
**Professional Development through Webinars
among Library Professionals of Chittoor Region,
Andhra Pradesh: A Study**

M. Prasantha Kumari

Asst. Prof

Department of Library and Information Science

Sri Venkateswara University, Tirupati

svu.prasanthi@gmail.com

A Srinivasa Kumar

Research Scholar

Department of Library and Information Science

Sri Venkateswara University, Tirupati

Abstract

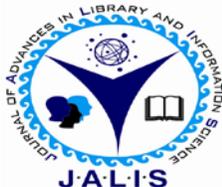
The library played a role in the growth and development of individuals as well as the entire society. Libraries offered services through librarians who are professionals at locating, organising, and interpreting information needs in addition to the contents they offer. The success or failure of the organization depends on the employee development and their skills performance towards specific job descriptions. It is concerned with imparting specific skills for a particular purpose. Hence keeping in view the importance of professional development of library professionals the author used questionnaire method to gather information from participants. An online questionnaire was designed for this purpose and circulated to 82 library professionals. The overall user response rate is 95.12%. The information gathered is presented in the form of tables and evaluated using a basic measurement process.

Keywords

Professional Development; Library Professionals;
Webinar;, Chittoor Region; Andhra Pradesh

Electronic access

The journal is available at www.jalis.in



Journal of Advances in Library and Information Science
ISSN: 2277-2219 Vol. 11. No.3. 2022. pp.298-303

INTRODUCTION

One of the important functions of a library is to develop people as well as society being a social institution. The library has always played a role in the growth and development of individuals as well as the entire society. Libraries offer services through librarians who are professionals at locating, organising, and interpreting information needs in addition to the contents they offer. Since people are essential to an organization's effective and efficient operation, human resources are very important to its success. Any organization's primary component is its employees. The aptitude and talent of a person depend on their capacity for work and their level of instruction. The success or failure of the organization depends on the employee development and their skills performance towards specific job descriptions. Training is the process of enhancing the job knowledge and skill of workers. It is concerned with imparting specific skills for a particular purpose. It is an organized or systematic activity wherein people acquire job knowledge and skills for doing specific jobs. The output of a trained worker is better both qualitatively and quantitatively than that of an untrained one. At present different kinds of training programs for librarians in India namely, Orientation Programs, Refresher courses, Workshops, Conferences, seminars, conventions, symposia and short terms courses are organized. During the pandemic a virtual event called a webinar, which is a mix of the words "web" and "seminar," is one that is only attended by online viewers. A webinar includes some sort of online training or educational session.

REVIEW OF THE LITERATURE

Nedelina and Margaret (2013)¹ reported and analyzed the survey results on the continuing education needs of librarians with current job responsibilities in the science, technology, and engineering subject fields. The intended purpose of the survey results is to assist conference coordinators in the development of a continuing education program at future Special Libraries Association (SLA) conferences. This survey is a follow-up on the early studies conducted by committee members of various library associations and provides a perspective on the continuing education needs for science and technology librarians in the 21st century. Upon analysis, the authors learned that online tutorials and webinars, as well as face-to-face workshops at conferences, are the best preferred approaches for professional development. In addition, the analysis of the survey responses

provided topics of interest for the continuing education opportunities. Patricia and Kathy (2017)² shared their research findings about how libraries define professional development in order to find out how participants defined professional development and the challenges they faced at their institutions. The authors opined that as libraries and librarianship become more complex, the need for 21st century skill development becomes more essential and there is a little research that identifies a set of universal skills and knowledge needed to support contemporary academic libraries.

Anil and Surendra(2020)³ conducted an analysis of the webinars during the peak of Covid-19 and some suggestions are also given. Authors revealed that University Grants Commission, New Delhi has not given any recognition to the webinars till now but they need recognition from the University Grants Commission. The authors suggested that the authority should seriously think about them and only recognised and dedicated associations and the institutes including universities and the colleges should be allowed to conduct the webinar. Vasudevan and Prasanth(2021)⁴ conducted a study on the “Training Professional development of library professionals in the University of Calicut” to know the training and professional development of library professionals in the University of Calicut. The study aimed to find out the availability of training programmes, the effect of training programmes and the professional development of library professionals. The researchers collected data from 70 library professionals through Google forms and questionnaires. The study revealed that training programs and CPD programs participated by the professionals help them to provide better service to users within a short time.

OBJECTIVES

- To know the status of professional development of Library professionals through webinars
- To know the frequency of attendance towards webinar
- To know whether users benefited with the content, presentation and organisation of the webinar
- To identify the number of users who organised webinars
- To identify the problems faced by users while attending webinars

METHODOLOGY

The questionnaire method is used to gather information from participants. An online questionnaire was designed for this purpose and circulated to 82 library professionals of Chittoor region.78 responses received out of 82 total. The overall user response rate 95%.Theinformation gathered is presented in the form of tables and evaluated using a basic measurement process.

SCOPE OF THE STUDY

The current study focuses on Professional development through webinars by library professionals of Chittoor Region, Andhra Pradesh: a study

DATA ANALYSIS

Table :1 Gender wise distribution

Gender	No.of Respondents	Percentages
Male	44	56.41%
Female	34	43.58%%
Total	78	100%

It is evident from table 1 that 44(56.41%) are male and 34(43.58%) are female.

Table 2: Professionals attended Webinars

Gender	No. of Respondents	Percentages
Male	44	100
Female	34	100
Total	78	100%

Table 2 depicts that 78(100%) attended webinars

Table 3: Online Platform used to attend Webinars

Online Platform	No. of Respondents	Percentages
Zoom	51	65.38%
Google Meet	22	28.21%
Microsoft Teams	03	3.8%
other platforms	02	2.5%
Total	78	100%

It is evident from Table 3 that– 51(65.38%) respondents used Zoom online platform to attend webinars, whereas 22(28.21%) respondents used Google Meet, about 03(3.8%) used Microsoft Teams

and about 02 (2.5%) used other online platforms like Webex Cisco, Go to Webinar etc

Table 4: Devices used to attend Webinars

Devices	No. of Respondents	Percentages
Smart Phone	34	43.58%
Desktop	12	15.38%
Laptop	21	26.92%
Both Laptop and Smart Phone	09	11.53%
All the above	02	2.56%
Total	78	100%

Table 4 shows that 34(43.58%) used smart phone for attending webinars, whereas 21(26.92%) used laptop, 12(15.38%) used desktop, 09(11.53%) used both laptop and smart phone and 02(2.56%) used all the devices for attending webinars.

Table 5: Frequency of webinars attended

Frequency	No. of Respondents	Percentages
Once in a Week	11	14.10%
Once in a Month	42	53.84%
Quarterly	13	16.66%
Occasionally	12	15.38%
Total	78	100%

It is evident from table 5 that 42(53.84%) respondents attended webinars once in a month, 13(16.66%) once in a week, 12(15.38%) occasionally and about 11(14.10%) respondents attended webinars once in a week.

Table 6: Duration period of webinars

Frequency	No. of Respondents	Percentages
One Day	21	26.92%
Two Day	11	14.10%
Five Day	23	29.48%
One Month	13	16.66%
All	10	12.82%
Total	78	100%

Table 6 shows that 23(29.48%) respondents attended five day webinar, whereas 21(26.92%) attended one day, 13(16.66%) attended one month and 11(14.10%)

attended two day and about 10(12.82%) attended all types of webinars.

Table 7: Sources of Webinars

Sources	No. of Respondents	Percentages
Friends	14	17.94%
Mail	05	6.41%
What's app groups	46	58.97%
All	13	16.66%
Total	78	100%

Table 7 depicts that 46(58.97%) respondents known the webinars from what's app groups, 14(17.94%) from friends. 13(16.66%) known from all the above said sources and least amount of respondents 05(6.41%) known through mail.

Table 8: Type of Webinar

Type	No. of Respondents	Percentages
Own Subject related	11	14.10%
Inter-disciplinary	12	15.38%
Multi-disciplinary	03	3.84%
All	52	66.66%
Total	78	100%

It is evident from the above table that 52(66.66%) respondents attended all types of webinars, whereas 12(15.38%) attended Interdisciplinary webinars, 11(14.10%) attended their own subject related webinars and 03(3.84%) attended multidisciplinary webinars.

Table 9: Number of Webinars attended

No. of Webinars	No. of Respondents	Percentages
10 - 20	48	61.53%
30- 40	20	25.64%
40-50	08	10.25%
Above 50	02	2.56%
Total	78	100%

It is evident from the above table that 48 (61.53%) respondents attended 10 to 20 number of webinars, virtual conferences, professional development programs, short term training programs etc., 20 (25.64%) between 30-40 webinars, 2 (2.56%) attended above fifty and 8 (10.25%) attended between 40-50 webinars during the pandemic period from 2020 to 2022.

Table 10: Areas implemented through the content learnt in webinars

Areas	No. of Respondents	Percentages
Library Services	32	41.02%
Research	22	28.20%
Journal/Book publication	12	15.38%
All	12	15.38%
Total	78	100%

Table 10 shows that 32 (41.02%) respondents used the webinar content in providing services to users, 22 (28.20%) in research, 12 (15.38%) used in journal/book publication and 12 (15.38%) used in all the areas.

Table 11: Rendered Materials by the organizers

Areas	No. of Respondents	Percentages
.Yes	75	96.15%
.No	03	3.84%
Total	78	100%

It is evident from the above table that 75 (96.15%) said that the organizers provided the materials in pdfs and ppts and least number of respondents 3(3.84%) said that they didn't receive any material from the organizers of the webinar.

Table 12: Organised Webinars

Webinars organised	No. of Respondents	Percentages
Yes	24	30.76%
No	54	69.31%
Total	78	100%

Table 12 depicts that 54(69.31%) respondents said that they didn't organize webinars and about 24(30.76%) stated that they organized webinars.

Table 13: Problems faced while organizing Webinars

Problems	No. of Respondents	Percentages
Technical Problems	43	55.12%
Lack of Support from management	08	10.25%

Non-Cooperation from Speakers	05	6.41%
Non-cooperation from participants	22	28.20%
Total	78	100%

It is evident from the above table that 43(55.12%) respondents said that they faced the problems as an organizers like technical problems, 22(28.20%) faced the problems from the participants, 8(10.25%) faced from the lack of support from the management and about 5(6.41%) faced the problem from speakers.

Table 14: Problems faced while attending Webinars

Problems	No. of Respondents	Percentages
Network Issues	42	53.84%
Lack of quality content	17	21.79%
Lack of presentation skills	04	5.12%
Lack of organising skills	15	19.23%
Total	78	100%

Table 14 depicts that 42(53.84%) respondents faced the problem while attending webinars like network issues, followed by 17(21.79%) lack of quality content, 15(19.23%) lack of organizing skills and 4(5.12%) faced the problem of lack of presentation skills from the speakers.

Table 15: Issues relating to webinar whether professionals agreed or disagreed

Issues	Agree	Disagree
Information provided was relevant to their needs	72	06
Insightful and engaging session	73	05
Length of the session was appropriate	74	04
Session had the right combination of theory and practice	72	06
The logic and sequence of topics was appropriate	68	10

It is evident from the table that the majority of the respondents agreed the above issues relating to

webinar and least number of respondents disagreed with the issues.

FINDINGS

- It is evident from table 1 that 44(56.41%) are male and 34(43.58%) are female
- Table 2 depicts that 78(100%) attended webinars
- 51(65.38%) respondents used Zoom online platform to attend webinars, whereas 22(28.21%) respondents used Google Meet, about 03(3.8%) used Microsoft Teams and about 02(2.5%) used other online platforms like Webex Cisco, Go to Webinar etc.
- 34(43.58%) used smart phone to for attending webinars, whereas 21(26.92%) used laptop, 12(15.38%) used desktop, 09(11.53%) used both laptop and smart phone and 02(2.56%) used all the devices for attending webinars
- 42(53.84%) respondents attended webinars once in a month, 13(16.66%) once in a week, 12(15.38%) occasionally and about 11(14.10%) respondents attended webinars once in a week.
- 23(29.48%) respondents attended five days webinar, whereas 21(26.92%) attended one day, 13(16.66%) attended one month and 11(14.10%) attended two day and about 10(12.82%) attended all types of webinars.
- 46(58.97%) respondents known the webinars from what's app groups, 14(17.94%) from friends. 13(16.66%) known from all the above said sources and least amount of respondents 05(6.41%) known through mail.
- 52(66.66%) respondents attended the all types of webinars, whereas 12(15.38%) attended Interdisciplinary webinars, 11(14.10%) attended their own subject related webinars and 03(3.84%) attended multidisciplinary webinars.
- 48(61.53%) respondents attended the 10 to 20 number of webinars, 20(25.64%) between 30-40 webinars, 2(2.56%) attended above fifty and 8(10.25%) attended between 40-50 webinars during the pandemic period from 2020 to 2022
- 32(41.02%) respondents used the webinar content in providing services to users, 22(28.20%) in research, 12(15.38%) used in the journal/book publication and 12(15.38%) used in all the areas.
- 75(96.15%) said that the organizers provided the materials in pdfs and ppts and least number of respondents 3(3.84%) said that they didn't receive any material from the organizers of the webinar.

- 54(69.31%) respondents said that they didn't organize webinars and about 24(30.76%) stated that they organized webinars.
- 43(55.12%) respondents said that they faced the problems as an organizers like technical problems, 22(28.20%) faced the problems from the participants, 8(10.25%) faced from the non-cooperation from the department and about 5(6.41%) faced the problem from speakers.
- 42(53.84%) respondents faced the problem while attending webinars like network issues, followed by 17(21.79%) lack of quality content, 15(19.23%) lack of organizing skills and 4(5.12%) faced the problem of lack of presentation skills from the speakers.
- Majority of the respondents agreed the above issues relating to webinar and least number of respondents disagreed with the issues.

CONCLUSION

There is a need to develop suitable training program for the working library professionals that can cover the traditional concept with modern technological applications along with theory and practical applications for the library. The study indicates that library professionals during the pandemic period attended maximum number of webinars, professional development programs, and short term training programs, workshops, and virtual conferences and applied the gained knowledge in providing library services to users. Some are opined that though there are technical problems, network issues and other problems, webinars are very useful and helpful in developing their professional development.

References

- [1.] Nedelina, T., & Margaret, N.Lam.(2013). Professional Development Needs of Science and Technology Librarians: Results of the 2012 SLA/PAM Professional Development Committee Survey. Retrieved from <http://www.istl.org/13-summer/refereed2.html> on 16th July,2022
- [2.] Patricia D. Sobczak and Kathy Bradshaw, "Professional Development in Libraries: One Size Does Not Fit All" (2017). Proceedings of the Charleston Library Conference. Retrieved from <http://dx.doi.org/10.5703/1288284316674> on 16th July,2022
- [3.] Anil Kumar,Dhiman& Surendra, S(2020). Are Webinars worthy: Analysis of webinars

conducted in LIS during Lockdown 2020. Library Progress(International).Retrieved from<https://bpaajournals.com/admin/upload/dynamic2/16Lib-211-2020P307-327.pdf> on July16th, 2022

- [4.] T.M., Vasudevan &Mavily, Prasanth. (2021). Training and Professional development of library professionals in university of Calicut.