strong on library practitioners in the academic libraries. Satisfaction level of the users is important to improve libraries and to improve the quality of services. User's satisfaction surveys can play important role in the academic library's betterment. Staff development must be taken on top priority. As Lockhart and Majal (2012) investigate the impact of development and training on the library professionals of the university of technology, Cape Peninsula. Qualitative research technique was used. This research revealed that development activities was taken seriously and enough funding was allocated for these activities.

There is strong psychological influence of the courses on librarians working in the libraries of clinic care. Subject knowledge and technical skills regarding libraries are required and would be enhanced through professional development courses which increase the confidence level of the librarians. As Lyon et al (2015) explored the live experience and need of the trainings to the library professionals working with the clinical care team. Mix methods techniques were used. The findings of this demonstrated that there are strong emotional benefits of the development courses in shape of joys and to cover up the challenges of job. The positive

impact of development programs on the abilities of the librarians in achieving the subject knowledge and skills. The confidence would be enhanced by effective trainings. On job training provide assistance which proved very helpful to tackle stress situation.

Methods for development courses have the impact on effective application of the development courses. Effective library operations depend on skilled staff. Without skilled staff, no library can achieve its objectives. Development courses help a lot in this regard to overcome problems. Several ways are available for the developments of the library professionals like Requirement of higher qualification, self-interest, job challenges, and competition between staff, financial assistance, seminars, workshops, orientation courses, induction courses, regular courses and on job training. As Durodolu (2016) explored the status of library services and staff development in the academic libraries of Delta state and Bayelsa. Quantitative research approach had used and data was collected by questionnaire filled by the librarians of both states. The findings of study showed there are various means of staff development like competition between staff, higher qualification requirements, Self-interest, job challenges etc. He further explored that development programs improved the motivation, satisfaction and job efficiency.

Development courses are the part of the professional development which increase the performance of the employees which ultimate cause of the achievement of the organizational goals. There are some characteristics which required at every work station. It includes ability, technical skills, job competencies and these competencies can-not be achieved through formal education. As Engetou (2017) explored the impact of staff's trainings on the organizational performance. The study was conducted via quantitative research followed by the questionnaire. The findings of this study showed that developments courses are very necessary in the organization especially for those staff members who have less experience. Training methods and development courses enhance the skills of the staff and these programs create a positive influence on the performance of employees.

5.0 Methodology:

5.1. Design:

Quantitative research technique was adopted in research. Quantitative research is a suitable way to test the theories and examining the relationship. Survey research method was used to conduct and to meet the objectives of this study.

5.2. Population:

The population of study was consisting of the librarians of the academic libraries located in Lahore and recognized by higher education commission.

5.3. Sampling:

Census sampling technique was used in this research as presented study covers the whole population. Total number of respondents is 67.

5.4. Questionnaire:

Tool of questionnaire was formed to meet required objectives of the study. The tool was passed through process of reliability as well validity.

5.5. Pilot Testing of the Data Collection Tool:

Pilot testing was taken to ensure the validity of the tool. Questionnaire was sent to the working librarians in academic libraries of Lahore. As responses received, coding of data was done and was entered in SPSS and test of Cronbach's alpha. The results of the Cronbach's alpha were 0.935.

5.6. Data Collection Process

The researcher prepared a list of respondents consisting of the library professionals and distributed questionnaire along with a cover letter through personal visits. A telephonic appointment prior to personal visit was taken from the participant as per his/her convenience. The researcher tried to collect data personally visiting. The participants gave back the questionnaire after few days by hand.

6.0. Data analysis:

After collecting and cleaning of data, data were analyzed by using Statistical Package for Social Sciences (SPSS) version 24. Different methods of descriptive statistics like mean, mode and median were used. Tables and figures were also formed where necessary.

6.1. General Information about the Respondents

The first section of the questionnaire was dealing with the demographic information about the respondents. Information was collected about the gender, and age.

6.2. Participants' gender

Sixty-seven (67) library professionals contributed in this research out of 69. The acquired results show that majority of the participants were males who were 39 (58.2%) in number. Twenty-eight (41.8%) respondents were the females. Frequency distribution of respondent's gender is presented in Table 1.0

Table 1.0
Frequency distribution of respondents' gender *N=67*

Gender	Frequency	Percent
Male	39	58.2%
Female	28	41.8%
Total	67	100.0%

6.3. Respondents' ages

Librarians were asked to mark their age groups. Ages ranged from 21 to above fifty. Acquired results show that twelve (17.91%) respondents were between 21 to 30. Thirty-five (52.2%) respondents were aged between the ranges of 31 to 40. Seventeen (25.37%) respondents were between 41 to 50 while three (4.48%) was more than 50 years.

Table 2.0
Frequency distribution of respondents' Age *N=67*

Age Group	Frequency	Percent
21-30	12	17.9%
31-40	35	52.2%
41-50	17	25.4%
More Than 50	3	4.5%
Total	67	100.0%

6.4. Need for professional development courses

The librarians were inquired to give opinion about the need of professional development courses for the library professionals working in the academic libraries. They were also given different statements which revealed their perception about professional development course's need. The participants were asked to tick different options about the need of PDC activities on a scale of 'five-point likert.

6.4.1. Development courses enhance technical skills

The librarians were questioned to show opinion whether PDC enhance technical skills of the librarians. 1 respondent (1.5%) were strongly disagreed, 3 (4.5%) were disagreed, 4 (6.0%) were neutral, 45 (67.2%) were agreed while 14 (20.9%) were strongly agreed that PDC enhanced the technical skills among library professionals. The received means is 4.01 whereas standard deviation of the same is .769. Figure 1 describes frequency distribution of statements

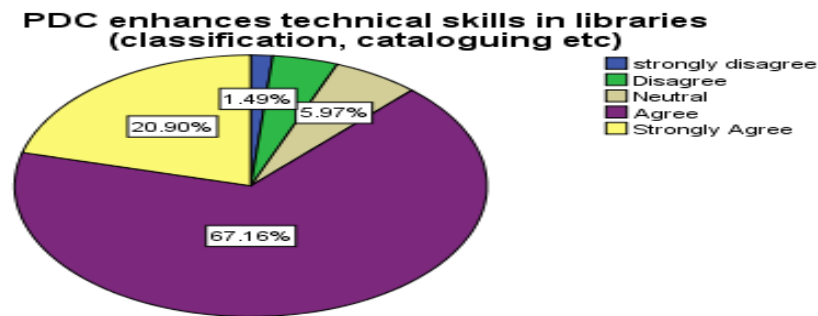


Figure 1 Development courses enhance technical skills

6.4.2. Development courses provides general skills and abilities

The librarians were asked to show opinion, PDC provides general skills and abilities required to efficiently perform library operations. 1 (1.5%) were strongly disagreed with the statement, 1 librarian (1.5%) were disagreed, 3 (4.5%) were neutral, 50 (74.6%) were agreed while 12 (17.9%) were strongly agreed that PDC provides general skills and abilities required to efficiently perform library operations. The received means is 4.06 whereas standard deviation of the same is .649.

Table 3

<i>Development courses provides general skills and abilities</i>		<i>N=67</i>
Statement	Frequency	Percent
Strongly Disagree	1	1.5%

Disagree	1	1.5%
Neutral	3	4.5%
Agree	50	74.6%
Strongly Agree	12	17.9%
Total	67	100.0%

Note: 5=Strongly Agree, 4=Agree, 3= Neutral, 2=Disagree, 1=Strongly Disagree

6.4.3. Development courses improves language skills

The librarians were inquired to show opinion whether PDC improves language skills of the librarians. 2 (3.0%) were strongly disagreed, 3 (4.5%) were disagreed, 14 (20.9%) were neutral, 37 (55.2%) were agreed while 11 (16.4%) were strongly agreed that PDC improves language skills. The received means is 3.78 whereas standard deviation of the same is .885. Table 4 shows the frequency distribution of statement.

Table 4

<i>Development courses improves language skills</i>		
<i>N=67</i>		
Statement	Frequency	Percent
Strongly Disagree	2	3.0%
Disagree	3	4.5%
Neutral	14	20.9%
Agree	37	55.2%
Strongly Agree	11	16.4%
Total	67	100.0%

Note: 5=Strongly Agree, 4=Agree, 3= Neutral, 2=Disagree, 1=Strongly Disagree

6.4.4. Development courses flourishes managerial skills

The respondents were enquired to show opinion whether PDC flourishes managerial skills to manage the library. 2 (3.0%) were disagreed with the statement, 15 (22.4%) were neutral, 39 (58.2%) were agreed while 11 (16.4%) were strongly agreed that PDC flourish managerial skills to manage the library. 0 (0%) were strongly disagreed. The received means is 3.88 whereas standard deviation of the same is .708. Table 5 shows the frequency distribution of statements.

Table 5*Development courses flourishes managerial skills to manage the library N=67*

Statement	Frequency	Percent
Strongly Disagree	0	0.0%
Disagree	2	3.0%
Neutral	15	22.4%
Agree	39	58.2%
Strongly Agree	11	16.4%
Total	67	100.0%

*Note: 5=Strongly Agree, 4=Agree, 3= Neutral, 2=Disagree, 1=Strongly Disagree***6.4.5. Development courses develops leadership skills**

The respondents were requested to show opinion whether PDC develops leadership skills among librarians. 3 (4.5%) were disagreed with the statement, 16 (23.9%) were neutral, 42 (62.7%) were agreed while 6 (9.0%) were strongly agreed that PDC develops leadership skills. 0 (0%) were strongly disagreed. The received means is 3.76 whereas standard deviation of the same is .676. Table 6 shows the frequency distribution of respondents' statement.

Table 6*Development courses develops leadership skills N=67*

Statement	Frequency	Percent
Strongly Disagree	0	0.0%
Disagree	3	4.5%
Neutral	16	23.9%
Agree	42	62.7%
Strongly Agree	6	9.0%
Total	67	100.0%

*Note: 5=Strongly Agree, 4=Agree, 3= Neutral, 2=Disagree, 1=Strongly Disagree***6.4.6. Development courses cultivates research skills**

The respondents were requested to show opinion whether PDC cultivates research skills of the librarians. 1 (1.5%) were strongly disagreed, 1 (1.5%) were agreed, 8 (11.9%) were neutral, 42 (62.7%) were agreed while 15 (22.4%) were strongly agreed that PDC cultivates research skills. The received means is 4.03 whereas standard deviation of the same is .738. Table 7 shows the frequency distribution of statements.

Table 7
PDC cultivates research skills *N=67*

Statement	Frequency	Percent
Strongly Disagree	1	1.5%
Disagree	1	1.5%
Neutral	8	11.9%
Agree	42	62.7%
Strongly Agree	15	22.4%
Total	67	100.0%

Note: 5=Strongly Agree, 4=Agree, 3= Neutral, 2=Disagree, 1=Strongly Disagree

6.4.7. PDC refreshes current knowledge and existing skills

The respondents were requested to show opinion whether PDC refreshes current knowledge and existing skills. 1 (1.5%) were disagreed, 6 (9.0%) were neutral, 42 (62.7%) agreed while 18 (26.9%) were strongly agreed that PDC refreshes current knowledge and existing skills. The received means is 4.03 whereas standard deviation of the same is .738. Table 8 shows the frequency distribution of the statements of the respondents.

Table 8
Development courses refreshes current knowledge and existing skills *N=67*

Statement	Frequency	Percent
Strongly Disagree	0	0.0%
Disagree	1	1.5%
Neutral	6	9.0%
Agree	42	62.7%
Strongly Agree	18	26.9%

Total	67	100.0%
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Note: 5=Strongly Agree, 4=Agree, 3= Neutral, 2=Disagree, 1=Strongly Disagree

6.4.8. Descriptive statistics of need of professional development courses

Table 9 N=67

Statements	N	Mean	Std. Deviation
PDC enhances technical skills in libraries	67	4.01	.769
PDC provides general skills and abilities	67	4.06	.649
PDC improves language skills	67	3.78	.885
PDC flourishes managerial skill	67	3.88	.708
PDC develops leadership skills	67	3.76	.676
PDC cultivates research skills	67	4.03	.738
PDC refreshes current knowledge	67	4.15	.634

Note: 5=Strongly Agree, 4=Agree, 3= Neutral, 2=Disagree, 1=Strongly Disagree

Descriptive statistics presented in Table 9 shows that the need of professional development courses for library professionals were enhanced day by day due to its positive impact over the library professionals, libraries and library science. This is an age of science, research and technology. New terminologies were adding day by day. It was mandatory to learn these new technologies, knowledge, skills and expertise for the betterment of libraries and for satisfaction of library users. Library operations were very tough to perform. Professional development courses are the ways to improve and polish the existing skills.

6.5. Effectiveness and learning outcomes of professional development courses

The librarians were asked to give view about effectiveness and learning outcomes of professional development courses. specify professional development courses offered by library associated organizations. They were also given different statements which revealed their perception about effectiveness and learning outcomes of professional development courses. The participants were asked to tick different options about the effectiveness and learning outcomes of PDC.

Table 10.

*Descriptive statistics of effectiveness & learning outcomes**N=67*

Statement	N	Mean	Std. Deviation
High Work loaded is managed effectively	67	3.70	.835
Changes are tackled flexibly	67	3.78	.794
User's needs are satisfied quickly	67	3.90	.873
New skills are developed	67	4.01	.826
Different situation faced technically	67	3.75	.785
IT skills are enhanced	67	3.90	.819
Management skills increase	67	3.87	.815
Research skills are enhanced	67	3.85	.821
Communications skills are enhanced	67	3.76	.799
Promotions in job become easy	67	3.43	1.131

Note: 5=Strongly Agree, 4=Agree, 3= Neutral, 2=Disagree, 1=Strongly Disagree

Descriptive statistics presented in Table 10 shows that good number of librarians stayed agreed that there is a great impact of professional development courses on the learning abilities on library professionals. The acquired data show that these courses were the source of learning which were very fruitful in the personal and professional learning. Due to various courses, new skills, abilities, knowledge and expertise enhanced. Numerous changes in IT, software and hardware, professional development courses covered that gap to perform well in professional career. Most importantly IT skills, managerial assistances, communication and research skills were very necessary to tackle the library operations and to meet the needs of the users.

7. Findings:

Majority of respondents stated that effectiveness and outcomes of Professional Development Courses (PDC) by participating in the professional development courses are obvious. Great output and outcomes of PDC is related to Information Technology. Other effective outcomes of PDC are managerial skills, communication skills and job promotions. Librarians are feeling desirable about the need of professional development programs. They feel that due to PDC librarians are preparing to tackle problems in academic libraries, improvement of technical and technological skills, management skills and refresh the existing knowledge, abilities and expertise.

8. Conclusion

This study unveils the facts about professional development courses that working library professionals have a positive attitude towards professional development activities special the young library professionals to enhance their technical and technological skills. All are feeling agreed that need of professional development is obvious. Majority of librarians are well aware of the term professional development. The participation in development programs is very encouraging conducted by library associations. Librarians are also utilizing their time for PDC during official timing. Library professionals are considering the professional development courses beneficial to update and upgrade their existing knowledge.

The most prominent development activity is the trainings on information technology, digital library and library automation. As an output, the application of the courses is not very hopeful due to sufficient sources.

9. Recommendations

After deeply reviewing the findings of the study and in order to improve the situation about professional development courses, following recommendations are made and described briefly in the following:

1. Pakistan Library Association (PLA) should actively participate in arranging and promotion of professional development programs.
2. Library administration should encourage their library professionals in participating in courses.
3. Professional development policies should be prepared in national level for the better interest of academic libraries.
4. Library administration should send their active members with positively dedications rather than personal favoritism.
5. The issues of library staff's shortage should be solved which ultimate cause of better performance.
6. Library practitioners should be actively involved in different stages of Information Technology (IT) applications.
7. By implementing the courses in libraries will provide more chances for other professionals within the organizations.

8. The associations which are responsible to organize the development programs must facilitate their participants for maximum facilities.

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