

ATTITUDES TOWARDS THE LIBRARY AND INFORMATION
PROFESSION AMONG PRACTISING LIBRARIANS AND INFORMATION
WORKERS IN THE WESTERN CAPE

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DOROTHY LYLE IVEY

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SUMMARY

An investigation was undertaken into the attitudes held by library/information workers towards their profession because it was considered that the strength of these attitudes may affect not only the self-concept and work performance of individuals, but also the quality and dimensions of the support received by the profession from society.

The study was conducted in two parts: the literature survey and the empirical investigation. The empirical investigation was limited geographically to the Western Cape region of South Africa.

The hypotheses which were postulated suggested that library/information workers attitudes towards their profession and towards the South African Institute for Librarianship and Information Science (SAILIS), would tend to be negative, and, that these attitudes may be influenced by a variety of sub-factors.

a) In the literature survey, certain concepts which were fundamental to the study were investigated. These included a review and analysis of the 'attitude' concept, together with a compilation of a glossary of near-synonymous terms. The professions and the criteria for professionalism also received particular attention with a view to assessing the professional standing of library/information work against accepted criteria.

The attitudes of library/information workers with regard to their profession as recorded in the literature were noted, and in particular the results of studies similar to this investigation. In addition, the literature relating to research methodology was reviewed.

b) As part of the empirical investigation a questionnaire was constructed and posted to respondents in order to assess their attitudes towards their profession as reflected in the responses.

The analysis of the data which emerged from the questionnaires indicated that, on the whole, library/information workers felt relatively positive about their profession. The degree of positivity was influenced by sub-factors such as higher salary level, type of library/information centre (university librarians appeared to be the most positive institutional group), and, home language (Afrikaans-speaking library/information workers tended to be more positive). An apparent contradiction manifested itself in so far as library/information workers indicated, on the whole, that they would not choose the same career again. They also accorded the profession a position of relatively low social standing in the community.

In spite of a discernable trend towards expressing positive attitudes towards the South African Institute for Librarianship and Information Science (SAILIS), a clearly defined link between these results and the positive attitudes towards the profession expressed by respondents could not be determined.

PREFACE

A study of this nature is dependent for its success on the help which is received from many quarters. This kind of cooperation was generously given to the researcher by a number of individuals. The large library systems and the Special Libraries Interest Group of the Western Cape Branch of the South African Institute for Librarianship and Information Science all provided lists of professional staff, and, members respectively. The many library/ information workers who took part in this survey not only gave up their time to complete the questionnaire which was sent to each of them, but also, in a number of cases, added constructive and illuminating comments to elucidate their views. Without them, the empirical study would not have been possible.

The statistical analysis of the data derived from the questionnaire was undertaken by Mr G W Ivey. The researcher would like to extend her sincere thanks to him for the time and expertise which he devoted to this task.

The researcher owes a deep debt of gratitude to her supervisor, Professor J G Kesting for his professional advice, consistent interest and sympathetic support throughout this study. Finally, she would like to express her appreciation to her husband for his unfailing patience, encouragement and pragmatic assistance.

1.

INTRODUCTION

There are two important aspects regarding the way in which society regards a profession. Firstly, the profession will be judged by its perceived value to society. Secondly - a factor which touches on this study - society will tend to be influenced in its assessment of the profession on the basis of what the profession thinks of itself. If a profession thinks highly of itself, it not only instils a similar pride in its members, but also confidently invites a like reaction from the society in which it finds itself. The older professions, such as medicine, law and the ministry, spring to mind in this context. On the other hand, if the profession does not value itself, not only will this poor self-appraisal reflect on its members, but the question must then be asked: is it not, likewise, inviting a similar low evaluation and lack of respect from others outside the profession? This factor is of importance to all professions. It is of particular importance to the library/information profession, not only in the effect it has on the social prestige which it is accorded by society, but also, more pragmatically, in the way in which library/ information units are funded. The strength or absence of external pressure exercised by society to provide adequate funding for library/information services, will be comparable to the regard with which society holds the profession. This is of importance to all types of library/information units. Usherwood makes the following observation:

If librarians themselves have this [negative] self image, is it surprising if they have little professional impact on the values and attitudes of those who inhabit the corridors of power in town halls and elsewhere? (1980:11-12).

There are many references in the literature to the question of the self-doubt of library/information workers. These are reviewed in Chapter 5.

The influence of the attitudes of library/information workers towards their chosen profession as a factor in their professional activities is pertinent to the subject of

this study. The point, therefore, which Usherwood makes with regard to public librarians, is also of relevance to the professional group as a whole:

... if it is assumed that attitudes influence behaviour, professional attitudes can also be assumed to be related to professional behaviour. The attitudes of public librarians regarding their profession are therefore an important factor influencing the maintenance of professional values within local authorities and in our society at large (1980:12).

The relationship between "attitude" and "behaviour" is an important aspect of attitude theory and it will, therefore, be explored in some depth in 2.3.

Previous studies which have looked at how library/ information workers feel about their profession, have had slightly different emphases. They have utilised phraseology such as 'perceptions of librarianship' (Ryan, 1967), 'occupational and self concepts of librarians' (Fisher, 1981), 'stereotype' (Wilson, 1982), and 'occupational image' (Slater, 1979). Only Thornton (1959) has referred specifically to 'attitudes toward librarianship'. All these concepts have different meanings, (which have been elucidated in Chapter 2) but they all, notwithstanding, bear a close relationship to the subject of this study. Reflecting subtly different nuances, they nevertheless still concern the level of esteem which library/information workers accord their profession.

One of the main reasons given in earlier studies for the importance of the topic reflects the changes in the economic and social environment. From the period after World War II until the early 1970s there was a marked shortage of qualified library/information workers in the United States and in other Western countries. Much of the reason for the shortage was attributed to the poor image and status of library/information work in these countries (cf. for example, Ryan, 1967; Schiller, 1969:3; White, 1970:96-97), a factor which in turn influenced recruitment levels. More recently, diminishing economic opportunities in these countries have brought about changes in the employment market for library/information workers, where an oversupply rather than a shortage of professional personnel prevails. The

emphasis in much contemporary writing has, therefore, fallen instead on the improvement of the quality of the professionals recruited, and on the funding of library/information units (cf. for example, Fisher, 1981).

The question of the funding of libraries affects not only the levels of service that can be given in relation to the community or institution, but also the salaries of library/information workers. When inadequate, this in turn makes the field less competitive in relation to other better-paid, higher-status professions. It may also be accepted by library/information workers as an indication of the lesser value placed on their profession by society.

Even more importantly, library/information units have, on the whole, relatively little say over their policies and future development, a factor which also affects their funding.

The Croeser Report, which was first brought to the attention of the library/information profession in South Africa in 1983, may be cited as a recent example of the power held by non-librarians over developments relating to sources of funding in the field. An internal committee of the Department of Finance, in looking for ways of reducing the expenditure of public authorities, recommended that the lending services of public libraries should become self-supporting by charging for these services. This report is significant in two ways. Firstly, it conveys the implication that funding to public libraries should be reduced by all public authorities, thus affecting the very principle of free public libraries. Secondly, there is cause for concern that a lay committee should have set itself the task of investigating public libraries in South Africa with a view to making recommendations of a fundamental and far-reaching nature, while having failed to consult any members of the library/information profession concerning the consequences and the practicability of what was recommended. Such disregard of professional philosophy and expertise seems to reflect either ignorance of, or indifference to, the views of the library/information profession. Subsequent to the

report becoming known (being a departmental report it was not published for general dissemination, but discovered almost by chance), urgent appeals were made, both by letter and personal representation, by the South African Institute for Librarianship and Information Science (SAILIS) in protest against the substance of the report. This had little impact, however, and the recommendations remained unchanged (User charges..., 1984:3).

A similar significant event occurred in the California State Legislature with the acceptance in 1978 of Proposition 13. Through this legislation, the funding of public libraries was drastically reduced, in spite of the protests of the library/information profession. Once again, not only was the reduction of public spending achieved at the expense of public libraries, but the action concerned was taken in spite of the appeals by library/information workers to the contrary, showing clearly how little importance was attached to the opinions of the profession.

Therefore, the question must be asked: were these two examples exacerbated by the effect of the apparently low valuation of their profession held by many library/information workers? In such situations, cause and effect would, of course, be difficult to prove conclusively. One can only postulate that should library/information workers appear, from empirical evidence, to view their profession in a negative light, this could be an additional reason for the often seemingly cavalier treatment which both library/information units and library/information workers frequently receive from their authorities and from the public.

1.1 DELIMITATION OF THE STUDY

1.1.1 Professional Limitations

It is intended in this study to attempt to identify the attitudes of professional library/information workers towards their profession. This limits the study then to those individuals in the South African employment situation who have at least a

professional degree (such as a B.Bibl.), or, an acceptable degree in another field plus a professional diploma or additional professional degree. It has been decided to include not only those library/ information workers who have had two or more years experience in the field, but also those who have full professional qualifications but have as yet acquired minimum experience, in order to gain some insight into the attitudes of the neophytes in the library/information field.

1.1.2 Geographical Limitations

Clearly, an exhaustive investigation into the attitudes of library/information workers in South Africa, would make it desirable to survey the professional population in the country as a whole. It is at least possible to obtain an updated list of professional and associate members of SAILIS. On the other hand, it must be remembered that the latter list also includes both qualified library/ information workers without the required length of approved service and individuals who do not have the accepted equivalent of full professional qualifications (for example, holders of paraprofessional qualifications such as the Lower Diploma in Library and Information Science). A more serious shortcoming in the list of professional members produced by SAILIS is, however, that it will not include those professionals who could, but have not, joined their professional body, and whose views about their profession are crucial to a comprehensive investigation of professional attitudes. Quite apart from this reservation, the task of surveying all library/ information workers in the entire country is, moreover, an enormous undertaking beyond the scope of a normal master's dissertation. Hence, it has been decided to confine the empirical survey to professional library/information workers in the Western Cape region. In seeking to identify the population of this region through the membership list of the Western Cape Branch of SAILIS, the same difficulty exists as applied to the central records of SAILIS, viz. that not only professional library/ information workers as defined in 1.1.1 will be included. In addition, since membership of SAILIS is not compulsory for all library/information

workers with acceptable professional qualifications, there will be those in the region who are not members of the Western Cape Branch of SAILIS even though their professional qualifications and experience make them eligible for professional membership of the Institute.

The geographical boundaries of the study will be delimited according to those specified in the Cape Metropolitan area; draft guide plan, which was drawn up by the Guide Plan Committee for the Cape Metropolitan Area and published in 1984. The region covered by the survey includes both urban and rural areas and contains several relatively large towns, all of which are within fairly easy reach of Greater Cape Town. The rural areas, then, because of their comparatively close physical and cultural links with the conurbation, have not such markedly different rural characteristics as would normally be expected. For this reason, the geographical area within the Western Cape Metropolitan region will be taken as a fixed variable. It should be noted that the area included in the empirical survey, even though referred to as the Western Cape region, is considerably more limited in size (in spite of its concentration of population) than that encompassed by the Western Cape Branch of SAILIS, since the latter includes a large area of the Cape Province.

1.1.3 Types of Library/Information Centres

Because the Western Cape region includes all types of library/information centres - public, university, college, special and school - the intention is to identify the type of library/information worked in by respondents, and to use this factor as an independent variable. Public, tertiary education and special libraries may be identified without much difficulty. Regrettably, the same does not apply to school libraries. Because of a bureaucratic ruling, it will not be possible to send questionnaires to school librarians working in government schools, without the questionnaire being first approved by the Cape Provincial Education Department before the proposed research can be embarked upon. Since this would necessitate a long, time-consuming process with an unpredictable outcome, it has been decided

to omit government school librarians from the survey. Four school librarians employed at private schools will, nevertheless, be included in the population surveyed. In the analysis of the questionnaire, such a number will be too low as a cell to yield a result of statistical significance, a factor which should be borne in mind when the results of the statistical analysis are tabulated in Chapter 7.

1.2 DEFINITIONS

The problem of what to call individuals who work in libraries or information centres has plagued many researchers of late. This is particularly the case in more recent studies in which account has had to be taken of the emergence of information science, a factor which has exacerbated the problem. The use of the term 'librarian' has continued to be acceptable as a generic designation, particularly in the United States, on the basis of the considered underlying unity of library science and information science. This topic has been fully explored in the literature and there is considerable support for the notion that the two fields represent a single, as opposed to two disparate disciplines. The justification for this view is that information forms the foundation of both library and information science (cf. for example, Viljoen, 1973:45-112).

There are some authorities who have disregarded the problem and have simply continued to refer to the professional population as 'librarians'. Reeves, for example, uses the term 'librarian' in his study for any individual who has professional library qualifications from an accredited library school (1980:3). In his study of the occupational and self concepts of librarians, Fisher defines a librarian as:

... any person working in a professional capacity in either an academic, public, school, or special library. The person had to hold a degree in library science, although the degree could be either a graduate degree or a baccalaureate degree granted by either an accredited or a non-accredited library school (1981:40).

In South Africa, the trend appears to be to speak of 'librarians', of 'library and information workers', and of 'librarians and information workers' (cf. for examples of usage in practice, Malan, 1973; Fouché 1982).

Perhaps the conflict in the choice of terminology has been most marked in Britain. This problem appears to be unique to the library/information profession. Slater says that, in general, the public is familiar with the term 'librarian', but is more puzzled by 'information worker' (1981:154-55). Roberts and Bull, in their survey of past students from the Sheffield University Postgraduate School of Librarianship and Information Science, got around the terminology problem by using the terms offered by the respondents themselves. Therefore, if the respondent used the term 'librarian', it was accepted as such without further ado by Roberts and Bull. When the respondents used an 'information'-related term, the researchers used the term 'informationist' which they considered far from ideal, but nevertheless preferable to 'information scientist', 'information specialist' or 'information worker'.

Margaret Slater (1979; 1984) uses the terms 'library/information work', 'library/information worker', 'library/information profession' and 'library/information unit', although she does concede that her survey seemed to reveal that there were inherent differences between librarians and information workers in the work situation, career development and type of individual attracted to the work (1979:14-17).

Sergean, an industrial psychologist, together with his co-researchers, suggests the following solution to the terminological difficulties in the field:

We have regarded 'librarianship/information work' as a single service industry or activity dealing with a commodity (namely, information) of various kinds and in various forms...

This applies whether the purpose involved is instructional, recreational, explanatory, advisory, educational, cultural, or whatever. Cultural and recreational material is just as 'informative' as educational and instructional material if one regards information in its basic sense of that on which attitudes, decisions, and behaviour are formed (1976:5).

He goes on to say:

We are concerned here, therefore, with the 'information business' (whether it be called 'library work' or 'information work' or 'librarianship/information work')... We have found nothing in the course of this project to suggest that we are dealing with two occupational areas which are quite different in nature. Such boundaries and barriers as exist appear to us wholly artificial (1976:6).

In this study, the terms 'library/information work', 'library/information worker', 'library/information unit', 'library/information field' and 'library/information profession' will be used. When specific types of library/information units are referred to, such as public libraries or university libraries, then the 'library' appellation has been retained. Occasionally, when the context seems to demand it, then the terms 'library', 'librarian', etc., will be used.

Because of generally accepted usage, and for the sake of consistency, it has been decided to refer to the library/ information occupation as a 'profession', whether it is fully or only partially accepted as such or not.

1.3 HYPOTHESES

In order to identify the attitudes of library/information workers towards their profession, the following hypotheses will be investigated:

- a) that the attitude of library/information workers in the Western Cape will tend to be predominantly negative towards their profession;
- b) that the attitude of library/information workers in Western Cape will tend to be influenced by one or more of the following factors:
 - i) supervisory position;
 - ii) salary level;
 - iii) years of professional experience;
 - iv) type of library/information centre in which employed;

v) home language; and,

c) that the attitude of library/information workers will tend to be predominantly negative towards SAILIS, as the major body representing the organised profession.

1.4 PROPOSED METHOD OF INVESTIGATION

The investigation into the attitudes of library/information workers in the Western Cape towards their profession will be undertaken against an Anglo-American background. Library and information units in South Africa, whether public, educational or special all have long-standing links with developments in the library/information field in North America and Britain. These influences are also evident in the planning and curricula for education for library/information work at South African universities. Although South Africa today has followed its own path of professional development according to the social and economic needs of the country, it still shares many of the attributes and problems of the profession in Britain, the United States and Canada (Kesting, 1980:229-30). It is for this reason that the literature survey will be confined largely to studies emanating from these countries, together with other English-speaking countries such as Australia and New Zealand, as well as to material published in South Africa itself. There are also some continental (notably German and Dutch) influences in the South African library/information field, but these are less apparent. European literature sources will, therefore, be excluded from this study.

1.4.1 Literature Survey

As a preliminary step in the investigation of the attitudes of library/information workers towards their profession, a literature survey of the topic will be undertaken. The intention behind this is twofold. The first is to gain a broad overview of the the scope and ramifications of the topic. The second is to identify related studies which can be used as a basis from which to develop the

present study, and to serve as a comparison in the final analysis of the empirical survey.

In the conceptual study four areas will be investigated, all of them being directly relevant to the concepts inherent in this study. In order to investigate 'attitudes', it will be necessary to probe the variations and subtleties of the 'attitude' concept in some depth, to attempt to understand its meaning and function and the bearing it has on personal and working behaviour. Chapter 2 will be devoted to a description and analysis of this important concept in social psychology. In this way it is hoped to clarify, for the purposes of this study, what is meant by an attitude, the form which it may take and what is its motive power. Some attention will also be given in this chapter to the disarray caused by the sometimes thoughtless use of the many concepts related to the 'attitude' concept, which are often used synonymously with it in the literature, such as perception, judgement, belief, etc. This latter section then, will comprise definitions of these near-synonymous concepts. This should not only be of value in charting the complexity of the 'attitude' field, but could also be regarded as a glossary to which reference can be made when such terms are encountered throughout the text of the dissertation.

Since the study is concerned with 'attitudes towards the profession' it is important to understand what is meant by the concept 'profession'. Not only will the meaning of this concept be examined in Chapter 3, through the many definitions which have appeared in the literature, but the generally accepted criteria by which a profession may be recognised, will also be identified.

The focus in the later chapters of this conceptual study will be concentrated on the library/information profession. Chapter 4 will look at how library/information work conforms to the recognised criteria for achieving professional status, as seen both by non-librarians and library/information workers themselves. Chapter 5 will review the literature which records how library/information workers regard their profession. Some of the profession's extrinsic characteristics (such as financial

remuneration, male/female ratio, etc.), as opposed to its intrinsic attributes (in relation to professional criteria, as dealt with in Chapter 4) will also be reviewed in this chapter.

Because of the limitations which relate to the scope of a dissertation at master's level, it will not be possible to explore the conceptual aspects of the topics mentioned above, as fully as would be desired. The researcher is conscious, therefore, that in each of the conceptual areas which will be examined (for example, the study of the professions and professionalism), while all important aspects of the field will be considered, the limitations referred to above preclude the type of in-depth investigation through which all the ramifications of the topic could be fully explored.

1.4.2 Empirical Investigation

In order to test the hypotheses recorded in 1.3 an empirical study will be devised. The methodology used in the empirical study will be fully described in Chapter 6. Within the delimitations stated in 1.2 the professional population of library/information workers in the Western Cape region will be identified by using various sampling frames. The population will be sampled and questionnaires sent to the individuals identified in the sample. The data obtained from the analysis of the questionnaires which have been returned by the respondents, should provide evidence on the validity or otherwise of the hypotheses. The results which will be obtained from the statistical analysis of the data will be described in Chapter 7. The conclusions which emerge from the empirical study will be elucidated in Chapter 8. These results will then be correlated with those reached in other related studies.

2.

ATTITUDES

Since this study is concerned with the attitudes of library/information workers towards their profession, it is important to try to understand what is meant by attitudes. In investigating this topic, it has been found that not only is the whole field one of considerable dimensions and of unusual complexity, but also that the literature associated with it is vast. However, because of the fundamental nature of the concept, it seems essential that it should be investigated in some depth. In this way it is hoped that there will be greater understanding of the meaning of the 'attitude' concept, and also of some of the theories which are associated with it. Attitudes play an influential part in the lives of individuals and are of importance both in their personal and in their working behaviour. For this reason, the purpose and function of attitudes, and how they are affected by various factors, have been investigated with some thoroughness. Two important aspects - attitude change and behaviour prediction - have been touched on only briefly since they are not of direct concern to this study.

The term 'attitude' tends to be used rather loosely in writing and, particularly, in conversation. It is for this reason that some attention has been given to the many words which bear a close relationship to attitude, and are often used as alternates, with little regard to the subtle differences which are often inherent in the meaning of each of these words. A glossary of such terms has resulted whose function is seen as assisting in the clarification and understanding of the 'attitude' literature and the many citations in the text which have been drawn from it.

2.1 ORIGIN OF THE ATTITUDE CONCEPT

The origin of the word 'attitude', according to the Shorter Oxford English dictionary, has its roots in the Latin word "aptus", which, amongst its many meanings, has the connotation of "being prepared". This is observed by Allport, in a reprint of his classic 1935 article (1967:3-7) in which he traces the history of

the study of attitudes. He notes that attitudes were regarded, from the early eighteenth century onwards, as a physical manifestation. These were motor attitudes which were the physiological state of preparedness for some bodily action. The Shorter Oxford English dictionary records the following 1725 interpretation of 'attitude':

A posture of the body proper to or implying some action or mental state.

Towards the middle of the nineteenth century it became more common to look at mental attitudes, particularly in the sense of perception and judgement. As the century progressed, the distinction between motor and mental attitudes was seldom specified and consideration of the physiological aspects of attitude became less important.

The emphasis on mental rather than physical attitudes was further extended by the contributions of psycho-analysts, such as Freud, with his studies of the unconscious in which he saw attitude as the manifestation of a state of unconscious motivation (Halloran, 1970:12). An investigation among Polish peasants by Thomas Znaniecki, first published in 1918, placed the study of attitudes firmly in the field of social psychology. Not all authorities are convinced that this is where it belongs. Scott, for example, regards it as a "historical accident" that attitudes are placed in social psychology, and not considered part of General Personality Theory (1968:204).

Much important work on the study of attitudes was carried out in the 1920s and 1930s. The best known theorist of this period is Thurstone, followed afterwards by the dominating influence of Allport. Interest in attitude research then declined somewhat and gave way to the study of group dynamics (McGuire, 1969:136-37), reviving strongly, however, from the 1960s onwards.

The framework used in this work for the study of attitudes is based on that devised by McGuire (1969; 1979).

2.2 THE NATURE OF ATTITUDES

2.2.1 Definitions

It seems clear from the number of definitions which have been postulated that sociologists and psychologists have found it difficult to reach a consensus on the precise understanding of the term 'attitude'. In his review of the development of the concept of attitude, Allport recorded as many as seventeen distinct definitions (including his own) by 1935 (1967:7-8). McGuire (1969:142) notes that the psychologist Nelson had listed thirty such definitions by the end of the 1930s. Theorists, since that date, have continued to add their own variations to the interpretation of the term.

While there must be some concurrence with Jahoda and Warren's contention that:

Definitions are ultimately nothing but matters of convenience (1967:7)

it is obviously necessary to look at some of the more important interpretations of the term attitude, in order to understand more clearly the subject of this study. This section (2.2) is, therefore, essentially a glossary of terms used in the text and in the citations. Its aim is to provide greater clarity in selecting and explaining the most appropriate terminology to be used in the thesis.

One of the earlier definitions of attitude is the succinct statement posited by Thurstone in 1931:

Attitude is the affect for or against a psychological object (1971 reprint:21).

Allport, after considering and finding unsatisfactory the several definitions which had been put forward up to that time, constructs his own definition, which is still regarded as a classic:

An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related (1967:8).

Ferguson defines an attitude as:

the acceptance value of a belief (1939:665).

Doob, a behaviourist, sees attitudes in terms of learning theory:

An attitude is an implicit response which is both anticipatory and mediating in reference to patterns of overt responses, which is worked by a variety of stimulus patterns as a result of previous learning or of gradients of generalization and discrimination, which is itself cue- and drive-producing, and which is considered socially significant in the individual's society (1947:136).

Chein emphasises the evaluative nature of an attitude, which he describes as:

... a disposition to evaluate certain objects, actions and situations in certain ways (quoted in Rhine, 1967:382).

Rhine's own definition of attitude illustrates his theory concerning the relationship between a concept and an attitude. He considers that:

... an attitude is taken to be a concept with an evaluative dimension (1967:383).

and that an understanding of concept formation will also contribute towards the understanding of the development of attitudes.

A large group of theorists look at attitude as part of the Latent Process orientation (Taylor, 1984:23-55). Newcomb subscribes to this approach, and he defines 'attitude' as follows:

An attitude is the individual's organization of psychological processes, as inferred from his behaviour, with respect to some aspect of the world which he distinguishes from other aspects. It represents the residue of his previous experience with which he approaches any subsequent situation including that aspect and, together with the contemporary influences in such a situation, determines his behaviour in it. Attitudes are enduring in the sense that such residues are carried over to new situations, but they change in so far as new residues are acquired through experience in new situations (1966:22).

Krech, Crutch and Ballachey are important contributors to what Taylor calls the tripartite conceptualization of attitude (1984:25). Krech et al define attitude as:

an enduring system of positive or negative evaluations, emotional feelings and pro or con action tendencies, with respect to a social object (1962:177).

According to Rokeach's theory, it is proposed that there is no distinction between attitude and belief:

... an attitude is defined simply as an organization of interrelated beliefs around a common focus. The attitude has cognitive and affective properties by virtue of the fact that the several beliefs constituting it have cognitive and affective properties that interact and reinforce one another (1968:451).

Fishbein considers that the definition of the attitude concept has become multidimensional and unduly complex. He favours a return to the type of simpler, unidimensional definition earlier put forward by Thurstone. A characteristic Fishbein definition of attitude is given in the following succinct statement:

Attitudes are learned predispositions to respond to an object or class of objects in a favorable or unfavorable way (1967d:257).

E. E. Davis, in his book Attitude change (1965), incorporates in his definition of attitude the generally accepted characteristic that attitudes cannot be observed:

An inferred [emphasis added] factor within the individual which involves a tendency to perceive and react in a particular manner towards some aspect of his environment (quoted in Halloran, 1971:26).

Having looked at a number of existing definitions of attitude, Shaw and Wright come up with a definition which they feel incorporates a distillation of the many ideas they have examined:

A relatively enduring system of evaluative affective reactions based upon and reflecting the evaluative concepts or beliefs which have been learned about the characteristics of a social object or class of social objects (1967:3).

McGuire (1969:142-49) is content to use Allport's 1935 definition and analyses in detail what he considers to be the five basic aspects of 'attitude' which the definition encompasses. The aspects he regards as central to the 'attitude' concept are:

- (1) it is a mental and neural state
- (2) of readiness to respond,
- (3) organized
- (4) through experience
- (5) exerting a directive and/or dynamic influence on behavior.

The first aspect, a mental or neural state, McGuire sees as reflecting the conflicting views of the theorists who consider that attitudes can be revealed by their phenomenological effects, and those who look for physiological indicators. This has come about because many theorists tend to try to measure 'attitude' (which is an abstraction) by treating it as a "mediating concept" which can only be defined in relation to what has gone before, and what behaviour results thereafter.

The second aspect, i.e. a readiness to respond, McGuire regards as reflecting Allport's view and that of other theorists such as Doob, Chein and Campbell, that an attitude incorporates a readiness to respond rather than simply a response.

The various elements which make up the 'attitude' concept, whether found in a single attitude or in a combination of a group of attitudes, are organized into an underlying structure, the third aspect pinpointed by McGuire from Allport's definition.

Fourthly, the statement that attitudes are learned through experience, appears to arouse little controversy and seems to be agreed upon by theorists of various schools.

With regard to the fifth aspect analysed by McGuire, that of the directive and/or dynamic influence of attitudes on behaviour, most theorists concur that attitudes have directive properties, i.e. influencing "the selection of one among a set of alternatives" (p.148). There is an absence of general agreement that attitudes also influence the level of forcefulness of the response engendered towards the attitude object.

Although he has analysed Allport's definition in such depth and with so much acumen, McGuire does, nevertheless put forward a definition of his own at a later stage, in which he expressed his own views:

... attitudes are predispositions to classify sets of objects or events and react to them with some degree of evaluative consistency. While attitudes logically are hypothetical constructs (i.e. they are inferred but not objectively observable), they are manifested in conscious experience, verbal reports, gross behaviour, and physiological symptoms (1979:360).

Certain distinguishing characteristics emerge from the various definitions which have been noted above. Firstly, attitudes cannot be directly observed, but must be inferred from other physical manifestations and activities. Secondly, they are relatively enduring. They can be changed but not all that easily. Thirdly, they are learned rather than inborn (the question of genetic influence in the development of attitudes is briefly considered under 2.5.1. where the factors which influence the 'attitude' concept are reviewed). Fourthly, attitudes contain an evaluative factor. This becomes particularly important when considering other concepts which are similar to the attitude concept. Finally, attitudes have specific referents which may be abstract or concrete, individual objects or classes of objects. These referents must be socially significant.

The definitions which have been put forward all include one or more of the recognised characteristics of attitudes. The variations introduced into each definition are brought about by the emphasis which the proponent wishes to place upon the particular bias of his theoretical approach. It is interesting to note the continued acceptability of the early Thurstone and Allport definitions. Among the more recent statements, the McGuire definition seems to incorporate the pith of the nature of attitudes in the most lucid and straightforward manner generally encountered.

2.2.2 Attitude Distinctions

There are a number of concepts which are related in meaning to attitude. McGuire, for example, looks at the concepts of knowledge, value and opinion (1969:150). Scott, in turn, examines other related concepts, such as motive and habit. (1968:205) Taylor includes, although he does not discuss in detail, a number of presumed near-synonymous concepts, such as belief, opinion, value, ideology, faith, judgement and knowledge (1984:57-8). Shaw and Wright (1967) also include set, habit and trait. To these Cooper and McGaugh (1966) add bias, faith and ideology. Rokeach (1968) also regards delusion, stereotype and sentiment as being related to attitude. As can be seen, the various associated concepts are given different emphases by the many theorists, or may not be considered significant enough to be included at all.

For the purposes of this study, it is important to examine these different concepts in some detail. This is partly in order that reference can be made to this section as a glossary, for clarification and understanding when these concepts are alluded to in the text. It is also important that an awareness should be created of the variety of near-synonymous terms which exist, a factor which can confuse and cloud the understanding of the 'attitude' concept.

2.2.2.1 Knowledge

The distinction between knowledge and attitude appears to be less frequently discussed than some of the other conceptual relationships mentioned above. Perhaps part of the reason for this is the lack of agreement between those who have attempted to elucidate the difference in meaning. McGuire quotes Doob in attributing only cue characteristics to knowledge and both cue- and drive-producing characteristics to attitude (McGuire, 1969:150). However, Campbell, amongst others (quoted in McGuire, 1969:150), states that both characteristics are to be found in the concept of knowledge. McGuire considers that the distinction has broader

implications, in distinguishing the difference between education and propaganda. In his view, education can be said to produce knowledge change, whereas propaganda or persuasion is a means of producing attitude change.

The concept of knowledge (i.e. used in one sense only) may be seen as the result of comprehension which may come out of education, either formal or informal, and may stimulate action, although not necessarily so. Attitude, on the other hand, incorporates a predisposition to respond in a particular way to a stimulus, so understanding is not important to the type of response elicited. Education may change the knowledge base of the individual, whereas propaganda is a means of changing the consistent response of the individual to specific stimuli and, therefore, can be regarded primarily as a means of changing attitudes.

2.2.2.2 Belief

'Belief' is a concept which, because it is so closely linked to 'attitude', is sometimes used synonymously with that concept. Rokeach sees 'attitude' as "an organization of beliefs" (1968:450), a position which is accepted by Shaw and Wright (1967:4). Rokeach defines belief as follows:

A belief is any simple proposition, conscious or unconscious, inferred from what a person says or does, capable of being preceded by the phrase "I believe that ...". The content of a belief may describe an object or situation as true or false; evaluate it as good or bad; or advocate a certain course as desirable or undesirable... all beliefs are predispositions to action; and an attitude is thus a set of interrelated predispositions to action organized around an object or situation (1968:450).

Both Katz (1967:460) and Rokeach (1968:451) agree that, because of the inclusive nature of attitudes, beliefs must form part of that composite general concept. On the other hand, it is possible to hold beliefs which are independent of attitudes.

Fishbein and Raven also see beliefs as forming part of the structure of an attitude, but only when the beliefs become evaluative. When beliefs are concerned with "the probability dimension of a concept", they remain beliefs and not attitudes. (Fishbein

& Raven, 1967a:183; Fishbein, 1967b:480; Anderson & Fishbein, 1967:437) It should be noted in passing, however, that Fishbein considers that the blurring of meaning between attitude and belief can only lead to confusion. (1967d:257) Cooper and McGaugh, quoting Krech and Crutchfield, use prepositions to distinguish between the belief and attitude concepts:

One has an attitude toward and a belief in or about a stimulus object (1966:26).

This same emphasis on the change in meaning which can be brought about by the use of different prepositions is also illustrated by Fishbein (1967d:257), when the word 'attitude' may be followed by the preposition "toward", and the word belief is followed by "about". Fishbein describes attitudes as:

learned predispositions to respond to an object or class of objects in a favourable or unfavourable way.

Beliefs, on the other hand, are hypotheses concerning the nature of these objects and the types of actions that should be taken with respect to them.

Rokeach considers that beliefs contain cognitive (expressing knowledge of), affective (arousing affect or emotion) and behavioural (resulting in action) components (1968:450). Not all theorists see beliefs in such breadth. Cooper and McGaugh (1966:26), Fishbein (1967b:479-80) and Shaw and Wright (1967:4) see beliefs as cognitive manifestations, while attitudes reflect also the affective aspect. As Fishbein expresses it:

... a person's attitude toward any object can be seen as a function of his beliefs about the object (1967b:479-80).

Some authors hold the view that when the evaluative element is added, the belief becomes an attitude. This view is supported by Ajzen and Fishbein (1980, quoted in Taylor, 1984:51). Ferguson, likewise, defines an attitude as "the acceptance value of a belief" (1939:665). Whether the belief is true or not is irrelevant. The way in which the belief is stated implies that it is the result of a considered deliberation.

There is general agreement concerning the interwoven nature of beliefs and attitudes, as suggested at the beginning of 2.2.2.2. The link is so close that the distinction sometimes becomes one of mere semantics, determined by the choice of the appropriate preposition. An attitude generally expresses the beliefs held by an individual. Beliefs may be stated with an element of speculation implied, concerning the referent object being considered, or they may have a cognitive basis, such as may be manifest in religious beliefs. Nevertheless, there is a strong body of support for the view that when some or all beliefs about an object or group of objects become evaluative, then those beliefs become attitudes. Where supporters of this viewpoint differ is whether all, some, or only salient beliefs become attitudes, and how (i.e. by what process) these beliefs become evaluative (Taylor, 1984:40,49-55).

2.2.2.3 Value

The formulators of the attitude concept conclude that it has an evaluative characteristic, which indicates the close link there is between value and attitude. Newcomb considers that the definitions of the two concepts are mutually inclusive. He quotes the interpretation of Thomas and Znaniecki in their work The Polish peasant in Europe and America (1918) in which they propose that:

A value is the objective counterpart of the attitude.

The attitude is thus the individual counterpart of the social value.

It is the individual tendency to react, either positively or negatively, to a given social value (quoted in Newcomb, 1966:23).

In some cases, a value is considered to be broader than an attitude, but located on the same continuum (McGuire, 1969:360). A contrary point of view suggests that value may form only a part of the attitude concept (Scott, 1968:205). The acceptance of this view is reinforced by McGuire (1969:151) when he speaks of values as components of attitudes. He views a value as being an indicator of

worth which is measured in terms of its ability or otherwise to facilitate the realisation of one's goals. In this, he is supported by Shaw and Wright (1967:5).

The idea of the worth of a value bearing a relationship to its utility in goal achievement is repeated by Cooper and McGaugh, but they develop the topic further by considering the distinction between a value and a value system, both of which they see as having a connection with personal goals:

a value is an attitude which is dominated by the individual's interpretation of the stimulus object's worth to him in the light of his goals.

whereas

a value system is an individual's over-all life aspiration (what he really wants to achieve) which on the one hand gives direction to his behavior, and on the other hand is a frame of reference by which the worth of stimulus objects may be judged. In the value system sense, it is an elaborate and articulated organization of attitudes (1966:30-31).

Values are further sub-divided by Barton and by Rose (quoted in Halloran, 1970:19).

The first category, called "preference values" by Barton, and "ideals" by Rose, refers to the wishes of the individual. The second category which Barton calls "normative values" and Rose, somewhat similarly, describes as "norms", refer to an individual's obligations. Rose also suggests that:

attitudes are values considered subjectively, from the standpoint of the individual (quoted in Halloran, 1970:19).

Rokeach sees a value as being at the heart of an individual's belief system (1968:454-55). In fact, he describes a value as a "type of belief". Like Barton and Rose, he divides values into different types, one of which relates to the preference values mentioned above, and the other to what Taylor calls "terminal values", which are the individual's ultimate goals (1984:42). Rokeach considers that there are as few as eighteen of these terminal values and includes ideals such as freedom, self-respect, a comfortable life, etc (Yerkey, 1980:124).

Katz, in considering value systems, suggests that a number of attitudes arranged in some hierarchical structure form a value system (1967:460). In this, he echoes to a degree the Cooper and McGaugh description of a value system (referred to above) as systematically structured attitudes. Rokeach shares Katz's view of the hierarchical structure of a value system, but uses it more broadly to encompass several related concepts:

A grown person probably has tens of thousands of beliefs, hundreds of attitudes, but only dozens of values. A value system is a hierarchical organization - a rank ordering - of ideals or values in terms of importance (1968:455).

In this statement, Rokeach has clearly pinpointed the close relationship between the concepts of beliefs, attitudes and values. Even though he initially appears to subordinate value to belief by maintaining that value is "a type of belief", as quoted above, he later affirms the supremacy of values. All the functions of beliefs and attitudes exist to act as a support for the values and value systems of individuals (1968:457). Through his interest in the value concept, Rokeach drew up his Value Survey (1973) as a means of identifying the importance of different values to various individuals. (It is of direct importance to this study to note that Yerkey (1980) used Rokeach's Value Survey in order to look at the values held by library/information workers and library school students.)

Triandis, on the other hand, assigns the top position to attitudes, which he regards as including such concepts as categories, evaluations, behavioural intentions, values and perceptions (quoted in Halloran, 1970:18-19).

There seems to be some variation of opinion among the authorities as to whether attitudes are part of values, or whether values are part of attitudes. Certainly, there appears to be agreement with the view that values and value systems relate to the short- and long-term goals of the individual. Such goals, whether conscious or unconscious, are clearly of importance to the individual. This gives strength to the view expressed by Rokeach as to the supremacy of values in the hierarchy of

beliefs, attitudes and values, particularly as he regards their ultimate purpose to be what he calls "the enhancement... of the sentiment of self-regard" (1968:457).

2.2.2.4 Opinion

'Opinion' is a concept which is often loosely used to denote 'attitude'. Accordingly, attitude surveys are sometimes called opinion polls (Cooper & McGaugh, 1966:28). Commonly, opinions are regarded as verbalised attitudes (MacCrone, 1957:145; Scott, 1968:205; Hovland et al (quoted in Shaw & Wright, 1967:5); Thurstone, 1967:77; Katz, 1967:459; Rokeach, 1968:455) (cf. also Martyn and Lancaster's comment in 6.1.6, and, 6.2.1.2). McGuire implies something similar, but expresses it in more general terms in describing an opinion as an overt manifestation of an attitude (1969:152; 1979:360). Thus, according to this definition, one of the characteristics of opinion is its observability (cf. 2.3.1.1;2.3.1.2).

Rokeach points out that in all individuals there are both public and private attitudes, beliefs, etc. Opinions, except when expressed privately, are a manifestation of public attitudes (1968:455).

An opinion can also be viewed as the expression of a tentative point of view. This idea is noted by Cooper and McGaugh, who describe opinions as:

cognitive summaries to provide assistance in this way in the organization and understanding of ideas (1966:29).

Berelson and Steiner (quoted in Halloran, 1970:18) refer to opinions as "impressions", which may or may not be very long-lasting.

The idea that an opinion is not a final expression of a viewpoint and may be changed is also reflected in the English and English definition, which is quoted in Shaw and Wright. They describe an opinion as:

a belief that one holds to be without emotional commitment or desire, and to be open to reevaluation since the evidence is not affirmed to be convincing (1967:5).

Conversely, Osgood, Suci and Tannenbaum regard opinions as more factual and therefore capable of being validated (i.e. in accordance with the principle of verifiability), whereas attitudes are concerned with the affective element which makes it difficult to quantify and prove scientifically (quoted in McGuire, 1969:152).

Opinions, therefore, are closely related to attitudes, but do differ in certain important respects. They are often observable, through being either verbalised or written. They are more divorced from personal emotion and tend to be less deeply entrenched in the personality of the individual. For this reason, opinions may be changed more easily than attitudes.

2.2.2.5 Motive

Some authors see a close relationship between the concepts of 'motive' and of 'attitude'. Newcomb (1966:23-24) considers one of the main differences between the two concepts to be that of time span. A motive will be aroused when its particular activator is present. An attitude, on the other hand, is more enduring and may continue to be held even when the stimuli are not present. He also feels that an important distinction between attitude and motive lies in the former being drive-producing, whereas the latter is characterised by its existing drive-state (quoted in Shaw & Wright, 1967:5). A motive or motives, Newcomb hypothesizes, may contribute to the development of an attitude. When these are stimulated to successful fruition, the resultant ego-satisfaction creates positive rather than negative feelings about the object of the motive (quoted in Taylor, 1984:28).

Shaw and Wright (1967:5) consider attitudes to be "object specific" as opposed to motives which they call "goal specific".

Motives, therefore, differ from attitudes in that they tend to stimulate action in order to achieve the desired goals. They generally do not last as long as

attitudes, though, since the satisfaction of those goal may remove their raison d'être. Motives may assist in the development of attitudes, depending on whether the motives contribute successfully or otherwise to the fulfilment of the goals of the individual.

2.2.2.6 Habit

What both 'habit' and 'attitude' have in common is that they may be acquired, are relatively enduring and include a predisposition to action. Attitude, however, includes both an affective and an evaluative element, whereas habit lacks both of these qualities (Shaw & Wright, 1967:5; Scott, 1968:205).

2.2.2.7 Set

'Set' is more closely related to habit than to attitude, but is considered a simpler, less forceful concept. It still includes the inherent predisposition to action, mentioned above in the section on habit (2.2.2.6), which Shaw and Wright define as "motor readiness" (1967:5).

2.2.2.8 Trait

The trait concept has been less frequently linked with or compared to attitude. Shaw and Wright define a trait as:

a more or less stable and consistent disposition of the individual to respond in a certain way which differentiates him from other individuals (1967:5).

Accordingly, an attitude differs from a trait in so far as the former reflects generalised behaviour towards something in particular, whereas the latter reflects generalised behaviour over a wide spectrum.

2.2.2.9 Bias

Bias is generally held to be a descriptive term which may be applied to, rather than a cognitive concept related to, an attitude. Amongst the definitions listed in

the Shorter Oxford English dictionary are "oblique", "slanted", or "prejudiced".

These meanings are in agreement with Cooper and McGaugh's statement that:

a biased attitude is a perception of a stimulus object from a slightly warped, inaccurate position (1966:26-27).

2.2.2.10 Faith

Cooper and McGaugh also look at faith, which they regard as a kind of attitude.

They define faith as:

... a system of attitudes that describes a specific and fundamental belief in a person or principle or conception which may or may not be shared by others (1966:27).

They consider that faith shares the characteristics of both belief and ideology (cf. 2.2.2.2 and 2.2.2.11). It contains elements of an ideology in that it is a structured system of ideas, yet it also includes the probability dimension of a belief.

More simply, Rokeach regards faith as being a system of beliefs which enjoys complete acceptance by an individual. This acceptance is uninfluenced by external criteria or criticism (1968:455).

There is a strong link between the concept 'faith' and religion. 'Faith' may be used substantively to denote a system of doctrines and beliefs, viz. a recognised religion such as Christianity. Or, it may refer to an individual's religious beliefs, which faith may endue with innate perception and understanding which goes beyond reason. This is the view of Smith who says of 'faith':

Faith intellectually is ... the ability now to recognize ... a truth or reality lying behind and also transcending any given perception or expression, beyond any 'belief' (1979:170).

This suggestion that religious faith may transcend rationality, is also considered by Maclaren who asks the following questions:

Is it that the content of the faith is intrinsically rational, but is bound to seem irrational to the unconverted? Or is it that faith is not rational, but that the converted man can respond positively to the non-rationality of it, while the unconverted is offended by the same situation? (1976:81).

The close link between belief and faith is evident from most of the definitions which have been cited (cf. 2.2.2.2). In Price's view (1964:10-11) not all beliefs are related to 'faith', and that

The term 'belief in' emphasizes the trust which is an essential part of the faith attitude

whereas 'believing that' is not part of 'faith' even though it may precede the attainment of a state of faith. Smith, however, considers that religious faith goes beyond belief:

Faith is not belief in a doctrine. It is not even belief in the truth as such, whatever it be. It is 'assent' to the truth as such, in the dynamic and personal sense of rallying to it with delight and engagement ... It is the ability to see and to respond (1979:168).

The personal character of religious faith, its intuitive nature and its emphasis on truth, are all brought out in this impassioned statement.

2.2.2.11 Ideology

Cooper and McGaugh discuss the term 'ideology' in its generally accepted meaning and note that it often implies, when used, a critical, somewhat derogatory association. However, it may be used in the sense of "social ideology" which they define in an individual as:

... a holistic view of his self perception and his perception of society. In a sense it is a generalized, global attitude, virtually a 'philosophy of life', though not formally structured (1966:27-28).

Rokeach, in turn, sees an ideology as:

... an organization of beliefs and attitudes ... shared with others, deriving from external authority (1968:27-28).

2.2.2.12 Sentiment

According to Rokeach, although the concept of sentiment has fallen into semantic disuse and is seldom used now, he nevertheless considers it to be synonymous with attitude (1968:455). The Shorter Oxford English dictionary, amongst the many meanings which it lists, includes "mental attitude (of approval or disapproval, etc.)" and, "an opinion or view of what is right or agreeable". This seems to offer some support to Rokeach's view of the relationship sentiment bears to attitude.

2.2.2.13 Judgement

Judgement is seen, on the whole, to be linked to attitude only when it contains an affective element. The personal evaluation of the referent object or situation reflects a subjective response. On the other hand, when judgement is based on extrinsic factors and is detached, then it is objective and not attitudinally based (Cooper & McGaugh, 1966:28-29).

2.2.2.14 Stereotype

As Wilson points out in her study of the stereotype of library/information workers in the United States, the term 'stereotype' is relatively new to the vocabulary of social scientists. Prior to the 1920s, it was used mainly in the printing trade. In stereotyping, a mould is made from a setting of printed type, and a metal plate is cast from the mould, to be used in the printing process. Identical copies may then be produced without having to set the type again (1982:3-4). The concept as now understood, is of particular importance when attitudes to professions are being considered (cf. 5.3.1). Rokeach offers the following definition:

A stereotype is a socially shared belief that describes and/or evaluates an attitude object in an oversimplified or undifferentiated manner ... a person's stereotype is judged by an external observer to contain an element of truth in it... (1968:455).

Slater, in looking at the library/information field, sees the stereotype as an occupational or social image. Not only can it apply to the occupation of the

individual, but also to the individual in person, who may in fact be the subject of several stereotypes, each arising out of the many activities with which that person is involved. Running as a theme through many of the definitions which Margaret Slater has quoted is the theme that by organising the stimuli into categories, the individual can better cope with the complexities which surround him or her. As she puts it:

Stereotypes ... are constructs arising from selective perception of the universe. They help people handle the total confusion of reality, and so have an expediting function - they save us time, effort, and nervous energy (1979:19).

2.2.2.15 Perception

The concept 'perception' is sometimes used as being analogous to attitude. Ryan, in her study Librarians' perceptions of librarianship, uses the term in the sense of how librarians see their profession and themselves as librarians, the latter aspect somewhat like the self-image concept used by Slater above (2.2.2.14). This bears a relationship to the idea of having an attitude towards something (in this case, towards library and information work) i.e. an evaluative or affective extension of the more commonly used notion of a mere view or opinion (cf. 2.2.2.4) of a matter, or an understanding of it. Ryan proposes two definitions for the term perception. The first is from the 2nd edition of Webster's new international dictionary of the English language (1955):

perception [is] an immediate or intuitive cognition or judgment; an insight analogous to sense perception in respect of immediacy and the feeling of certainty accompanying it.

To this Ryan adds the definition offered by English and English in A comprehensive dictionary of psychological and psychoanalytical terms (1958), i.e.:

perception [is] an immediate or intuitive awareness of the truth about something, analogous to sensory perception: perception of mathematical truth, moral perception (quoted in Ryan, 1967:5).

Triandis (quoted in Halloran, 1970:18-19) sees perception as a means of simplifying the complexities of the universe by sorting referent objects into classes. When

affective reactions are related to these classes, they (perceptions) then become linked to attitudes. This link is also noted by Wilson when he describes an attitude as "a perceptual orientation" (1972:95).

Perhaps the most striking difference between the definitions of perception and attitude is that a perception appears to be associated with a state of awareness, whereas an attitude has the connotation of being a learned response. Yet the term 'perception' is sometimes loosely used instead of 'attitude', so that it appears to be directly synonymous with it, even though there is a subtle difference in the meaning of the two words.

2.3 ATTITUDE STRUCTURE

2.3.1 McGuire Model

McGuire (1969) classifies attitude theories broadly into two categories called: 'means-end analysis' and 'cognitive-affective analysis'.

2.3.1.1 Means-ends Analysis (Instrumentality Theories)

Instrumentality theorists see attitudes towards the attitude object as reflecting shades of positive or negative stances according to the extent to which that object is seen as contributing towards the achievement of the individual's goals. Hence, attitudes are seen as a means to an end, the instrument through which the desired result may be achieved (viz. the means-ends theory).

According to Taylor (1984:46-55) the three most important proponents of the instrumentality theory are Rosenberg, Peak, and Fishbein, who cooperated with Adjen in much of the research which he undertook.

Rosenberg is the first to have used the designation 'instrumental' to describe the function of the referent object in the formation of attitudes. Fishbein and Adjen also consider Rosenberg's theory the first clearly expressed expectancy-value model

in this field (1975:31). He uses a recognised list of values, each of which is evaluated by the individual according to its importance to him or her. The extent to which the referent object assists the individual in achieving each of those values is considered an indication of the strength of the attitude towards the referent object (McGuire, 1969:153-54).

Peak also associates the achievement of goals with the formation of attitudes, but to this he adds the factor of the satisfaction of emotional needs. Where the referent object is seen as being the means of accomplishing those targets which are important to the individual, it engenders a positive attitude, and this also satisfies an emotional need in that individual. Where the object does not appear to assist the individual in realizing the requisite aim or aims, a negative attitude results, with accompanying negative emotions (Taylor, 1984:47-48).

Edwards was responsible in the 1950s for the Subjective Expected Utility behavioural decision model (SEU) which was taken up by Fishbein and Ajzen when they evolved their instrumentality theory (Taylor, 1984:49-50). Fishbein and Ajzen also look critically at the currently accepted division of attitude into affective, cognitive and conative components. They consider that instead of three, there are four attitude-type responses, i.e. the three mentioned above, plus behaviour. Of these responses, only the first mentioned, viz. the affective response, is truly integrated with the attitude concept. They interpret affective as being subsumed in the concept 'evaluative' which they feel reflects more precisely the nature of attitudes.

Cognition, that is to say, the action or faculty of knowing, they equate with belief, while they relate conation or volition to behavioural intention. Because they feel there is a distinction between behavioural intention and behavioural manifestation, they add the fourth attitude response of behaviour, which is observable action (1975:11-15).

Of the four (i.e. the affective, cognitive, conative and behavioural components). Fishbein and Ajzen regard belief as providing the basic foundation on which the entire attitude structure rests (cf. 2.2.2). Beliefs are, by their nature, cognitive, but are normally extended to include an evaluative component and provide the basis from which attitudes are formed. In addition, however, they incorporate the probability or otherwise of the intention to act.

Means-ends theorists, therefore, see attitudes in terms of their consequences for the individual, whether that individual achieves desired goals and, as a result, emotional satisfaction. Fishbein and Ajzen refine the theory further in emphasizing the ubiquity of belief in the affective (emotional), cognitive (knowing) and conative (voluntary action) components of attitude.

2.3.1.2 Cognitive-Affective-Conative Analysis

Both McGuire and Taylor emphasize the long philosophical tradition which has appeared in various cultures, according to which man is viewed as a knowing, feeling and acting being (McGuire, 1969:155; Taylor, 1984:24). Jung has extended this philosophical tradition by proposing a model of a quaternity of cognitive functions, or, what he terms, foci of 'psychological orientation' needed to make a total judgement of an aspect of reality (cf. 2.2.2.13). This framework uses concepts closely related to those in the tripartite theory, viz., 'sensation' (i.e. sense perception), 'thinking' (which incorporates cognition) and 'feeling' (the affective aspect). The fourth element he has added is 'intuition', thus creating the structure of what he considers to be the foundation upon which the unconscious rests (Jung, 1978:48-50).

The theory that man is a knowing, feeling and acting being has also been incorporated in the attitude concept by certain social psychologists in more recent years, such as, for example, Newcomb, Krech and Crutchfield, and, Triandis.

The cognitive component of attitude is more popularly described as perceptual, knowing or believing, and includes beliefs about the referent object.

The affective component embodies the emotional aspect of an attitude, where like or dislike (as manifestations of feeling) may be exhibited.

The conative aspect is indicated by the pattern of observable behaviour towards the attitude object, and also the motivational and action tendency (Kretch et al, 1962:140-41).

Taylor considers the tripartite theory to have, on the whole, the greatest acceptability among contemporary theorists, particularly of the 'latent process' school (cf.2.3.2.2). However, the conviction among exponents of this school seems to be that the affective component is the most fundamental in the attitude concept (1984:32,56).

Theorists such as Shaw and Wright, on the other hand, strongly reject the tripartite model, although they, like Taylor, acknowledge the importance of the affective component, by regarding it as constituting the attitude as a whole, in fact being the only component. However, Shaw and Wright consider that the other two components have a part to play, but only in a supportive role. Thus, the cognitive component, incorporating the individual's beliefs, offer an evaluative facility while it is the attitude itself which inclines the individual to some sort of action (1967:12).

The distinction between the accepted tripartite model and Shaw and Wright's interpretation is indeed a very fine one. McGuire considers that research has confirmed the high intercorrelation between all the components of the attitude concept and that there can be no justification for denying their unity in a single concept (1969:156-57).

2.3.2 Alternative Attitude Structure Classification

Taylor proposes an alternative classification of the attitude structure, although there is much overlap with the McGuire model. His two major categories are the probabilistic and the latent process theories. Taylor's excellent survey will be briefly covered below (1984:12-55).

2.3.2.1 Probabilistic Theories

Probabilistic theories are rooted in behaviour/learning theory, according to which attitudes are seen in terms of stimulus-response (S-R) behaviour. The work of a number of theorists, for example, Doob and Osgood, is described. Taylor considers them to be the most respected theorists in this field. Their approach to the general behaviour/ learning theory has given it certain valuable perspectives, and has also influenced the work of other theorists. Doob, for example, influenced Rhine, and, Lott and Lott, whereas Osgood has worked with Tannenbaum in the development of his theories.

Doob sees the formation of attitudes occurring in a learning situation, in that they are acquired. Past learning, and then the perception of the situation both influence the formation of the attitude which results from a particular stimulus (1967:45-46). Amongst others, Doob also influenced the concept-formation theory of R J Rhine, who defines a concept as "a set of stimulus patterns" and considers that a concept becomes an attitude when an evaluative element is added (1967:382-83). Osgood, a psycholinguist, is particularly concerned with the meaning and measurement of meaning. He relates attitude to meaning with an evaluative element, which is, therefore, part of the semantic structure of the individual. Attitude has an intermediating role between stimulus and response and it is this concern with the S-R approach which links Osgood to learning theory (Osgood et al., 1957:189-91).

In short, the probabilistic school considers that, in the main, attitudes are learned. This may be from past experience, or may result from a particular stimulus. The link with attitude is somewhat more circuitously envisaged by Rhine who sees concepts developing out of stimuli and these concepts becoming attitudes when they become evaluative.

2.3.2.2 Latent Process Theories

Whereas probabilistic theorists see attitude formation arising from external stimuli, latent process proponents consider that the stimuli are internally generated by mental activity. Taylor postulates five theories falling within this category, viz. the cognitive-affective-conative theory, the consistency and balance theory, the object-situation theory, the own-categories theory and the instrumentality theory.

2.3.2.2.1 Cognitive-Affective-Conative Theories

The tripartite approach (thinking-feeling-acting) has already been dealt with as part of the McGuire model (cf. 2.3.1.2). Attitudes, according to this theory, comprise three elements. These are the perceptual or knowing component, emotional component which will include approval or disapproval of an object or situation, and the behavioural element which may generate action of some sort.

2.3.2.2.2 Consistency and Balance Theories

Certain authors maintain that it is necessary for an individual's mental well-being that there should be harmony between not only the components of the attitude system (cognitive-affective-conative) but also between other related concepts held by the individual, such as those of value and belief. When the consistency between the function of these concepts is disturbed ('out of joint'), the resulting inharmoniousness ('discord') is known as dissonance. This creates uneasiness in the individual's mental functioning and a striving to achieve balance again (Taylor, 1984:33-39). Festinger, as quoted by Taylor, postulates that the effort to regain

consistency can act as a motivator, or can lead to behaviour change. Osgood, according to Taylor, theorises that an individual makes a mental adjustment in order to minimise the effect of the dissonant elements. Asch (1966:35) considers that the mind may accept or deal with new information in such a way that it is not dissonant with the existing mental outlook, even though this may mean a re-interpretation of facts, a refusal to accept them at all or a refusal to accept the significance of their meaning to established views.

Tedeschi and Lindskold cast doubt on the validity of consistency theory. According to their view, there may be a difference between publicly shown beliefs and attitudes, and privately held beliefs and attitudes. They call this phenomenon "impression management" (Taylor, 1984:37).

2.3.2.2.3 Object-Situation Theory

The object-situation theory was developed by Rokeach. It emphasizes the context of the attitude occurrence. Rokeach considers that the stimulus which is generated by an object will vary according to the situation in which that stimulus occurs and that the consequent behaviour which results will vary in a like manner (Rokeach, 1968:455-56).

2.3.2.2.4 Own Categories Theory

Sherif et al are responsible for the Own Categories approach which Taylor describes as a variation of the tripartite theory (1984:43). They consider an attitude as a set of evaluative categories which are personally acquired and internalized as a means of judging objects or situations as they occur. These categories have usually some similarities to the categories of other individuals in a similar social group (1967:190-91).

2.3.2.2.5 Instrumentality Theories

These theories have been described in the section dealing with the McGuire model of attitude (cf.2.3.1.1). Instrumentality theorists consider that attitudes are developed according to their utility to the individual in satisfying desired goals.

2.4 ATTITUDE FUNCTIONS

Various aspects of the concept of attitude have been looked at. The many definitions which begin this chapter are in themselves an indication of the difficulties involved in proposing a single statement which is going to be acceptable to all theorists. Thereafter, concepts which are related to, and frequently confused with, attitude are examined. There is, then, an attempt to explore the structure of the attitude concept, to identify the components of which it is composed. Finally, the question must be asked: what function do attitudes perform for the individual?; what is their link with human behaviour?

Rokeach makes an interesting observation about the attitude concept, in which he compares it to a scientific theory in the way it functions:

An attitude, like a theory, is a frame of reference, saves time, organizes knowledge, has implications for the real world, and changes in the face of new evidence. A theory, like an attitude, is a prejudgment, may be selective and biased, may support the status quo, may arouse affect when challenged, and may resist change in the face of new evidence. An attitude, in short, may act in varying degrees, like a good theory or a bad theory, and depending on what kind of a theory an attitude acts like, may serve one function better than another (1968:457).

Katz, in particular, has made a study of the part attitudes play in the mental activity of the individual. However, his functional approach to the study of attitudes emphasizes the psychological rather than the sociological aspects. He identifies four functions, a schema which appears to have been accepted by other authorities writing on attitudes, such as McGuire (1969:157-60), Halloran (1970:48-57) and Rokeach (1968:456-57). Katz categorizes the four functions of

attitude on a motivational basis (1967:461-64) viz. the adjustment function, the ego-defensive function, the value-expressive function and the knowledge function.

2.4.1 Adjustment Function

Katz also uses the designations 'instrumental', 'adjustive', or 'utilitarian', to describe this function. It relates to the means-ends approach in that an individual will regard in a positive light an attitude object which will be of assistance in achieving desired ends or goals, and, in a negative light, objects which will hinder the achievement of such goals. This particularly affects social group relationships in that an attitude may be adopted more to be in line with the peer group attitude than through personal conviction (McGuire, 1969:158).

2.4.2 Ego-Defensive Function

The ego-defensive function does not generally relate to what appears to be the attitude object but is instead a means of inner self-defence, what Katz calls "defending our self-image" (1967:462). Through the ego-defensive function the individual can avoid coming to terms with the sort of person he really is, and can also, by adjustment of his view of the world outside, create an imaginary external environment which appears less threatening to his ego.

2.4.3 Value-Expressive Function

Whereas the ego-defensive function may be characterized as being negative, the value-expressive function has a more positive benefit. Through it, the individual can express his own values, his own self-image, as the person he wants to be. It is a function which can provide release from emotional tension in that expression of the attitude can provide an alternative to positive action (such as aggressive behaviour), yet reduce tension in a similar way. McGuire (1969:159) adds that this function encourages self-assertion which reinforces a degree of self-realization in the individual. He makes the point that the value-expressive function may have

value to the individual in the justification of behaviour. In fact, he notes, dissonance theorists argue that instead of behaviour being a result of attitude, attitude sometimes acts as a means of justifying behaviour.

2.4.4 Knowledge Function

Through the knowledge function, the individual seeks to understand the world about him. Through knowledge, he tries to create "frames of reference" (Katz, 1967:464) so as to bring order and sense to situations which may otherwise be beyond him. Sometimes, he does this by the creation of stereotypes (cf. 2.2.2.14) which are a simplification of a real situation, a way of making understanding simpler, thereby reducing the complexities of life.

2.4.5 Value, the Unifying Factor

Rokeach considers that Katz's value-expressive function articulates, in the end, the heart of all the functions of attitude. The knowledge function incorporates personal values and also self-realization and self-assertion. The adjustive function includes values such as security, loyalty to the group. The ego-defensive values, even though these may in reality tend to be negative, do appear as positive values to the individual in his efforts to secure his own inner stronghold. In the end, the attitudes of an individual have the prime function of supporting that individual's values. According to Rokeach

... the function that seems to be served by all the values within one's value system is the enhancement of what McDougall (1908) has aptly called the master of all sentiment, the sentiment of self-regard (Rokeach, 1968:457).

2.5 FACTORS WHICH DETERMINE ATTITUDE

There are many factors which, in varying degrees, may play some part in the formation of attitudes.

2.5.1 Genetic Factors

Although it is generally agreed that attitudes are learned, McGuire does suggest that while in his view hereditary factors are not important in the formation of attitudes, there is some evidence that certain qualities such as aggressiveness may be transmitted genetically in a few zoological classes such as dogs and insects. The acceptance of such an observation, however, tends to be unpopular with most contemporary researchers (1969:161-63; 1979:361).

2.5.2 Physiological Factors

Ageing and maturation are generally accepted as signifying not only physiological change but also attitudinal changes i.e. that the bodily changes accompanying the process of ageing generally tend to coincide with changes in attitude as well.

Illness which affect physiological functions (such as those of the endocrine system) may also have an effect on attitude.

Some drugs, used either in the treatment of illness or socially (one can include alcohol here) are acknowledged to have an effect on the formation of attitudes.

2.5.3 Direct Experience

Direct experience with the referent object or group of objects, either on only a single occasion (e.g. falling in love, religious conversion) (cf. also 2.2.2.10), or on several occasions, is considered to be an important factor in the formation of attitudes.

2.5.4 Persuasive Environments

The process of socialization in childhood usually brings with it the learning of the attitudes of the family and the group. The group continues to influence the learning of attitudes and is a major factor in attitude formation in adulthood as

well. Psycho-analysis, imprisonment, manipulative practices such as brain-washing and indoctrination, serve as examples of determinants in the formation of attitudes.

2.5.5 Communication

By general consensus, communication between individuals or between groups is considered to constitute an important influence in the formation of attitudes. Such communication may be direct or indirect. Language tends to be the predominant medium of communication in the context of attitude formation, but non-verbal communication can also be important (McGuire, 1969:161-71; 1979:361-62; Halloran, 1970:29-47).

2.6 ATTITUDE CHANGE

The problems concerning the conditions under which attitudes may be changed, or indeed whether they can be changed at all, have occupied many researchers in the last half century. It is accepted that attitudes can be changed, particularly if certain conditions are present to facilitate the change. For example, change is more likely to take place if the originator of the proposed change is acceptable to the recipient. The change message would also need to fit in with the recipient's needs or aims, and preferably with his or her reference group attitudes as well. Certain personalities are more pliable than others and may therefore be more easily manipulated into the acceptance of different attitudes, particularly if the conditions mentioned above are fulfilled as well.

Other factors, such as the position in a programme, i.e. speaking first (primacy) or last (recency) and the way in which the message is presented, can determine the success of the aimed-for attitude change. It is considered, however, that in order to change an attitude, it is necessary to change an individual's perception of a situation (cf. 2.2.2.15). As was mentioned earlier when the functions of attitude were discussed (cf. 2.3.2.2.2), an individual may change his or her attitude when the attitude is at variance with existing attitudes and beliefs or with other

components in the attitude structure (Wilson, 1972:97; Halloran, 1970:59-111; McGuire, 1969:265-71).

It should be emphasized at this point that because of the nature of this study, attitude change has not been an issue in the empirical research which has been undertaken. Nevertheless, some reference to it has been included in this conceptual framework, in order to achieve a balance in the perspective in which the concept 'attitude' has been presented.

2.7 ATTITUDE MEASUREMENT

Thurstone stated with confidence in 1928 that attitudes could be measured, and proceeded to develop his own methodology for achieving this (1967:77-89). Later theorists have been less confident. McGuire (1979:362) has described attitude measurement as "an intricate and imperfect process". Scott considers that:

The construct attitude has become so complex that one can no longer talk clearly about 'measuring an attitude' (1968:265).

Since an attitude is an abstract concept which cannot be directly observed, it is necessary to measure the attitude by inference. Although the physiological reaction to an attitude object or situation is sometimes measured, most measuring instruments have a psychometric basis. These are most commonly in the form of questionnaires (sometimes called opinionnaires), which are administered either through a personal interview or through a printed document. The questions may be structured or open-ended and consist of a series of statements. The respondent must indicate either agreement or disagreement, or a degree of agreement or disagreement, with each statement, on a designated scale. When all the responses are assessed and converted to numerical terms, a evaluative profile of the attitude emerges.

Attitudes are usually measured on a continuum, which simplifies the measurement process, but does not of necessity truly reflect the subtle degrees of the attitude's strength or weakness. It is generally considered (e.g. Taylor, 1984:60;

Shaw and Wright, 1967:6) that scales tend to measure attitudinal extremity, such as the positive-negative dimension of the affective component of the attitude. There are a great variety of scaling techniques, such as those which have been listed by Scott (1968:217-33), but Taylor considers that attitude measurement scales may be classified into the following four types: nominal, ordinal interval and ratio (1984:65-66). Nominal scales tend to be used to ascertain categories of data which are not, strictly speaking, comparable to one another (since superiority or inferiority are not an issue), e.g. age, sex, salary level, etc. With ordinal scales, however, there is the inference of one category being superior to, or greater than, another, or, their antonyms. Interval scales aim for the values of each interval or gradation on the scale being of equal worth. The basis of the ratio scale is the establishing of an exact zero point, a factor which has limited its use in practice, particularly in the soft sciences (Busha & Harter, 1980:195-98).

2.7.1 Major Measurement Methodologies

The following theorists have been responsible for the more important and frequently used instruments for measuring attitudes.

2.7.1.1 Thurstone

Thurstone developed a scale at the end of the 1920s, of equal-appearing intervals (equal points on the attitude continuum, each of which reflects a particular degree of the intensity with which the attitude is held). This scale necessitates the use of a number of judges in assessing the extremity position of the statements in the questionnaire before it is administered (1967). The Thurstone scale has had a considerable impact on attitude measurement. It does, however, require much time and effort to implement. This methodology was used by Thornton (1959) in an attempt to measure librarians' attitudes towards librarianship cf. 6.3.3.1).

2.7.1.2 Likert

Likert made the point in 1932 (1967:90-91), when discussing the criteria for a satisfactory scale to measure attitude, that the statements in such a scale should not be of a factual nature, but should rather be designed to elicit evidence of what he called "desired behavior". In addition to the agree/disagree choice, he developed a five-point scale. This scale enables the respondent to indicate the degree of agreement or disagreement which is felt with the statement in the questionnaire. The numerical value of each of the response scores is added together, and the result indicates the strength of the attitude being measured. For this reason, the scale which Likert developed is known as the summative scale. As early as 1946, Edwards and Kenney concluded that, compared with the Thurstone technique, Likert's method of scale construction was not only simpler and less time-consuming, but also as reliable as the Thurstone technique (1946:72-83). This view is endorsed by Taylor (1984:87-88).

2.7.1.3 Other Attitude Measurement Methodologies

Thurstone and Likert techniques are particularly relevant to this study (cf. 6.3.3.2). Other well-known measurement techniques have been developed, amongst which two of the more important deserve mention.

a) Guttman developed his scalogram-analysis in order to try to overcome the recognised scaling problems of unidimensionality (i.e., only one attitude is measured at one time) and reproducibility (i.e., lending itself to replication in the same way under different conditions - Busha, 1980:38)

b) Through Osgood's semantic differential technique, attitudes towards an object are measured on a seven-point scale. At the extremity points, at each end of the scale, are paired antonymous adjectives, such as good/bad, weak/strong, false/true, etc. Because the scores of the ratings are added together to create the attitude profile, there is a similarity with the summative scale.

2.8 BEHAVIOUR PREDICTION

The prediction of behaviour from a knowledge of the attitude of an individual has been a concern of social psychologists for some years. This aspect of attitude study does not form a part of the present inquiry, however, and will therefore not be discussed. It is mentioned here as a factor in the study of attitudes, in order to effect a balanced view of the conceptual framework, an aspect which has also been mentioned in 2.6. The topic has been covered fully in Taylor (1984:90-155), Fishbein (1967b:477-92) and others.

An understanding of the 'attitude' concept is very important in a study of this nature, since it is the attitudes of library/information workers which are at the heart of the investigation. There is a need to comprehend the extent and complexity of the many facets which are inherent in the nature of attitudes, their structure and functions, in order to appreciate the basis on which attitudes are founded. It is also necessary to understand the terminology associated with the 'attitude' concept, and to distinguish between the many near-synonyms and other terms which bear a close relationship to it. This provides what is in effect a glossary, which not only explains and clarifies the terminology used throughout the study, but should also assist in avoiding ambiguity of meaning.

3.

THE PROFESSIONS

It is acknowledged traditionally that there are four major "person" professions, which is the way they are described by Goode (1969:267). These are the ministry, law, medicine and university teaching. Some sociologists include the military here as well (e.g. Wilensky, 1964:141). Other occupations have been added in more recent times to the basic list of professions and there is a considerable body of literature discussing the position of various occupations in relation to professional status. Parsons gives a useful resume of the standing of the best-known occupations in relation to acknowledged professional criteria (1968).

The employment undertaken by individuals is described by a variety of different terms, each having its own subtle distinction in meaning and indication of its status in society. Some of the more commonly used terms are described in 3.1.

3.1 DEFINITIONS

3.1.1 Profession

In its origins, the word 'profession' is associated with religion, the declaration or profession of one's religious beliefs or vows publicly, usually when entering a religious order. The Shorter Oxford English dictionary gives, in addition, a second, later meaning:

The occupation which one professes to be skilled in and to follow.

This interpretation was emphasized by Everett C. Hughes in his article which appeared in Daedalus in 1963:

Professionals profess. They profess to know better than others the nature of certain matters and to know better than their clients what ails them or their affairs. This is the essence of the professional idea and the professional claim (quoted in Asheim, 1979:232).

Morris Cogan, in looking at the problems of definition, considers that many well-known sociologists such as Alexander M. Carr-Saunders and P. A. Wilson prefer not to commit themselves to fixed definitions (1955:105). He finds support for this view from Oliver Garceau, who wrote in 1939:

There is no accepted definition of a 'profession'. Interpretation of such a concept is a matter of personal temperament.

Shaffer (1968:15-17) quotes as many as eleven definition variants. Pierce Butler is more succinct in his interpretation of the meaning of 'professional', viz.:

... we may define the professional as a person who, by means of his special intellectual equipment, does something that is important to other people (1939:239).

'Profession' and 'professional' have been used so widely in so many different spheres that Millerson (1964:1-3) considers that the resulting "semantic confusion" has added to the difficulties of defining a profession. Not only have the terms been applied, synonymously, to many occupations, especially if the individuals in the occupations appear reasonably well dressed and do not perform manual work, but the terms are also used to differentiate between paid or unpaid sportsmen. Semantic confusion is increased by the public misunderstanding of the nature of many occupations. Among the examples of common misconceptions which Millerson gives, there is one which is particularly relevant to this study:

A librarian is a person who issues tickets and stamps books, in a public lending library (1964:3).

After looking at the difficulties inherent in understanding the nature of 'profession', Millerson offers the following definition:

It is a type of higher-grade, non-manual occupation, with both subjectively and objectively recognized occupational status, possessing a well-defined area of study or concern and providing a definite service, after advanced training and education (1964:10).

Cogan's suggested solution to the problem of defining a profession is that of offering three types of definitions, at what he calls three "levels". These are

historical and lexicological definitions, persuasive definitions and operational definitions (1955).

Because of the problems of bringing about consensus with regard to a satisfactory definition of the concept 'profession', many writers evade the problem and describe a profession by its characteristics rather than to venture a precise definition. An alternative solution is to attempt to delineate a profession by describing its function. Blumer, for example, depicts 'professionalization' as follows:

Professionalization represents an indigenous effort to introduce order into areas of vocational life which are prey to the free-playing and disorganizing tendencies of a vast, mobile, and differentiated society undergoing continuous change (1966:xi).

3.1.2 Related Terms

There are various descriptive terms in current use which denote the nature of the employment undertaken by individuals and which, because of this, bear a relationship to the concept of 'profession'.

3.1.2.1 Semi-Professions

Because of the importance of the status of the semi-professions to library and information science, fuller attention is given to this question in 3.6. It is, nevertheless, useful at this point to state briefly what is meant by the term. Clear, succinct definitions are not easy to find, but Etzioni's statement does contain the quintessence of what is meant by the 'semi-professions':

... a group of new professions whose claim to the status of doctors and lawyers is neither fully established nor fully desired. Lacking a better term, we shall refer to those professions as semi-professions (1969:v).

3.1.2.2 Vocation

Of the terms used to describe individual employment, perhaps the one which is most closely linked to 'profession', is that of 'vocation'. Cogan uses 'vocation' synonymously with 'profession' in a definition which he formulates (1955:107). The

Shorter Oxford English dictionary, while including amongst the meanings which are listed the phrase:

One's ordinary occupation, business, or profession

nevertheless places much greater emphasis on the spiritual aspects of a vocation:

The action of God in calling a person to exercise some special (esp. spiritual) function, or to fill a certain position; divine influence or guidance towards a definite (esp. religious) career; the fact of being so called or directed towards a special work in life.

As has been pointed out earlier, the term 'profession' also has religious connotations (cf. 3.1.1.) which strengthens the link between it and 'vocation'.

3.1.2.3 Occupation

To go once again to the Shorter Oxford English dictionary, one of the meanings of 'occupation' is "employment, business". In the study of occupational prestige in the United States by Hodge *et al*, ninety occupations are included, ranging from judges and medical men, to coal miners and shoe shiners (1964). The word is clearly used to denote employment in general, over the whole spectrum of work choice.

It is in just such a general sense that 'occupation' will be used in this study, and it is intended that it should encompass all types of employment.

3.1.2.4 Trade

A trade, (as opposed to its commercial or mercantile meaning as in book trade, liquor trade) generally refers to a skilled occupation, as described by the Shorter Oxford English dictionary:

spec. restricted to a skilled handicraft, as dist. from a professional or mercantile occupation on the one hand, and from unskilled labour on the other.

Individuals employed in a trade are generally considered to be blue-collar workers.

3.1.2.5 Work

The term 'work' may be used in a general sense to denote any form of employment, especially when the intention is to earn a living. The term covers the entire spectrum of employment, whether professional or non-professional, blue-collar or white-collar.

3.1.2.6 Job

A 'job' may refer to a piece of work which is done by an individual, particularly when paid. Or, the term may be used in a more generalised sense to refer to gainful employment in any occupational field.

3.2 OCCUPATIONAL PRESTIGE

The pursuit of professional status implies that those occupations which have achieved what appears to be considered a beneficial state, are in a superior position in society to those occupations which have failed to achieve professional status (cf. 3.6). This implies a hierarchy of desirable occupations, or, desirable occupational groups.

The study of occupational prestige in the United States, 1925-1963, undertaken by Hodge et al (1964), comes to the conclusion that the ranking of occupations by the public has changed very little in comparison with the previous study, which had covered the period 1925-1947. What emerges clearly from the 1925-1963 study is the domination of the recognised professions in the occupational rankings. White- and blue-collar occupations, on the other hand, while they show no clear superiority in relation to one another, are ranked below the recognised professions in public prestige. Studies of occupational prestige carried out in other countries, have produced remarkably similar results to the United States study.

This factor, as well as the relative stability of prestige rankings which is manifest from the two studies, seems to indicate that the research results have

relevance for contemporary occupational stratification. What is evident from the United States study is the continued supremacy of the recognised professions which are clearly at the pinnacle of occupational prestige in society in the estimation of the public.

3.3 CHARACTERISTICS OF A PROFESSION

The characteristics by which an occupation may be identified as a profession have been described with relative unanimity by sociologists and others. Goode (1969) sees the two characteristics which form the foundation of professionalism as being the possession of a theoretical framework as the base on which the profession rests, and a declared commitment to serve society. All other characteristics proceed from these two. Other writers see varying numbers of these characteristics as being core criteria in identifying the professions, yet, in toto, covering very similar ground.

3.3.1 Systematic Body of Theory

The knowledge base, the theoretical principles which underpin the practice of the profession, is accepted by most sociologists as being an indispensable requisite to professional recognition. It is mentioned by Carr-Saunders and Wilson (1933:296), Greenwood (1957:46-47), Etzioni (1969:v), Goode (1961:10; 1969:277-78), Steyn (1975:28-31) and other recognised authorities. Winter considers the knowledge base to be a profession's most important attribute (1983:10-11). Without it, the skills which may be developed by the professional practitioner will be little different from those frequently very complex skills acquired by manual workers. Greenwood gives as examples of the latter those of diamond-cutters and engravers.

3.3.2 Formal Professional Education

This body of abstract knowledge has to be learned prior to the beginning of practice, and its complex nature has resulted in the development of formal,

professional teaching programmes. The complexity of the body of abstract knowledge has also resulted in the need for the teaching being undertaken in an academic environment, which is another essential characteristic of a profession. A somewhat different pattern has developed in Western Europe (other than Britain), where professional education tends to be centred in academies of science, which although different from universities, are, nevertheless, academic by nature (Parsons, 1968:536).

Parsons (1968:545-46) sees the vacuum in modern society left by the passing of the power of, firstly royalty and the aristocracy, and then, the the great industrialists of the Industrial Revolution, being filled by the professions which can offer intellectual leadership rather than economic or political power. Professional education is inextricably linked with the academic world which, in itself, has standing in the eyes of the community. Many leaders will therefore come from the professions since the professions are in the strong position of being associated with the universities and are also linked to practitioners in the field who, because of their intellectual ability and practical value to society, are in an influential position. Carr-Saunders and Wilson support this view, and believe that, because of the scientific and technological developments of the twentieth century and the knowledge and skills which these developments necessitate, the professions have gained in authority:

We have therefore the present situation in the Western world where the day to day functioning of society so largely depends upon the professions... (quoted in Vollmer & Mills, 1966:21).

The university-based theoretical principles which must be taught to aspirants to the profession, in themselves also necessitate that the period of professional education is a relatively long one. During this period of instruction, not only is the knowledge related to the profession passed on, but also attitudes towards the profession (Daniels, 1973:43; Freidson, 1973:32) (cf. 3.2.7).

The academic environment also encourages an emphasis on research, which ensures that the knowledge base is dynamic and not static. This changing and constantly developing knowledge system also emphasizes the need for a prolonged period of training. Greenwood talks of research encouraging a spirit of "rationality" (1957:47), but this is disputed by Hanks and Schmidt (1975:177). They do not consider that all the bodies of knowledge of the professions have a scientific basis, nor does a spirit of rationality necessarily flow out of them, creating a readiness to change. If anything, the recognised professions may be considered conservative in outlook, and are static rather than dynamic in their attitude to change. Hanks and Schmidt take a minority view with regard to the importance of research achievements to the development of a body of professional knowledge and its contribution to the intellectual basis of a profession.

3.3.3 Professional Authority

Because of the extensive and intensive period of professional education and because of the specialised knowledge acquired during that period, the professional becomes the expert and, as such, may pronounce on professional matters with authority. Martin (1981:77-78) considers this to be the most important professional characteristic.

The emphasis in the professional relationship is on a one-to-one basis with a client, and professional authority is therefore exercised during this interchange. Greenwood (1957:47-48) particularly emphasizes the importance of professionals dealing with clients for whom they prescribe solutions to their problems. Non-professionals deal with customers who may themselves lay down solutions, or criticise the recommendations made, and certainly may consider themselves as knowledgeable as those who advise them in an occupational environment.

The professions do not permit advertising their own service themselves, because they do not consider the general public knowledgeable enough to be able to make

intelligent choices among the options offered. Therefore, the use of professional knowledge is the prerogative of the professional. There are limitations placed on him. He must not attempt to prescribe outside his specialised competence, nor must he take advantage of his particular relationship with his client, to benefit himself and not the client. According to Goode, the professions have an aura of mystery about them which makes the layman even more prepared to accept the pronouncements made by professionals (1969:278).

Because this authority is knowledge-based, judgements of the quantity and quality of the work of the professional should be judged only by professionals. Lay persons lack the knowledge to make such judgements:

The strongest professions have thus far managed to preserve much of the right to be the arbiters of their own work performance, justified by the claim that they are the only ones who know enough to be able to evaluate it properly, and that they are also actively committed to ensuring that performance lives up to basic standards (Freidson, 1973:33-34).

3.3.4 Community Sanction

Closely allied to the idea of professional authority is that of community sanction. Tuohy calls it social control and considers it to be the obverse side of the coin of professional authority. Winter distinguishes between the two types of "occupational control" by calling one control of working skills (which has been considered under 3.3), and the other, control over "social and economic goals" (1983:17-18).

Community sanction implies a social contract between society and the professional group. Society allows the professional group to control professional education, standards of practice, the work and ethical performance of fellow professionals and fees. The bestowal of these powers means in effect that the profession is given a monopoly in the field. The expected return by society is a service orientation by the profession towards society, the use of the profession's specialised knowledge for the benefit of society. The control effected by the profession over its own members is the bestowal of a trust that they will not use their specialised

knowledge to hurt individuals in society in any way. The contract between society and the profession is placed on a legal basis, which enforces the strength of the profession (Greenwood, 1957:48-49; Bundy & Wasserman, 1968:14-16; Freidson, 1973:22-30; DeWeese, 1974:531).

3.3.5 Code of Ethics

The adoption of a code of ethics, which is a distinguishing mark of a profession, not only emphasizes the moral obligations of the profession, but also lays down the standards against which the behaviour of individual members of the profession can be measured. It is part of the profession's contract with society, the basis on which the behaviour of the professional group and individuals within the group may be regulated, in return for the freedom of action (within professional boundaries) which is granted to the profession by society. The code of ethics is also the basis on which individual professionals may be disciplined for activities which are regarded in some way as being anti-social.

Through the ethical code, professional-client, professional-colleague and societal relationships are laid down. With regard to the client, the professional is expected to offer unreservedly his or her skills and service wherever needed without regard to personal prejudices or interests. As far as relationships with colleagues are concerned, the professional is required to share in the extension of professional knowledge, to be supportive under all circumstances and never to criticise colleagues publicly.

Greenwood's emphasis on the importance of a code of ethics (1957:49-51) stimulated the production of many ethical codes, according to Daniels (1973:42-49), so that many aspiring professions consider that merely the possession of such a code is an indication that the desired goal has been reached by the profession concerned.

An ethical code provides both formal and informal controls. The formal controls give legal powers to the profession of disciplining individual professionals where the ethical code has been breached. The informal controls are enforced by colleagues through the use of social pressure.

3.3.6 Service Ideal

Service to individuals and the community is one of the cornerstones of professional acceptance. Goode (1969:278-79) considers this to be one of the two core requirements. Wilensky likewise emphasises its importance:

... the degree of professionalization is measured not just by the degree of success in the claim to exclusive technical competence, but also by the degree of adherence to the service ideal and its supporting norms of professional conduct (1964:141).

Malan (1973:51-52) also sees the service ideal as central to a profession, and he considers that one of the functions of professional education is to ensure the development in the aspiring practitioner of the ability to offer proficient service (cf. 3.3.2).

3.3.7 Professional Culture

Greenwood (1957:51-54) uses the phrase 'professional culture' to encompass a number of facets of professional life: professional groups, both formal and informal, and, what he calls professional "values, norms and symbols".

The formation of a professional group is characteristic of all professions. The group or association has many functions. It is the task of the professional association to keep up professional standards by controlling the entry and education of new candidates into the profession, and by supervising the standards of work and behaviour of its professionals.

Greenwood sees entry into a professional group as a process of acculturation. Behaviour and attitudes towards work and society are expected to follow broadly

the patterns which characterise the group (cf. 2.5.4). Many of these attitudes are formed during the period of professional education, while others are developed by association with professional colleagues. Group norms are more powerful than individual personalities, and, in more general terms, conformity is expected. The professional group makes the individual conscious of the group's background, history, and symbols. Hence there is pride in a shared cultural experience. There is also the protection provided to the individual professional by the group.

DeWeese (1974:530) views attitudinal attributes which encompass all aspects of the professional culture, as a key to professionalism:

Attitudinal attributes of professionalism reflect the manner in which the professionals view their work. It is assumed here, of course, that there is some correspondence between attitudes and behavior. If this assumption is correct, attitudes comprise an important part or aspect of the work of a professional.

Through this statement, DeWeese confirms the observation made by Underwood, that there is a link between occupational attitudes and professional behaviour (cf. 1.).

3.4 REALITY vs IDEALISM

It is acknowledged that professionals sometimes fall short of what ideally constitutes true professional behaviour (Bundy & Wasserman, 1968:6). The basis of a profession, by tacit agreement, is essentially moral (Wilensky, 1964:140). The inability of its members to fulfil its moral expectations does not necessarily detract from the validity of these expectations.

The professions could be jeopardised by the more serious threat of bureaucratization. Usherwood is of the opinion that:

between professionalisation and bureaucratisation there is an inverse relationship (1980:9).

With the increased bureaucratization in contemporary Western society, many professionals work in an organizational environment. This could pose a threat to their autonomy and to their service ideals (Hanks & Schmidt, 1975:178). In many

Western countries university education is predominantly funded by government, which may increase the vulnerability of universities to economic and other pressures. This has implications for the regulation of students into professional education courses which may no longer remain the prerogative of the professions themselves (Tuohy, 1980:303-4). Wilensky acknowledges that bureaucratic threats to the professions do exist, but considers that the professions' intrinsic strength has not been diminished. The service ideal can be damaged more easily than the criterion of professional autonomy, although much depends on the nature of the organization in which the professional works (1964:146-48).

3.5 ALTERNATIVE PROFESSIONAL MODELS

The model which has been described above follows the traditional pattern and is the one most widely accepted. It is against this model that occupations are usually tested and found acceptable or otherwise.

Winter (1983:10-26) points out that there are other models as well. The traditional model already referred to is designated the Trait Model. The Functional Model, which he also describes, emphasizes the function of the profession in society, but is so similar in its characteristics to the Trait Model that it does little to disturb the influence and importance of the latter.

Other models have been developed in recent years. Winter considers that the Tripartite Model developed by Johnson in 1972 not only provides a reasonable alternative for the Trait Model, but also has particular significance for the library/information profession. Winter refers to Johnson's Tripartite Model as an Occupational Control Model which he describes as:

... a complex set of procedures for controlling an occupation ... to gain and keep control over certain types of work routines (1983:16).

Threefold control is effected by colleagues (as in the professional model), by the clients, and also by some factor outside the occupation which he calls "mediated"

control. This can be concrete (such as the kind of control exerted by an organizational body on an occupation) or abstract (e.g. some societal or economic force). Winter considers that the Trait and Functional Models still have an important contribution to make to the understanding of professionalism, but can be modified by the Occupational Control Model.

3.6 ADVANTAGES IN PROFESSIONAL STATUS

Being a member of a profession makes demands on the individual in terms of length and expense of training, full-time devotion to the job and, to some degree, loss of independence, in the interests of conformity. Goode identifies the three great advantages which professional status bring as being prestige, power and income (1969:269). He sees a parallel in the demarcation of occupations into professions and non-professions as analogous to the class system where individuals seek to "improve" themselves by being accepted in another, "higher", class. In the same way, occupational groups attempt to be accepted as professionals (1961:8) (cf. 3.2).

Perhaps it is this association with the class system which, from the late 1960s onwards, has made professionalism appear elitist to a more radical minority. In some quarters, certainly amongst a small group in the library/information field, it is considered undesirable to pursue the goals of professional status since these are seen as analogous to those of the 'establishment'. The professions are seen as exploitative and conservative, and therefore hostile to the social change which is necessary in today's society (Asheim, 1978:238-41). Usherwood is critical of the views of those library/information workers:

... who argue that all professions are a conspiracy against the public (1980:12).

Occupation reflects prestige. An alternative to changing one's occupation in order to exalt one's position in society would be to attempt to raise the status of the occupation (DeWeese, 1974:532). The question may be asked as to what

alternative to being a professional is available. Etzioni suggests that the non-professional can only be classified as a blue- or a white-collar worker (cf.3.1.2.4) - hence the desirability of achieving professional status (1969:vi).

3.7 THE SEMI-PROFESSIONS

Many terms have been applied to those occupations which fall between blue- and white-collar workers and the recognised professions. Etzioni calls them the 'semi-professions' (1969), which he considers a more positive term than 'sub-professions' or 'pseudo-professions'. Goode (1969:280-81) talks of the 'aspiring professions'. Martin refers to the 'service professions' (1981:78-80), while Asheim talks of the 'marginal' or 'emerging' professions (1979:229).

Rather than classify those occupations which have not been recognised by broad consensus as professional, as non-professional occupations, there is support for the view that the road to professionalism may be seen as a continuum. Those occupations which have not been recognised as professions will appear at one pole, while the fully recognised professions will be found at the opposite pole. The semi-professions will be placed at some point on the continuum according to the degree of professionalism which has been achieved, in terms of the recognised criteria (Goode, 1961:9).

This implies a certain mobility in professionalization, with some occupational groups eventually achieving recognised professional status, a position which is recognised as such by the three final authorities - the public, the clients and the occupational group itself (Winter, 1983:17). Some authorities take the view that an occupation which aspires to be a profession must achieve the accepted professional criteria in a predetermined order if it is to succeed in its endeavour. Steyn, however, does not consider that an inflexible pattern of progression is a prerequisite to the accomplishment of professional status (1975:27).

Goode lists those occupations which have recently achieved professional status, those which are likely to, and those which will not in the foreseeable future (1969:280-81). Library/information work he places in the latter group. He does not see it achieving a state of full professionalism, even though it may improve its prestige and its financial rewards to a degree.

As an alternative to a prospect of an increasing number of occupational groups raising their professional status, Birdsall (1982:224-26) suggests that current developments point instead to a possible movement in the direction of de-professionalization. He contends that a better educated public and the growth of computer technology can threaten the exclusivity of the knowledge base which underpins the recognised professions. This viewpoint is also explored by Winter (1983:19-20).

Some of the characteristics of semi-professionals are detailed by Etzioni (1969:v-xviii) and seem to indicate less of everything: e.g. less arduous in its activity, shorter training, a less specialised knowledge base, and, less creativity, since semi-professionals characterize themselves as conveyors rather than innovators with regard to new knowledge. All this adds up to less status.

Nevertheless, a positive characteristic of the semi-professions which has been noted is that there appear to be more women than men in this occupational group. Simpson and Simpson (1969:201-3) support this view because, in their opinion, the semi-professions have an emotional rather than an intellectual appeal and that occupations such as nursing, teaching and library/information work fulfill that need.

3.8 Conclusion

There appears to be a lack of consensus amongst theorists concerning an exact definition of a profession. There is, however, general agreement about the characteristics of a profession, following the traditional model. Other models of the

concept 'profession' have been postulated, but these have received less general acceptance. There is broad acceptance for the view that there are both social and economic advantages to an occupation in achieving professional status. Those occupations which are attempting to reach this goal but have not quite succeeded, are commonly designated the 'semi-professions'.

It seems appropriate to conclude this section with an apt statement by Blumer:

Professionalization seeks to clothe a given area with standards of excellence, to establish rules of conduct, to develop a sense of responsibility, to set criteria for recruitment and training, to ensure a measure of protection for members, to establish collective control over the area, and to elevate it to a position of dignity and social standing in the society (1966:xi).

In these few lines, Blumer has perhaps encapsulated the generally accepted characteristics of a profession.

4. LIBRARY/INFORMATION WORK AS A PROFESSION

The low rating of library/ information work among the full range of professions has been of concern to practitioners for more than a hundred years. Melvil Dewey stated with supreme confidence in 1876 that librarianship could be counted amongst the accepted professions (quoted in Asheim, 1978:226). It was only in later years that the doubts crept in. Several writers have commented on the extent of the literature devoted to the professional status of library/information work. Such preoccupation is thought to indicate self-doubt and a general lack of confidence in the practitioner's professional status (cf. Bundy & Wasserman, 1968:5; Shaffer, 1968:v; Martin, 1981:75; Wilson, 1982:38; McDermott, 1984:17). A contrasting view, however, is expressed by Viljoen who views the growing interest in professionalization in South Africa in an optimistic light, and as an indication of:

...a striving towards higher levels of recognition and vocational fulfilment (1976:101).

DeWeese points out that because status in society is so closely linked to occupational identity, the status of the occupation is important to individual library/information workers in a number of ways (1974:532, 536). It affects salary, professional authority and job status, and determines the position of library/information workers in the stratification system of society. Most importantly, it affects the manner in which library/information work is regarded by the public. That the public may neither understand nor care what is involved in library/information work, features as a frequent complaint by library/ information workers. Conant finds such lack of understanding and respect filtering through to the academic environment, with the consequence that library schools are not highly regarded in the academic community (1980).

The name of the profession may in itself be an unfortunate contributory factor in so far as it is associated with an institution rather than with a central activity of

significant social import. As has been pointed out, for example, the title 'librarian' is often carried by those without professional qualifications:

[T]he term librarian customarily refers to any person who sits at a desk in a place which houses books (Patricia McGrath, in a letter to the ALA Committee on Professional Ethics, 1976; quoted in Dowell, 1977:1720).

To counter this tendency, the phrase 'professional librarian' is sometimes used, a clear indication of the lack of specificity in signifying professional status. There is no need to speak of a 'professional lawyer', or, a 'professional doctor', for example. Yet, semantically, society often gives acknowledgement to what it considers an unprofessional librarian (McMahon, 1967:26; Dowell, 1977:1720).

In the discussion which follows, the term 'profession' may be used to describe library/information work, even though the appropriateness of the context has not yet been fully vindicated.

4.1 THE VIEWS OF NON-LIBRARIANS

Library/information work has attracted some attention from sociologists and others, mainly because it has tended to be regarded as one of the semi-professions, striving to attain professional status (cf. 3.7).

One of the commonly accepted attributes of professional status is acceptance by the public (see 3.3.4), whose perception then sanctions such a status. The prestige accorded to an occupation by the public can also be some indication of the extent to which the occupation is seen by the public to be a profession. Hodge *et al* conducted a large-scale study of occupational prestige in the United States (1964) (cf.3.2), and found remarkable stability in the prestige ranking of occupations by the public since a similar study had been undertaken in 1947. There was a slight increase in the prestigious image of scientific occupations, and a slight decrease in that of cultural occupations, but these trends were relatively insignificant. What is interesting for library/information workers is that in a list of something like

ninety occupations, library/workers do not appear at all. The list includes occupations ranging from those of judges, physicians, accountants, teachers, to electricians, garbage collectors and share-croppers, but no library/ information workers. Hodge et al considers that their results are similar to results obtained in other countries concerning occupational prestige.

On the other hand, though, library/information work was listed as a profession, amongst a total of forty-six professions, by the United States Census of 1960. Likewise, the United States Office of Education - in a 1965 publication - listed twenty-six professions and included library/information work among these. Moreover, the American Council of Education, in its publication American universities and colleges (published in 1964), rated library/information work as a fully-fledged profession, together with twenty other occupations. And, more exclusively, the United States Department of Labour which listed only fifteen professions in its 1965 edition of Dictionary of occupational titles, included library/ information work in the list (Shaffer, 1968:12-15).

As stated earlier (see beginning of this section), sociologists have tended to place library/information work with the semi-professions. One of the most frequently cited papers on the subject by a sociologist, is Goode's conference paper of 1961 (published in 1962) which has been reprinted at least twice since he first presented it. On the credit side, Goode feels that library/information work exhibits many of the characteristics of professionalism: viz. a service orientation, education in a university environment, the possession of a code of ethics (he is looking at library/information workers in the United States), and relative autonomy in the workplace (as contrasted with nurses and pharmacists).

However, on the negative side, library/information work falls short of the requirements of professionalism on three main scores. The first is the lack of a body of knowledge enunciating the theoretical principles on which the activities of the library/information worker are based. More seriously, Goode suggests that

even if library/ information work is based on a body of knowledge, the public is either unaware of this, or remains unconvinced that such a body of knowledge exists. According to Goode, the public looks upon the library/information worker as "an intelligent clerk", "a gatekeeper", or the "custodian of the 'stockroom'" (p.15). In an academic environment, the library/information worker's extraprofessional subject knowledge will usually be seen to be less than that of the academic staff in the corresponding discipline, which unavoidably affects the latter's perception of the library/information worker's status.

Finally, the career structure of the library/information worker is such that it is as a rule necessary to move out of the fully professional practice of library/information work into an administrative position in which such uniquely career-oriented activity recedes in importance, in order to rise in the hierarchy.

Even in serving the public, there is a subtle difference in the relationships with the client, when compared with the situations prevailing in the established professions. The library/information worker tends to offer suggestions, make recommendations, and help the client to find the information in the library/information work situation, but does not normally evaluate such information as part of his conventional duties. There is no compulsion for the client to follow the recommendations made by the library/ information worker since the latter lacks the authority, either moral or legal, to compel acceptance of his advocacy. Clients of the established professions such as medicine and law are similarly not obliged to accept the guidance proffered by doctors, lawyers, etc. Nevertheless, because of the status of such professionals and their level of authority in their field, the expectation is that the recommendations which are made will probably be followed.

Goode is scathing and condemnatory in his comment on the code of ethics drawn up by the American Library Association and says of it:

How lacking in this code is any sense of drama, of moral urgency!
How absent is a sturdy awareness that the profession has a task, a destiny, a set of issues about which it is concerned! (1962:18).

He then observes:

If the librarian feels this way about himself, how can his public not feel similarly? A profession that has not found itself cannot ask others to do so.

Both in his 1961 conference paper and in a later publication (1969), Goode points out as an important factor that society does not regard the library/worker as a potential threat to individuals. Therefore, the position of library/information workers does not need to be formally regulated and controlled since they are unlikely to do any harm anyway, except possibly in the area of book selection (1969:297). Goode concludes that even though the position of library/information work will continue to improve in its upward striving, it will not achieve recognised professional status (1969:281).

Wilensky sees library/information workers as being ultimately subject to the dictates of outsiders to their profession in the form of authorities who control their institutions - a subordination which impairs their professional independence (1964:155-56).

The fact that library/information work is female-dominated affects its status, since women have an undeniably lower status than men in Western society. This is the view of Simpson and Simpson (1969:203) who classify library/information work as a semi-profession. They consider that the semi-professions "appeal ... to the heart, not the mind" and for this reason tend to be mainly female professions, such as teaching, nursing and library/information work (cf. 3.7, 5.3.6).

Tuohy sees the struggle for professional recognition in terms of political power. On the one hand there are the library/information workers who wish to establish legalised control in the employment field, to ensure that only acceptably qualified individuals are employed in library/information workers' posts. On the other hand, since the politicians cannot conceive of library/information workers ever posing a threat to society, nor sense any similar sentiments in their constituents, they see

no need to regulate the employment of library/information workers (1980:305-6). Clearly Tuohy thinks along the same lines as Goode.

4.2 THE VIEWS OF LIBRARY/INFORMATION WORKERS

As was stated at the beginning of this chapter, if the volume of the literature on the subject is to be taken as an indicator, then library/information workers have, for many years, shown a high level of concern as to whether or not library/information work is a profession. Gates, while posing the question, simply avoids answering it (1976:76). There are, nevertheless, many other library/information workers who examine in detail the criteria of professionalism, and try to assess the place of library/ information work.

Quite apart from Melvil Dewey's pronouncement, mentioned at the beginning of this chapter, an event which assisted in the development of professional consciousness among library/ information workers was the publication in the United States in 1923 of the Williamson Report, in which the quality of professional education for library/information work was severely criticised. The interest of library/information workers in the status of library/information work as a profession, however, only really intensified after World War II.

A relatively early concern was expressed in South Africa by Immelman. At the 1948 Annual Conference of the South African Library Association he put forward the view that library/information work had achieved professional status in Western countries according to most but not all of the recognised criteria. In South Africa, however, it fell dismally short and was frequently regarded, particularly in central and local government circles, as a typically clerical occupation.

Several writers have tried to assess the position of library/information work by stating the characteristics of the recognised professions, and then, point by point, looking critically at how these relate to library/ information work (see for example, Malan, 1978:135-53).

Even though library/information work does fulfil many of Leigh's criteria for professionalism which Ryan quotes, the latter nevertheless describes it as only an emerging profession (1967:7-8). Shaffer's study of library/information work as a profession concludes that it is on the way to achieving that status and lists eighteen points which he considers illustrate where it falls short, including areas such as its lack of research intensity, the ease with which individuals are accepted into the profession and a code of ethics which is either non-existent or unenforceable. Being inclined to numbered recommendations, he also, somewhat optimistically, suggests nineteen ways in which the professional status of library/information work may be raised (1968:131-49).

4.2.1 A Systematic Analysis of Library/Information Workers' Perceptions of their Profession

It seems appropriate at this point to take the characteristics of a profession, as noted in Chapter 3, and to see how various library/information workers see their own occupation fitting into these characteristics.

4.2.1.1 Systematic Body of Theory

One of Goode's most cogent criticisms of library/information work is his contention that it lacks that essential component for proper professionalism, viz. a systematic body of theory (cf. 4.1). That criticism has been echoed by a number of library/information workers writing on the status of library/information work as a profession. However, as will be noted soon, opposing views are also evident from an analysis of the relevant literature.

Immelman, thirteen years before Goode made his statement, came to the same conclusion, viz. that librarianship did not possess an adequate body of theoretical knowledge, hence making the plea that:

We must shift our emphasis from mechanical processes to principles, objects and functions (1948:28).

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Continuing the theme of librarianship placing too much stress on routine accomplishments at the expense of developing its theoretical foundations, Pierce Butler urged some three years later that in addition to the task of evolving a broad cultural base, librarians should cultivate what he calls a "humanistic perspective", to assist in achieving the library profession's ultimate aim of furthering the collective growth of wisdom in the community. He described librarians as "mere handmaidens to other cultural agents" (1951:245-47).

Two decades later the lack of a relevant body of theoretical principles is still bemoaned by Shaffer (1968:87), by DeWeese (1970:534) and by North (1977:254).

However, Vagianos, taking a contrary view (1973:392), claims unequivocally that library/information work does have an established foundation of theoretical principles, which makes its lack of recognition as a profession all the more surprising to him. Bayless concurs with him, and considers that the mastery of that body of knowledge is the factor which distinguishes the professional from the paraprofessional (1977:1717).

On the other hand, Reeves, again, asserts that library/information workers have no exclusive claim to the body of knowledge available to them in their professional role, and that they must share access to the body of knowledge with related occupations such as publishing and other information-based activities (1980:5). As recently as 1984, one finds library/information workers being charged with being more concerned with the techniques of the job than with the creation of new knowledge (McDermott:18).

Nevertheless, there are also considered views that there are particular theoretical knowledge fields which are specific to library/information work. Winter considers that classification and indexing form part of the knowledge base of

library/information work. The same applies to the theoretical and philosophical basis of the concept of 'intellectual freedom':

Its distinctive intellectual core is made up of the interplay between the science of controlling and retrieving recorded information and the sociocultural values which attempt to assure its free movement (1983:25).

In addition to this specific field of knowledge, Winter indicates the importance of related fields, such as epistemology, linguistics, logic, computer science and language to the theory which forms the basis of the library/information field (1983:26-28). Malan considers that bibliology (i.e. media studies, and, studies of the contents of the record), information science and user studies do indicate the existence of a body of knowledge exclusive to the library/information field (1978:136-37).

Library/information workers have been criticised frequently from within and without the profession for the sparseness of the original research which they have undertaken. This situation has been changing over the years, however, and the pressure to publish has led to an increase in the number of titles relevant to the field. This has been substantiated by Peritz, whose studies in 1977 and 1980 indicated not only a marked increase in the number of papers published, but also in their quality (quoted in Winter, 1983:32-33). In South Africa a similar picture emerges, as indicated by Kruger's lists of research undertaken in the library/information field since the 1960s (1968; 1980).

Library/information work is in a singular position among the professions since, in addition to the need for a body of knowledge pertaining specifically to its own field, its central responsibility is the transfer of knowledge, and the control of the entire spectrum of knowledge may be said to be at the core of its activity.

4.2.1.2 Formal Professional Education

In South Africa all professional-level education for library/information work has been located in the universities (cf. Malan, 1974), with the exception now of paraprofessional training at the technikons. The same applies to the United States, but is less true for the United Kingdom where a few such teaching departments are to be found in the college or polytechnic-type institution. Generalising, however, it could be said that education for library/information work in English-speaking countries is normally carried out in an academic environment. This environment not only provides a milieu conducive to research and the creation of new knowledge, but also adds to the standing of the occupation by its association with the academic community (see 3.3.2).

In spite of its well-developed, established university connections, education for library/information work in the United States has been subject to frequent criticism. Following the Williamson Report in 1923 (referred to in 4.2) there was a noticeable improvement in the quality of professional education for library/information work in the United States, although some criticism has continued. There is criticism of the structure and design of education for library/information work in the United States in general (e.g. Shaffer, 1968:79-98; White et al, 1970; Conant, 1980). The fact that professional education may be offered at non-accredited library schools is also considered to be a factor undermining the claims of library/information work to professional status (Boissonnas, 1972:973). Similar doubts have recently also been expressed in Great Britain as to the value and appropriateness of current education for library/information work. (Moore & Kempson, 1985:144-45).

The relative paucity and the low quality of the research undertaken in the field of library/information work has been deplored by some writers (e.g. Martin, 1981:91). Significantly, Stone records that there is a correlation between the level of professional characteristics possessed by individuals and their research productivity

(1969:78-79). Perhaps more disturbing is the point that Usherwood makes that some public librarians in Britain give expression to an anti-education and anti-research viewpoint, on the grounds that the development of such activities is elitist and inappropriate in today's society (1980:12,14). It is interesting to note that the predominance of women in library/information work has also been considered a factor in the research productivity of its practitioners. Since many women traditionally have shorter professional careers than men (because of marriage and child-bearing) the proportion of experienced practitioners among professional library/information workers available to undertake research becomes accordingly reduced. This places a greater burden on the professional schools to initiate research and extend the body of knowledge accessible to the profession (Zaaiman, 1975:138).

Even the relevance to the needs of contemporary society in its cultural context, of what is taught, is questioned (Asheim, 1978:241-42). On the other hand though, the Roberts and Bull survey of University of Sheffield library/information work students undertaken in Great Britain, indicated the perceived relevance of the education gained at that particular institution to the practical job situation (1983:36-38). Moreover, there is some approval of the current role in the United States of education for library/information work (Bayless, 1977:1717). Conant (1980) notes the attempts in many American library schools to maintain a proper balance between the theoretical and the practical aspects of library/information work in their educational programmes, and, concomitantly, to effect an improved quality among the students enrolling.

The quality of education offered to newcomers to a profession is of great importance in passing on (and in extending) the body of knowledge related to the profession, in attracting to the profession, appropriate candidates and in ensuring that new professionals have acquired both suitable skills and the appropriate attitudes towards the profession (cf. 3.3.2; 3.3.7). (For a full discussion of the

aims, structure and possible course of development of education for library/information work, with particular reference to the position in South Africa, cf. Malan, 1973; Viljoen, 1973; Kesting, 1974). It is also important that the standard of education in library/information work should be seen to be satisfactory by the public who may then be more inclined to accord increased standing and prestige to the profession.

4.2.1.3 Professional Authority

One of the most important criteria of professional status is the possession and recognition by others of professional authority (see 3.3.3). Asheim (1978:230-32) has proposed that there is a distinction between the related qualities of autonomy and authority. Although his exposition is somewhat lacking in clarity and coherence, the differentiation that he recommends should be made between the two aspects remains valid.

4.2.1.3.1 Autonomy

The autonomy of library/information workers could be illustrated by their control of professional standards, control of education and entry into the profession, and judgement of performance, all of which would be in the hands of peers. In all of these spheres, even though library/information workers have an interest and a voice in what occurs, there is not absolute control. This is particularly noticeable with the increasing bureaucratization of society (Gwinup, 1974:484; Hanks & Schmidt, 1975:178).

To take the question of professional standards as a major aspect in this regard, there have been many attempts at the laying down of standards of library service, particularly by the American Library Association, but also (with regard to public libraries) in 1968 by the South African Library Association (the precursor of SAILIS) and other organised professional bodies. In the end, however, these standards remain unenforceable, and must therefore be seen more as recommendations and

guidelines to promote a desirable quality of service, rather than a prescriptive procedure designed to ensure implementation. The need for library/ information workers, through their professional associations, to have the power to compel both personal performance standards, and minimum standards of service, has frequently been noted in the literature (e.g. Boissonnas, 1972; Schwartz, 1977:1731).

4.2.1.3.2 Authority

Professional authority implies that the professional may prescribe solutions to the problems of the client. This is because he is the expert in the field in which the interchange with the client takes place, and is therefore in the best position to advise. His recommendations are normally accepted by the client since they are made with the authority of his vastly superior knowledge, expertise and experience.

Asheim sees such an approach as being considered authoritarian by librarians in today's less prescriptive climate, particularly in the field of selection where freedom of access is considered to be an important principle (1978:231-34).

4.2.1.4 Community Sanction

It is agreed by advocates of the trait model of professionalization that the recognition given by the community to a profession is a prerequisite to the achievement of professional status (cf. 3.3.4). This recognition is usually in the concrete form of statutory legislation or a charter. In South Africa, nursing and pharmacy, for example, have such a legislative basis, even though they still lack recognition as fully-fledged professions. Library/information work universally does not enjoy such legal backing. (It should be noted in passing that a legally recognised charter for library/information workers in South Africa was advocated by Immelman as long ago as 1948 (19-20)).

The explanation of political expediency given by Tuohy for the absence of legal backing for library/information workers has already been noted (cf.4.1). Asheim

(1978:236-37) goes so far as to suggest that society does not consider the presence of library/information workers to be essential to its survival, a point of view which is endorsed by Martin (1981:79-80) and Gwinup. The latter does concede though that a greater need is seen for libraries as distinct from librarians (1974:485).

4.2.1.5 Code of Ethics

Closely related to community sanction is the possession by a profession of a code of ethics, so that professional behaviour can be regulated both formally and informally (cf. 3.3.5). The American Library Association was one of the first organised professional bodies to have formulated a code of ethics as long ago as 1938. This code has been criticised, however, by non-librarians such as Goode (cf. 4.1) as well as by library/information workers, for what is considered to be its ineffectuality (for example, Boissonnas, 1972:976,978; Reeves, 1980:6-7; Asheim, 1978:234-35).

The Library Association in Great Britain has not yet succeeded in drawing up a code of ethics to the satisfaction of its members. The South African Institute for Librarianship and Information Science (SAILIS) is in the process of drafting a code of ethics applicable to the library/information field in South Africa, a need which had been identified by Immelman almost four decades previously (1948:20-22). While Zaaiman does acknowledge the significance of the absence of an ethical code for library/information workers in South Africa, he nevertheless points out that if behaviour and writings are to be taken as indicators, the members of the profession are tacitly aware of their moral obligations in the execution of their duties. As with some of the recognised professions, such as the ministry and academic teaching, which do not have written or legally-based ethical codes, collegial pressure can be sufficient to regulate professional behaviour (1975:141-42). This view is supported by Usherwood who adds:

Librarians should not require the control imposed by rules of a bureaucratic structure. The standard of services should be a matter of the librarian's professional ethic and pride (1980:13-14).

The problem with existing and contemplated codes of ethics for library/information work is that for reasons which apply internationally, it would commonly need to function without force of law, and can then only be regarded as a guide to professional behaviour. As Winter points out, the professional association does not have the power to inflict punitive measures on library/information workers who stray from the recommended path of acceptable, professional conduct (1983:29).

An interesting comparison may be made with regard to the position in the teaching profession which is generally regarded as the profession relating most closely to library/information work in social status, financial remuneration and community sanction. The teaching profession does not possess a code of ethics, and control of unprofessional behaviour is exerted through the controlling body, which may be central government or local authority. Private schools would have to institute their own internal methods of control. There does not appear to be a need in the teaching profession, therefore, for a written code of ethics, either with legal sanction, or, in the absence of this, with only professional acceptance.

4.2.1.6 Service Ideal

Library/information work is often called a service profession rather than a semi-profession, which reflects clearly its strong service orientation as one of its main characteristics (Martin, 1981:78-79) (cf.3.3.6). In the case of service professions it is assumed that the opportunity to serve the community is generally considered more important than financial reward (Shaffer, 1968:111-12). This has been confirmed many times over in empirical surveys which have been carried out among library/information workers to identify their personal characteristics and outlook (for example, Librarians questioned, 1962:2718; Magrill, 1969:163; Morrison,

1969:66-68; Sergean et al, 1976:207; Anwar, 1980:313,316; Roberts & Bull, 1983:34-35,44).

Interpretations of what service entails have varied. Bundy and Wasserman, while praising library/information workers for their tradition of service, contend that the underlying motive is more often based on a negative quality, i.e. that the tradition lacks forcefulness, a sense of responsibility, or even courage on the part of library/information workers to make positive recommendations to users (1968:8-14). In accordance with this view, writers like Hanks and Schmidt believe that library/information work should be more "client-centred" than it has been up to now, but, unlike Bundy and Wasserman, they regard the present service orientation as being somewhat prescriptive and authoritarian (1975:182-86).

The service orientation has sometimes earned the "handmaiden" label which, in recent years, has become less acceptable to library/information workers. As Asheim points out, even the word 'service' creates an impression of patronage on the one hand, and servility on the other, neither of which is considered justifiable or desirable in today's highly sensitive, egalitarian climate (1978:247). Library/information workers are cautioned by Foskett against becoming elitist in their service orientation. He stresses instead the need for them to remain in contact with the broad spectrum of "real people" (1980:392). Birdsall visualises a future in which service to the user would amount to facilitating the means towards self service, i.e. encouraging users to become self-sufficient in their information needs with the aid of institutional retrieval devices, hence releasing them from undue dependence on the personal intervention by the library/information worker (1982:224-26).

4.2.1.7 Professional Culture

Greenwood's criterion of a recognisable professional culture being a characteristic of the accepted professions (cf.3.3.7) is applicable to library/information work,

particularly in the sphere of specifically identified values and norms. Professional culture may be transmitted through professional education or through the formation of professional groups and associations. Professional education has a recognised part to play in the acculturation process (cf. 3.3.2):

Few people will deny that some socialization takes place in library schools, that the schools and the professors pass on values, norms and purposes which lead librarians-to-be to identify with the profession of librarianship. What we are less sure about is how much socialization takes place and how the process works... Research in this area is still to come (Foster, 1979:131).

Professional grouping into associations of various general and special interests has long been a characteristic of library/information work. In the United States and Great Britain professional associations of library/information workers have been in existence for more than a hundred years. In South Africa, the South African Library Association (SALA) was established in 1930, being superseded by the more broadly based South African Institute for Librarianship and Information Science (SAILIS) in 1980.

In these particular examples, and in other associations of library/information workers as well, expression is given to the concern of library/information workers with professional, educational, ethical and operational standards. Such associations can also be expected to encourage acceptable attitudes towards the profession and its place in society (cf. 2.5.4).

The associations have nonetheless been criticised for failing to advance the professional and societal status of their members. The American Library Association (ALA), in particular, has been the object of much adverse comment on this issue because it has failed, in some respects, to meet professional criteria. Boissonnas (1972) notes that the ALA - to its own detriment - includes non-librarians among its members, and that it has failed to enforce either professional or educational standards. Not all library schools in the United States and Canada have been accredited by the ALA, nor can the Association prevent acceptance of the

qualifications issued by such institutions. The ALA has no control over job remuneration and conditions. These criticisms are echoed by other writers as well (cf. for example, Shaffer, 1968:74-79; Gwinup, 1974:483-84; Hodgkin, 1977:1722). To counter such weaknesses, Vagianos (1973:393) suggests that there would be greater advantages to library/information workers in having trade unions rather than professional associations. Not only would their chances of improved working conditions and salaries be much greater in that event, but the application of the 'closed shop' principle would also reduce the chances of retrenchment and unemployment. Reeves, however, sees increased unionization as a threat not only to the unity of the profession, but also to the professionalism of library/information workers (1980:43-44).

4.3 THE LIBRARY/INFORMATION PROFESSION IN SOUTH AFRICA

It seems appropriate at this point to review briefly the development of professionalism in the library/information field in South Africa, and particularly the part played by the professional association in this regard (cf. also Zaaiman, 1975; Fouché 1980; 1982).

One of the most important recommendations adopted by the South African Library Conference which was held in Bloemfontein in 1928, was that an association of South African librarians should be formed. It was in 1930 then that a properly constituted association under the name of the South African Library Association (SALA) was established.

The earlier constitutions of SALA did not limit membership only to individuals with professional qualifications. This was understandable in view of the relatively small numbers of qualified library/information workers in the country at the time. The 1963 amended constitution, however, did distinguish between professional members who had acquired professional qualifications, and ordinary members who were not thus qualified; yet, both professional and non-professional categories of members

were entitled to vote at the higher level of authority (i.e. at annual conferences and branch meetings).

With the tremendous development in the library/information field which had taken place in South Africa in the half century since 1930, it was deemed appropriate to establish a new association to replace the old South African Library Association. Thus the South African Institute for Librarianship and Information Science (SAILIS) came into being in 1980. A key aspect of the constitution of the Institute is its very clear distinction between professional and non-professional membership. Only library/information workers with full qualifications in terms of standards for education for library/information work, and appropriate post-qualification experience of a minimum of two years' duration, may be enrolled as professional members, with the right to vote in the election of officers and in the proceedings of the Institute.

From the inception of SALA in 1930 and as reconstituted as SAILIS in 1980, the organized professional body has concerned itself with the fostering of library and information services in the country, as well as the strengthening of the position of the library/information profession in terms of status, remuneration and professional development. SALA was involved at an early stage in the provision of correspondence courses for professional education and continued in this field until 1964, after which date all professional education was located in the various universities in the country. This involvement in education for library/information work has been carried out by the Committee for Education and Research of SAILIS which is responsible, amongst other activities, for the accreditation of participating library schools in the country.

There had been attempts by SALA to establish public library standards (the 2nd edition of these standards was published in 1968), and consideration is being given at the present time by SAILIS to the drafting of a code of ethics, as mentioned in

The growth in the professional standards of education and service over the last fifty-six years has been noteworthy. The increase in research undertaken has been impressive, particularly from the end of the 1960s (Fouché 1982:137-38). These events have coincided with the founding and development of the organised professional body, first SALA, and then, SAILIS. The history and achievements of SALA have been well documented (Taylor, 1972; Hooper, 1975:86-87; Kesting, 1980:222-28; Fouché 1980).

However, in common with the library/information field in the United States and Britain, there is a fundamental weakness in the position of the library/information profession in South Africa. It has no statutory basis, even though some attempts have been made in the past to remedy this. In practice, therefore, even though the Institute may establish professional and service standards, or draw up a code of ethics, it lacks the legislative authority to enforce any of its recommendations. The employment of only professional members of SAILIS in professional posts in library/information units in the country cannot be prescribed. There has been evidence, though, of professionally-minded employers laying down the precondition of professional membership of SAILIS as one of the criteria for job applications, but this remains a voluntary gesture. As Tuohy notes when speaking of the position of library/information workers in Canada, politicians do not consider library/information workers to be sufficiently significant to society to need statutory regulation (1980:305-6) (cf.4.1). This seems to be equally true of the South African situation.

4.4 CONCLUSIONS

Having considered the recorded views of non-librarians and the views of library/information workers, what conclusions can be drawn?

There has been criticism of the lack of a body of knowledge on which the library/information field is based, but this criticism has been countered by the cogent

arguments to the contrary which have presented by some authorities. Their views have also received substantiation through the increase in the quantity and quality of the research in the field which has taken place in recent years (cf. 4.2.1.1).

Thus, in the possession of an applicable body of knowledge, an increased rate of research, a strong service orientation, generally satisfactory educational preparation for the occupation, relative autonomy on the job, library/ information workers appear to have satisfied many of the criteria governing the achievement of professional status.

There are, however, two critical areas where their claims fall short. The first is in the acceptance of their professionalism by the public. Their public image, i.e. the perception of their professional status by the community, is still flawed (cf. 5.3.1). The community, therefore, does not fully accept library/information work as a fully-fledged profession, and withholds from it the accepted privileges and obligations accorded by society to more highly regarded professions. Such attitudes are exemplified by the comments of Goode (1962; 1969), Tuohy (1980) and others.

Following logically from this is the overall lack of autonomy of library/information workers in the control of their own organizations. The threat of bureaucratization to the independence of library/information workers is an issue highlighted by many authors (cf. for example, Bundy & Wasserman, 1968:14-19; Gwinup, 1974:484-86; Asheim, 1978:245-46; Fouché 1979; Usherwood, 1980).

Presthus' assessment is typical of the above expressions of concern:

Many librarians, like other 'service' occupations, including university professors, are caught in the modern dilemma whereby professionally-oriented individuals must often spend their work lives in a bureaucratic milieu (1970:79).

The power which is held by non-librarians as employment authorities in local and central government, academic institutions, and industry and commerce, in regard to decision-making concerning matters relating to library/ information policy - often

in disregard of professional opinion - is obviously a very real threat to library/information workers and their professional status.

The conclusion must therefore be drawn that although library/information workers have progressed far along the professional continuum, they have not yet achieved full, recognised, professional status in the eyes of society in South Africa, or, for that matter, in the leading English-speaking countries whose position in this regard has been reported fairly comprehensively in the foregoing chapters of this thesis.

5. HOW LIBRARY/INFORMATION WORKERS REGARD THEIR PROFESSION

Chapter 4 deals specifically with the acceptance or otherwise of library/information work as a profession, both by the public and by library/information workers themselves, in terms of recognised criteria for the achievement of professional status. In this chapter, it is the intention to look at the way in which library/information workers themselves regard their profession, their attitudes towards it, i.e. whether they consider it a satisfactory occupation in which to be engaged. Individuals and their occupations are frequently accepted by society at their own valuation. Therefore, the attitudes of practitioners towards their occupation can often influence or reinforce the opinions already held by the public. Some attention has already been given to the views held by the public with regard to library/information work (cf.4.3, 5.3.1). There is obviously a link between job satisfaction and the way in which a practitioner regards his or her occupation. Nevertheless, the intention in this study is to emphasize the attitude towards the occupation rather than the degree of satisfaction which it affords the practitioner, even though job satisfaction will clearly be an important factor in the moulding of attitudes towards the occupation. The subtle distinction between the two conceptual modes is made perceptively by Slater who sees job satisfaction as being commensurate with enjoyment of the job. To establish attitude towards the occupation and distinguish between it and job satisfaction, she puts two questions, each one differently phrased:

Not, do you enjoy your work? But rather, are you satisfied with yourself in the context of this occupation? Different kinds of satisfaction [are] at issue (1979:14).

Job satisfaction per se in library/information work has been the subject of several research studies, the most important of which are listed in Stewart (1982).

There have been a few specific studies on the attitudes of library/information workers towards library/information work (for example, Thornton, 1959; Ryan, 1967; Fisher, 1981). It should be noted that in these and in related studies, researchers

sometimes phrase their investigations in attitude-related terms, rather than referring directly to "attitudes". Ryan, for example, refers to "perceptions". Nevertheless, the research carried out in these studies is very closely related to the present investigation (cf. 2.2.2.2 where the distinctions between the many terms which are closely related to the "attitude" concept are defined and explained).

In more general studies of the various characteristics of library/information workers, their attitudes towards their profession have also been established either directly or indirectly (cf. for example, Bryan, 1952; Schiller, 1969; Walters, 1970; Sargean et al., 1976). In addition, individual authors have written articles in which their attitudes towards their profession have been made apparent (cf. for example, Fisher, 1974; Preslan, 1979).

What also emerges from the various surveys which have been undertaken (cf. for example, Sandhu & Sandhu, 1971; Sargean et al., 1976; Slater, 1979) is that attitudes towards the profession may also be influenced by various career factors. These include, inter alia (a) type of library/ information unit worked in (for example public, special, etc.), (b) status within the organization, (c) function within the library/information unit, all of which are factors affecting the way in which library/information workers regard their profession. In the case of Thornton (1959), her study is really concerned more with the attitudes of library/information workers in different types of libraries, than with their attitudes towards their profession in general.

5.1 FAVOURABLE ATTITUDES TOWARDS THE LIBRARY/ INFORMATION PROFESSION

Many studies to date have revealed that library/information workers tend to have a positive attitude towards their profession. One of the earliest surveys of library/information workers as an occupational group was that conducted by Bryan (1952:129-35) who looked at the characteristics of public librarians in the United

States. She found that over half of the respondents were favourably disposed towards their occupation, and that an even higher percentage would choose the same occupation again. A similar response was indicated by Morrison's study of academic librarians (1969:65-75) and Schiller's survey of the same occupational group (1969:55-56).

Ryan's study of library/information workers' perceptions about their occupation achieved very positive results. The response to her survey indicated that about 90% of practitioners were satisfied (in varying degrees) with their profession and that more than two-thirds of these would choose the same occupation again, if given a second career choice. Only 5% stated that they would definitely not repeat their choice of library/information work as a career (1967:141-54).

Walters' survey, published in the United States in 1970, while still positive in character overall, was less convincing. It concluded that:

While the respondents say little strongly and directly negative about their field, it is perhaps more significant that they express few highly positive feelings about it, either.

At best, the respondents' attitude towards the field might be described as one of ambiguous neutrality (1970:19).

A recent study carried out in the United States does provide an encouraging forecast of library/information workers attitudes towards their profession. Having used a sample of four hundred library/information workers in Southern California, Fisher concluded that the way in which most library/information workers regarded their occupation was positive (1981:96-98), a result which he claims compared favourably with the results obtained from earlier attitude surveys.

Surveys in Britain have also given an indication of the way library/information workers feel about their profession. A useful overview of such surveys appears in Moore and Kempson (1985:137-39).

The University of Sheffield Postgraduate School of Librarianship and Information Science has followed the careers of its former students over a number of years. Surveys undertaken from 1964 until 1980 indicated very positive attitudes among past students towards library/ information work (Wood, 1975; Roberts, 1973; Roberts & Bull, 1983). The results obtained by Smith and Schofield who surveyed academic librarians in Great Britain on behalf of the Cambridge Library Management Unit, were more ambiguous (1973). Only 20% of the participants felt that their professional qualifications and subject skills had not been fully exploited by the university library in which they worked. Yet there was not a very positive response among the 20% when they were asked which aspects of library/ information work had lived up to their expectations. Only reference and enquiry work appeared to have supplied the satisfaction which the respondents had initially anticipated in their careers.

Predominantly positive attitudes from former students were also obtained in an Australian study by Rochester (1975) who followed up the library/information careers of past students from the Canberra College of Advanced Education. An earlier survey of qualified library/information workers in Tasmania elicited a less positive but still approving response in that McMahon found that Tasmanian library/information workers "expressed a mildly favourable attitude towards librarianship" (1967:103-5).

One of the most comprehensive surveys in Britain, known as the Sheffield Manpower Project, was undertaken by Sergean et al (1976;1977). Sergean found that the attitudes of library/information workers towards their profession were relatively favourable. There were positive responses from 57% of the practitioners who felt that library/information work as a career had exceeded their expectations, as opposed to only 7% who felt it had disappointed them. An even lower percentage wished themselves out of the field altogether (1976:198-99).

Margaret Slater's 1979 survey indicated that library/ information workers saw themselves "... in both intellectual and material terms as undervalued. In consequence ... underused and underpaid" (1981:156-57). Such an attitude results in what she calls an "uneasy professionalism":

We would like to think of ourselves as members of a profession, accepted and respected by the other professions. Yet we are not certain that others see us in this way. Nor are we at all sure that we deserve to be seen as serious professionals anyway.

In spite of this somewhat negative response, 47% of those interviewed by Slater did indicate that they would choose library/information work again, had they to make such a choice, which suggests that it may be regarded as a satisfactory occupation to about half of the population of employed library/information workers at the time (1979:184-86). This is similar to the result obtained by Sergean et al which has already been mentioned. Slater compares these results with those obtained in a Which interdisciplinary survey, undertaken in Great Britain. It was found then that doctors and clergymen regarded their professions so highly that 86% would choose the same career (even though clergymen were the lowest salary earners), given a second choice. Even nurses and teachers achieved a positive rating of about 70%. The response of secretarial-clerical workers (with a figure of 47%), was most comparable to those of Sergean et al and Slater in their surveys of library/information workers. In the "pay league tables" given, library/ information workers were placed near the top of the lower paid workers, the same as secondary school teachers (How you rate your jobs, 1977:491-93).

The overall impression which emerges from the studies quoted is that between approximately half to two-thirds of practitioners in the library/information field are relatively content with the profession which they have chosen. The results obtained by Fisher (1981) in the United States do hold out promise of a trend towards more positive attitudes towards their profession by library/ information workers in the future.

5.2 UNFAVOURABLE ATTITUDES TOWARDS THE LIBRARY/ INFORMATION PROFESSION

In spite of the range of favourable and somewhat less favourable attitudes recorded in 5.1, the literature also indicates that some library/information workers are highly critical of their profession.

There are many ways in which library/information workers express their dissatisfaction with their profession. One way is to be disparaging about education for library/information work. Rothstein notes that library schools in the United States have been criticised over many years since their inception, and attributes this to the attitudes of library/information workers towards the profession which they have chosen. He concludes:

We like libraries but we have serious doubts about librarianship and librarians. Indeed we have serious doubts about ourselves, and we are, therefore, inclined to be querulous and critical of our teachers, our institutions, and our colleagues (1985:47).

This view is confirmed by Conant, who refers to the self-doubt of library/information workers which he observed in his study of education for library/information work in the United States (1980). Usherwood makes the comment that the poor self-image of public librarians in Britain must reduce much of the influence they might otherwise wield, in dealing with their employing authorities (1980:11-12).

Shaffer expresses similar reservations:

Certainly there is some truth in the statement that what the world thinks of librarians is a reflection, to a degree, of what they think of themselves. Self-confidence and self-respect within the group will undoubtedly stimulate respect and admiration from without... But first the librarians themselves must be convinced that they are a profession which is essential to the democratic social order in which it operates (1968:125-26).

This lack of conviction to which Shaffer refers is clearly illustrated by Sharp (1981:192) who calls into question the essential nature of library/information work to the community in comparison, for example, to the service rendered by the

medical profession. Schwarz (1977:1729-30) feels that because they are not seen as indispensable, library/information workers are not even required to be certificated or to serve an internship. He goes on to say:

Librarians have not explained why they consider themselves professionals, despite their claim to the title... There is something wrong with librarians' claim to professionalism. They are vulnerable to the attacks of personnel directors. There are no enforced standards for library service.

McMahon concurs with the self-doubt expressed, and develops the theme further by linking attitudes towards the profession with personality (cf. 2.1 in which reference is made to Scott's theory concerning attitude and personality):

Attitudes towards the profession, in fact, provide a third dimension to the personality and value of this occupational group. A person's attitudes will, in part, be a reflection of his self image and indicate his own assessment of the type of work that he has chosen (1967:46).

This also reflects Walker's theory that choice of career is influenced by the role expectations inherent in the perception of that career (1958:124). This view is reinforced by the instrumentality theory in attitude research which postulates that positive or negative attitudes towards a referent object (in this case a career) are influenced by the extent to which it (the career) is perceived as fulfilling the individual's personal goals (cf. 2.3.1.1).

In a survey conducted by Presthus in the United States, he recorded that only 34% of the sample surveyed would choose library/information work as a career again, if given the option of a later choice (1970:69). Preslan, who did not conduct a formal survey, but interviewed ten new graduates, also in the United States, "about their false expectations created by their indoctrination to professionalism", found that nine of the ten interviewed were disillusioned and were considering changing their occupation (1979).

The inability of the profession to define the nature and parameters of the library/information field, and a lack of clarity of purpose, lead to what Bayless

calls, a "total lack of power and self-respect as a profession". He suggests that the remedy must come from within, by a commitment to professional ideals:

But the real issue is how we librarians view our own profession, because this will affect how others ... see and treat us...

If we expect to be seen, treated, and paid as professionals, we are going to have to commit ourselves to librarianship as an intellectual discipline (1977:1717).

Usherwood makes a similar comment, and refers to the "failure of librarians to recognise the central value and function of librarianship" (1980:11).

5.3 SPECIFIC ASPECTS OF THE LIBRARY/INFORMATION PROFESSION

There are certain individual characteristics of the library/information profession which it is appropriate to consider separately, since they are factors which influence the attitudes of practitioners towards the library/information field.

5.3.1 Image

The public image of the library/information profession has been explored in many studies (cf. for example, Magrill, 1965; Walters, 1970; Slater, 1979; Slater, 1981; Cowell, 1980; Chapman, 1980; Rawsthorne, 1980; Wilson, 1982; Hooper, 1985). Two of the more recent publications emphasize the position in Great Britain (Slater, 1979) and in the United States (Wilson, 1982) respectively. Between them, these authors record all the important studies on the image of the library/information profession which have been carried out, particularly after World War II, when interest in the subject developed and gradually gathered momentum. Wilson is actually dealing with stereotype, a closely related concept (cf. 2.2.14) which Slater uses synonymously with social image.

For the purpose of this study, the image of the library/information field is of importance in that it can influence the attitude of library/information workers towards their profession.

As Hooper points out, many library/information workers accept the validity of the stereotype of their profession (1985:7). This is also the view of Wilson (1982) who considers that by constantly writing about, talking about and researching the origins and effects of their stereotype, library/information workers are in fact reinforcing it, thereby affecting the way in which they see themselves as professionals.

This in turn may affect the career patterns of library/ information workers. Slater, for example, records the opinions of employers on the effects of the social image of library/information work:

Quite spontaneously they [the employers] put forward a bad public image as a major cause for deserting the profession altogether and for moving round restlessly within it. In the latter case, job-hopping, people are seeking an employment niche where library-information workers enjoy better status, respect and remuneration (1981:155).

The type of person recruited to professions in general tends also to be influenced by its image. Walters (1970:19) observes that because the social image of the library/ information profession tends to be predominantly negative, it affects the type of person who is attracted to it (cf. McMahon's and also Walker's comments in 5.2). To this he adds the comment that even to those working in the profession, it appears to project an "ossified" image (1970:18). His survey revealed that fact that because of the social image of library/information work, some of the men who were interviewed confessed being ashamed to admit in public that they were library/information workers (1970:11).

A number of unflattering designations have been applied to the library/information field by its own practitioners, reflecting their own conception of its poor social image. Sharp describes the library/information field as "sterile" (1981). Asheim (1978:237) portrays the image of library/ information as "inoffensive, nonassertive, compliant", while Fisher (1974) speaks of the "general gentility of librarians", which he gave as one of the reasons why he decided to change his occupation.

This collegial description was echoed by Di Bishop, a member of the Cape Provincial Council when she talked (without intending any slur) of librarians as "a restrained and quiet breed" (Council member ..., 1985:1).

Two well-known British librarians have contributed their own equally unflattering definitions of the profession. Douglas Varley described the library/information profession as "a genteel occupation for the slightly maladjusted" while Don Mason said of its practitioners: "Librarians are self-effacing megalomaniacs". (These were both verbal communications).

5.3.2 Status

Image and status are interlinked in that the image of a profession can affect its level of status in society. This study is also concerned with the social status which library/information workers attribute to their occupation, in relation to other occupations, as a reflection of their attitude towards it.

In many surveys, library/information workers have been asked to rank their own occupation in relation to a number of other occupations, as a means of gauging their self-assessment of its social status. The range of these occupations has varied in the surveys, and has tended to include doctors, lawyers, systems analysts, teachers, nurses, social workers, etc., in groups of approximately six to fifteen occupations from which the choice is to be made. The trend which has become apparent is for library/ information workers to rank their own occupation somewhere in the middle to just below the middle range (cf. for example, McMahon, 1967; Walters, 1970:5; Slater, 1979:247-57; Fisher, 1981:88).

5.3.3 Financial Remuneration

One of the consequences of a depressed level of status is a related level of financial remuneration. That library/ information workers feel that this is their position, comes out in many surveys. As Slater has pointed out, they feel they are

undervalued, both in financial and in intellectual terms (cf. 5.1). As long ago as 1940, the profession in the United States was seen to be poorly paid in comparison with other occupations (Stevens, 1940:616). Bryan's study of public librarians confirms this (1952:145-46), as do later studies also undertaken in the United States (for example, Cooper, 1976:304; Preslan, 1979:2167; Anwar, 1980:316) and in Great Britain (for example, How you rate your jobs, 1977:492), in Australia (Rochester, 1975:346) and in South Africa (Hooper, 1985:9). It is interesting to note that not all library/information workers consider their salaries inadequate remuneration for their qualifications and work. In the sample surveyed by Seargeant *et al*, respondents felt, on the whole, that they were satisfactorily paid for what they did (1976:215).

5.3.4 Intellectual Demands of Library/ Information Work

It has already been reported that the public in general appears not to be aware that there is any intellectual basis to library/information work (cf. 4.1). This assessment has been strongly refuted, particularly by Winter (cf.4.3). Nevertheless, a common criticism made by library/ information workers is that there is not enough in their work which is professionally stimulating, and too much routine activity instead. Penny Cowell, for example, talks of library/information work being "trivialised" by an "unwonted emphasis on housekeeping tasks performed in a fussy manner" (1980:172). The library/information workers interviewed by Preslan said of library/information work that "after a few months on the job it very simply became boring" (1979:2167).

The complaint of too much routine or clerical work is a recurrent theme which runs through many studies. As Presthus points out, library/information work tends to be labour-intensive (1970:2), which can affect the intellectual nature of the job and its professional component (1970:53). "Time-consuming clerical duties" and the "lack of challenging work" were cited as specific misgivings by many of the participants in Schiller's survey (1969:56-59). The above comments were made by

American library/information workers. They are echoed by British library/information workers (Roberts, 1973:102,109-10; Wood, 1975:45; Sergean et al., 1976:208; Slater, 1979:173-74) and Australian library/information workers (Rochester, 1975:345). Many of these library/information workers question the necessity for professional qualifications to do some of the work which they are asked to undertake. Viljoen makes the point that a distinction must be made in the library/information field, between professional and non-professional tasks, particularly if the profession is to be fully accepted by, and receive recognition from, the community (1977:6-7). A start in this direction has recently been made in the South African context. In 1985 H S le Roux published a brochure under the SAILIS imprint setting out guidelines with regard to the differentiation between professional and non-professional work (Professional ..., 1985:5).

5.3.5 Career Choice

The time at which a decision is made to embark upon a career in library/information work is considered indicative of the strength or otherwise of the regard for the profession. Choosing library/information work as a second rather than a first career is considered by some to indicate the relative inferiority in the quality of the candidate, or evidence of failure in the first career. Conant takes this view (1980), as do Presthus (1970:70) and White and Macklin (1970:26-28). The latter authors note that nearly a third of those who were sampled, only entered library/information work after the age of thirty.

Wilson, however, indignantly rejects the view that the library/information field is "a home for failures" and that library/information workers should therefore be labelled as second-rate (1982:137-44).

An alternative view of the second career choice problem is that the library/information field is a socially less visible profession, and hence less likely to be considered as a possible career by school and university leavers; moreover

that its appeal may only become apparent at a later stage in a candidate's working life (Anwar, 1980:312-13).

The pattern of the second-choice career has been apparent for a number of years. Bryan mentions it in her 1952 study of public librarians in the United States. She records that something like a third of the population sampled possessed qualifications in other occupations, and as many as two-thirds have actually worked in other occupational fields (1952:120). Morrison confirms this trend with academic librarians (1969:43-47) and emphasizes the probable relationship between the social visibility of a career and career choice.

Teaching is the most frequently mentioned first career amongst late entrants to the library/information work field (Schiller, 1969:24;). This trend of a second choice career is confirmed by Fisher who finds as many as half of the respondents in his survey coming into library/information work as a later career choice. Of this number, half once again come from the teaching profession (1981:57). White and Macklin mention secretarial work, along with teaching, as being a first career choice for many entrants into the library/information profession (1970:28).

The position in Britain is similar, with both Sergean et al (1976:65) and Slater (1979:129-36; 1984:280-1) recording that just under half of their respondents had had experience in fields other than library/information work. This appears also to be the pattern in Australia (McMahon, 1967:104).

Whether because of initial ignorance of the prospects of library/information work as a career, or because of discontent with a first career choice, it is generally acknowledged that, for many library/information workers, the choice of their career is a second or later venture. This does imply that, the problem of social visibility apart, the library/information profession does not appear immediately attractive to many possible entrants. It also implies that it does not appear on the whole to inspire the determined, early motivation to pursue such a career, as is evident in

the case of some of the classical professions, such as medicine, law and the ministry.

5.3.6 Women in the Library/Information Profession

Part of the reason for the modest social status of library/information work and the relatively depressed salaries offered, has been attributed to the predominance of women in the profession (cf. 3.7). Peter Rossi makes this observation:

Any occupation in which there is a high proportion of women suffers a special disability ... Women depress the status of an occupation because theirs is a depressed status in the society as a whole (quoted in Asheim, 1978:237).

Asheim considers that in this case stereotyped so-called "feminine" characteristics have been transferred to the stereotype of the profession:

As a result of this stereotypic approach to libraries and librarianship, the dominance of women in the field has held down salaries and social status and thus has limited the field's appeal to men - and to many women - who sought a more challenging and satisfying prospective career (1978:237).

The fact that the ratio of women to men in library/information work is overwhelmingly in favour of women, has been well documented (cf. for example, Drennan, 1966:2; McMahon, 1967:103; Schiller, 1969:11; Presthus, 1970:48; White, 1970, 18; Sergean et al., 1976:65; Cooper, 1979:302; Slater, 1979:108-10; Anwar, 1980:310). In the United States, the ratio is approximately 80:20. It is similar in Australia, while in Great Britain it is slightly lower at approximately 70:30. Walters, in his tables, lists library/information workers under predominantly female occupations, together with social workers, elementary school teachers and nurses (1970:21,23-24).

Since the library/information profession is a second choice for a number of its practitioners, it is interesting to note that the career from which the library/information field draws most of its entrants is teaching, which similarly has

a high proportion of women in its ranks (cf. 5.3.5). This factor must help to reinforce the predominance of women in the library/information profession.

The position of women, and hence women-dominated occupations, has improved in recent years in Western countries. Nevertheless, a residual prejudice still remains, which continues to affect both status and financial rewards (cf. 5.3.2; 5.3.3):

The high incidence of women in the profession is both cause and product of modest remuneration. Such a proportion is by its very existence detrimental to status, as comparison with the nursing profession will demonstrate (Cowell, 1980:172).

The overwhelming proportion of women in the library/ information profession is one of its significant characteristics. However, it should be noted that this factor is important more for the effect which it has on other professional characteristics, such as image, status and financial remuneration, than for the influence it may wield on the way in which library/information workers regard their profession.

5.4 Conclusions

Having noted the various criticisms made by library/ information workers about their profession, particularly with regard to social prestige and public image, inadequate salaries, too much routine work, excessive bureaucracy and so on, one is left with a somewhat negative picture of the response which library and information work has evoked among its practitioners. These individuals often come into the field late, either simply drifting in or after having tried another career (sometimes unsuccessfully), therefore often lacking the motivation and dedication to a particular vocation sometimes found in other fields, such as medicine, in which case an early choice is usually made. Having been engaged in library/information work, something like half of the participants would choose that field again, although the numbers who would positively leave the occupation are generally low. The general picture which emerges, therefore, is somewhat neutral, one which lacks sufficient resolution.

Yet this negative picture is often contradicted by what library/ information workers say themselves. In spite of the many criticisms they have made of their occupation, a positive feeling towards it does emerge. Anwar encapsulates very neatly what has just been said:

Librarians, in general, seem to be well satisfied with and at the same time are critical of their profession (1980:315).

It is true that it is sometimes interface with the user rather than the intrinsic nature of the work which makes library/information workers feel they are in a worthwhile profession. This is noted by Presthus (1970:66) and mildly lamented by Roberts (1973:106).

Nevertheless, on the whole, library/information workers tend to feel positive about their profession. Bryan noted this in her study of public librarians in the United States (1952:147). This is re-iterated by Schiller (1969:60), Walters (1970:14) and Rochester (1975:347). Morrison says that academic librarians feel more positive towards their profession than individuals in most of the other occupations which he lists, such as, for example, those in business, and teaching:

Academic librarians are critical of their occupation, but few of them regret having entered it.

Roberts also looked at academic librarians, in this case those who had qualified at the Sheffield University Postgraduate School of Librarianship and Information Studies and found that the "overwhelming majority" of them were positively disposed towards their work and occupation (1973:114). This response was repeated for information studies students from the same university (Wood, 1975:47). A later study undertaken by Roberts and Bull elicited similar positive information from former students:

Despite differences of emphasis it would seem that librarians and informatists broadly agree in their assessments. Their work, despite the variety of organizations, allows them substantial measures of freedom and independence; they operate within organizations which recognize the value of individual contributions and are engaged in activities which are intellectually challenging and in need of constant

updating... There is little room to doubt that the majority of respondents hold highly favourable opinions of their work (1983:39-40).

Roberts and Bull note how closely their results relate to those obtained by Sergean et al in the Sheffield Manpower Project. The Project revealed that library/information workers feel very positive about their profession:

The picture that emerges overall is of a generally satisfied and adjusted workforce. 78% consider that their work gives them an opportunity to do the kind of things they are best at, and 70% rated their overall level of satisfaction with their present post as favourable. Attitudes to the profession continue positive - for only 7% had work in this field failed to match their prior expectations of it, and only 5% 'would prefer to work in another field' (Sergean et al, 1976:289).

In view of the criticisms of aspects of their profession by library/information workers, and, at other times, the approbation handed out by them, perhaps the overview given by Moore and Kempson provides a balanced representation of the attitudes of library/information workers towards their profession. They appear to see it as a satisfactory career, yet are conscious of its imperfections. Moore and Kempson conclude therefore that:

Despite their frustrations the typical librarian or information worker will continue to derive satisfaction from their work and will probably feel that they are in a comfortable occupation. But they are not so content that, given their chances again, they would automatically opt for librarianship or information work (1985:152).

6.

METHODOLOGY

The Concise Oxford dictionary defines 'methodology' as "the science of method".

Busha and Harter enlarge on this definition by describing it as:

The means, techniques, and frames of reference by which researchers approach and carry out inquiry ... Thus methodology could be viewed as the essence of scientific investigation (1980:11).

It is clear from this definition that the methodology used in a research study is not limited to any one technique in particular, but embraces various techniques, the choice of which is dependent on the nature of the research undertaken. Both definitions also underline the importance of a scientific approach to research, viz. that all such investigations, whether undertaken in the speculative or mainly exact sciences, should embody the same systematic planning, accurate observation, testing and interpretation of results.

6.1 SCIENTIFIC RESEARCH METHOD

The use of a scientific method of enquiry in research may be viewed philosophically, as illustrated by the approach of Cohen and Nagel whose views, although published over fifty years ago, are still pertinent today (1970 reprint). While emphasising that the use of proper scientific method cannot guarantee that its application will provide suitable means of solving all the problems which exist in society, Cohen and Nagel nevertheless accept that properly applied scientific method, with the dependability of its research results, can assist in preventing problems before they occur. However, those who apply scientific research method must recognise its intrinsic limitations and should therefore not automatically discount those occurrences which cannot be validated by concrete data. Nevertheless, this scientific research method is essentially rational in basis, and the importance of the proper verification of evidence remains paramount.

In considering the use of the scientific method, Eusha and Harter adopt a pragmatic approach. They formulate a general model of the scientific method of enquiry, in which they incorporate the steps which are necessary to follow in order to ensure that an investigation has been conducted satisfactorily on an acknowledged scientific basis (1980:3-31).

Martyn and Lancaster demonstrate their pragmatism by questioning the intensity with which the goal of verifiable results should be pursued. In the realities of the library/information environment today it is not always possible to conduct such in-depth research, and sometimes partial investigations which will provide an intuitive understanding of the problem, will be just as valuable when looking for solutions. Guiliano and Jones distinguish between 'proof-oriented' experiments and 'insight-oriented' experiments:

A proof-oriented experiment should lead to a well-defined statement of conclusion backed up with an analysis of variance of the results and identified confidence limits...

whereas

Insight-oriented experiments may or may not lead to well-defined conclusions, and one such experiment may or may not be sufficiently meaningful statistically to constitute convincing proof in the face of withering doubt. However, several such tests can sometimes be performed for the cost of one proof-oriented test, and the pattern of observed results might tell a lot more about the system being investigated than any single test, no matter how firm the conclusions of that one test are (quoted in Martyn and Lancaster, 1981:2).

A similar view is expressed by Fischer:

Statistics can be an extremely valuable tool to extract the most information from given data, but it cannot replace expert judgment where that is required. An expert's intuition is still irreplaceable whenever it is necessary to combine and interpret a very large number of hints and pieces of information which are not easily quantifiable, and where delicate judgments must be made. Such situations are often found in the social sciences, but also for example in medicine (quoted in Martyn and Lancaster, 1981:2).

This view is reinforced by Jung who considers that there are four elements which are essential parts of a sound judgement:

The quaternity... forms the logical basis for any whole judgment... we must have a function which ascertains that something is there (sensation); a second function which establishes what it is (thinking); a third function which states whether it suits us or not, whether we wish to accept it or no (feeling), and a fourth function which indicates where it came from and where it is going (intuition) (1963:416) (cf. 2.3.1.2).

The passages which are quoted above are not intended to decry in any way the importance of seeking verifiable data which has been obtained by using recognised scientific methodology. This must remain a priority. Instead, the intention is to draw attention to the importance as well of the three 'i's in research - intuition, insight and interpretation, which add creativity to the research process.

6.1.1 Theory

In the proper use of the scientific method, Cohen and Nagel see an interplay between theory and factual evidence:

In the process of gathering and weighing evidence, there is a continuous appeal from facts to theories or principles, and from principles to facts... The method of science is thus essentially circular. We obtain evidence for principles by appealing to empirical material, to what is alleged to be 'fact': and we select, analyze, and interpret empirical material on the basis of principles (1970 reprint:6).

Busha and Harter confirm this interlinking of theory and the verifiable data, which they consider should form its basis. They describe 'theory' as:

A collection of assumptions, definitions, and propositions which explains a group of observed facts or phenomena in a field or discipline ...Ideally, the elements of a theory are logically interrelated, involving both inductive and deductive reasoning processes. Although insight and intuition can be used in the development of a body of theoretical knowledge, scientific theories are based primarily upon partially verified data, or those that are subject to verification (1980:13).

6.1.2 Hypotheses

Both Busha and Harter (1980:13-14) and Goode and Hatt (1952:56-57) acknowledge the contiguity in the relationship between 'theory' and 'hypothesis'. As Goode and Hatt express it:

... a theory states a logical relationship between facts. From this theory other propositions can be deduced that should be true, if the first relationship holds. These deduced propositions are hypotheses (1952:56).

Busha and Harter describe the hypothesis as:

... a scientific guess about the relationship among variables related to a practical or theoretical problem ... The essential function of the hypothesis in scientific inquiry is to guide the collection of research data and the subsequent discovery of new knowledge (1980:10).

Goode and Hatt analyse in detail the characteristics, types and formulation of hypotheses. Two fundamental characteristics bear mentioning: the first is that the formulation of hypotheses, as propositions, implies future research action; the second, related characteristic is that hypotheses, by their very nature, imply an assumption to be empirically tested.

6.1.3 Variables

Scientific enquiry, as has already been noted, encompasses 'theory' and 'hypotheses'. It also encompasses the concept of 'variables'. Busha and Harter define a variable as:

an element, entity, or factor (quality or quantity) that is under study in an empirical investigation (1980:9).

Line considers that 'variables' lend themselves to being expressed quantitatively, as opposed to 'attributes' which only describe numerical qualities in general terms (1982:91). This is somewhat at variance with the definition of 'qualitative variables' given below (cf. 6.1.3.6).

Research variables take a number of forms, which have been listed and defined by various authors (cf. Oppenheim, 1968:9-11; Busha and Harter, 1980:9-10; Smith, 1981:154-55).

6.1.3.1 Independent Variables

Independent variables are also known as 'experimental' or 'explanatory' variables (Oppenheim, 1968:9-10), or, 'predictor' or 'causal' variables (Busha & Harter, 1980:10). The latter designation is useful as a clue to the function of the independent variable. When manipulated, the independent variable, used in conjunction with a dependent variable, will influence statistical results.

6.1.3.2 Dependent Variables

The dependent variable is also called the 'effect' variable (Busha and Harter, 1980:9). It is the factor which embodies the end result mentioned above (cf.6.1.3.1), and provides the researcher with research results. As Smith succinctly puts it:

Thus the independent variable is the presumed cause and the dependent variable the presumed effect. As a rule, the independent variable precedes the dependent variable in chronological sequence. In certain instances, however, a naturally distinguishable chronological sequence between two variables is not apparent, and the decision as to whether a variable is dependent or independent is subject to the manner in which the researcher phrases a question or states a hypothesis (1981:155).

6.1.3.3 Controlled Variables

Certain variables are controlled in order to prevent them from distorting the effect which the independent variables may have on the dependent variables. Control may be achieved through the elimination of a particular variable, or through keeping its effect constant (Oppenheim, 1968:10).

6.1.3.4 Uncontrolled Variables

Ideally, as Oppenheim points out (1968:10-11), research design should be able totally to avoid the interference of uncontrolled variables which may bias the research results achieved, but this is seldom entirely possible. Certain uncontrolled variables, known as 'error' variables, are considered to be of little consequence. 'Confounded' variables, on the other hand, may play a marked role in the distortion of research findings.

6.1.3.5 Quantitative Variables

Quantitative variables are simply variables which can be expressed numerically, e.g. age, number of children, income, etc.

6.1.3.6 Qualitative Variables

The term 'qualitative variables' is used by Busha and Harter (1980:9), and refers to those factors which cannot be quantified. This seems to be in contradiction to the definition given by Line (1982:91), who instead prefers the term 'attributes' for such factors (cf. 6.1.3).

6.1.3.7 Intervening Variables

Busha and Harter (1980:10) identify 'intervening' variables as those factors which cannot be identified, yet are known to exert influence on the research results.

6.1.4 Facts

In the predominantly speculative sciences, such as the humanities and the social sciences, it is not always easy, as in the exact sciences, to speak of 'facts'. Perhaps the interpretation of the term given by Cohen and Nagel does help to highlight its broader connotation:

The 'facts' for which every inquiry reaches out are propositions for whose truth there is considerable evidence. Consequently what the 'facts' are must be determined by inquiry, and cannot be determined

antecedently to inquiry. Moreover, what we believe to be the facts clearly depends upon the stage of our inquiry. There is therefore no sharp line dividing facts from guesses or hypotheses. During any inquiry the status of a proposition may change from that of hypothesis to that of fact, or from that of fact to that of hypothesis (1970 reprint:4).

There is a close relationship in research study, between 'facts' or 'evidence', and theory:

Facts ... are dependent upon a theoretical framework for their meaning. They are also statements of relationships between concepts... [T]heory can give direction to the search for facts. A hypothesis states what we are looking for. When facts are assembled, ordered, and seen in a relationship, they constitute a theory (Goode & Hatt, 1952:56).

6.1.5 Structure of the Research Study

It is clear from the above statement that there should be two components in research studies: a theoretical framework for the topic being investigated, and, a factual or concrete foundation of evidence, which forms a solid basis to support the theory.

In this study, the theoretical framework is provided in Chapters 2 to 5 which examine, consecutively, the nature of attitudes, the theoretical basis of the professions, how library/information work measures up to professional criteria, and, finally, how library/information workers feel about their profession, as revealed in the literature. This theoretical framework, therefore, begins by considering first the background to the study in broad, general terms, then examines the milieu of the library/information profession, and finally, focusses more closely on the subject of this study, viz. the attitudes of library/information workers towards their profession.

The second component in this study is the empirical study, which is a means of testing the hypotheses formulated in Chapter 1. It is also hoped to link the findings of the study with results obtained in other similar investigations.

6.1.6 Choice of Methodology

The nature of the research being undertaken helps to determine the methodology used. Attitude study, as has been previously stated, lies in the field of social psychology (cf. 2.1). Although the library/information field is multidisciplinary, taken overall, it fits perhaps most comfortably into the discipline of the social sciences. This view is confirmed by Busha and Harter who identify library/information work closely with the social and behavioural sciences (1980:14). The combination of these two factors does appear to indicate that a research methodology appertaining to the sphere of the social sciences would be suitable for the research being undertaken. The research in this study concerns people - in this case library/ information workers, and their attitudes. As Martyn and Lancaster suggest:

If one wants to know what someone does or thinks, the simplest way to find out is to ask the person (1981:5).

They go on to recommend that the best way of asking people, i.e. to gauge their attitudes, opinions or behaviour, would be either to interview the individuals concerned or, to use a self-administered questionnaire. They designate this questioning procedure an obtrusive method, as opposed to unobtrusive methods such as analysis of records (1981:3). Interviewing and the sending out of questionnaires are, in fact, field techniques in survey research. The use of the survey method to investigate the topic of the "Attitudes and opinions of librarians about their profession" is specifically recommended by Busha and Harter (1980:54-55). The usefulness of the survey method in attitude research is also confirmed by Line (1982:12-13).

6.2 SURVEY RESEARCH

Busha and Harter offer the following as a statement on the nature of survey research:

Survey research is characterized by the selection of random samples from large and small populations to obtain empirical knowledge of a contemporary nature (1980:54).

It is generally agreed that a successful survey presupposes proper planning in the initial stages. Useful guidelines have been drawn up by a number of authors to assist in the planning of a survey (cf. for example, Oppenheim, 1968:1-23; Busha & Harter, 1980:53-90; Smith, 1981:154-77; Line, 1982:28-47).

6.2.1 Survey Techniques

A number of techniques may be used in survey research, sometimes individually and sometimes in combination. The most important of these in the context of this study are the questioning procedures of self-administered questionnaires, and, interviewing. As Martyn and Lancaster point out, in order to find out what individuals are thinking, they need to be asked:

... and the usual methods of asking are a personal interview or a written, self-administered questionnaire... Some information, such as opinions, personal preferences, intentions, or recent experiences, is difficult, if not impossible, to obtain any other way (1982:5)

Other survey techniques, such as the diary method and observation, are therefore not considered appropriate for this study.

6.2.1.1 Interviewing

The use of the interview is a most suitable technique for survey research. It may be structured (i.e. pre-prepared and standardised) or unstructured (i.e. using only an interview guide), and, in either form, has many advantages. It is particularly useful in ensuring that the questions asked in the survey are properly understood. By its nature, it is often successful in eliciting in-depth replies to questions, as well as much spontaneous, supplementary information. In addition, not only can information be gleaned from verbal replies, but also from non-verbal responses as well. However, interviewing is time-consuming, which makes it an expensive

technique to use. It is also very dependent on the interviewing and social skills of the interviewer. An excellent review of the techniques, advantages and disadvantages of interviewing is to be found in Smith (1981:166-75).

6.2.1.2 Questionnaires

The most commonly used survey technique in current Western society is the questionnaire (Smith, 1981:164). It is a form of questioning in which the participant personally completes and answers the schedule of questions submitted to him or her. Hence it is designated a self-administered survey instrument. It is particularly useful when the population being surveyed is geographically separated or scattered. It is therefore generally economical in time and money in that in such cases the questionnaire is distributed by post. It has the advantage of permitting total anonymity, thus encouraging frank replies to the questions asked. The answers to the questions may be pre-coded, to assist in ease of answering and of analysis. Or, the questions may be open-ended, thus inviting free, spontaneous comment from the respondent.

There are major disadvantages, however, the most important of which relate to the impersonal nature of the questionnaire, which among other eventualities, may elicit a low response rate as a result. Its impersonality could also result in some questions being poorly understood and therefore not replied to correctly, an occurrence which could bias the research results. Questionnaires also have their limitations in that, while attitudes and opinions can be expressed, the underlying reasons for such stances are not very easily revealed.

Busha and Harter (1980:62-63) have provided a very useful review of the advantages and disadvantages of the use of the questionnaire technique, as have Martyn and Lancaster (1982:8-14). In simple terms, the latter describe concisely the exemplary questionnaire:

The ideal questionnaire is brief, is attractive, asks unambiguous questions, is interesting and easy to complete, can be analyzed with

little effort and interpreted without difficulty to provide clear and concise information on which to base decisions, and is exceedingly rare (1982:8).

Much depends on the quality and skill with which the questions in the questionnaire schedule have been formulated, and the suitability of its structure, order and length as to its success as a survey instrument.

6.2.1.3 Scaling Techniques

It has already been noted in 6.1.6 that the study of the attitudes of library/information workers is at the core of this study. Therefore, it has been reasoned, the use of the survey would be the most appropriate means of attempting to determine their attitudes. It has also been decided in 6.2.1.2 that the questionnaire technique would be the most suitable survey instrument to use. Since the subject of the study is 'attitude', it is necessary to consider the employment of a suitable attitude scale in order to quantify the attitudes being measured. The major measurement methodologies have already been discussed (cf. 2.6.1). In this section it is proposed to consider briefly the functions and properties of a good attitude scale.

In considering the purpose of constructing attitude scales, Scott states that:

Attitude scales are constructed, administered, and scored with the aim of yielding measures that can be interpreted to represent some property of the attitude which the investigator has set out to assess (1968:233).

The attitude scale measures the intensity of attitudes held by the respondent. In order to achieve this goal, a series of questions to be answered, or statements to be assessed, are gradated. The responses - when quantified, either singly or added together - provide an indication of the intensity of the attitudes held by the respondent. An attitude scale, then, is basically a measuring instrument. Scaling implies the existence of a continuum along which the measurement is determined. Goode and Hatt describe scaling techniques as:

... methods of turning a series of qualitative facts (referred to as attributes) into a quantitative series (referred to as a variable) (1952:232).

As Busha and Harter point out, the unit of measurement employed in a scale is essentially "arbitrary", with the result that the findings arrived at are approximate rather than precise (1980:195).

There are certain qualities which Goode and Hatt (1952:235-39) and Oppenheim (1968:120-23) consider essential in a good attitude scale. Among these are:

a) reliability, i.e. the scale will consistently produce the same results again, all things being equal;

b) validity, i.e. the scale measures those factors which it is supposed to measure; and

c) unidimensionality, i.e. the scale measures one thing at a time.

The choice of an attitude scale has been discussed in 2.6.1. The Thurstone and the Likert scales are both commonly used scales and both bear relevance to the needs of this study. Although the value of the Thurstone scale of equal-appearing intervals is acknowledged, a number of authors agree that, for ease of use, the Likert scale has an advantage over the Thurstone scale (cf. for example, Edwards & Kenney (1946); Goode & Hatt, 1952:262-76); Oppenheim, 1968:125-42; Martyn & Lancaster, 1981:15-19; Line, 1982:63-64).

6.2.2 Pilot Study

A pilot study is a means of pre-testing the research design, in particular the questionnaire which has been devised. Copies of the questionnaire may be distributed to a small number of individuals in the sample population. From the responses and criticisms received, it is possible to identify and remedy weaknesses in the questionnaire, such as ambiguity and lack of clarity in the questions.

Weaknesses in its structure can be recognised at an early stage, before the final distribution of the questionnaire.

6.3 CONDUCT OF SURVEY

It was pointed out in 6.1.5 that in order to achieve balance, there is need for a theoretical background to the research study, as well as an empirical investigation, in order to provide it with a firm conceptual foundation. The theoretical background has already been considered. It is the intention now to describe the execution of the empirical study, to reinforce or otherwise, the theoretical principles which have been enunciated. Survey research was considered to be an appropriate research procedure to use. Its purpose and characteristics have been covered in 6.2.

6.3.1 Population

The concept of 'population' in its statistical connotation, is important in survey research. In this context, Busha and Harter describe a population as:

... any set of persons or objects that possesses at least one common characteristic (1980:56-57).

A population will also consist of subgroups, a factor which could be significant in the choice of sampling procedures.

In this study the population is made up of professional library/information workers in the Western Cape region of South Africa. In order to establish the boundaries of the Western Cape Region, the Draft guide plan, volume 1 published by the Guide Plan Committee for the Cape Metropolitan Area in 1984, was consulted. The Guide Plan Committee defines the Cape Metropolitan Area in terms of four geographical components, viz. the Cape Peninsula, the Paarl-Wellington area, Stellenbosch, and the Hottentots Holland Basin, incorporating The Strand, Gordon's Bay and Somerset West.

The units in the population being studied are qualified library/information workers who are currently in employment. These fall into two categories:

(a) The first category includes library/information workers who are considered fully qualified professionals, i.e. they hold a minimum of a bachelor's degree, plus an approved professional diploma, or, a four-year library/information degree, such as a B.Bibl. In addition, they have had a minimum of two years' approved professional post-qualifying experience. Such individuals would be eligible for full professional membership of SAILIS (South African Institute ..., 1982:33).

(b) The second category of library/information workers, is not, strictly speaking, fully professional in terms of the SAILIS criteria. The individuals in this category will have full professional qualifications as in (a). They will not, however, have had the requisite experience which qualifies them for full, professional membership of SAILIS. Instead, they would be permitted to register as associate members of SAILIS. It has been decided, however, to include this category of library/information workers, since their attitudes to the profession, as relatively new entrants, are also of interest and relevance to this study, and would permit the consideration of an important comparative element.

Several sampling frames have been used in order to identify the units of the population of library/information workers in the Western Cape region. As had been pointed out earlier, it was decided not to use the membership list of the Western Cape Branch of SAILIS (cf. 1.1.2). This, it is believed, would bias the results, since by being members of SAILIS individual library/workers are already making some sort of professional statement. Using the Branch membership lists would also eliminate many professionals who do not belong to SAILIS, but whose attitudes towards their profession are nevertheless of importance to this study.

It was decided then to contact the major libraries and library systems in the Western Cape, asking for lists of the fully qualified library/information workers in their staffing establishments. All the libraries and library systems approached in the designated region were very cooperative, and sent the required lists.

Establishing contact with small, special libraries posed a problem. However, a list of library/information workers employed in special library/information units was obtained from the Special Libraries Interest Group of the Western Cape Branch of SAILIS. Since it is possible to belong to a special interest group affiliated to SAILIS without being a member of the Institute, some of the objections which have been raised in regard to the Western Cape Branch list, fall away. Nevertheless, the possibility remains that there are professionals working in library/information units in the Western Cape region who have not been included in the population which will be sampled.

6.3.2 Sampling

If it were possible to include the entire population in a survey, there would be no need to consider the problems of sampling. However, this is seldom practicable because of geographical scattering, numbers, time, etc. It is necessary, therefore, to select a representative proportion of the population being studied, which has similar characteristics to that population. Line describes a sample as:

... a limited number of items or people from whom generalizations can be made about the whole number (called by statisticians the population or universe) (1982:31).

The sample can be chosen randomly from the sampling frame (i.e., the list of members of the population). The use of random sampling is to ensure that each unit in the survey has an equal opportunity of being chosen as part of the sample (Goode & Hatt, 1952:214). As a refinement - i.e., to ensure that the sample correctly reflects the characteristics of the parent population - a stratification

technique can be used, when each subgroup in a population is randomly sampled (Busha and Harter, 1980:60).

The total size of the sample is more important than the percentage it forms of the population being studied. This is particularly true of small populations, for the results are otherwise not likely to be statistically reliable. However, even with large populations it is not necessary that the sample should for that reason alone be equally large. A certain minimum size to ensure reliability of the results is considered more important (Martyn and Lancaster, 1981:7; Line, 1982:36). Smith has produced a very useful overview of all aspects of samples and sampling (1981:181-99).

6.3.2.1 Sampling Procedure used in the Study

The population size of library/ information workers in employment in the Western Cape region was approximately 350 individuals. A decision was necessary as to whether the whole population, or only a random sample of this population, should be included in the investigation. Inclusion of the whole population would mean that the results could be viewed as absolute for the chosen region. While such an objective might seem desirable, the consequences of including the whole population would be that the addition of only one other library/information worker to this population, for example, a newly-graduated professional, or, a library/information worker who had moved to this region from another part of the country, would invalidate these absolute results.

The decision was made, therefore, to take a sample from the population and make inferences, using statistics. In this way, probable results would be anticipated, with the possible change from absolute to probable results mentioned above, being precluded. Also, probable, not absolute, conclusions would permit generalizations from the findings in the Western Cape to be related more easily to South Africa as a whole, or even to other English-speaking countries in the Western world.

Having decided to use a sample, it was necessary to decide on an appropriate sampling technique. It was decided to use a random non-stratified sampling method. The reasons for adopting random sampling have already been discussed (cf. 6.3.2). The decision to use non-stratification was due to the generality of the study. Had the analysis been aimed at the effects on one independent variable, stratification would then have been relevant.

It was necessary to decide on a sample size of adequate magnitude to yield general results with a reasonably high level of statistical significance.

The formula for determining a sample size from a fixed population which is normally distributed is:

$$n = \frac{N}{\frac{L^2 N}{1.96^2 \cdot P(100-P)}}$$

N is population size
 L is the error in proportion i.e., 30% ± L%
 P is the observed proportion
 n is the sample size

This assumes a significance level of 0.05. Thus, if a percentage P% has been observed, then there is 95% certainty that π the true percentage lies between P - L and P + L.

When n is estimated, P is not known, but, in the worst case (i.e., the worst L for a given n), P = 50%. Thus, in the worst case, L = 7.5% is selected, for a reasonable n. This will give:

$$n = \frac{356}{1 + \frac{(7.5)^2 \cdot 356}{1.96^2 \cdot 50(50)}} = \frac{356}{3.085} = 115$$

In order to allow for rejects (invalid answers) n = 120 was selected. Thus at the very worst, if a proportion P is observed, there can be certainty that π lies between P - 7.5 and P + 7.5. For example:

$$P = 50\%, \quad \pi = [42.5\%, 57.5\%]$$

This gives reasonable accuracy, within a reasonable sample size.

Having selected the sample size n , each library/information worker in the population was given, sequentially, a unique number, starting at 1, and continuing 2, 3, 4 N . A random sample generator was then used to produce n unique random numbers in the range 1 to N . For each number chosen, the corresponding library/information worker in the population was chosen and added to the sample. In this way, a random sample of size n was chosen.

6.3.3 Design of Questionnaire

The questionnaire used in the empirical study was structured in two parts (see Annexure B). The first part consists of attitude questions, and the second part is made up of questions intended to elicit background information of a personal nature concerning age, sex, professional experience, salary, supervisory status, type of library/information unit and section in which the individual is located. The second part of the questionnaire will therefore provide the independent variables in the statistical analysis.

6.3.3.1 Attitude Questions

The first part of the questionnaire is intended to elicit information on the attitudes of library/information workers towards their profession. The intention behind Questions 1 to 6 is to try to identify those individuals for whom library/information work was a second career choice, what their first career choice was, and whether they have been satisfied with their careers in library/information work. Questions 7 and 8 have been included in order to discover what factors motivated the respondent to enter the library/information field as a career.

Determining how library/information workers regard the social standing of their profession, is the purpose of Question 9.

(In an earlier version of the questionnaire, the distinction was made between the perceptions of various occupations by library/information workers themselves and those they thought the public had of such occupations. However, the question regarding the attitudes of the public appeared to confuse some of those who had taken part in the pilot study (cf. 6.3.3.3), it was decided to eliminate that particular question.)

The occupations listed in Question 9 have been chosen to include some of those occupations commonly acknowledged as semi-professions, such as social work, pharmacy, nursing and teaching, as well as some of the more highly paid occupations. The intention is also to provide some sort of balance in the occupations listed, by including a creative occupation (artist), a practical occupation (accountant) and also science-related occupations (computer scientist, engineer). All the occupations chosen (the only possible exception being that of the artist) demand prolonged training and education. The socially recognised professions, such as medicine and law, have been deliberately omitted. Since past studies of occupational prestige (cf. 3.2) have confirmed their pre-eminence in prestige ranking there seems little point in including these occupations. Questions 1 to 9 owe their origins to the questionnaire drawn up by Ryan in her study Librarians' perceptions of librarianship (1967), some of whose questions have been selected, re-arranged and adapted to suit the purposes of this study.

Questions 10 to 13 concern membership of the South African Institute for Librarianship and Information Science (SAILIS) as the main comprehensive organised professional body in South Africa. It is intended to try to identify how widespread membership of the professional Institute is and how professionally active these members are, and to gain insight into the numbers who have discontinued membership and dropped out of SAILIS. The intention behind Question 12 is to ascertain whether professional motivation or other pressures, for example from employers, have encouraged continued membership of SAILIS. Finally, in the SAILIS section, Question

13 has the purpose of attempting to gauge the respondent's attitudes towards SAILIS by the strength of his or her agreement or disagreement with the seven deliberately negative statements about the professional body.

The aim of Question 14 is to gain insight into the way in which the respondents regard their profession. The attitude statements in the question are adapted from the statements drawn up by Luanne Thornton who devised a Thurstone-type Scale to measure librarians' attitudes toward librarianship (1959). The forty-six attitude statements making up the scale were tested, as required by the Thurstone method, by sixty-one judges. Fisher (1981) also used Thornton's attitude statements. Instead of employing the original forty-six statements used by Thornton, he reduced this number to twenty-one. Since the reliability of the scale had already been proved, he eliminated the duplicate statements which Thornton had included to act as a check. Unlike the five-point scaling used by Thornton and in this study, Fisher asked for only 'true' or 'false' responses.

In order to keep the questionnaire of this study within manageable proportions, the number of attitude statements has been further reduced to twelve, six of which are positive and six negative. Nine of these statements are replicated in Fisher, and three taken direct from Thornton. Only minor adjustments have been made with the wording, usually to update the terminology.

6.3.3.2 Attitude Scales

A combination of scaling methodologies has been used in the questionnaire. These are:

(a) the dichotomous scale; i.e. requiring a choice between 'yes' or 'no' answers;

(b) ranking of responses, e.g. ranking occupations according to their social standing, as in Question 9;

(c) Likert-type scales;

(d) Thurstone-type scales; and

(e) multi-choice checklists, each requiring a single, appropriate answer, e.g. most of the questions in Part II, which request personal information.

6.3.3.3 Pilot Study

The earlier version of the questionnaire was pre-tested by being distributed to ten professional library/information workers selected from the chosen population, but excluded from the ultimate sample. Some of the questions were adjusted in the light of criticisms made concerning their ambiguity of meaning.

6.3.4 Distribution of the Questionnaire

The questionnaire was posted in June 1985 to those individuals who had been identified as units in the sample population. A letter, in both official languages, was included to explain the purpose of the questionnaire, and also a stamped, addressed envelope, to encourage its return. The population of employed, professional library/information workers comprised 352 units, based on the sampling frames referred to in 6.3.1. A sample of 120 units was identified, and a questionnaire posted to each of the individuals concerned. The date of return (which was three weeks after posting) was timed to take into account the effect of university and school vacations, in order to minimise non-response.

6.4 RESPONSE RATE

Eighty-four questionnaires out of the one hundred and twenty posted, were returned within the required time allowed. This constituted a response rate of 70%. (It should be mentioned in passing that this percentage does not reflect the receipt of a letter received from the eighty-fifth respondent who volunteered reasons for his preference not to complete the questionnaire.) Line maintains that a response rate of over 60% in a relatively large survey using mailed questionnaires could be rated

as satisfactory (1982:70-71). In the light of such a positive response, no follow-up procedures were considered necessary.

6.5 ANALYSIS OF THE DATA

6.5.1 Introduction

After the return of the questionnaires, it was necessary for the data to be collected for analysis. A methodology for analysing the data derived from the questionnaires and which was specifically applicable to the requirements of this study, was designed by G. W. Ivey of Cape Town. Its procedures are described below.

Since the processing was to be carried out on a computer, it was essential for the data to be in the required format. This format was made up of n^1 records (n^1 = number of questionnaires returned) where each record contained 88 fields, each field pertaining to a questionnaire answer. Each field took on a range of values depending on the question it was describing, plus a value for "not applicable" and "invalid answer", so that these might be excluded from the analysis where necessary. An example of a simple questionnaire incorporating sex and age, has been given below, by way of demonstration:

<u>Sex</u>	<u>Age</u>
1. Male	1. < 35
2. Female	2. > 35

For "Sex" the following codes were used:

1	=	Male
2	=	Female
9	=	Incorrect answer

and, for "Age":

1 = < 35
 2 = > 35
 9 = incorrect answer

Hence, a male under 35 would be entered as "1 1", while a female over 35 would be entered as "2 2"

The result of this coding was a computer file of n' records, each record containing 88 fields.

6.5.2 Analysis of the Data

The data was analyzed by a statistical computer package STATPACK on a personal computer. The package was simple but effective. The data was divided into two broad sections:

- a) Independent variables inherent in the sample, such as sex, age, years of professional experience, etc.
- b) Attitude variables, or, dependent variables.

6.5.2.1 Analysis of the Sample

The frequencies and percentages of all independent variables were generated to show how the sample was comprised. As an example of the way in which this information was used, male:female ratios were obtained thus: 67 out of 83 individuals (81%) were females and 16 out of 83 (19%) males. For each class within the variable, frequency, percentage, as well as the number of invalid answers, were tabulated.

6.5.2.2 Analysis of the Attitude Variables

The attitude variables were treated in a similar fashion to the independent variables in 6.5.2.1. For each class within the variable, the frequency of occurrence,

percentage of occurrence and the number of invalid answers were given. Using this information, it could be determined whether or not attitudes were positive, what the attitudes to library/information work were before entering the profession, etc. This information provided the foundation for the rest of the analysis.

6.5.2.3 Analysis of Attitude Variables by Independent Variables

To determine whether attitudes varied according to the independent characteristics such as sex, age, etc., it was necessary here to identify all evident dependencies. Thus, for example, an attempt was made to discover whether or not membership of SAILIS depended on age. In order to achieve this, a Chi-square (X^2) test using a contingency table was performed. In all cases, the following hypotheses were tested:

H_0 : The attitude does not depend on the factor

H_1 : The attitude does depend on the factor.

Thus the alternative hypothesis H_1 states that the attitude varies according to the state of the independent variable.

The test produced a value D^2 which was distributed with a $X^2(n)$ distribution if H_0 is true where n is the number of degrees of freedom. Thus, if $D^2 \leq X^2(n)$ H_0 is true, the two are independent, while if $D^2 > X^2(n)$, H_1 is true, and dependencies exist. The test was done at the 0.05 level of significance.

In the tabulation frequency percentages of the attitude by the state within the factor were plotted.

The following example for the "sex" variable is given:

Factor :
(= Sex)

ATTITUDE	State	Female	Male	D^2	n	$X^2(n)$
Member of SAILIS	Yes	41	36	0.42	1	3.84

For simplification, only one of the states of the attitude was listed, and what has been considered intuitively to be the more positive state has been selected.

An explanation of the above example is as follows:

41% of females are members of SAILIS

36% of males are members of SAILIS

D^2 statistic = 0.42 < $\chi^2(1) = 3.84$ (1 degree of freedom). Since $D^2 < \chi^2(1)$, H_0 was accepted, i.e. that there were no significant dependencies. The idea of significant dependencies is very important. By this it is meant that if H_1 is accepted, it is 95% certain that dependencies exist (H_1 is significant at a significance level of 0.05). If H_0 is accepted it does not mean that dependencies do not exist. The frequencies per class of independent variables may have been too small to show up the dependency. Note was also made if the result was significant at a 0.10 level of significance.

Even if H_1 could not be accepted but consistent trends in the data values could be identified, this was noted as a possible but not statistically significant dependency.

One attitude in this section was not analyzed by the use of the χ^2 test for independence. The Analysis of Variance (ANOVA) method was used instead. This was because it was more accurate and made fewer assumptions about the distribution of the sample than the χ^2 test, i.e., it was more rigorous, but it could only be used on data that was quantitative in nature (i.e., not on proportions, as in the χ^2 test).

A one-factor ANOVA was used, and might be recognized by a table similar to the one below:

ATTITUDE	State	Female	Male	F TEST	α_1/α_2	$F_{0.102}$
Social ranking of L/I workers	Mean social ranking	7.2	7.4	2.10	1/75	3.97

The interpretation of this table was that ANOVA of Social Ranking of L/I Worker by Sex produced a mean social ranking of 7.2 for females and 7.4 for males. The F_{TEST} was the derived statistic from the test. If H_0 is true it will have an F distribution with n_1/n_2 degrees of freedom. $n_1 = 1$ $n_2 = 75$ and $F_{1,75} = 3.97$ at a significance level of 0.05. Since $F_{TEST} = 2.10 < F_{n_1n_2} = 3.97$, H_0 was accepted and the conclusion was that no dependency existed.

Thus the calculated F statistic F_{TEST} :

if $F_{TEST} \leq F_{n_1n_2}$ Accept H_0 : no dependencies

$F_{TEST} > F_{n_1n_2}$ Reject H_0 : dependencies exist.

The table was used to determine which way the dependency lay. If H_1 was accepted in the example, then it could be concluded that males ranked L/I workers lower socially (higher on the scale) than females. Again the distinction between statistical significance and trends has been made. Any trend in the table has been noted, but not as statistically significant at a significance level of 0.05.

6.5.2.4 Analysis of the Thurstone Index

The Thurstone Index (TI) was the only actual quantitative measure of attitudes used. It was thus ideal for quantitative analysis, supporting trends and dependencies as described in 6.5.2.3.

First, the t-test was used to test whether the TI indicated positive attitudes in general. Since the TI has a value between 0 (very positive) and 48 (very negative), the midpoint between the two poles is 24. The following was tested:

$H_0 : \mu \geq 24$ i.e., attitudes in general are negative

$H_1 : \mu < 24$ i.e., attitudes in general are positive

when μ is the true population Thurstone Index.

The t-statistic is calculated:

$$t_{n-1} = \frac{X - 24}{s/\sqrt{n}}$$

X is observed TI sample mean

s is observed sample standard deviation

n is the sample size

$$t_{n-1} = \frac{X - 24}{s/\sqrt{n}}$$

If H_0 is true, t_{n-1} will be distributed with a t distribution and $n-1$ degrees of freedom. Suppose this value at a significance level of 0.05 is t_{ACTUAL} .

Thus if : $t_{n-1} \leq t_{ACTUAL}$, accept H_0

if : $t_{n-1} > t_{ACTUAL}$, reject H_0 i.e., accept H_1

Further analysis was undertaken on the TI, by independent variables and by attitude variables.

The one-way Analysis of Variance which has already been described, was used. The hypotheses, as usual, were:

H_0 : TI is not dependent on the factor

H_1 : TI is dependent on the factor

if $F_{TEST} \leq F_{n_1n_2}$, accept H_0 , or else accept H_1

It should be noted that testing TI against another attitude index should result in H_1 being accepted, thereby confirming the result. For example, if an attitude measure was "Would you choose the L/I profession as a career again?", it would be expected that TI would be dependent on it, i.e., low TI (high positivity) would imply a willingness to choose the L/I profession again, and vice versa. It was considered that by testing TI against attitude measures, the accuracy of the selection of attitude indicators should be corroborated.

It was expected that, being a rigorous test, ANOVA should indicate very clearly the factors which affected the attitudes of library/information workers towards their profession.

7. ANALYSIS OF THE DATA

7.1 INTRODUCTION

Data for analysis was collected from the completed questionnaires which had previously been distributed to the sample of the population (cf.6.3). This data was analysed to endeavour to determine the attitudes of the respondents towards their profession. The researcher is well aware of the difficulties that exist in attempting to isolate and separate certain attitudes in order to assess their relative strength. Moreover, the problems involved in the accurate measurement of attitudes have been generally acknowledged. These problems have been discussed at length in 2.7. As was clearly stated there, attitudes cannot be observed directly and must therefore be measured by inference. Nevertheless, there is considerable merit in attempting to identify the strength or weakness of particular attitudes by interpreting them in quantitative terms. In this way, it may be possible to determine trends.

The data was grouped with a view to facilitating the following survey functions:

(a) A Description of the Sample

It was important to understand the composition of the sample in terms of the independent variables

(b) An Analysis of the Attitudes as Simple Percentages

In this section, which is descriptive in nature, a simple classification has been applied to the responses, viz. general attitude stances, specific attitude responses and the attitudes revealed by extrinsic factors. In this way, it was hoped that the grouping of corresponding types of attitudes would result. Accordingly, it should be easier to identify emerging trends.

(c) A More Detailed Analysis of Attitudes by Different Factors

The purpose of the analysis in this section was to illustrate whether or not attitudes were dependent on the various factors which had been identified in Part II of the questionnaire. It was also hoped that conclusions might be drawn with respect to the more positive factors affecting attitudes.

(d) A Study and Analysis of the Attitude Index

The Thurstone Index (TI) (based on Thurstone's attitude-measurement methodology) is an instrument specifically designed to measure

attitudes, and has been given special attention for this reason. The Index has been tested for positivity and negativity, and also for dependence on various factors. It was also hoped thereby to identify the relationship between these results and those obtained from (b) and (c).

The comments made below each of the tables in 7.2 to 7.5, have been presented in a concise manner. Results which have been regarded as statistically significant and also trends which have emerged, have been highlighted. Otherwise, it has been assumed that since the data has been presented in the tables in a straightforward, uncomplicated format, in general the information provided should be able to speak for itself.

7.1.1 Abbreviations

Because of the compact space available for the compilation of the tables, it has sometimes been necessary to abbreviate words. The aim has been to abbreviate as little as possible so that immediate ease of understanding information contained in the tables would be facilitated. However, the various tables vary in fullness, and it has sometimes been necessary, at the cost of consistency, to abbreviate even further, in order to fit the information into the available space. Abbreviations have sometimes, therefore, been given in more than one form. Where an abbreviation applies only to a single table, an explanatory note has been appended to the table. Abbreviations which have been used with greater frequency, and may, at the same time not be readily recognized, are given below:

Afr.	Afrikaans
ans.	answers
assoc.	associations
av.	average
B.Bibl.	B.Bibl. degree
bks	books
desirab.	desirable
dev.	development
develop.	development
E & A	English & Afrikaans
educ.for L/I work	education for library/information work
Eng.	English

Eng. & Afrik.	English & Afrikaans
fem.	female
Hons.	Honours degree
import.	important
initiat.	initiative
intell.	intellectual
interest.	interesting
inv.	invalid
L/I	library/information
libr.	library
LIW	library/information work
Mast.	Masters degree
nec./necess./	necessary
OFS	University of the Orange Free State
opport.	opportunity
Ph.D.	Ph.D. degree
pos.att.	positive attitude
posit.	positive
profess.	professional
prof.exp.	professional experience
prospts	prospects
read.	reading
SA	South Africa
SAILIS	South African Institute for Librarianship and Information Science
sat./satis./	satisfactory/satisfaction
soc.rank.	social ranking
std	standard
supervis.	supervision/supervise
techn./technol.	technology
unimport.	unimportant
Unisa	University of South Africa
univ.	university
unsatis.	unsatisfactory
UWC	University of the Western Cape
wd	would
Wits	University of the Witwatersrand

The term 'state' has been used in the tables in 7.4. This term, which of course is not an abbreviation, refers to the value or standing of the influence, attitude, etc. Since all questions have a number of outcomes (i.e., potential results), the 'state' refers to the appropriate outcome most relevant to that particular question.

7.2 THE SAMPLE

CLASS	STATE*	NO.	%	IN-VALID	TOTAL
SEX	Female	67	81	1	84
	Male	16	19		
AGE	Under 25	6	7	1	84
	26-35	28	34		
	36-50	34	41		
	Over 50	15	18		
HOME LANGUAGE	English	43	52	1	84
	Afrikaans	27	33		
	Eng. & Afrik.	11	13		
	Other	2	2		
YEARS OF PROFESS. EXPERIENCE	< 2	11	13	1	84
	3-10	31	37		
	11-25	33	40		
	> 25	8	10		
ANNUAL SALARY	< 8 000	1	1	1	84
	8 000 - 14 000	44	53		
	15 000 - 25 000	25	30		
	> 25 000	13	16		
SUPERVISION OF OTHER EMPLOYEES	No	42	51	1	84
	Yes	41	49		
TYPE OF L/I CENTRE	University	24	29	1	84
	Public	23	28		
	Special	17	20		
	National	9	11		
	Educ. for L/I work	6	7		
	School	3	4		
Technikon	1	1			
HIGHEST ACADEMIC QUALIFICATION	Bachelor	56	71	2	84
	Honours	12	15		
	Masters	10	12		
	Ph.D.	2	2		
UNIVERSITY AT WHICH ACADEMIC QUALIFICATION OBTAINED	Cape Town	22	28	4	84
	Stellenbosch	21	26		
	Unisa	13	16		
	Outside SA	6	7		
	Rhodes	5	6		
	Wits	4	5		
	UWC	3	4		
	Pretoria	2	3		
	Natal	2	3		
	Port Elizabeth	1	1		
OFS	1	1			

*All 'states' are listed in this table.

CLASS	STATE	NO.	%	IN- VALID	TOTAL
HIGHEST PROFESSIONAL QUALIFICATION	Diploma	51	61		84
	Bachelor	10	12		
	Honours	10	12	1	
	Master's	9	11		
	Ph.D.	3	4		

Comments

There were 81% females and 19% males in the sample. This distribution related very closely to the ratio of women to men found in the library/information profession in the United States and Australia, viz. 80:20 (cf. 5.3.6).

The type of library/information centre in which a respondent works, may be seen as an important influence on his or her attitude towards the profession. It has been used as one of the principal identifying characteristics of library/information workers in many important, related studies such as those of Ryan (1967), Sergean *et al* (1976), Fisher (1981), and Slater (1979). (Thornton (1959) is concerned only with the influence of type of library/information centre on attitudes towards the profession in her classical study, thus disregarding the influence of the variable of professional environment.) In the case of the group comprising educators for library/information work, even though only six individuals were sampled (7%), it should be noted that because the sample was not stratified, this number forms a relatively high percentage of the sampling frame.

As pointed out in 1.1.2, the majority of school libraries in the Western Cape region were not included in the sample surveyed because of the problems encountered in sending questionnaires to school librarians working in government schools. The school librarians who have been sampled were drawn from private schools alone; as a result their recorded number is low.

It should be noted that the number of postgraduate diplomates - as opposed to B.Bibl. graduates - recorded, did not reflect the situation accurately. Since respondents were asked merely to record their highest professional qualification, the holders of honours and higher degrees did not have their first professional qualifications included in the count of diplomates and library/information science graduates recorded.

7.3 RESPONSES TO CAREER QUESTIONS: AN OVERVIEW OF POSSIBLE ATTITUDES REVEALED

7.3.1 Question: When did you decide on LIW as a Career?

	No.	%	In- valid	Total
At university	28	34		84
At school	21	25		
After school	6	7	1	
Other	28	34		

Comments

A relatively early career choice could be interpreted as an indication of the strength of the attitude towards the profession (cf.5.3.5).

Almost 60% of the respondents in this study made their choice at university and at school. Nevertheless, an appreciable number (about 40%), made their decision to enter the profession at a later stage in their careers. Those respondents who did give reasons for the late choice of career reported that they had been involved in other careers (teaching predominantly), or had married and returned to the labour market when the children were older, or, they had worked in unidentified occupations, etc.

7.3.2 Question: Was LIW the first career for which you felt a preference?

	No.	%	Invalid	Total
NO	62	75	1	84
YES	21	25		

Comments

The pattern of library/information work being a second or later career preference has already been established by other researchers (cf. 5.3.5).

A wide variety of careers (in the arts, sciences and humanities) were suggested by respondents as first-career preferences. Nineteen respondents listed teaching, which confirmed findings in other research studies concerning the predominance of teaching as a career choice prior to library/information work (cf. 5.3.5).

7.3.3 Question: How does your L/I career compare with your first career preference?

xxMEDIANxx

	No.	%	Total
Very satis.	19	28	67
Satisfactory	23	34	
Average	18	27	
Unsatisfactory	6	9	
Very unsatis.	1	2	

Note: the Mean lies between 'satisfactory' and 'average'

Comments

If the "very satisfactory/satisfactory" ranges were combined (totalling almost two-thirds of the sample), a picture of a relatively contented profession emerged (cf.

5.1 and the latter part of 5.4), even though a similar percentage of the respondents did not initially opt for library/information work as a first career preference (cf. 7.3.2).

7.3.4 Question: Would you choose the L/I profession again?

	No.	%	In- valid	Total
xxMEDIANxx	45	61	10	84
	29	39		

Comments

The high percentage of respondents who would not choose library/information work again, appeared to indicate that an appreciable proportion of the profession did not feel positive enough about their present careers in library/information work to choose it a second time, should they be given the choice.

The figure for those who would choose the same career again was lower than that found by Margaret Slater (1979:184-86). Her research into the career patterns of library/information workers in Britain in the late 1970s, indicated that 47% of those interviewed would choose the same career again, given another chance (cf.5.1).

The result obtained from this study suggested an unexpected contradiction since it would appear from 7.3.3 that almost two-thirds of the profession were relatively content with their present careers.

A wide range of preferred future careers which covered the professional, artistic and commercial spectrum, was cited by the respondents. Particular emphasis was placed on a career in the computer field. An unexpected preference for plumbing was

expressed, which was mentioned by two among 84 respondents. Teaching received three choices, which was considerably fewer than the nineteen preferences for teaching which had been expressed in Question 2.1 of the questionnaire.

7.3.5 Question: Has your experience in LIW confirmed that it is a satisfactory career?

	No.	%	In- valid	Total
Very satis.	16	19	1	84
Satisfactory	36	43		
Average	19	23		
Unsatisfactory	10	12		
Very unsatis.	2	3		

xxMEDIANxx

Note: The Mean lies between 'satisfactory' and 'average'

Comments

In response to this question, 62% replied that they had found library/information work a very satisfactory/ satisfactory profession.

If the average figures were included as well, then 85% of those who took part in the survey appeared to have positive, or, at worst, neutral attitudes towards their careers. Yet the apparent anomaly of the contradictory attitude which was expressed both in the above table and in 7.3.4, remains. A very high percentage of the respondents, while being relatively satisfied with their careers, would not choose the same career again. There was the possibility, of course, that different attitudes were being measured in these different questions, but this apparent discrepancy would be difficult to ascertain.

7.3.6 Question: Would you encourage a close relative to choose a career in LIW?

	No.	%	Invalid	Total
xxMEDIANxx YES	70	83	0	84
NO	14	17		

Comments

There was a positive response to this question, with 83% of those interviewed answering in the affirmative, implying that they regarded their profession sufficiently highly to recommend it to their families, whom, it could be assumed, they would counsel with circumspection. This result seemed to correlate with the 85% who expressed various degrees of approval in 7.3.5.

7.3.7 Question: Do you think LIW is a desirable career for a man?

	No.	%	Invalid	Total
xxMEDIANxx YES	76	92	1	84
NO	7	8		

7.3.8 Question: Do you think LIW is a desirable career for a woman?

	No.	%	Invalid	Total
xxMEDIANxx YES	83	99	0	84
NO	1	1		

Comments

It seemed appropriate that the tables for 7.3.7 (concerning the desirability of LIW as a career for a man) and 7.3.8 (concerning the desirability of LIW as a career for a woman) should be looked at simultaneously.

Both tables recorded very positive results, in fact more positive than those which came out of the more general question framed in 7.3.6. This seemed to indicate a very positive attitude towards the profession. Since there still remains some commonly acknowledged residue of prejudice in Western societies against women and women-dominated professions (cf. 3.7; 5.3.6) which affects status (cf.5.3.2) and financial remuneration (cf. 5.3.3) it seemed likely that the relatively small percentage difference between the 92% considering the career suitable for a man, but the 99% recommending it for a woman, could well be attributed to these reasons.

7.3.9 Question: Factors influencing choice of LIW as a career

FACTOR	Positive Influence		Not an Influence		In. Answers	Total
	No.	%	No.	%		
Love of books & reading	75	89	9	11	0	84
Desire to work with people	64	76	20	24	0	84
Use of libraries	58	69	26	31	0	84
Working in a library	38	45	46	55	0	84
Parents and relatives	31	37	53	63	0	84
Librarians	30	36	54	54	0	84
Career guidance	23	27	61	73	0	84
Teachers	4	5	80	95	0	84

Comments

The responses to this question indicated very strongly the importance of intrinsic factors in the choice of library/ information work as a career.

The most powerful influence, viz., a "love of books and reading", not only drew overall support among 89% of the respondents, but also achieved a number one

ranking among 29% of them. This consideration was also recorded as being the most important influence in the choice of a career in library/information work by Ryan (1967:81).

The importance of the "desire to work with people" was affirmed by its being placed second by respondents as a whole: this emphasized the service orientation which is generally acknowledged as a primary characteristic of the profession (cf. Goode's comments in 4.1; also, 4.2.1.6).

Using and working in library/information centres exerted some influence, particularly the former. The least influential group of factors involved the personal recommendations which were offered by different types of individuals. It could be that the influence of career advisers and teachers on the choice of such a career was minimal because they were likely to have been insufficiently aware of the possibilities offered by the library/information career, or because the advice they gave lacked conviction.

The desire to contribute to society and to encourage others to become informed and educated, were suggested as reasons by a number of the respondents who proffered "other" reasons for their choice. In addition, the scholarly environment associated with libraries was considered attractive, while, on a personal level, a love of arrangement and order was expressed. On a less exalted plane, a few contributors noted that they simply needed a postgraduate qualification, or that they wanted a change from careers such as teaching. More laconically, the choice of a career in library/information work was ascribed by one respondent to "fate".

7.3.10 Question: Hoped-for benefits from LIW?

FACTOR	Hoped-for Benefit		Benefit Inimport.		Inv. Ans- wers	Total
	No.	%	No.	%		
Using one's intellect	70	83	14	17	0	84
Opportunities for initiative	60	71	24	29	0	84
Service to others	59	70	25	30	0	84
Earning a good salary	54	64	30	36	0	84
Personal development	50	60	34	40	0	84
Job security	34	40	50	60	0	84
Using new technology	25	30	59	70	0	84
Good career prospects	24	29	60	71	0	84
Working under pressure	20	24	64	76	0	84
Working without pressure	12	14	72	86	0	84
Social standing	6	7	78	93	0	84

Comments

The responses to this question confirmed the trend which seemed to manifest itself in 7.3.9 above.

Intrinsic factors appeared to be of great consequence to members of the profession. As such, intellectual stimulus and initiative, and service to others were all of paramount importance to practitioners. More materialistic benefits, such as a good salary and career prospects, and even job security, carried less weight. The low weighting given to "working without pressure in a quiet environment" did contradict the stereotype public image of library/information workers. The relatively low weighting given to "using new technology" seemed surprising. It could mean either that library/information workers were not particularly interested in new

technology, or that they did not look primarily to their working environment to satisfy that interest.

In Ryan's study, ranking of what she called "personal values important in ideal career" (1967:104), the item 'applying professional knowledge' was ranked as the most important factor, while 'personal development' was ranked second. While not identical in designation and ranking, there was nevertheless a close correspondence between the results in the above table and those obtained by Ryan.

'Service to others' was clearly a significant aspect of the profession to library/information workers. In the present study, it was placed third in importance, in Ryan's research it received the same ranking, while in other related studies its significance has been similarly emphasised.

The responses to this question and to 7.3.10 above, do reflect a pervasive altruism in the profession, both in terms of intellectual activity and personal growth, and also in service to others (cf. 4.2.6).

7.3.11 Question: Ranking of various occupations

On a scale of 1 - 10: 1 representing highest
10 representing lowest

OCCUPATION	Mean Ranking	Standard Deviation
Engineer	3.1	2.1
Accountant	4.0	2.4
Computer scientist	4.1	2.1
Psychologist	5.0	2.3
Pharmacist	5.4	2.0
Teacher	6.6	2.0
Artist	6.7	2.8
Librarian	7.5	1.8
Social worker	8.1	2.0
Nurse	8.9	2.0

Comments

In the question respondents were asked to rank a group of ten occupations according to their social standing, i.e. how the respondents saw their relative status in society.

Library/information work was clearly seen as occupying low social standing by its own professionals; accordingly, it was placed among other service occupations, such as nursing. What was not clear was whether this was how participants regarded their profession, or whether they were attempting to be objective in assessing how they were placed by society at large. However, even if the latter interpretation were the more correct, the low evaluation of their profession by society would almost certainly affect their attitude towards it. This finding is comparable to results obtained in other studies (cf. 5.3.2).

A confirmatory factor which emerged from the data was the small standard deviation which applied to the library/ information worker, as recorded in the table above. This indicated that most of the respondents felt similarly by ranking their profession close to 7.5. In the ranking of the artist, for example, with a higher standard deviation, a greater spread of rankings was apparent, thus indicating a greater disparity of viewpoint.

7.3.12 Question: Membership of SAILIS?

	No.	%	Invalid ans	Total
xxMEDIANxx YES	58	69	0	84
NO	26	31		

Comments

If membership of the relevant professional organization could be taken as an indication of a positive attitude towards that profession, then more than two-thirds of those interviewed might be considered as being favourably disposed towards LIW. Conversely, it could be argued that non-membership need not necessarily be an indication of a negative attitude towards the profession as it could also be the result of ignorance of the purpose and functioning of SAILIS, or some other reason.

7.3.13 Question: If not currently a member of SAILIS, were you formerly?

	No.	%	Total
YES	4	15	26
NO	22	85	

Comments

This result was overwhelmingly positive since only four (15%) of the twenty-six non-members of SAILIS indicated that they had formerly been members. When these four former members were considered in relation to the total membership indicated in the sample recorded in the table in 7.3.12, the drop-out rate appeared to be very low.

7.3.14 Question: If a member of SAILIS, how many meetings have you attended in the previous year?

	No.	%	Total
NONE	17	29	58
1 - 3	29	50	
4 - 6	8	14	
> 7	4	7	

Comments

This result showed predominantly positive attitudes towards the professional organization, which, it could be postulated, could also have been directed towards the profession itself.

Over two-thirds of those interviewed had attended some meetings in the previous year. This indicated some professional activity, even though the majority of the respondents had only attended three or fewer meetings in the year.

7.3.15 Question: What factors encouraged you to continue your membership of SAILIS?

FACTOR	Positive Encouragement		Negative Encouragement		Total
	No.	%	No.	%	
Commitment to the profession	44	76	14	24	58
Appreciation of SAILIS' role	27	47	31	53	58
Condition of employment	14	24	44	76	58
Supervisor pressure	4	7	54	93	58
Pressure from colleagues	2	3	56	97	58

Note: the factors have been ranked in order of the most to the least important reasons for continued membership.

Comments

The altruism and less materialistic outlook of library/ information workers were evident once again in the findings.

The most important reason for continued membership of SAILIS was given as commitment to the profession, with 76% of the respondents agreeing positively with this statement. Although much less emphasis was given to the appreciation of SAILIS' role, this item was ranked second, which, in itself confirmed the non-materialistic outlook mentioned above (cf. also 7.3.9 and 7.3.10). Extrinsic factors, such as various pressures from the working environment, played a minor role in continued membership.

'Other' reasons proffered by respondents included the need for growth and development; social and professional contact; interest in the topics; the status of belonging to a professional organization; and, the benefit of receiving the professional literature.

7.3.16 Question: Reasons for non-membership of SAILIS

FACTOR	Agree		Neutral		Disagree		Inv. Ans.	Total
	No.	%	No.	%	No.	%		
SAILIS subscription too high	10	67	5	33	0	0	11	26
Don't get enough from SAILIS to justify membership	10	67	2	13	3	20	11	26
Advertised meetings uninteresting	10	59	4	23	3	18	9	26
SAILIS has not done much ...	8	42	8	42	3	16	7	26
Advertised meetings irrelevant	6	43	7	50	1	7	12	26
Mainly older L/I workers belong	7	46	4	27	4	27	11	26
L/I workers are dull people	6	38	2	13	8	49	10	26

Comments

Unfortunately, the number of invalid answers to this question was high, thus reducing the weight to be attached to the responses as a whole.

The two most important reasons for non-membership referred to the high subscription rates for SAILIS, and the fact that respondents were not convinced that they would be getting their money's worth. They were also not attracted by the kind of meetings arranged by the Institute, although the response to the relevance of the organized meetings was largely neutral.

Amongst the 'other' reasons cited in defence of non-membership, some respondents charged that the members of SAILIS formed such a closely-knit group that the Institute was, thereby, given the appearance of being elitist. In addition, it appeared to be aimed at 'the Profession' as a whole, rather than at assisting the

individual. Some responded that the Institute also lacked statutory powers (cf. the last part of 4.3). One respondent described SAILIS members as dull and given to "hair-splitting [and] excessively academic". More mundane reasons which were given for non-membership included impending retirement, inconvenient meeting times, and, the need for some individuals to spend time with their families.

7.3.17

Attitude Index: Statements Ranked according to POSITIVITY OF RESPONSES

FACTOR	++		+		0		-		--		INVALID ANSWERS	TOTAL
	No.	%	No.	%	No.	%	No.	%	No.	%		
LIW is dull and uneventful	33	40	27	33	19	23	3	4	0	0	2	84
LIW offers interesting associations with people	31	38	28	34	18	22	5	6	0	0	2	84
LIW is fast outgrowing meekness image	31	38	31	38	11	13	8	10	1	1	2	84
LIW demands alert, active minds	32	39	25	30	16	20	8	10	1	1	2	84
An intelligent person would not be satisfied with LIW	30	37	27	33	14	17	4	5	7	9	2	84
LIW is a passive profession	33	40	16	20	17	21	11	13	5	6	2	84
LIW is only a skilled service occupation	16	19	32	39	21	26	10	12	3	4	2	84
LIW offers opportunity for initiative	18	22	26	32	23	28	12	14	3	4	2	84
LIW is a pleasant backwater	20	24	18	22	22	27	18	22	4	5	2	84
LIW is highly creative	14	17	20	24	22	27	23	28	3	4	2	84
LIW attracts just average pupils	11	13	15	18	26	32	21	26	9	11	2	84
LIW is more demanding than most professions	3	4	8	10	33	40	24	29	14	17	2	84

++ signifies strongly positive

-- signifies strongly negative

Attitude Index:

Statements ranked according to POSITIVITY OF RESPONSES

7.3.17 Attitude Index: Statements Ranked according to Positivity of Responses

Comments

The Thurstone-type Attitude Index, consisting of six positive statements and six negative statements was based on the one devised by Luanne Thornton who used the Thurstone methodology (cf.6.7).

The responses to the attitude statements, as recorded in the table above, were ranked according to the degree of positivity which was indicated by the answers given. Whether there was actual agreement or disagreement with each statement was therefore not relevant; only the degree of the positivity of the attitude towards the profession which was revealed by the answer was significant.

The results indicated by the above table were proportionately more positive than negative. When both 'average' and 'positive' attitude measurements were taken into account, all except the last statement exhibited a degree of positivity of 50% or higher. The statement which was ranked second in the above table concerned the associations with people which the profession offered, and it received a 72% rating of positivity. There was a connection here with the tables in 7.3.9 and 7.3.10 above, in which the desire to work with and to serve people was ranked second and third respectively. There was also a positive response to the statement concerning the intellectual demands made by library/information work, and it was ranked fourth in the table above, with a 69% positivity rating. This confirmed the priority ranking given to "using your intellect" in the table in 7.3.10 above.

The opportunity to use initiative was ranked second in 7.3.10. There was a 54% positivity rating with regard to this question in the table above, while being ranked eighth among the attitude statements, thus signifying less certainty among the respondents concerning the opportunities for initiative which might be obtained from a library/ information career. An even lower ranking (i.e. tenth) was accorded to

the statement on the creativity of library/ information work, viz. only a 43% positivity rating towards the profession.

Amongst the negative statements, the respondents only expressed 46% positivity with regard to library/information work being a "pleasant backwater" (i.e. they appeared to agree that there was some truth in the statement). They also appeared to express considerable agreement with the statement that library/information workers were "just average people" and a ranking of eleventh (viz. a 31% rating) was accorded to this statement, thus indicating low positivity towards the profession. Such responses could also be interpreted as representing their views of themselves as professionals, and would seem to correlate with the low ranking given to library/information workers in 7.3.11. Finally, the statement that the profession was a demanding one, was accorded the lowest ranking (viz. a 14% positivity rating), thus indicating, in fact, a negative attitude towards the profession.

7.3.18 Conclusions

The conclusions which may be drawn from this section were that library/information workers on the whole did have fairly positive attitudes towards their profession.

Two anomalies emerged, however. The first related to the high proportion of professionals who would not choose a library/information career a second time; the second concerned respondents' low ranking of their own profession, reflecting seriously on their self-image and status (cf. 5.3.2).

7.4 ANALYSIS BY FACTOR FOR DEPENDENCIES

In this section, various attitude factors were tested against the independent variables, in order to ascertain the degree of variation in the attitude according to the state of the independent variable.

As has been indicated in 7.1.1, the term 'state' which has been used to head the second column in the tables in this section, refers to the value or standing of the influence, attitude, variable etc., viz. the outcome most relevant to the study. For example, an attitude state may be positive or negative, or, a necessary benefit; an independent variable state may be male or female, or, vary according to age.

The terms 'statistically significant' and 'possible dependencies' have been used in this section. 'Statistically significant' refers to a dependency of which there is 95% certainty (i.e., at a significance level of 0.05). A 'possible dependency' is a dependency of which there is 90% certainty (i.e., at a significance level of 0.10). The term 'trend' is also used in this section, and refers to findings which, although not statistically significant, do indicate recurring patterns. Had the sample size been bigger, a trend might have shown up instead as a statistically significant dependency. Sample size can limit the statistical acceptance of a dependency, despite the fact that strong trends are apparent.

7.4.1 SEX

The following hypotheses were tested:

H_0 : Attitudes are not dependent on the sex of a L/I worker

H_1 : Attitudes are dependent on the sex of the L/I worker

* Indicates acceptance of H_1 (significance level = 0.05)

+ Indicates possible dependency. (significance level = 0.10)

7.4.1.1 General Measurement of Attitude

Sex (%)

ATTITUDE	State	Female	Male	D ²	n	X ² (n)
Wd you choose LIW again?	Yes	41	36	0.42	1	3.84
Satisfaction with LIW as a career	Satisfactory	63	63	0.77	4	9.49
LIW a desirable career for a relative?	Yes	90	63	9.35	1	3.84 *
LIW desirable for a man?	Yes	91	94	0.75	1	3.84
LIW desirable for a woman	Yes	99	100	3.12	1	3.84 +
Member of SAILIS	Yes	66	87	4.05	1	3.84 *

Comments

Some dependency on sex was evident from the table. This dependency was particularly noticeable in the finding regarding the suitability of library/information work as a career for a close relative, with females responding very much more positively. The statistical dependency was less marked in the case of recommending the career to a woman. Nevertheless, males achieved a score of 100% for this item. Males were also more positive with regard to membership of SAILIS, and achieved 87% membership compared with 66% for females. In spite of these findings, a pattern of dependencies and trends was not really evident, so that the resultant picture lacked clarity.

7.4.1.2 Factors Influencing Choice of L/I Career

Sex (%)

INFLUENCE	State	Fem.	Male	D ²	n	X ² (n)
Love of books & reading	Posit.	93	81	3.41	1	3.84 +
Wish to work with people	Posit.	76	81	0.59	1	3.84
Use of libraries	Posit.	72	63	1.04	1	3.84
Working in a library	Posit.	46	56	0.21	1	3.84
Parents & relatives	Posit.	40	25	2.03	1	3.84
Librarians	Posit.	31	56	4.63	1	3.84 *
Career guidance	Posit.	28	25	0.34	1	3.84
Teachers	Posit.	6	0	2.73	1	3.84 +

Comments

The reasons for choosing a career in library/information work differed little between men and women.

In the choice of their career, males appeared to have been more strongly influenced by librarians than their female counterparts, and a dependency to this effect has been noted in the table. To a lesser extent, women were more strongly disposed towards books and reading in their career choice than men were. It was interesting to note the more marked response by men to "working with people" as the service orientation is generally thought to have particular appeal for women (cf. 3.7).

7.4.1.3 Hoped-for Benefits from LIW

Sex (%)

Benefit	State	Fem.	Male	D ²	n	X ² (n)
Using one's intellect	Necess.	84	88	0.59	1	3.84
Opport. for initiative	Necess.	70	75	0.48	1	3.84
Service to others	Necess.	69	75	0.64	1	3.84
Earning a good salary	Necess.	67	50	2.48	1	3.84
Personal development	Necess.	58	69	1.12	1	3.84
Job security	Necess.	42	31	1.12	1	3.84
Using new technology	Necess.	27	44	2.64	1	3.84
Good career prospects	Necess.	33	13	3.68	1	3.84 +
Working under pressure	Necess.	22	25	0.31	1	3.84
Working without pressure	Necess.	13	9	0.88	1	3.84
Social standing	Necess.	9	0	3.17	1	3.84 +

Comments

The expectation of benefits to be derived from a library/ information career differed little between men and women.

As in Table 7.4.1.2 above, there was a slightly greater emphasis placed by men on "service to others", on the opportunity of initiative and on using one's intellect. Also, men showed greater interest in "using new technology" than women did, even though that interest was relatively insignificant.

It was interesting to note that women scored more positively in the more materialistic benefits, viz. earning a good salary, job security, good career prospects, and also in the expectation that the career would provide some social standing.

7.4.1.4 Specific Attitude Responses

Sex (%)

ATTITUDE STATEMENT	State	Fem.	Male	D ²	n	X ² (n)
LIW is dull & uneventful	Pos.att.	71	81	1.07	2	5.99
LIW offers interesting assoc.with people	Pos.att.	71	75	0.12	2	5.99
LIW fast outgrowing meekness image	Pos.att.	80	56	9.99	2	5.90
LIW demands alert minds	Pos.att.	70	69	1.60	2	5.99
Intelligent person wd not be satis.with LIW	Pos.att.	57	63	0.20	2	5.99
LIW a passive profession	Pos.att.	59	63	3.44	2	5.90
LIW only a skilled service occupation	Pos.att.	58	63	1.87	2	5.99
LIW offers opport. for initiative	Pos.att.	51	63	0.72	2	5.90
LIW a pleasant backwater	Pos.att.	44	56	2.09	2	5.99
LIW is highly creative	Pos.att.	39	50	0.66	2	5.99
LIW attracts just average people	Pos.att.	33	25	1.54	2	5.90
LIW more demanding than most professions	Pos.att.	12	19	0.49	2	5.90

Comments

The difference in the degree of positivity towards these statements was relatively slight between men and women.

Women felt more strongly than men that the profession was outgrowing its stereotype of meekness, and, less emphatically than men, that it was a creative profession. Men, on the other hand, felt more positively than women that the profession was not just a "pleasant backwater". They were also more positive regarding library/information work being dull and uneventful and thereby expressed some disagreement with this statement. In addition, they considered that it offered

opportunities for initiative. Since this latter consideration was one of the benefits more positively hoped for by men than by women, this result could indicate that in this respect, anyway, the expectations of men with regard to what they had initially hoped to get from their careers, appeared to be achieving some fulfilment (cf.7.4.1.3).

7.4.1.5 Attitudes Revealed by Extrinsic Factors

EXTRINSIC FACTOR	State	Fem.	Male	F _{TEST}	p _{1/p2}	F _{p1p2}
Social ranking of L/I worker	Mean social ranking	7.3	8.0	2.10	1/75	3.97

Comments

Although men ranked the social status of library/information workers slightly lower than women did, the difference between the two rankings was not significant.

7.4.1.6 Conclusions

Except for relatively minor differences, men and women library/information workers on the whole seemed to have similar attitudes towards the profession.

7.4.2 AGE

The following hypotheses were tested:

H_0 : Attitudes are not dependent on the age of the L/I worker

H_1 : Attitudes are dependent on the age of the L/I worker

* Indicates acceptance of H_1 (significance level = 0.05)

+ indicates possible dependency (significance level = 0.10)

7.4.2.1 General Measurement of Attitude

Age (%)

ATTITUDE	State	<25	26-35	36-50	>50	\bar{D}^a	n	$X_2(n)$
Wd you choose LIW again?	Yes	50	50	34	57	2.78	3	7.82
Satisfaction with LIW as a career	satisfactory	83	64	58	71	7.27	12	21.03
LIW a desirable career for family?	Yes	100	82	79	93	2.76	3	7.82
Member of SAILIS	Yes	50	61	79	73	3.80	3	7.82

Comments

No significant dependencies on age emerged. The 36 - 50 age group felt least positive about choosing the same career again, whereas those under 25 appeared to find the greatest satisfaction in their careers, and would therefore have been eager to have recommended such a career to a close relative.

The over 50 age-group also exhibited a positive reaction to this aspect. The incidence of membership of SAILIS increased with age, and only tailed off somewhat in the over 50 age-group. This added relevance to the question which was asked concerning non-membership of SAILIS, viz. whether this was attributable to the impression that mainly older people were members of the Institute.

7.4.2.2 Hoped-for Benefits from L/I Work

Age (%)

BENEFIT	State	<25	26-35	36-50	>50	D ²	n	X ² (n)
Using intellect	Necess.	100	79	82	87	1.90	3	7.82
Opportunity for initiative	Necess.	50	71	74	73	1.44	3	7.82
Service to others	Necess.	67	64	68	87	2.53	3	7.82
Earning a good salary	Necess.	33	71	71	47	42.88	3	7.82
Personal develop.	Necess.	83	61	62	47	2.53	3	7.82
Job security	Necess.	33	39	41	40	0.13	3	7.82
Using new technol.	Necess.	33	36	32	13	2.53	3	7.82
Good career prospects	Necess.	67	36	21	20	6.52	3	7.82
Working under pressure	Necess.	17	18	26	27	0.90	3	7.82
Working without pressure	Necess.	0	14	15	20	1.39	3	7.82
Social standing	Necess.	17	4	0	27	12.46	3	7.82

Comments

There were some notable differences in attitude between the various age groups.

There was a significant difference in the attitude towards salary in the age-groups,

26 - 50 years, a period when it was clearly an important factor to these individuals. After the age of 50, its importance appeared to lessen. Good career prospects seemed to be relatively important to the under 25 age-group. Since these individuals were setting out on their careers, this seemed a predictable result.

The attitude towards social standing increased in strength after the age of 50.

Again, this seemed a likely occurrence, as it could be a possible outcome of the normal maturation process. The over 50 age-group also demonstrated a more

negative attitude towards the use of new technology, a reaction which could be indicative of a decreased desire for change and part of the normal maturation process mentioned above. Service to others was also more important to this group.

The opportunity for intellectual stimulus appeared to be of relatively greater importance to the under 25 age-group, and the same applied to the emphasis they placed on personal development.

Both working under pressure and working without pressure received more positive ratings from the 36 - 50 and the over 50 age-groups. These results contradict one another.

7.4.2.3 Specific Attitude Responses

Age (%)

ATTITUDE STATEMENT	State	≤35	>35	D ²	n	X ² (n)
LIW is dull & uneventful	Pos.att.	70	76	0.99	2	5.99
LIW offers interesting associations with people	Pos.att.	64	78	2.29	2	5.99
LIW fast outgrowing meekness image	Pos.att.	82	72	2.57	2	5.99
LIW demands alert minds	Pos.att.	61	76	5.95	2	5.99 +
Intelligent person wd not be satisfied with LIW	Pos.att.	70	69	0.24	2	5.99
LIW a passive profession	Pos.att.	49	68	2.95	2	5.99
LIW only a skilled service occupation	Pos.att.	55	62	0.40	2	5.99
LIW offers opportunities for initiative	Pos.att.	39	63	5.08	2	5.99 +
LIW a pleasant backwater	Pos.att.	33	55	7.16	2	5.99 #
LIW is highly creative	Pos.att.	36	45	5.18	2	5.99 +
LIW attracts only average people	Pos.att.	24	37	2.19	2	5.99
LIW more demanding than most professions	Pos.att.	12	14	0.59	2	5.99

Comments

The only significant result to come out of this data was evidence of the strongly positive attitude among the older group as reflected in the response to the statement about library/information work being a "pleasant backwater" (i.e. in so far as this group felt strongly that this was not the case).

Although less significant, the same group also considered that the profession did offer opportunities for initiative and creativity and it required alert minds. They certainly appeared to hold the view library/information work was not a passive

profession. In general, the study showed that older library/information workers tended to have more positive attitudes towards their profession than their younger counterparts. Although not statistically significant, the trend was manifest.

7.4.2.4 Attitudes Revealed by Extrinsic Factors

EXTRINSIC FACTORS	State	<25	26-35	36-50	>50	F _{TEST}	n ₁ /n ₂	F _{n₁n₂}
Social ranking of L/I workers	Mean social rank.	6.3	7.9	7.6	6.8	1.57	3/73	2.73

Comments

As established in the above table, no significant differences were noted. There was an underlying trend for both the under 25 age-group and the over 50 age-group to rank library/information workers more highly than the two middle groups.

7.4.2.5 Conclusions

When the age groups were combined as under 35 and over 35 years of age, it seemed evident that older library/information workers appeared to hold more positive attitudes towards the profession.

However, the anomaly concerning the act of choosing the same profession again, given the choice, was still manifest. Whereas 50% of younger library/information workers would have chosen the same profession again, only 34% and 57% of the two older groups over 35 years, would have done the same.

7.4.3 HOME LANGUAGE

The following hypotheses were tested:

H_0 : Attitudes are not dependent on home language

H_1 : Attitudes are dependent on home language

* indicates acceptance of H_1 (significance level = 0.05)

+ indicates possible dependency (significance level = 0.10)

7.4.3.1 General Measurement of Attitude

Language (%)

ATTITUDE	State	Eng.	Afrik.	E & A	D^2	n	$X^2(n)$
Wd you choose LIW again?	Yes	34	41	56	3.01	3	7.82
Satisfaction with LIW as a career	Satis.	60	63	73	8.37	8	15.51
LIW a desirable career for family	Yes	84	93	73	2.60	2	5.99
Member of SAILIS	Yes	70	70	73	0.42	3	7.82

Comments

There were no significant differences between the responses by the different language groups.

However, a trend might be discerned in so far as it appeared that Afrikaans-speaking library/information workers seemed to have more positive attitudes towards their profession. This was manifest in their more positive responses to choosing library/ information work a second time. In addition, they appeared to be more eager to recommend it as a desirable career to a relative than their English-speaking counterparts were.

The identical scores achieved by both English and Afrikaans-speaking groups in their membership of SAILIS was a noteworthy result:

7.4.3.2 Factors Influencing Choice of L/I Career

Language (%)

INFLUENCE	State	Eng.	Afr.	E & A	Other	D ²	n	X ² (n)
Love of bks. & read.	Posit.	88	89	100	100	1.65	3	7.82
Wish to work with people	Posit.	74	81	82	50	1.44	3	7.82
Use of libraries	Posit.	70	63	91	50	3.30	3	7.82
Working in a libr.	Posit.	47	48	36	50	0.48	3	7.82
Family	Posit.	35	33	64	0	4.74	3	7.82
Librarians	Posit.	33	37	45	50	0.83	3	7.82
Career guidance	Posit.	30	33	0	50	5.28	3	7.82
Teachers	Posit.	0	11	9	0	5.05	3	7.82

Comments

The results achieved from each of the two language groups were broadly similar, and there did not appear to be any marked dependencies. It appeared, therefore, that the factors which influenced individuals in choosing a career in library/information work did not vary for the two language groups.

It should be pointed out that the "other" group consisted of only two individuals, which explained the nature of the results achieved in the table above.

7.4.3.3 Hoped-for Benefits from L/I Work

Language (%)

BENEFIT	State	Eng.	Afr.	E & A	Other	D ²	n	X ² (n)
Using intellect	Nec.	84	81	91	100	0.91	3	7.82
Opportunity for initiative	Nec.	28	33	9	100	7.30	3	7.82 +
Serving others	Nec.	70	63	82	100	2.22	3	7.82
Earning a good salary	Nec.	56	74	73	50	17.15	3	7.82 *
Personal development	Nec.	60	59	64	50	0.15	3	7.82
Job security	Nec.	40	41	27	100	3.76	3	7.82
Using new techn.	Nec.	28	33	36	0	1.30	3	7.82
Good career prospects	Nec.	30	41	0	0	7.16	3	7.82 +
Working under pressure	Nec.	26	26	9	0	2.10	3	7.82
Working without pressure	Nec.	12	7	27	100	14.66	3	7.82 *
Social standing	Nec.	9	7	0	0	1.29	3	7.82

Comments

It appeared from this table that there were some dependencies on the language variable.

An important benefit to both the Afrikaans-speaking group and the bilingual group was "earning a good salary". The latter group also scored high in relation to the other two groups, by preferring to work in a quiet environment without pressure. In addition, it did not feel very positive about the advantages offered by library/information work with regard to the use of initiative, and was actually very negative about the career prospects available to professionals. On the whole, except for the importance of a good salary to Afrikaans speakers mentioned above,

English and Afrikaans practitioners achieved comparable scores throughout the table. It would appear, therefore, that with regard to the hoped-for benefits from library/information work, they held similar attitudes towards the profession.

7.4.3.4 Specific Attitude Responses

ATTITUDE STATEMENT	State	Language (%)		D ²	n	X ² (n)	
		Eng.	Afr.				
LIW is dull & uneventful	Pos.att.	62	85	4.92	2	5.99	+
LIW offers interesting assoc. with people	Pos.att.	64	85	4.62	2	5.99	+
LIW fast outgrowing meekness image	Pos.att.	74	81	2.90	2	5.99	
LIW demands alert minds	Pos.att.	62	81	3.99	2	5.99	
Intelligent person wd not be satis. with LIW	Pos.att.	69	70	0.28	2	5.99	
LIW a passive profession	Pos.att.	48	74	5.48	2	5.99	+
LIW only a skilled service occupation	Pos.att.	50	74	6.40	2	5.99	*
LIW offers opport. for initiative	Pos.att.	48	63	3.06	2	5.99	
LIW a pleasant backwater	Pos.att.	26	70	14.29	2	5.99	*
LIW is highly creative	Pos.att.	40	44	2.63	2	5.99	
LIW attracts just average people	Pos.att.	21	37	2.02	2	5.99	
LIW more demanding than most professions	Pos.att.	12	15	5.24	2	5.99	+

Comments

As indicated by this table, Afrikaans-speaking individuals have significantly more positive attitudes with regard to a number of aspects of library/information work. Their positivity was significant in their rejection of the statement that the profession was only a skilled service occupation. They also scored significantly over

English-speaking individuals in holding a positive attitude towards the profession by repudiating the statement that the it [the profession] was only a "pleasant backwater".

Although the responses were less significant, they also scored higher than English-speaking individuals by demonstrating positive attitudes on a number of items: that the library/ information was "dull and uneventful" (they disagreed with this statement); that it offered interesting associations with people (they demonstrated their agreement with this); they clearly did not concur with the view that the profession was passive; and, appeared to agree (at a very low score level) with the view that library/information work was more demanding than most professions (although their response to this statement was in fact, negative, it still scored a slightly higher positivity rating than did English speakers).

On the whole, therefore, it appeared that Afrikaans-speaking participants had a more positive attitude towards their profession than their English-speaking counterparts.

7.4.3.5 Attitude as Revealed by Extrinsic Factors

EXTRINSIC FACTOR	State	Eng.	Afr.	F _{TEST}	p ₁ /p ₂	F ₀₁₀₂
Social ranking of L/I workers	Mean soc. ranking	7.4	7.6	0.22	2/72	3.12

Comments

There appeared to be little difference in the social ranking of library/information workers by English or Afrikaans speakers.

7.4.3.6 Conclusions

Although the results were not always statistically significant, there was a strong, discernable trend that Afrikaans-speaking library/information workers were more positive towards their profession than English speakers.

7.4.4 YEARS OF PROFESSIONAL EXPERIENCE

The following hypotheses were tested:

H_0 : Attitudes are not dependent on the number of years of professional experience

H_1 : Attitudes are dependent on the number of years of professional experience

* Indicates acceptance of H_1 (significance level = 0.05)

+ indicates possible dependency (significance level = 0.10)

7.4.4.1 General Measurement of Attitude

Years of Prof.
Exp. (%)

ATTITUDE	State	<2	3-10	11-25	>25	D^2	n	$X^2(n)$
Would you choose LIW again?	Yes	30	37	39	63	2.21	3	7.82
Satisfaction with LIW as a career	Satis.	64	61	63	75	6.89	12	21.03
LIW a desirable career for a relative	Yes	82	81	89	88	0.75	3	7.82
Member of SAILIS	Yes	55	71	70	89	2.43	3	7.82

Comments

There did not appear to be an attitude dependency based on years of professional experience.

The oldest group (i.e. over 50 years of age), however, tended consistently to be more positive than the other age groups. This was particularly noticeable in the group's satisfaction with its career, and, their approach to SAILIS membership (cf.7.4.2.1). Conversely, the group to show the least positive attitude towards membership of SAILIS was the group with less than two years' working experience. When the groups were combined into those with less than ten years and those with

over ten years' experience, there was an apparent confirmation of a trend which indicated a more positive attitude to the profession with increasing years of experience.

7.4.4.2 Hoped-for Benefits from L/I Work

Years of Prof.
Exp.(%)

BENEFIT	State	<2	3-10	11-25	>25	D^2	n	$X^2(n)$
Using intellect	Nec.	100	77	82	100	4.81	3	7.82
Opportunity for initiative	Nec.	64	71	73	75	0.40	3	7.82
Service to others	Nec.	73	65	73	75	0.69	3	7.82
Earning a good salary	Nec.	36	77	70	25	11.79	3	7.82
Personal develop.	Nec.	64	61	55	75	1.24	3	7.82
Job security	Nec.	36	39	42	38	0.18	3	7.82
Using new technol.	Nec.	45	32	24	25	1.94	3	7.82
Good career prospts	Nec.	45	32	21	25	2.64	3	7.82
Working under pressure	Nec.	0	26	24	38	4.42	3	7.82
Working without pressure	Nec.	18	6	21	13	2.97	3	7.82
Social standing	Nec.	18	3	9	0	3.50	3	7.82

Comments

The most significant finding was the importance of earning a good salary to the 3 - 10 years group and, somewhat less important, to the 11 - 25 years group as well. It was possible to explain this in terms of the heavy demands - personal and professional - which were made on individuals in this age group. There was a marked drop in the scores achieved with regard to the importance of this benefit at both ends of the scale, i.e. among the younger and older groups.

It was interesting to note the heavy emphasis on intellectual stimulus at both polar ends. In addition, older library/information workers also felt positively about personal development and the importance of being able to use their initiative.

Using new technology in the working environment was regarded in a comparatively more positive light by neophytes to the profession who, because of their recent qualifications, might be expected to be more familiar with current developments in library/information work. They also had positive attitudes to the career prospects in the profession, which was understandable in view the recency of their entry into the field.

It was interesting to note the close correlation between the above table and the Table 7.4.2.2, in which the independent variable was "age".

7.4.4.3 Specific Attitude Responses

Years of
Prof. Exp.
(%)

ATTITUDE STATEMENT	State	≤ 10	≥ 11	D ²	n	X ² (n)
LIW is dull & uneventful	Pos. att.	71	76	0.45	2	5.99
LIW offers interesting	Pos. att.	66	78	1.51	2	5.99
LIW fast outgrowing meekness image	Pos. att.	80	71	5.71	2	5.99 +
LIW demands alert minds	Pos. att.	59	80	5.20	2	5.99 +
Intelligent person wd not be satis. with LIW	Pos. att.	66	73	0.53	2	5.99
LIW a passive profession	Pos. att.	49	70	4.12	2	5.99
LIW only a skilled service occupation	Pos. att.	58	58	0.12	2	5.99
LIW offers opportunities for initiative	Pos. att.	39	68	7.07	2	5.99 *
LIW a pleasant backwater	Pos. att.	37	56	8.96	2	5.99 *
LIW is highly creative	Pos. att.	37	46	5.95	2	5.99 +
LIW attracts just average people	Pos. att.	24	39	2.58	2	5.99
LIW is more demanding	Pos. att.	12	15	0.78	2	5.99

Comments

Two significant findings were evident, both concerning positivity of the attitudes shown by the group with eleven or more years of experience. Individuals in this group felt strongly that there were many opportunities for initiative in the library/information profession. They also reacted positively to the statement that the profession was a "pleasant backwater" (i.e. they clearly did not agree with it, thus demonstrating their positive attitude towards the profession). They also regarded the creativity stimulated by the profession, and, the alert and active minds that it required, in a positive light.

The younger age group felt positively concerning the decreasing meekness of the profession's image and appeared to agree that this was the case.

The results obtained suggested an apparent trend for years of experience to engender more positive attitudes towards the library/information profession. The findings recorded in this table correlated closely with the independent variable of "age" in table 7.4.2.3.

7.4.4.4 Attitude as Revealed by Extrinsic Factors

EXTRINSIC FACTOR	State	<2	3-10	11-25	>25	F TEST	p1/p2	F0102
Social ranking of L/I workers	Mean soc. ranking	7.1	7.9	7.3	7.0	0.91	3/75	2.74

Comments

It was evident from Table 7.4.4.4 that there appeared to be no significant differences in social ranking, based on years of experience. Nevertheless, there was tendency for those with most working experience and those with least experience to rank library/information workers somewhat higher on the scale.

7.4.4.5 Conclusions

No significant dependencies on the years of professional experience emerged. It was possible, however, that there was an underlying trend in that those library/information workers with more years of professional experience, appeared to have more positive attitudes towards the profession, but this was not supported statistically.

7.4.5 ANNUAL SALARY

The following hypotheses were tested:

H_0 : Attitudes are not dependent on annual salary

H_1 : Attitudes are dependent on annual salary

* Indicates acceptance of H_1 (significance level = 0.05)

+ Indicates possible dependency (significance level = 0.10)

7.4.5.1 General Measurement of Attitudes

Annual Salary (%)

ATTITUDE	State	<14000	15000- 25000	>25000	D ²	n	X ² (n)
Wd you choose LIW again?	Yes	39	43	36	0.85	3	7.82
Satis. with LIW as a career	Satis.	55	72	54	8.84	8	15.51
LIW a desirable career for family	Yes	80	92	85	1.86	2	5.99
Member of SAILIS	Yes	61	76	92	7.39	3	7.82 +

Comments

Although the statistical support was not strongly evident, there was nevertheless what appeared to be a marked trend for the middle group of salary earners, i.e., those earning R15 000 - R25 000 per annum, to exhibit more positive attitudes in all of the attitude statements.

They expressed considerably more satisfaction with the library/information profession than either the higher or the lower salary earners; they would also recommend such a career to a close relative with greater enthusiasm; and, even though the score for all three groups of salary earners was low, the middle group did express a slightly more positive attitude towards choosing the same career again.

As noted in the table, there was a possible trend, which was indicated by the scores of the top salary earners, that membership of SAILIS increased with the increase in annual salary received. Since a higher salary would probably be the result of longer experience, this result did appear to correlate with the "years of experience" table in 7.4.4.1.

7.4.5.2 Hoped-for Benefits from L/I Work

Annual Salary (%)

BENEFIT	State	<8	8-14	15-25	>25	D ²	n	X ² (n)
Using one's intellect	Nec.	100	84	88	77	0.98	3	7.82
Opport. for initiat.	Nec.	100	66	72	85	2.15	3	7.82
Service to others	Nec.	100	68	72	69	0.55	3	7.82
Earning good salary	Nec.	0	64	72	54	3.05	3	7.82
Personal develop.	Nec.	100	64	56	54	1.28	3	7.82
Job security	Nec.	100	50	16	46	9.56	3	7.82
Using new technol.	Nec.	0	20	44	38	5.10	3	7.82
Good career prospects	Nec.	0	30	32	23	0.75	3	7.82
Working under pressure	Nec.	0	18	24	38	2.65	3	7.82
Working without pressure	Nec.	0	20	8	8	2.77	3	7.82
Social standing	Nec.	0	7	8	8	0.12	3	7.82

Comments

It should be stated at the outset that there was only one individual in the group earning less than R8 000 per annum, which largely negated the usefulness of the results in that particular column.

The only significant result which emerged from this table was the lack of emphasis placed on job security by the group earning R15 000 - R25 000 per annum. Both the higher and the lower salary groups showed greater concern for job security than this group. With the exception of the importance of having opportunities for initiative (where those earning over R25 000 scored the highest), the middle salary earners, earning R15 000 - R25 000 appeared to exhibit the most positive attitudes, even though this trend had not received marked statistical support. This was similar to the trend which was evident in Table 7.4.5.1.

7.4.5.3 Attitudes as Revealed by Extrinsic Factors

EXTRINSIC FACTOR	State	<8	8-14	15-25	>25	F TEST	p102	F0102
Social standing of L/I workers	Mean soc. rank.	10.0	7.6	6.9	7.7	1.96	3/75	2.74

Comments

Although the middle salary group (earning between R15 000 and R25 000 per annum) appeared to rank library/ information workers somewhat higher on the social scale than the lower and higher salary groups, the trend was not significant.

7.4.5.4 Conclusions

There appeared to be a slight underlying trend which linked the effects of salary on attitudes to the profession with those which were derived from the length of professional experience. The connection, however, was a tenuous one, and had no statistical basis.

It could, nevertheless, be stated that the group which earned between R15 000 and R25 000 per annum appeared to hold somewhat more positive attitudes towards the profession than the higher or the lower salary earners.

7.4.6 SUPERVISION OF OTHER EMPLOYEES

The following hypotheses were tested:

H_0 : Attitudes are not dependent on whether the L/I worker supervises other employees

H_1 : Attitudes are dependent on whether the L/I worker supervises other employees

* Indicates acceptance of H_1 (significance level = 0.05)

+ Indicates possible dependency (significance level = 0.10)

7.4.6.1 General Measurement of Attitude

Supervise
Other
Employees
(%)

ATTITUDE	State	*No	*Yes	D ²	n	X ² (n)
Would you choose LIW again?	Yes	37	42	0.19	1	3.84
Satisfaction with LIW as a career	Satis.	60	68	2.07	1	3.84
LIW a desirable career for a relative	Yes	79	90	2.14	1	3.84
Member of SAILIS	Yes	69	71	0.17	1	3.84

* "No" refers to those who do not supervise other employees. "Yes" refers to those who do supervise others employees.

Comments

No significant dependencies were noted in this table. There was a discernible trend which indicated that library/information workers who were in supervisory positions did have slightly more positive attitudes towards the profession, but this did not appear to receive much statistical support. There was some link in the results obtained here with those which have been obtained from the "age" and "years of experience" tables in 7.4.2 and 7.4.4 respectively.

7.4.6.2 Hoped-for Benefits from L/I Work

Supervise
Other
Employees
(%)

BENEFIT	State	No	Yes	D ²	n	X ² (n)
Using one's intellect	Nec.	83	85	0.31	1	3.84
Opport. for initiative	Nec.	69	73	0.43	1	3.84
Service to others	Nec.	62	78	3.39	1	3.84 +
Earning a good salary	Nec.	55	73	3.90	1	3.84 *
Personal development	Nec.	71	49	5.44	1	3.84 *
Job security	Nec.	48	32	2.91	1	3.84 +
Using new technology	Nec.	31	29	0.17	1	3.84
Good career prospects	Nec.	36	22	2.64	1	3.84
Working under pressure	Nec.	17	29	2.65	1	3.84
Working without pressure	Nec.	21	7	4.58	1	3.84 *
Social standing	Nec.	5	10	1.70	1	3.84

Comments

There were some significant findings which emerged from this table.

Those library/information workers who supervised other employees had a positive attitude towards earning a good salary. Somewhat less marked, but nevertheless worth noting, was this group's positive attitude towards service to others.

On the other hand, the group which did not supervise others regarded "personal development" in a very much more positive light than the supervisory group. Material benefits such as job security and good career prospects, and, working in a quiet environment without stress, were more important to the non-supervisors, even though neither group scored particularly high on these items.

7.4.6.3 Specific Attitude Responses

Supervise
Other
Employees
(%)

ATTITUDE STATEMENT	State	No	Yes	D ²	n	X ² (n)
LIW is dull & uneventful	Pos.att.	71	75	0.34	2	5.99
LIW offers interesting associations with people	Pos.att.	76	68	0.80	2	5.99
LIW fast outgrowing meekness image	Pos.att.	74	78	0.88	2	5.99
LIW demands alert minds	Pos.att.	57	82	7.82	2	5.99
Intelligent person wd not be satis.with LIW	Pos.att.	64	75	2.38	2	5.99
LIW is a passive profession	Pos.att.	60	60	0.28	2	5.99
LIW is only a skilled service occupation	Pos.att.	55	63	4.23	2	5.99
LIW offers opportunity for initiative	Pos.att.	55	53	0.15	2	5.99
LIW is a pleasant back-water	Pos.att.	42	50	0.42	2	5.99
LIW is highly creative	Pos.att.	38	45	0.68	2	5.99
LIW attracts just average people	Pos.att.	38	25	2.69	2	5.99
LIW is more demanding than most professions	Pos.att.	7	20	3.94	2	5.99

Comments

A significant dependency which emerged from this table was that supervisors reacted more positively to the assertion that the profession required alert and active minds, than did non-supervisors.

There was a slight trend evident which indicated that, in general, supervisors had rather more positive attitudes towards the profession than non-supervisors, but this had little statistical substantiation.

7.4.6.4 Attitudes as Revealed by Extrinsic Factors

EXTRINSIC FACTOR	State	No	Yes	F _{TTEST}	n _{1n2}	F _{n1n2}
Social ranking of L/I worker	Mean soc. rank.	7.5	7.5	0.04	1/77	3.96

Comments

No dependencies were noted in the table, since identical ranking scores were achieved by both those who supervised and those who did not supervise other employees.

7.4.6.5 Conclusions

The dependency on supervision appeared to have little significance with regard to attitudes towards the library/ information profession.

There was some indication within the sample that those who were in supervisory positions felt somewhat more positive towards their profession, but this had not been substantiated statistically.

7.4.7 TYPE OF LIBRARY/INFORMATION CENTRE

The following hypotheses were tested:

H_0 : Attitudes are not dependent on type of library/information centre

H_1 : Attitudes are dependent on type of library/information centre

* Indicates acceptance of H_1 (significance level = 0.05)

+ indicates possible dependency (significance level = 0.10)

7.4.7.1 General Measurement of Attitude

Type of L/I Centre (%)

ATTITUDE	State	Pu	Un	Sp	Na	Ed	Sch	D ²	n	X ² (n)	
Wd you choose LIW again?	Yes	30	43	33	55	20	50	4.49	6	12.59	*
Satis. with a LIW career	Satis.	57	75	59	67	33	50	16.01	8	15.51	*
LIW a desirab. career for a relative?	Yes	83	88	94	67	50	100	8.75	5	11.07	
Member of SAILIS	Yes	39	83	76	78	83	100	15.25	6	12.59	*

Key to abbreviations used to denote of type of library/information centre:

Pu = public; Un = university; Sp = special; Na = national; Ed = education for library/information work; Sch = School

Comments

Significant differences in the attitude towards the library/information profession and which were dependent on employment environment were revealed in this table.

These differences became very marked when respondents were asked if they would choose the same profession again. National librarians exhibited the highest

positivity towards this question, while the most negative replies came from those involved in education for library/information work. This group also expressed very negative attitudes towards the profession with regard to its satisfaction with library/information work as a career, and only achieved a score of 33% (in contrast to university librarians' 75%). The negativity of this group was also extended to being somewhat less eager to recommend library/information work as a career to close relatives than the other groups, although this result was not statistically significant. Yet, the highest percentage of SAILIS members came from this group as well, which in itself could be considered to be some indication of a positive attitude towards the profession. On the other hand, it could also be interpreted as an outward gesture of support for the profession, a gesture which lacked inner conviction.

Like the above group, university librarians were equally positive with regard to SAILIS membership. Although not statistically significant, the consistently high scores achieved by university librarians were noteworthy, which could be taken as possibly indicating positive attitudes towards the profession. This result might well have been influenced by the fact that one of the universities sampled was Afrikaans-medium, while another was dual-medium. The responses recorded in 7.4.3 signified a discernible trend of greater positivity towards the profession among Afrikaans-speaking library/information workers than among their English-speaking counterparts.

With the exception of their willingness to recommend their profession to their relatives as a desirable career, public librarians generally appeared to hold rather negative attitudes towards library/information work.

It should be noted in passing that the small number of school librarians sampled negated the significance of their results.

7.4.7.2 Hoped-for Benefits from L/I Work

Type of L/I Centre (%)

Benefit	State	Pu	Un	Sp	Na	Ed	Sch	D ²	n	X ² (n)
Using one's intellect	Nec.	78	92	71	100	67	100	7.34	6	12.59
Opportunity for initiative	Nec.	65	71	76	56	83	100	3.75	6	12.59
Service to others	Nec.	65	79	59	67	83	100	6.38	6	12.59
Good salary	Nec.	65	71	76	22	83	33	11.34	6	12.59 +
Personal dev.	Nec.	61	71	41	89	33	33	10.87	6	12.59 +
Job security	Nec.	57	42	29	44	17	33	5.52	6	12.59
Using new technology	Nec.	17	25	53	11	33	67	12.07	6	12.59 +
Working under pressure	Nec.	26	13	29	22	50	33	18.15	6	12.59 *
Working without pressure	Nec.	22	4	12	33	17	0	6.43	6	12.59
Social standing	Nec.	9	18	12	0	0	0	2.12	6	12.59

Comments

Professionals in different employment situations appeared to respond differently to various factors in their working environment.

The most significant result came from the group involved in education for library/information work. This group responded very much more positively to working under pressure than did other groups. Although this was a less significant dependency, library/information educators none the less showed most positive reaction to earning a good salary. National librarians scored highest on personal development, although this was also less statistically significant.

Although school librarians scored highest for positivity towards the use of new technology, the unrepresentative nature of the sample (cf. 1.1.3) detracted somewhat from the usefulness of this result. The relatively high score obtained by special librarians with regard to their interest in the use of new technology (which could perhaps have been expected in view of the specialized environments in which they were employed) was a result which illustrated a less marked dependency.

It might also be useful to examine each type of library/ information employment separately in order to get some sort of profile of each type of working environment, by looking broadly at each group's responses to different aspects. It should be emphasized that this would only indicate underlying trends, and should not be seen as offering precise or statistically supportable certainties.

Public librarians placed a relatively high value on intellectual stimulus, and a moderately high value on other intrinsic factors, such as opportunity for initiative and personal development. This same level (65%) was maintained in their attitude towards serving others - which was somewhat surprising since service to the community is generally acknowledged as being a cornerstone of public librarianship. On a more materialistic plane, the category of earning a good salary achieved the same score, and job security while its score was lower, was emphasized more by public librarians than by any other type of professional involvement. Public librarians, it should be noted, scored very low on their attitudes to working with new technology.

University librarians, on the whole, had very positive attitudes to the opportunities for using their intellects, and also appeared to consider initiative and personal development moderately important. They also expressed marked interest in service to others. They were materialistic enough to attach some weight to salary, but were less interested in job security. They seemed to express little preference for working in either a pressurized or quiet environment.

While placing some emphasis on the use of intellect and initiative, special librarians did appear to place less emphasis on service, and more on salary. Although not high, their score (50%) for using new technology was considerably higher than that achieved by individuals working in other types of library/information environments.

National librarians placed a high value on intellectual stimulus (100%), and also on personal development, with somewhat less emphasis on initiative and service. Job security and, even less so, salary and career prospects appeared to hold little importance for them. They scored very low on their positivity towards using new technology, and only slightly higher on the importance of working in a non-pressurized environment.

Library/information educators placed a particularly high value (100%) on the opportunities for using their intellect (a result which could have been anticipated in view of the nature of their jobs), and also valued initiative and service. Salary was likewise very important. Their attitude towards working under pressure was positive in comparison with other groups, but their approach to the use of new technology was somewhat negative, which was surprising in view of their presumed concern with recent developments in the profession.

School librarians (whose sample, as has been pointed out, was small), felt positive about intellectual opportunity, initiative, service, and the application of the new technology.

7.4.7.3 Specific Attitude Responses

Type of L/I Centre (%)

Att. Statement	State	Pu	Un	Sp	Na	Ed	Sch	D ²	n	X ² (n)
LIW is dull & uneventful	*P/A	64	79	71	56	100	100	9.19	12	21.03
LIW offers interest.assoc. with people	P/A	77	67	76	44	80	100	8.11	12	21.03
LIW outgrowing meekness image	P/A	68	88	82	67	20	100	29.21	12	21.03 *
LIW demands alert minds	P/A	68	84	71	56	20	67	16.48	12	21.03
Intell. person wd not be sat. with LIW	P/A	64	71	71	89	40	67	9.32	12	21.03
LIW is a pas-sive profession	P/A	59	74	47	44	60	67	14.42	12	21.03
LIW only a skilled service occupation	P/A	59	63	53	44	60	100	12.17	12	21.03
LIW - opport. for initiative	P/A	45	58	76	33	60	33	18.31	12	21.03
LIW a pleasant backwater	P/A	55	54	35	34	20	67	9.76	12	21.03
LIW v. creative	P/A	45	50	41	22	20	33	18.39	12	21.03
LIW attracts just average people	P/A	41	29	18	56	20	33	15.20	12	21.03
LIW more deman- ding than most professions	P/A	27	4	12	11	20	0	19.35	12	21.03 +

* P/A = Positive attitude

Comments

A wide variety of viewpoints expressing attitudes towards the profession was evident from the table.

The stand on the meekness image of the profession differed considerably amongst the various groups. This confirmed the statistical evidence that the stances adopted towards this statement appeared to vary according to the divergences found in the working environment. University librarians, followed by special librarians appeared to agree most strongly with this statement.

A surprising result was the very low score on the profession's meekness image, achieved by library/information educators who appeared thereby to exhibit very negative attitudes towards the profession.

A possible dependency was expressed through the item concerning the demanding nature of library/information work. Although overall scoring was low, a range of scores was nevertheless achieved, with public librarians expressing the most positive attitudes, and school and university librarians the most negative. Overall, the trend seemed to be for both university and special librarians to display relatively positive attitudes towards the profession. What was striking was the negativity expressed by library/ information educators.

7.4.7.4 Attitude as Revealed by Extrinsic Factors

Extrinsic Factor	State	Pu	Un	Sp	Na	Ed	Sch	F _{TEST}	D ₁ /D ₂	F _{D1D2}
Social ranking of LIW worker	Mean soc. rank.	7.6	7.7	6.9	7.2	8.5	7.5	0.96	6/53	2.28

Comments

Although not statistically significant, educators for library/information work appeared to rank their profession considerably lower than other groups. Special librarians accorded the highest ranking to their profession.

7.4.7.5 Conclusions

What emerged from this section was the apparent differences in attitude which seemed to exist between individuals working in different types of library/information employment environments. Perhaps the most striking feature of the findings has been the negative attitudes towards the profession which appeared to be held by those involved in education for library/information work. It is generally acknowledged that education for a profession comprises more than simply teaching the body of knowledge which is relevant to that profession. It is from such an educational environment that new entrants to the profession come into contact with, and absorb what could be considered appropriate attitudes towards that profession, and begin to assimilate the professional culture associated with it (cf. 4.2.1.2 and 4.2.1.7).

7.5 FURTHER ANALYSIS

The analysis, up to this point, has been qualitative in nature, being an attempt to assess the nature of the attitudes held by the respondents. There was a generally acknowledged need for a quantitative measure as well, and for this purpose a detailed analysis of the Thurstone Attitude Index (TI) was undertaken. It was hoped that overall trends and other interesting dependencies might be confirmed in this way.

The Thurstone Index is a numerical value produced by the summation of weights assigned to responses in a number of questions. These individual questions have been analysed against the independent variables in 7.4, while in this section the numerical nature of the Thurstone Index was used to test attitudes as a whole, against the independent variables.

The Index has a range of values from 0 to 48: 0 signifies the maximum positivity while 48 represents greatest negativity.

7.5.1 GENERAL ANALYSIS OF THURSTONE INDEX

Range	Frequency	%
< 6	7	9
7 - 13	23	28
14 - 20	23	28
21 - 27	19	23
28 - 34	10	12
35 - 41	0	0
42 - 48	0	0
Invalid Answers	2	-
Total	84	100

xxMEDIANxx

Mean	=	17.6
Std Deviation	=	8.0

Comments

This table presents a general picture of the degree of positivity and negativity found in the attitudes of the library/information practitioners represented in the sample.

As explained in the table below, the lower the number in the range, the higher the degree of positivity in the attitudes towards the profession. The range of positive and negative attitudes were classified as follows:

Very Positive	Positive	Slightly Positive	Average	Slightly Negative	Negative	Very Negative
0	6	13	20	27	34	41
						48

Therefore the sample mean of 17.6 lay in the "slightly positive" area, while the spread of attitudes or standard deviation covered more than one section of this mapping.

Initially, it was desirable to prove that, in general, library/information workers had positive attitudes towards their profession.

Thus, the hypothesis was tested:

$$H_0 : \mu \geq 24 \quad \text{against the alternate hypothesis:}$$

$$H_1 : \mu < 24$$

where μ is the actual population Thurstone Index.

Testing was carried out against the value 24, since this was the mid-point of the range of positive and negative attitudes.

The t statistic was calculated, with 81 degrees of freedom.

$$t_{n-1} = \frac{\bar{X} - \mu}{s / \sqrt{n}} \quad \begin{array}{l} X = \text{sample mean} \\ s = \text{sample std deviation} \\ n = \text{number in test} \\ \mu = \text{true population mean} \end{array}$$

$$t_{81} = \frac{17.6 - 24}{8.03 / \sqrt{82}}$$

$$= \frac{(-6.4)(9.06)}{8.03}$$

$$\underline{t_{81} = -7.22}$$

A t_{ACTUAL} with 81 degrees of freedom has a value of 1.87. Since $t_{81} = -7.22 > 1.87$, H_0 was rejected and H_1 assumed. Note also that at a significance level of 0.005, t_{ACTUAL} has a value of 2.65, so H_1 had still to be accepted.

It might be concluded, therefore, that there was 99.5% certainty that the Thurstone Index to measure attitude positivity among library/information workers was < 48 i.e., that library/information workers had a positive attitude towards their profession.

7.5.2 MORE DETAILED EXAMINATION OF THE THURSTONE INDEX

It was necessary to analyse the Thurstone Index according to various factors, in order to detect trends and dependencies.

The following hypotheses were tested:

H_0 : Attitude is not dependent on factor

H_1 : Attitude is dependent on factor

7.5.2.1 Versus Probable Independent Factors

7.5.2.1.1 Sex

Female TI	Male TI	F_{TEST}	n_1/n_2	$F_{n_1n_2}$
18	13	0.01	1/80	3.96

Comments

Since $F_{TEST} < F_{n_1n_2}$, H_1 could not be accepted. Instead, H_0 was accepted, namely that TI was not dependent on (or did not vary with) sex.

This finding coincided with the findings which emerged from 7.4.1 which indicated that the differences in attitudes towards the profession did not vary significantly between males and females. Nevertheless, from the results obtained in Table 7.5.2.1.1, it appeared that males were slightly more positive than females in the way in which they regarded their profession.

7.5.2.1.2 Age

<25	25-35	36-50	>50	F_{TEST}	n_1/n_2	$F_{n_1n_2}$
13	21	17	16	2.43	3/78	2.72

Comments

On evidence, the hypothesis H_0 was accepted since it had no significance at a level of 0.05.

Although the statistical significance was not clearly evident, the degree of the negativity of the 25–35 age group towards the profession in relation to the other age groups, was noteworthy. The age group with the most positive attitudes was the youngest, viz., those individuals under 25 years of age. This finding did not correlate with that of 7.4.2 where it appeared that older library/information workers held more positive attitudes towards the profession.

7.5.2.1.3 Home Language

English	Afrikaans	F_{TEST}	n_1/n_2	$F_{0.102}$
20	14	7.30	1/67	4.00

Comments

The hypothesis H_0 was rejected. Instead, H_1 was accepted. Afrikaans-speaking library/information workers appeared to have a more positive attitude towards the profession than those speaking English. This reaffirmed the findings in 7.4.3.

7.5.2.1.4 Years of Professional Experience

<2	3–10	11–25	>25	F_{TEST}	n_1/n_2	$F_{0.102}$
18	20	16	16	1.55	3/78	2.78

Comments

There appeared to be no significant dependency which was evident from this table, and the hypothesis H_0 was accepted.

If any trend did exist, it appeared that those library/ information workers with more than 11 years of experience had more positive attitudes towards the profession than those with less than 11 years' experience. This finding coincided with the conclusions which were drawn in 7.4.4.

7.5.2.1.5 Annual Salary

< 15000	> 15000	F TEST	n1/n2	F _{0.102}
19	16	3.97	3/78	2.78

Comments

The hypothesis H_0 was rejected, and it was concluded that some dependency on annual salary existed.

The findings appeared to indicate that those library/ information workers who earned over R15 000 per annum regarded the profession more highly than lower salary earners. There was some confirmation with this finding in 7.4.5 where it was concluded that those who earned between R15 000 and R25 000 per annum appeared to have slightly more positive attitudes towards the profession than did either the higher or the lower salary earners.

7.5.2.1.6 Supervision of Other Employees

No	Yes	F TEST	n1/n2	F _{0.102}
18	17	0.89	1/80	3.96

Comments

From the similarity of the results in the table, it appeared that no dependency existed and the hypothesis H_0 was accepted.

Positivity towards the profession was little influenced by whether the individual supervised other employees or not. This finding agreed in essence with the conclusions which were drawn in 7.4.6.

7.5.2.1.7 Type of Library/Information Centre

Publ.	Univ.	Spec.	Nat.	LIW Ed.	Sch.	F _{TEST}	n ₁ /n ₂	F _{n₁n₂}
17	16	18	23	19	13	1.0	5/74	2.34

Comments

There did not appear to be a dependency on the library/information environment, and H₀ was accepted.

National librarians seemed to hold slightly less positive attitudes towards the profession than other groups. Because of the small numbers of school librarians in the sample, the figures concerning this group had little significance, and have therefore been disregarded for the purposes of comparison. There was not a high correlation between these findings and those which emerged from 7.4.7, where the apparent negativity of educators for library/information work in their attitudes towards many aspects of the profession was very evident.

7.5.2.1.8 Highest Academic Qualification

Bachelor	Honours	Masters	Ph.D.	F _{TEST}	n ₁ /n ₂	F _{n₁n₂}
18	20	17	10	1.21	3/76	2.73

Comments

Since there did not appear to a significant dependency on academic qualifications, the hypothesis H₀ was accepted.

A possible trend emerged signifying that positivity might increase with higher qualifications being obtained. It should be noted that the Ph.D. group comprised only two people (cf.7.2), hence the reliability of the results should not be accepted without qualification.

7.5.2.1.9 University from which Academic* Qualifications were Obtained

St.	Wits.	Unisa	UCT	Pre.	Rho.	UWC	non-SA	F _{TEST}	n ₁ /n ₂	F _{n1n2}
13	19	20	21	20	17	20	13	2.18	7/67	2.16

Key: St. - Stellenbosch; Wits - Witwatersrand; Unisa - University of South Africa; UCT - Cape Town; Pre. - Pretoria; Rho. - Rhodes; UWC - University of the Western Cape; non-SA - universities attended outside South Africa.

Comments

It did appear that attitudes were dependent on the university from which academic qualifications were obtained. The hypothesis H_0 was therefore rejected, and H_1 was accepted.

Graduates who had attended the University of Stellenbosch appeared to hold the most positive attitudes towards the profession. There was a correlation between this finding and that of 7.5.2.1.3 which postulated the positivity of Afrikaans-speaking library/information workers. Likewise, individuals who gained academic qualifications at universities outside South Africa held a comparable degree of positivity.

University of Cape Town graduates appeared to hold the least positive attitudes towards their profession.

*Note: this table refers to academic not professional qualifications.

7.5.2.1.10 Highest Professional Qualifications

Diploma	B.Bibl.	Hons	Mast.	Ph.D	F _{TTEST}	n ₁ /n ₂	F _{n1n2}
18	15	22	18	9	1.21	3/76	2.73

Comments

Because attitude did not appear to be dependent to any significant extent on professional qualifications, the hypothesis H_0 was accepted.

In both this table and in 7.5.2.1.9, Honours graduates appeared to hold lower positive attitudes than holders of other qualifications. The high positivity of the Ph.Ds should be noted. It should be pointed out that this sample constituted a very small group (3 persons i.e., 4% of the sample), although in terms of being representative of the total number of Ph.Ds in the population as a whole, it was in fact, highly representative.

7.5.2.2 Versus Other Factors: Some Attitude Responses

7.5.2.2.1 When did you decide on a career in L/I work?

At School	At Univ.	After School	F _{TTEST}	n ₁ /n ₂	F _{n1n2}
18	17	18	0.10	2/52	3.18

Comments

The differences in attitude between those individuals who made their career choices at school, university or after school, were minimal. Hence, the hypothesis H_0 was accepted, since no dependency on the timing of the choice was observed.

7.5.2.2.2 Would you choose a L/I career again?

No	Yes	F _{TEST}	n ₁ /n ₂	F _{D102}
21	13	13.99	1/71	3.98

Comments

There appeared to be a dependency in the findings on whether library/information workers would or would not choose the same career again. Hence, the hypothesis H_0 was rejected.

This result was as might have been expected. Since the low TI scores of those who answered "yes" indicated positivity towards the profession, such individuals would have been more likely to choose the same career again. An anomalous situation has been evident throughout the analysis. Paradoxically, in spite of relatively positive attitudes, few individuals would choose library/information work a second time. Although this question was linked with positivity, it could be concluded that although respondents felt positive about their careers, factors associated with it precluded their wishing to choose this career again, should that choice be offered to them.

7.5.2.2.3 Satisfaction with L/I work as a career

Satisfied	Average	Not Satisfied	F _{TEST}	n ₁ /n ₂	F _{D102}
15	20	27	14.99	2/78	3.11

Comments

It was apparent from the table that positivity towards the profession was dependent on the degree of satisfaction it evoked. The hypothesis H_0 was therefore rejected.

It should be noted that the TI differed according to the library/information workers' satisfaction with the profession. This strengthened the claim that both the TI and the satisfaction index (cf. 7.3.5) were attitude measures since their findings corresponded, i.e. a low satisfaction score with regard to library/information work implied a high TI. Conversely, high satisfaction with the profession implied a low TI score.

7.5.2.2.4 Hoped-for Benefits from L/I Work

BENEFIT	Import.	Unimport.	F _{TTEST}	n ₁ /n ₂	F _{p1n2}
* Using one's intellect	18	5	33.59	1/80	3.96
Opportunity for initiative	17	18	0.25	1/80	3.96
* Service to others	16	20	4.45	1/80	3.96
Earning good salary	18	17	0.35	1/80	3.96
* Personal development	19	15	4.19	1/80	3.96
Job security	18	17	0.02	1/80	3.96
+ Using new technology	15	19	3.28	1/80	3.96
Good career prospects	19	17	0.87	1/80	3.96
Working under pressure	17	18	0.09	1/80	3.96
Working without pressure	20	17	0.81	1/80	3.96
Social standing	14	18	0.81	1/80	3.96

* Signifies dependencies (significance level = 0.05)

+ Signifies possible dependency (significance level = 0.10)

Comments

This table offered a critical analysis as to whether library/information workers were getting what they wanted from their profession.

In 7.3.10 it was evident that 83% library/information workers gave a priority rating to "using one's intellect" as a benefit which they had hoped to get from their careers. There was a marked difference in the Thurstone Index between the scoring for those individuals who rated this factor as important, and those who rated it as unimportant. It should be noted that the TI was higher (i.e., less positive) for library/information workers who rated intellectual stimulus as important. This was their primary requirement from their profession, and it was not being fulfilled. The result appeared to be a reduction in positivity towards that profession.

Nevertheless, even though it could be interpreted that the profession had failed them with regard to this need, other requisites were being fulfilled, which resulted in an overall positive attitude towards the profession.

The need to provide service to others was being satisfied. This was rated as important by 70% of the sample. The TI results were lower (i.e. more positive) for those who rated this factor as important.

Of somewhat less significance were the results which related to personal development. In 7.3.10, it received a positive rating of 60%. The TI reflected a higher rating (i.e., low positivity) for those who considered this factor to be of importance to their careers. Also less significant were the findings concerning those for whom using new technology was a benefit they had hoped to get from their careers. They appeared to be getting moderate satisfaction with regard to this requirement since the TI scores for those for whom it was important were lower than those for whom it was unimportant.

The remainder of the requirements from a career in the library/information profession appeared to be satisfactorily fulfilled, as indicated by the lack of divergence in the TI between those who found each of these requirements respectively important, and those who did not.

7.5.2.2.5 Social Ranking of L/I Worker

High Social Ranking	Av. Social Ranking	Low Social Ranking	F _{TEST}	n ₁ /n ₂	F _{n₁n₂}
8	17	20	3.67	2/75	3.12

Comments

The hypothesis H_0 was rejected, since significant dependencies emerged with regard to the social ranking which had been accorded by the respondents.

This result substantiated the validity of using social ranking as a measure of attitude. High social ranking of library/information workers implied a low TI (i.e., high positivity) and vice versa. Those who had ranked the social standing of library/information workers very high had very positive attitudes towards the profession, which was a result which would have been anticipated.

7.5.2.2.6 Member of SAILIS

No	Yes	F _{TEST}	n ₁ /n ₂	F _{n₁n₂}
18	17	0.33	1/80	3.96

Comments

There appeared to be little difference in attitude between those who were members of SAILIS and those who were not. Hence, the hypothesis H_0 was rejected and there appeared to be no dependencies.

It appeared, then, that low TI (i.e., high positivity) did not imply a greater likelihood of being a member of SAILIS. This did not correlate with the finding in

7.3.15 in which 76% of the respondents gave a commitment to the profession as their most important reason for continued membership of SAILIS.

Nevertheless, from the statistical evidence above, it would appear that membership of SAILIS could not be accepted as a measure of positivity or negativity of attitude.

7.5.2.2.7 First-career preference

No	Yes	F _{TEST}	n ₁ /n ₂	F _{n1n2}
18	17	0.13	1/79	3.96

Comments

The hypothesis H₀ was rejected, so it was concluded that there appeared to be no link between the positivity of library/information workers towards their profession and whether or not it was a first-career preference.

This finding seemed to imply average satisfaction for those individuals who had initially thought of another career in preference to library/information work.

7.6 OPEN-ENDED COMMENTS MADE BY RESPONDENTS

Parts I and II of the questionnaire consisted of pre-structured questions to which respondents had to select the appropriate answer from the range of choices which were offered. Part III of the questionnaire, on the other hand, provided space for the respondents to provide unstructured comments on their profession, should they so wish. Clearly, a large number of them did feel strongly enough about various professional issues to use this section as a vehicle for their views. Of the 84 questionnaires returned, 43 (51%) included some personal comments. The 85th respondent, who had refused to complete the questionnaire, also expressed some personal views on the profession; it was considered prudent to include a part of the contents of this letter as well.

Ten questionnaires were sent out and returned in the pilot study. Of the ten respondents, eight had taken the trouble to add some of their own personal views on the profession in Part III.

The value of this section, then, is that the spontaneously expressed views of the professionals taking part in the survey have been incorporated in their own words in the final analysis. The views of individuals on particular issues considered to be important are therefore recorded. Since these personal comments reveal also the attitudes of library/information workers towards their profession, they are seen as significant, and have been included in this study, sometimes only in essence, and in other cases, by means of citation. Nevertheless, it should be noted that the comments which follow are the random opinions on the profession as have been expressed by one or more respondents, but cannot be taken to reflect, in any way, a consensus of the views of the sample as a whole.

7.6.1 Attitudes towards the Profession

Several of the respondents appreciated the importance and effect of their attitudes towards the profession on the quality of their work. Where attitudes were positive, a more dynamic service orientation could be assumed to result as a matter of course. It was also realised that attitudes could be affected by such factors as low salaries and status within the community.

It was thought that the type of library/information centre in which one worked could affect one's attitude towards the profession. For example, one respondent considered that, whereas special library work engendered a positive attitude towards the profession, public library work, in contrast, seemed to have the opposite effect. Two respondents in turn expressed the view that the country in which one worked affected one's attitude. In one case, it was suggested that, had the respondent been working in Canada instead of South Africa, a more positive attitude would have been expressed, while another cited employment in the United Kingdom and the United States as producing an improvement in attitude.

7.6.2 Favourable Attitudes towards the Profession

In spite of criticisms which they levelled against the profession, a number of respondents nevertheless expressed favourable attitudes towards it. Some of the verbatim comments have been quoted below and include random statements, such as:

A worthwhile, fun profession, with the right attitude.

I feel that the profession is in the process of changing from a passive, service-orientated one to a more dynamic proactive career... I also feel that there is the potential for this profession to be one of the most challenging and exciting to be involved in in the future. It is up to the members of the profession to seize the opportunities as they arise.

Similar comments came from other respondents:

One of the most challenging professions in the 1980s, 1990s.

It can be a most stimulating & rewarding profession on many levels, depending on the type of library & library users.

It has provided me with a lifetime of enjoyment.

Several respondents commented on the varied nature of library/ information work and in particular its ability to provide a satisfying profession for all temperaments, whether "extravert" or "introvert":

The career of a library and information professional provides scope for many different types of people specializing in many different fields or not specializing at all but merely carrying out important day-to-day routines... It is also a profession which spans the globe and provides necessary information and data for those in need and specializing in many different spheres of our society - from school-children to statesmen etc., etc. It's an exciting thought!!

Another respondent made the comment:

It is a very fulfilling career. There is a wide variety of fields that one can specialise in e.g. cataloguing for the shy & timid and reference work with the public for the extravert. It is an important profession because the service which it provides can be useful to the professional as well as the lay person in need of personal/legal help. It is also a free service for people who cannot afford to buy most books. I am very glad I chose this profession!

One contributor described library/ information work and public library work in particular with enthusiasm:

The issues pertaining to librarianship, and from my perspective, public librarianship, are many and varied. They are also daunting, frustrating, joyous and inspiring. There is constant movement in addressing ourselves to improvement and growth and beating off the (often serious) threats to the public library movement. In this way I see a dynamism in the profession.

The same respondent went on to say:

Also, we as professionals should be far more vocal in marketing our excellent product. The fascinating role of the public library in FREE, on-going, informal education FOR ALL is but one example of the importance of public libraries which needs to be high-lighted.

The following takes a somewhat more quiescent view of the kind of challenge which is offered by the profession:

Librarianship is an interesting profession. One is never working under pressure; also, there are no deadlines to beat.

7.6.3 Less Favourable Attitudes towards the Profession

Some respondents saw the profession as having potential, but being beset by problems, nevertheless:

Library & information profession is facing a challenging and innovative period to which it must adapt if it wants to survive in today's (or tomorrow's) industrial society. This survival will depend on the persons who are in charge of our major library institutions.

The profession can be an interesting one if one has enough variety in one's job.

I chose library work at an early age and have not seriously considered an alternative profession. I am fortunate to work with pleasant and intelligent colleagues and love the essential nature of the work I do, but cannot help but be frustrated because of the problems which exist at present regarding library and information work in South Africa.

I do feel that the whole profession and librarians themselves need the appropriate 'kick' as the service it offers to the public and itself is highly stimulating/innovative and exciting.

7.6.4 Unfavourable Attitudes towards the Profession

A number of respondents were critical of the library/information profession. The first quotation below is reminiscent of the comment made by Pierce Butler in 1951 about librarians being "mere handmaidens to other cultural agents" (1951:246) (cf. 4.2.1).

A librarian is essentially only a handmaiden. Library work does not offer much scope for a creative person. You simply follow rules, e.g. cataloguing.

Another respondent echoed the often-expressed views that library/information workers were too concerned about their own professionalism (cf. 4.).

We spend an inordinate [amount of] time reminding ourselves how professional we are - with total lack of any humour. We could well spend that time on our work, thus rendering better service to our readers/users.

Another individual who was "not concerned with the profession of librarianship in any way" and therefore did not feel "a 'librarian'", saw library/ information work as "a pleasant, interesting and remunerative job" and no more than that.

Recognition of the profession by the community is considered a prerequisite to the acceptance of professional status (cf.4.2.4). The following quotation indicates that some library/information workers felt that this recognition was lacking:

The general public still think of librarians as 'people who stamp books all day'. We may think of ourselves as professionals but that is not the general opinion. If you work in a public library you are regarded as being about on the same level as a shop-assistant!

Also:

... where I work, librarianship is regarded as mainly a clerical job populated mainly by females who are not highly regarded at all.

The need for a sound theoretical basis to the profession (cf. 4.2.1) was pinpointed by two respondents. One of them commented:

The profession is still too practically orientated. If we do not have a theoretical base to fall back on, we may just as well call ourselves artisans.

The fact that the title 'librarian' is often assumed by those without the prescribed professional qualifications, was bemoaned (cf. 4.):

Our greatest problem is the fact that anyone can call himself a 'librarian' - qualified or not. Any secretary or filing clerk who is given responsibility for the filing of information or books, is referred to as the librarian of the organization or firm.

All workers, in the public's eyes, who work in a library, are librarians.

The criticism was made by a respondent that "the career is being unsustainably 'professionalized'", the service orientation was being noticeably eroded in the process, especially when compared with previous years. Less emphasis was being placed on in-depth knowledge of the stock, which affected the ability to offer a

satisfactory service. This respondent did not consider that it was possible to speak of a library/information profession:

Librarianship is not ONE profession; it is made up of managers, bibliographers, PRO people (counter assistants), scholars, education officers, etc. In my opinion public libraries (social service) have nothing whatever in common with academic libraries, nor either with special company libraries. There is... no common ground for a profession called librarianship.

Complaints of a lack of knowledge of the physical stock in a library/information centre were reflected in many other responses.

It is useful to conclude this section of comments made on the library/information profession by the inclusion of a thoughtful contribution on the position of library/information work as a profession. The respondent made the point that a number of occupations have joined the ranks of the professions and the early, established professions no longer have the monopoly of professional status. The sort of professional status which was characterised by these early professions was seen as a phenomenon of early English social history. For this reason, the respondent saw the concept of 'profession' as being inappropriate in the South African context:

It is remarkable that the opinions [on librarianship as a profession] were expressed in Afrikaans. The term 'professie' was used. In Afrikaans culture, I think, this sort of thinking is even more irrelevant.

The respondent goes on to say:

People talk about the nursing profession and the teaching profession. There are professional soldiers. Why should librarians not have their own profession? It may be interesting to note that even within one and the same profession or occupation there can sometimes be enormous differences. In the armed forces there are generals and private soldiers, admirals and sailors.

7.6.5 Librarianship or Information Science?

It was suggested in some of the comments that the profession was inappropriately named, and that practitioners would elicit more respect if they were called

"information scientists" or "information workers/officers/managers". On the other hand, it was also suggested that there was still a division between librarianship and information science:

Despite valiant attempts on the part of professional librarians to prove otherwise, I feel that there is still a dichotomy between librarianship and information science.

7.6.6 Bureaucracy

The threat of bureaucracy to professionalization was noted by several respondents (cf. 4.3). Working in a bureaucratic environment was felt to be stultifying, inflexible and antithetic to creativity and initiative. There was a lot of red tape which caused frustration, not only to individual library/information workers, but also to smaller branch units.

Of course librarians work in hierarchies ... and they have to carry out instructions, whatever they may think about them.

Also:

They are rendered powerless to fully direct their own futures and are one of the first areas to suffer in times of economic stringency.

Another respondent also mentioned the Croeser Working Group and the apparent impotence of the library/information profession when faced with such threats (cf.1). It was felt that individual library/information workers should have greater say in decision-making in their organizations.

7.6.7 Education

Some comments were made on education for library/information work. There was some call for education to be more practical, rather than having a "highly intellectual, philosophical" emphasis. As one respondent put it:

There has been a lot of emphasis lately on academic achievements and this has its roots in the general feeling of inferiority and persecution in the profession. I think there is more 'hogwash' in the fruit of these academic labours than in most other academic fields (relatively speaking). By 'hogwash' I mean pseudo-intellectual and irrelevant studies.

One respondent noted that the education that had been received at library school bore little relation to the work that was required in a public library. A suggestion was made that library schools should offer a short general introductory course in library/information work (in order to make participants employable in more than one type of library), followed soon after by specialized training. At this point library schools could attempt to screen and guide students into areas of library/information work which were suited to their abilities, personalities, etc. The issue of library schools screening and selecting carefully new recruits to the profession was mentioned by one other respondent.

In regard to the library school curricula, it was felt that there should be greater emphasis on management and on computer science (a course in the latter field, it was suggested, should be compulsory). There was criticism from one respondent of the inadequacy of fieldwork programmes. Another emphasised that library schools should imbue neophytes with the service ideal.

7.6.8 Intellectual Demands of Library/Information Work

Only two respondents commented on the routine nature of the work (cf.5.3.5). One described the work being mainly "clerical, unstimulating and unrewarding" and suggested that professional qualifications were not necessary for such work. The other contributor commented:

The full potential of librarians is not realized. We are trained as professionals and are capable of doing highly skilled research work and reader guidance, yet often find ourselves performing menial, clerical tasks and spending many hours behind a central desk to issue items.

7.6.9 Technology in Library/Information Centres

There was some support for the view that library/information centres were not keeping up sufficiently with developments in the technological field:

I totally fail to understand why information workers are not getting more involved in computer science. There is all this talk about

professionalism, social standing etc., but so few information workers are prepared to acquire the knowledge and skills that would really earn them respect in today's information society.

Only one respondent considered that the emphasis on technology was tending to push out knowledge of the stock.

7.6.10 Image and Status

Several respondents clearly felt strongly about the image and status of the library/information field in the community, which was ignorant of what library/information work involved. One suggestion was that the library/information worker was regarded as "a keeper-of-books" instead of as an information manager. The adjective 'underrated' was used twice by respondents, which is reminiscent of the comment made by Slater that library/information workers see themselves as "undervalued ... underused and underpaid" (1981:156) (cf. 5.1). Because the image generated was effeminate rather than powerful, men were discouraged from joining the profession. One respondent found that the lack of respect generated by the poor image of the library/information worker acted as a drain on her energy. Another respondent commented:

Image given is unhappily still a dull, boring one. Can pick librarians out anywhere.

Another made the following observation:

Despite the recently added tag '... and Information Science' I feel that librarianship in general still carries a stigma. Obviously this is not so prevalent in academic circles, but outside that environment one is mildly teased about the stern-lipped, bun-and-spectacles image of one's profession.

One respondent thought that the image was improving, and another that the introduction of computers into the library/information field had "done wonders for its image". It was suggested that marketing through the media should help to improve the image of library/information work.

Several comments were made as to the negative consequences which a poor image had on the status of the profession in the community.

7.6.11 Type of Individual in Library/Information Work

A number of comments were made with regard to the type of individual working in or attracted towards the library/information field. Several expressed the view that the wrong type of person was being attracted, who in fact "impeded" the "dynamic, creative and intellectually challenging nature" of the role of the profession in society. Appellations such as "introverted, undynamic, unglamorous and dull", or, not "professionally inspired" were used. Another comment was that:

This profession seems to attract the wrong people. People who are not really interested in their jobs. Lazy people who think it is a nice easy-chair job where all you do is to sit and read. A job to keep the not-so-young occupied.

It was felt that poor salaries were an indication of low status which in turn meant that individuals of below-average ability were attracted to the profession. Another view was that, while there were creative library/information workers, there were also a large number of uncreative individuals "who trot along indifferently and unconcernedly with whatever is on the programme". The type of person attracted affected the atmosphere of institutions:

I personally find that it [the profession] does attract retiring introverts who shelter behind it and prefer not to be noticed. Nearly all the men who join are invariably social misfits with very timid, passive personalities... and of course at the other extreme are the scores of forceful 'Old Maids' who have held one position for years and years, terrorising everyone else. I have had vast experience as an unqualified 'junior' in a huge public library, as well as about 5 1/2 years post-qualification, and every institution carries the same atmosphere ... that of a school (cf. Varley's and Mason's definitions of the profession, 5.3.1).

7.6.12 Library/Information Functions

Some comment was made on the type of work found in library/information centres. There was some suggestion that cataloguing work was for the shy and introverted

and, more generally, work in technical services could become monotonous. The same was said of issue desk work. Reference work was considered stimulating, particularly on-line searching.

One respondent bemoaned the fact that both the public and the profession underrated the importance of children's work in public libraries.

7.6.13 Conditions of Employment

Several respondents commented on the salaries paid to library/information workers (cf. 5.3.3). These were considered poor, and one contributor described them as a "disgrace". On the other hand, two respondents considered that the salaries offered to professionals were good.

One respondent noted the long hours and exhausting nature of the work in library/information centres, and the need for an improvement in the working environment.

7.6.14 Sexual Discrimination

There were a few comments on what was described as discrimination against women. It was considered that men invariably got the top positions in the profession, higher salaries and more perks.

7.6.15 SAILIS

There was a suggestion from one respondent that SAILIS should become more involved in socio-economic issues. On a professional level, another respondent saw that the Institute should provide more refresher courses. Finally, the third respondent saw SAILIS as being "not particularly relevant to most mid-range librarians".

To conclude this section, it is useful to record the following quotation which seems to express a forward-looking outlook:

The profession should stop considering where we've been and where we are at. Instead let's consider where we would like to go!

8.

CONCLUSIONS

Attitudes have certain characteristics: they cannot be directly observed, but must instead be construed from indirect evidence; they are acquired, and are not inborn; and they contain an evaluative factor (cf. 2.2.2.1). It was anticipated, therefore, that through a detailed analysis of the answers to the questions in the questionnaire which formed part of the empirical study, the attitudes of library/information workers towards their profession and the value which they placed on it (cf.2.2.2.3) could be inferred.

An attempt was made in the analysis to differentiate between attitudes which could be qualitatively expressed, i.e., in positive or negative terms, and those which could be quantitatively expressed. By correlating both attitude "types", it was hoped that confirmation of the attitude would be obtained.

8.1 REVIEW OF THE HYPOTHESES

Certain hypotheses were postulated in 1.3. On the basis of the research which has been undertaken, the following conclusions concerning these hypotheses have been drawn. The first hypothesis stated:

a) that the attitude of library/information workers in the Western Cape will tend to be predominantly negative towards their profession.

This hypothesis has not been substantiated. In fact, the analysis has indicated that the attitudes of library/information workers in this region have tended to be positive towards their profession.

b) that the attitude of library/information workers in the Western Cape will tend to be influenced by one or more of the following factors:

(i) Supervisory position

There is no support for the sub-hypothesis that those library/information workers who are in a supervisory position have more positive attitudes towards the profession than those who do not supervise other employees. An underlying trend towards greater positivity was discerned in the results, but this was not supported statistically. Therefore the influence exerted by supervisory position was not found to be significant.

(ii) Salary level

This sub-hypothesis has been substantiated. It does appear from the evidence that library/information workers earning over R15 000 per annum tend to have more positive attitudes towards their profession than individuals earning less than this gross income. Therefore, the influence wielded by salary level has some significance.

(iii) Years of professional experience

This sub-hypothesis could not be proved beyond dispute. From the evidence obtained it did not appear that years of experience influenced attitudes towards the profession. A trend towards greater positivity with more years of experience could be detected, but could not be confirmed by statistical evidence. This unconfirmed trend does correlate with a similar trend mentioned in (ii) above. Therefore, the influence exerted by salary level is not significant.

(iv) Type of library/information centre in which employed

It appears that there are some differences in positivity and negativity between individuals working in different types of library/information centres. This sub-hypothesis can therefore be accepted.

(v) Home language

From statistical evidence there appears to be some substantiation for this sub-hypothesis. Afrikaans-speaking library/information workers do appear to hold more positive attitudes towards their profession than those for whom English is a home language. This sub-hypothesis can therefore be accepted, and the influence of home language may be said to have some significance.

c) that the attitude of library/information workers will tend to be predominantly negative towards SAILIS as the major body representing the organised profession.

This hypothesis has not been fully supported by the evidence. If membership may be taken as evidence of a positive attitude towards SAILIS, then library/information workers feel very positive towards their professional body. Also, the reasons for continued membership seem to imply a strong commitment to the profession. In spite of these findings, however, further analysis suggests that membership of SAILIS does not necessarily imply more positive attitudes towards the profession.

8.2 SUMMARY OF CONCLUSIONS

The most important result which came out of the analysis was that library/information workers appeared, on the whole, to have a positive attitude towards their profession (cf. 5.1). This coincided with the results obtained in the United States by Fisher (1981:96), and Sergean *et al* (1976:198-99) in Britain.

A surprising anomaly has emerged from the study, however. Even though library/information workers appeared to hold positive feelings towards their profession, only a very low percentage would choose the same profession again. A similar discrepancy has been identified by other researchers, although the percentage has not been as low generally as was found in this study (cf. 5.1). It is possible that the nature of the profession supplied what individual library/information

workers were looking for, yet there were frustrations in the working environment which detracted from the potential of the job.

Without empirical evidence the actual frustrations were difficult to identify, although in Part III of the questionnaire, some actual examples were noted by those who had been interviewed. Some of the frustrations which were mentioned, for example, were the bureaucratic environment, the failure to use professional skills and expertise and, the tendency of the community to undervalue both their professional skills and the contribution which they had to make to society. It could also be that, having chosen a career in library/information work (perhaps after having tried another career), it was not always easy to change careers yet again. So, in spite of some disappointments, the library/information workers remained in the profession.

A possible reason for this apparent discrepancy might be found in the analysis. It appeared from the analysis that library/information workers were not always getting from their jobs what they were looking for. They clearly placed a very high value on having the opportunities to use their intellects. Yet, from the results obtained in the study, they did not receive satisfaction in this sphere.

However, there were compensations which probably contributed to the positive attitudes which library/information appeared to feel. The service orientation is acknowledged to be an important part of the professional ethos (4.2.1.6) and it appeared that this need was being fulfilled to some extent.

In spite of these positive attitudes, however, library/information workers ranked themselves low on the social scale (cf. 5.3.2). Similar results were obtained from other studies (cf. for example, Fisher, 1981:79-83, although through ranking by different types of library/information centres, the comparisons cannot be so clearly made; and, Slater, 1979:199). Perhaps social standing was not important to library/information workers. In the empirical study it was made clear that they had low expectations in this regard from their careers.

It was interesting to note that library/information workers looked to their profession to satisfy their innate needs, such as intellectual stimulus and service to others, which they clearly viewed as being more important than material considerations like salary, career prospects and job security. Altruism in the profession was also noted by Slater (1979:186).

There were differences in the degree of positivity towards the profession expressed in the attitudes of different groups. Afrikaans-speaking library/information workers, for example, appeared to have more positive attitudes towards their profession than their English-speaking counterparts. This factor could also be linked to other results. The University of Stellenbosch, an Afrikaans-medium institution, produced graduates with more positive attitudes towards the profession. Very much less significantly, and, in fact only identifiable as an underlying trend, university librarians appeared to be somewhat more positive in their attitudes towards their profession than individuals working in other types of library/information centres.

Another discernible trend is that higher salaried professionals tended to feel more positive towards the profession than do those with lower salaries. At face value, this was understandable. While it has already been noted that library/information workers tended to be non-materialistic in outlook, there was nevertheless a certain feeling of achievement and acknowledgement of status which was inherent in the level of salary received. Also, a higher salary implied more advanced professional status, which could also bring with it more congenial work and perhaps even some personal power.

What was a useful result from the analysis was that many of the attitudes tested on a positive/negative basis have correlated well with the only quantitative measure which had been used, viz., the Thurstone Index. This has strengthened the conclusions which have been reached. The only exception to this was the question as to what could be inferred from SAILIS membership. It does not appear to be

feasible to use membership or non-membership of SAILIS as a measure of a positive/negative attitude towards the profession.

It is important to point out that the results which have been obtained related to the Western Cape only and could, therefore, not be applied to the country as a whole without such qualification. The Western Cape has particular characteristics which are not necessarily replicated in other parts of the country. Language distribution, for example, is not characteristic of the country as a whole. There is a concentration of universities in a relatively small geographical area of South Africa. The representation of other types of libraries, such as special libraries, is also not necessarily characteristic of the country as a whole.

However, as pointed out in Chapter 6, the statistical nature of these conclusions makes their general application to the rest of the country more credible. In addition, the results obtained do bear some relationship to those which have come out of studies which have been carried out in other English-speaking countries in the Western world, such as those of Ryan (1967), McMahon (1967), Sergean et al (1976), Slater (1979) and Fisher (1981).

A final conclusion which could be made is that library/ information workers did appear, generally, to be positive towards their profession, but, in spite of this, they did not, on the whole, appear to be eager to choose the same profession again, should they be offered the choice. Perhaps the quotation (referring to the profession in Britain) which was cited at the end of Chapter 5 will bear repeating, for it appears also to encapsulate the overall results of this study:

Despite their frustrations the typical librarian or information worker will continue to derive satisfaction from their work and will probably feel that they are in a comfortable occupation. But they are not so content that, given their chances again, they would automatically opt for librarianship or information work. (Moore and Kempson, 1985:152).

APPENDIX A

LETTERS SENT TO
RESPONDENTS

School of Librarianship
University of Cape Town
Private Bag
Rondebosch
7700

17 June 1985.

Dear Colleague

We are all actively employed in library and information work. There are times when we feel that our profession does not get the respect and attention which it is due. Decisions are often taken by individuals in authority which affect our professional lives, yet we are not always consulted. In looking for reasons for this state of affairs, the question may be asked. How do we ourselves regard the profession in which we work? The subject of my research is, therefore, what are the attitudes of library and information workers in the Western Cape towards their profession. In order to find out how you feel about your profession, I am enclosing a questionnaire, which I should be very grateful indeed if you would complete. All replies will be treated in complete confidence, and the questionnaires will be anonymous.

I realise that we are all short of time, and that completing a questionnaire can take up some of your own time. However, I am hoping that it will not take you too long. I do need your cooperation, without which I shall be unable to complete my research.

I have enclosed a stamped, self-addressed envelope for your convenience. I should very much like to get the questionnaires back by Friday 12 July, 1985. If you can manage to get yours back before this date so that I can begin processing the information as soon as possible, it will be a tremendous help to me.

I really appreciate your cooperation.

Yours sincerely



(Mrs) Dorothy Ivey

Skool vir Biblioteekwese
 Universiteit Kaapstad
 Privaatsak
 Rondebosch
 7700
 17 Junie 1985.

Geagte kollega

Ons is almal aktief betrokke in biblioteek- en inligtingwerk. Daar is tye wanneer die gevoel posvat dat ons nie die beroepsagting en -aandag geniet waarop ons met reg aanspraak kan maak nie. Dikwels word besluite geneem deur individue in gesagsposisies wat belangrike implikasies vir ons beroepslewe inhou, sonder dat bibliotekarisse geraadpleeg word. In 'n ondersoek na die oorsake vir hierdie werklikheid kan die vraag gestel word: wat is ons eie beskouing oor die beroep waarin ons staan? Die primêre doel van my navorsing is derhalwe om te probeer bepaal watter gesindheid biblioteek- en inligtingwerkers in Wes-Kaapland teenoor die beroep openbaar. Ten einde te kan vasstel wat u gesindheid teenoor u beroep is, versoek ek u vriendelik om die aangehegte vraelys te voltooi en aan my terug te besorg. Alle antwoorde sal volkome vertroulik behandel word. Die vraelyste sal naamloos bly.

Ek is bewus daarvan dat ons almal onder druk verkeer, en dat die voltooiing van 'n vraelys kosbare tyd in beslag kan neem. Nietemin vertrou ek dat so 'n taak nie 'n onredelike inbreuk op u werksaamhede sal maak nie. Ek is inderdaad baie afhanklik van u samewerking; daarsonder sou ek uiteraard nie my navorsing kan afhandel nie.

Vir u gerief het ek 'n gefrankeerde koevert ingesluit. Ek sal dit op prys stel as u die voltooide vraelys aan my kan besorg teen Vrydag 12 Julie 1985. Indien dit vir u moontlik is om u vraelys voor hierdie keerdatum te pos, sal dit my taak aansienlik verlig deur my in staat te stel om die ontvangte inligting van respondente reeds vroeër te begin verwerk.

Baie dankie by voorbaat vir u samewerking.

Vriendelike groete

Dorothy Ivey

(mev) Dorothy Ivey

APPENDIX B

QUESTIONNAIRE

LIBRARY AND INFORMATION WORKERS'
ATTITUDES
TOWARDS THEIR PROFESSION

QUESTIONNAIRE

This questionnaire will be treated in complete confidence.
Your name should not appear on it.

PART I

1. When did you decide on library and information work as a career?

- 1.1 At school
- 1.2 At university
- 1.3 After leaving school (if you did not attend university)
- 1.4 Other (please specify)

2. Was library and information work the first career for which you felt a strong preference?

YES	NO

- 2.1 If no, what was? _____
- 2.2 How do you feel your present career in library and information work compares with your previous career preference?

very satisfactory						1	2	3	4	5	very unsatisfactory					
-------------------	--	--	--	--	--	---	---	---	---	---	---------------------	--	--	--	--	--

2.3 If you were considering a career today, what would you choose? _____

3. Has your experience of library and information work confirmed that it is a satisfactory career?

very satisfactory						1	2	3	4	5	very unsatisfactory					
-------------------	--	--	--	--	--	---	---	---	---	---	---------------------	--	--	--	--	--

4. Would you encourage a close relative to choose a career in library and information work if he/she appears to be suited to it? (e.g. your child, sister or brother, nephew or niece, etc.)

YES	NO

5. Do you think library and information work could be a desirable career for a man, should he appear to be suited to such a career?

YES	NO

6. Do you think library and information work could be a desirable career for a woman, should she appear to be suited to such a career?

YES	NO

7. Some of the following factors may have been important in your decision to enter library and information work. Rank up to FIVE of the most important influences.

- 7.1 Parents and relatives
- 7.2 Teachers
- 7.3 Career guidance advice
- 7.4 Librarians (school, public, university)
- 7.5 Use of libraries (school, public, university)
- 7.6 Working in a library
- 7.7 Love of books and reading
- 7.8 Desire to work with people
- 7.9 Other (please specify)

8. In your career in library and information work, the following may be important benefits which you would wish to get from your career. Please rank the FIVE most important benefits in order of their importance to you.

- 8.1 Earning a good salary
- 8.2 Personal development
- 8.3 Service to others
- 8.4 Using your intellect
- 8.5 Job security
- 8.6 Social standing
- 8.7 Opportunities for initiative/creativity
- 8.8 Using new technology (e.g. computers)
- 8.9 Good career prospects
- 8.10 Working without pressure in a quiet environment
- 8.11 Working under pressure in a dynamic environment
- 8.12 Other (please specify)

9. Please rank the following occupations according to their social standing, on the scale of 1 to 10. (1 = highest; 10 = lowest)

- accountant
- teacher (primary or secondary)
- engineer
- social worker
- nurse
- library and information worker
- psychologist
- artist
- pharmacist
- computer scientist

10. Are you a member of the South African Institute for Librarianship and Information Science (SAILIS)?

YES	NO

10.1 If no, were you formerly a member of SAILIS?

YES	NO

10.2 If yes, are you
 a Fellow (FSAILIS)?
 a Professional Member (PSAILIS)?
 an Associate Member?

11. If you are a member of SAILIS, have you attended any Branch meetings in the last year?

YES	NO

11.1 If yes, how many meetings?

- 1 - 3
- 4 - 6
- 7 or more

12. If you are a member of SAILIS, what has encouraged you to continue your membership? (Tick the statements below that you feel apply)

- 12.1 Commitment to the profession
 12.2 Conditions of employment
 12.3 Appreciation of SAILIS' role in aiding the growth and development of the profession
 12.4 Supervisor pressure
 12.5 Pressure from colleagues
 12.6 Other (please specify)

13. If you are not a member of SAILIS, or have discontinued your membership, please indicate what you consider to be the reason, by recording your agreement or disagreement with the following statements.

- 13.1 SAILIS has not done much to strengthen the position of library and information workers in the country.

strongly agree 1 2 3 4 5 strongly disagree

- 13.2 I do not get enough back from SAILIS to justify the expense of belonging.

strongly agree 1 2 3 4 5 strongly disagree

- 13.3 The SAILIS subscription is too high.

strongly agree 1 2 3 4 5 strongly disagree

- 13.4 I do not find the advertised Branch meetings very interesting

strongly agree 1 2 3 4 5 strongly disagree

- 13.5 I do not find the advertised Branch meetings very relevant to my professional needs

strongly agree 1 2 3 4 5 strongly disagree

- 13.6 I find library and information workers rather dull people.

strongly agree 1 2 3 4 5 strongly disagree

- 13.7 Mainly older library and information workers seem to belong to SAILIS

strongly agree 1 2 3 4 5 strongly disagree

- 13.8 Other reasons (please specify)

14. Please indicate your agreement or otherwise, with the following statements.
- 14.1 Modern library and information work is fast outgrowing the stereotype of meekness which was previously associated with it.
strongly agree 1 2 3 4 5 strongly disagree
- 14.2 Library and information science is a passive profession
strongly agree 1 2 3 4 5 strongly disagree
- 14.3 Library and information work is more demanding than most professions.
strongly agree 1 2 3 4 5 strongly disagree
- 14.4 Library and information work is a pleasant backwater in which the introvert and the unambitious slip into obscurity.
strongly agree 1 2 3 4 5 strongly disagree
- 14.5 Library and information science is a highly creative profession.
strongly agree 1 2 3 4 5 strongly disagree
- 14.6 Library and information science is only a skilled service occupation.
strongly agree 1 2 3 4 5 strongly disagree
- 14.7 An intelligent person wouldn't be satisfied in library and information work for very long.
strongly agree 1 2 3 4 5 strongly disagree
- 14.8 Library and information work offers many interesting associations with people.
strongly agree 1 2 3 4 5 strongly disagree
- 14.9 Library and information work offers much opportunity for the exercise of individual initiative.
strongly agree 1 2 3 4 5 strongly disagree
- 14.10 Library and information science is a dull, uneventful profession.
strongly agree 1 2 3 4 5 strongly disagree
- 14.11 Library and information science demands of its members alert, active minds.
strongly agree 1 2 3 4 5 strongly disagree
- 14.12 Library and information work attracts just average people.
strongly agree 1 2 3 4 5 strongly disagree

PART IIBACKGROUND INFORMATION

1. Sex
- 1.1 Female
- 1.2 Male
2. Age
- 2.1 under 25
- 2.2 26 - 35
- 2.3 36 - 50
- 2.4 over 50
3. Home language
- 3.1 English
- 3.2 Afrikaans
- 3.3 English and Afrikaans
- 3.4 Other (please specify)
-
4. Years of professional experience
- 4.1 0 - 2
- 4.2 3 - 10
- 4.3 11 - 25
- 4.4 over 25
5. What is your annual salary?
- 5.1 under R8 000
- 5.2 R8 000 - R14 000
- 5.3 R15 000 - R25 000
- 5.4 over R25 000
6. Do you supervise other employees?
- 6.1

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>
- 6.2 If yes, how many?
- 6.2.1 professionals
- 6.2.2 assistants/clericals
- 6.2.3 student assistants
- 6.2.4 other (please specify)
-

10. What is your highest academic qualification? (e.g. BA, MPhil, etc)

10.1 From which university?

10.2 Date received?

11. What is your highest professional qualification in library and information science?

--

12. What is your highest qualification in another profession?

--

PART III

Do you have any comments to make on the profession of library and information science?

APPENDIX C

SELECT LIST OF SOURCES
CONSULTED

SELECT LIST OF SOURCES CONSULTED

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