

**ASSESSMENT OF PROFESSIONAL WORK ETHICS GUIDELINE OF  
ALA ON LIBRARY STAFF SERVICE DELIVERY IN SELECTED  
ACADEMIC LIBRARIES IN ETHIOPIA**

**MSC THESIS**

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**Assessment of Professional Work Ethics Guideline of ALA on Library Staff  
Service Delivery in Selected Academic Libraries in Ethiopia**

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In partial fulfillment of the requirements for the degree of  
**MASTER OF SCIENCE IN INFORMATION SCIENCE**

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## **DEDICATION**

I dedicated this thesis manuscript to my Grandmother Etim, my aunts Yemeserach Belayneh, Kidist Belayneh, my uncle Samson belayneh and the rest of my family members.

## STATEMENT OF THE AUTHOR

First of all, I declare that this thesis is my work and that all sources of materials used for this thesis have been duly acknowledged. This thesis has been submitted in partial fulfillment of the requirements for an advanced (M.Sc.) degree at the Haramaya University and is deposited at the University Library to be made available to borrowers under rules of the Library.

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## **BIOGRAPHICAL SKETCH**

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## **ABBREVIATIONS AND ACRONYMS**

ALA	American Library Association
AAU	Addis Ababa University
DDU	Dire Dawa University
IP	Information Professional
NLA	National Library Association
PWE	Professional Work Ethics
UG	University of Gondar
ULS	University Library System
WE	Work Ethics



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**ASSESSMENT OF PROFESSIONAL WORK ETHICS GUIDELINE OF ALA ON  
LIBRARY STAFF SERVICE DELIVERY IN SELECTED ACADEMIC LIBRARIES  
IN ETHIOPIA**

**ABSTRACT**

*The purpose of this study was to investigate the impact of professional work ethics as provided by ALA guidelines on library staff service delivery of the Addis Ababa, Gondar and Dire Dawa universities libraries. For all three libraries, separately identifying the types of professional work ethics in the ALA guidelines for library staff service delivery, Identifying the impact of professional work ethics guidelines of ALA on library staff service delivery in academic libraries of Ethiopia., To find out the relationship between professional work ethics and library staff service delivery have been the major objectives. Besides, to achieve the objectives of the study, the researcher used cross-sectional survey study with both quantitative and qualitative data gathering instruments. The study populations were all library staff employees of all the three libraries. The descriptive statistical tools such as mean value, standard deviations, frequency and percentage were used to see significant differences among responses of respondents. The findings of this study revealed that respondents from AAU were Strongly Agreed with all types of ALA guidelines items except secrecy which the decision was agreed. GU were strongly agreed with the items access to information, secrecy, Neutrality, Colleague relationship and Independence of Judgment and Respondents from DDU were strongly agreed with the items Neutrality, Colleague relationship and Independence of Judgment in the ranking order of their agreements. The findings also revealed that respondents from AAU were Strongly Agreed with the level of all library and information service delivery process and agreed to provision of interlibrary loan, Neat library environment provision, and Audio-visual materials delivery in ranking orders. The results also implied that agreement level on provision of library services of interlibrary loan, Neat library environment and Audio-visual materials provision have been found to be undecided by respondents from GU, similarly the response from respondents of D.D.U library staffs indicated undecided level of agreement on service delivery provision of Institutional repository services, Interlibrary loan service, enough information resources, Neat library environment in their ranking order which also can be an indication of negative agendas on this sector. In addition to this, respondents from AAU were Strongly Agreed with*

*most of the specified professional work ethics items as they relate to service delivery process. Similarly respondents from GU agreed with all the specified professional work ethics in relation to the effect on service delivery process. The findings also revealed level of agreement on the issue of restriction of access to materials has proven to be found undecided by GU staffs thus can lead to a negative level of service delivery. In relation to this it also found out that decision level of agreement of DDU library staffs on professional work ethics items in relation to service delivery was resoundingly undecided at most. This is clearly an issue that should be given a greater attention as it has a serious negative impact on the level of effective and efficient service delivery, thus indicating the staffs of DDU have either lacked knowledge or are unaware of the principles. Finally findings showed that LIS services in the mentioned academic libraries in the study all have a strongly positive relationship with professional work ethics*



## 1. INTRODUCTION

### 1.1. Background of the study

Academic Libraries are service institutions. Their activities are established to serve the needs of users. They play an important role in the institutions they serve. The core objective of academic libraries is to support their parent institution to achieve its objectives. Any university system needs the support of well-established academic library. The basic function of an academic library is to provide teaching, learning and research support activities by providing relevant and useful resources in the form of books, serials and electronic resources (Vijeyaluxmy, 2014).

According to Kotso (2010) libraries support research process by collecting, preserving and making available an array of information resources relevant to their research community. In order to make the resources available to its users easily and conveniently different types of facilities and services are being rendered by library staff based on the ethics of their profession.

According to Mabawonku (2012) ethics in a profession often refers to principles and rules that guide the conduct of members to ensure that the accepted standards are maintained. A code of ethics is a list of guiding principles for ethical behavior (Fallis, 2007). Every profession has its own ethical values, which not only guide members in the manner they ought to conduct themselves so as to preserve the image of the profession but also make for the good of the society. Library staffs are not without ethical codes in the mist of numerous ethical conundrums while executing their professional duties. The ethical codes existed as far back as 1934, revised in 1975 and 1995, with the latest revision in 2008 (American Library Association, 1939, 1981 and 1995).

Professionals in other fields as well as in library profession; exercise specialist knowledge and skill while executing their functions in the work environment. How the use of this knowledge should be governed when providing a service to the public can be considered a moral issue and is termed professional ethics. Professionals are capable of making judgments, applying their skills and reaching informed decisions in situations that the general public cannot, because these general public have not received the relevant training as per the professionals that have had in relation to their profession.

Academic Libraries are important places for clients in such environments; especially the students and staff are assisted in their teaching, research and learning processes. In other words, staff and students' satisfaction with related professional work ethics of library staff is an important measure of quality services in libraries. However, patrons' perceptions about work ethics of library staff seem to have been largely ignored by library management in developing countries. (Fernandez Molina 2016) So, the assessment of quality while giving the services by library staff provides an important feedback for libraries to assess and improve their library and information services with ethical guidelines to its users (Filiz, 2007).

Good service delivery to users is one of the primary goals of service organizations like libraries and is the ability of any library and information service provider to provide promised products to their users. Academic Libraries are essentially learning organizations stimulating academic and research activities by providing access to world-class information resources. Traditionally, the success of any library is measured in terms of the size of its collection, staff, and budget. But in the present day competitive world, the libraries need to go beyond the traditional modes of assessments and apply professional work ethics of library staff for understanding customer requirements (Manjunatha & Shivalingaiah, 2004).

Mammo (2016) identified many skills that seem to be lacking (or not practiced) by LIS professionals in Ethiopia: - leadership, human resources management, evaluating and reporting skills, communication skills, professional ethics, marketing of library services, teaching skills. Ethiopia Higher Education Institutions are mainly to produce competent, adaptable and responsible citizens who can contribute to changing and transforming the livelihood of the populace (Ashcroft, et.al. 2005 and HESO, 2004). To meet these and other purposes, there should be quality standard academic libraries with knowledgeable and able library personnel with adequate professional work ethics and training to meet the information needs of their clientele without mobility to other organizations due to dissatisfaction with their job environments or otherwise. Effective academic libraries therefore, require skillful and efficient people who work well with colleagues and with the public, to plan and develop sound programs of service, and who deal with emerging organizational problems (Gojeh, 2015).

## 1.2. Statement of the Problem

Academic libraries in public and private Ethiopian Universities are faced with problems associated with professional library staff; with lack of efficient and effective work ethics that help guide and shape students throughout their stay in universities (Mammo, 2015). The lack of library staff exercising and applying the knowledge of their work ethics guidelines as outlined by ALA; leaves their services to question. If profession and work ethics is dependent on some understanding of a profession, skills or behavior as the desired outcome of library staff, then, it seems reasonable therefore to ask: how does professional work ethics for library staffs impact or influence information service delivery in some selected academic libraries in Ethiopian Universities?

A library should always strive for the continuous improvement in ways of enhancing service delivery every time so that they could give focus on quality services that are related with work ethics of library staff, which is a factor enabling the fruitful information service delivery process to run smoothly. For that reason, this research was conducted to assess the effects of professional work ethics guidelines of American Library Association (ALA) of library staff on the library and information services delivery in academic libraries of Ethiopia. The issues that arise is in terms of the ability of some Ethiopian universities as a learning places to contribute a conducive learning environment in helping the students to access information sources for the University to produce a knowledgeable and successful graduate. This is accordance with the mission of some Ethiopian universities library "Providing comprehensive resources and services with following the work ethics of library staffs to support the university requirements in teaching, learning, research, innovation and publication".(M.O.E, 2015).

The efficient and effective application of library service delivery practice is mainly related to presence of qualified (skilled) LIS staffs and experienced employees with adequate knowledge of the professional work ethics guidelines set by international library associations like that of the ALA designed to help library staffs render best possible effective service delivery for end users. Beside to these, there are many challenges (barriers) for the process of rendering effective service delivery for end users. However, as per the knowledge of the researcher, there was no research undertaken on Assessment of professional work ethics guidelines and as to how they

affect end service delivery process in academic university libraries of Ethiopia, specifically in AAU, GU and DDU libraries. Due to these, the researcher was motivated to study assessment of professional work ethics guidelines of ALA in service delivery process separately in AAU, GU and DDU libraries to investigate to what extent had professional work ethics guideline like that of the ALA affects effective service delivery process, to what extent the library staffs are aware and understand the ALA guideline and others related points were the focus for this study and to answer the research question in the study.

### **1.3. Research Questions**

1. What are the types of professional work ethics in the ALA guidelines for library staff service delivery in (A.A.U, G.U and D.D.U) academic libraries in Ethiopia?
2. What impact does the professional work ethics guidelines of ALA has on library staff service delivery in (A.A.U, G.U and D.D.U) academic libraries in Ethiopia?
3. What is the relationship between professional work ethics and library staff service delivery in (A.A.U, G.U and D.D.U) academic libraries in Ethiopia?

### **1.4. Hypothesis**

- There is no significance difference on the types of provisions of the ALA professional work ethics and library staff service delivery in (A.A.U, G.U and D.D.U) academic libraries in Ethiopia?
- There is no significance difference on the impact of professional work ethics to library staff service delivery in (A.A.U, G.U and D.D.U) academic libraries in Ethiopia?
- There is no significant relationship between professional work ethics and library staff service delivery in (A.A.U, G.U and D.D.U) academic libraries in Ethiopia?

### **1.5. Objective of the study**

The general objective of this study is to investigate the impact of professional work ethics guidelines of ALA on library staff service delivery in selected academic libraries in Ethiopia.

The specific Objectives are:

1. To identify the types of professional work ethics in the ALA guidelines for library staff service delivery in (A.A.U, G.U and D.D.U) academic libraries in Ethiopia?
2. To assess the impact of professional work ethics guidelines of ALA on library staff service delivery in (A.A.U, G.U and D.D.U) academic libraries in Ethiopia?
3. To find out the relationship between professional work ethics and library staff service delivery in (A.A.U, G.U and D.D.U) academic libraries in Ethiopia?.

### **1.6. Scope of the study**

This study focuses on examining the impact of professional work ethics as provided by ALA guidelines on library staff service delivery in selected academic libraries in Ethiopia, Geographically this study has been limited to Addis Ababa University, Gondar University and Dire Dawa University academic libraries. It will is also limited to library staff and the provisions of the ALA guidelines on professional work ethics as it relates to service delivery. Thus has taken place in Ethiopia in the period 2016/2017 academic year.

### **1.7. Limitation of the study**

Every study has its own drawbacks; likewise this study has some limitations which may affect its qualities. A researcher planned his work to make the finding objective and effective of the factual data. This needed collection of factual data from all concerned angles, and making references, as much as possible. The limitation factors in this study were; however, mainly circumstantial in nature; to mention but a few of the problems of the research during the study were lack of finance for the research work and shortage of references relating to professional work ethics guideline for library staffs in relation to effective service delivery process in Ethiopian universities libraries context.

### **1.8. Significance of the study**

Understanding the impact of professional work ethics as provided by ALA guidelines on library staff service delivery is vital for the effective and efficient provision of information with respect to professionalism as has been stated by different LIS institutions of the need for library staff to govern/perform their tasks in righteous and appropriate professional work ethics as it correspondence to the available guidelines in the library. Library should be able to provide a conducive environment for end users with workers that are shaped and guided by an accepted professional work ethics as provided by ALA guidelines on library staff service delivery designed to make the relationship between library professionals and users of a library as object oriented and fruitful as possible granting quality and effectual service to this users. In other words, these guidelines are of a paramount importance to assessing the service quality rendering process of library staffs in the essence of libraries. However, the perceptions about the role of professional work ethics guideline enhancing the intensity of quality service provision somehow seem to have been largely ignored by library community much largely in developing countries.

Thus is hoped that the finding leading to recommendations made from this study will benefit library managers, library staffs and the academicians themselves as it had identified the types of professional work ethics that is applicable from the ALA guidelines for library staff service delivery. This will also be helpful to further encourage any efforts made in coming up with policies that will develop and promote academicians in the university as it has proven to be essential factor of enhancing the quality service rendering process of most advanced library community. It is also hoped that LIS professionals mainly in Ethiopia will be able to illustrate the impact of professional work ethics guidelines like that of the ALA have on the quality of service delivery process by practicing library staff in academic libraries of Ethiopia. In related context it will contribute to building an understanding on the relationship between professional work ethics and library staff service delivery, and the need to develop a more concrete code of ethics for Ethiopian academic libraries. Therefore, this study attempted to outline the gaps in service delivery with relation to the ALA's code of ethics which have been made available for librarians thus library managers could therefore make use of the proposed recommendations based on the identified service quality gaps related with professional ethics.

Research findings and the recommendations made in this study will serve as a stepping stone for the concerned authorities of the identified university libraries in minimizing the problem pertaining to professional work ethics and make conducive working environment for library staff.

### **1.9. Operational definitions**

**Library staff** is a person who works professionally in a library, providing access and service delivery to users

**Professional:** - Is a member of a profession or any person who earns their living from a specified professional activity. The term also describes the standards of education and training that prepare members of the profession with the particular knowledge and skills necessary to perform their specific role within that profession. This is with particular reference to library and information science profession.

**Professional work ethics guideline:** The professional work ethics guideline as it refers to the ALA is the ethical benchmark for operation of professionals as they relate to their users, colleagues, organization and the society.

**Library and information service delivery:** Refers to the types of library and information services that involve individual library staff in delivering to their users like that of circulation services, technical processing services etc.

**Impact** is a forcible contact between two or more things that seriously affects one or all of them, often driving one thing in the direction of the other. For example, the impact of ALA guideline on professional work ethics on library staff service delivery.

**The American Library Association (ALA)** is a nonprofit organization based in the United States that promotes libraries and library education internationally. It is the oldest and largest library association in the world, with more than 62,000 members. It provides a guideline on professional work ethics for library staff service delivery.

**Ethics:** - refers to the way of conduct and an accepted behavior of a people. The group of people can be a community, an organizational firm or a professional body.

**Work ethic:** - A system of values in which central importance is ascribed to work, or purposeful activity, and to qualities of character believed to be promoted by work.



## 2. LITERATURE REVIEW

### 2.1. Ethiopia Tertiary Education

Since the time of its ancient civilization, Ethiopia has had its own indigenous formal education. This two millennia old traditional education is strongly linked to the Ethiopian Orthodox church and had remained as the predominant form of producing the elites of the country for a long time. Modern and secular higher education was introduced in 1950 with the establishment of the then University College of Addis Ababa with about 1000 students and less than fifty teachers, most of whom were foreigners (Wondimu, 2003). In the following two decades a number of specialized technical colleges were also established to offer professional trainings in the fields of agriculture, engineering, public health and teacher education (World Bank, 2003). Reorganizing most of these junior colleges under it, the university college was upgraded and renamed as Hailesillasie I University in 1960. In 1974, when the imperial government collapsed, the university was renamed Addis Ababa University (Wondimu, 2003). Addis Ababa University is not only a pioneer and the largest higher education institution (HEI) to date, but it also remains a central player in the social and political dynamics of the country.

During the period 1974 to 1991 the development in the Ethiopian higher education was very slow. For instance the gross enrolment ratio (GER) for higher education that was about 0.2% by the year 1970 increased only to 0.7% after twenty five years in 1995 (World Bank, 2003; Weldemariam, 2008). Addis Ababa University had remained the only university until the opening of Alemaya (now Haramaya University) in 1985, and no graduate program had been launched until mid-1979 (Araia, 2004). This can be attributed partly to the widespread civil war and political unrest during that period and partly to lack of encouragement to the development of the higher education subsector in developing countries by international financial institutions such as the World Bank and IMF. However, it should be noted, that during this period, besides the establishment of several junior institutions, the 'quota system' was introduced to enhance access for women and students from rural areas and other disadvantaged regions (Semela, 2007).

The 1991 change of government opened a new chapter in the history of the country, and consequently in the development of its higher education. By that time, education in general and higher education in particular was lagging far behind even by the standards of Sub-Saharan Africa. Cognizant of this, the Transitional Government of Ethiopia (TGE) identified education as one area of priority and in 1994 set up a comprehensive education and training policy (ETP).

The policy aimed at improving the overall state of education at all levels and ensuring that education makes the required contribution in the country's development. The policy essentially opened the door to a period of all-inclusive, far-reaching reforms and massive expansion.

In the wake of the issuance of the policy, a number of radical reforms have been introduced in the higher education subsector. Since 1998 four successive five-year Education Sector Development Programs (ESDP I -IV) have been formulated and implemented; in 2003 the Higher Education Proclamation (HEP) was enacted and later revised in 2009; and a number of other reforms were introduced addressing different aspects of higher education. In effect, the subsector was opened up for private investment, tuition fees in a form of student cost sharing have been introduced, HEIs have been granted substantial autonomy, diverse new fields of study have been launched, block grant method of budgeting has been introduced, government agencies for quality assurance and strategic direction have been established, and other changes have been introduced.

During the first few years of the reform program, the entire focus was on primary education and expansion and reforms in higher education began in the late 1990s. The Ministry of Education (MOE) launched five new universities by the turn of the century by upgrading junior level institutions marking the beginning of this aggressive expansion program. Ethiopia set a big plan to have 33 full-fledged universities by the year 2014/15 compared to only two by the end of the 1990s. Total enrollment has increased from 42,132 in 1996/97 to 192,165 in 2004/05 (MOE, 2005) quadrupling in less than a decade. The annual enrollment growth rate of 50.86 % was possibly the highest in the world during this period (Waweru & Abate, 2011). In line with a target of 467,445 by 2014/15, it had actually reached 319,217 in 2010/11 (MOE, 2010).

While the investment by the government takes the lion's share which made Ethiopia, as of 2010, one of the top eleven higher education spending nations in the world and the highest in Sub-Saharan Africa (Molla,2012), the expansion was not circumscribed only to the public institutions. Taking advantage of a favorable policy environment, private investment in higher education has witnessed a sharp rise in the sector. In about a decade after the sector was liberalized, the number of accredited private HEIs, with undergraduate and above programs, grew from zero to 44 in 2009/2010 academic year, enrolling about 18% of the total student body (MOE, 2011).

However, in spite of this glamorous success in terms of reform and expansion, the Ethiopian higher education has been struggling with a number of challenges. These include, among others, the issue of equity, quality, autonomy, accountability, brain drain, academic freedom, lack of adequate resources and professionals in the education streams, teachers' working condition, salary and incentives, etc. (Semela,2007; Woldegiyorgis,2013). The government has indeed identified some of these challenges and is trying to implement solutions; the problems seem to persist, though.

## **2.2. Addis Ababa University (John F. Kennedy) Library**

The main university library is the John F.Kennedy Memorial Library, which was opened in August 1969. It is located on the Main Campus (at Sidist Kilo) of Addis Ababa University. It primarily holds library materials on humanities and social sciences and serves almost all the University community and registered external users. The library also renders centralized technical processing services such as the acquisition of information resources, cataloguing and ICT related services to all branch libraries organized under the university library system. The mission of Addis Ababa University Libraries is to provide relevant information resources and modern services in support of the research, teaching, and learning needs of the University community for the creation of competent and highly qualified graduates for the country. Addis Ababa University Libraries aspire to deliver outstanding library services that exceed expectations, promote our values in a constantly evolving higher education and information landscape, and differentiate us as a unique university library system for promoting academic and research excellence. Addis Ababa University Libraries are committed to encouraging the

process of learning and the life of the mind; Celebrating truth seeking through discourse and investigation; Anticipating and contributing to scholarly inquiry; Promoting the Library as both a real and virtual extended classroom; and Embracing our role as collectors and custodians of the intellectual record. (A.A.U 2016)

### **2.3. University Of Gondar Library**

University of Gondar is one of the oldest growing public Universities in Ethiopia with its library services dating back to half a century. The Library System was established in 1954 to serve students of the Public Health and Training center in the then Gondar College of Medical Science (GCMS). In 1978, when GCMS was established the GCMS library was also redesigned in its organization, manpower, and in supporting documents. This time the library was intended to serve medical doctors, nurses, and environmental health students. Beyond this it is intended to support the above programs to meet their objectives in serving as a source of information and reference as well as researchers. However, the service was given in buildings built for other purposes than for library service which does not fit for purpose.

The year 1999 was a remarkable date where the GCMS library was transformed into a new building built for library, the now GCMS library. Until the college was given the right to manage, administer, and run its business independently, all the services and activities were managed and administered by the Addis Ababa University. Along with the transformation of the college into Gondar University College in 2003 and to University of Gondar in 2004, a number of branch libraries were emerged together with the increasing number of Colleges/faculties/schools. With a total number of 71 library staffs the library tends to focus on giving service to users as effectively and efficiently as possible with regular schedule through the weekdays and adjusted days on weekends. (U.O.G 2016)

### **2.4. Dire Dawa University Library**

Founded in 2006, Dire Dawa University is a public higher education institution located in the large town of Dire Dawa (population range of 50,000-249,999 inhabitants). Officially accredited/recognized by the Ministry of Education, Ethiopia, Dire Dawa University (DDU) is a

coeducational higher education institution. Dire Dawa University (DDU) offers courses and programs leading to officially recognized higher education degrees such as bachelor degrees in several areas of study. DDU also provides several academic and non-academic facilities and services to students including a library, as well as administrative services. Dire Dawa University Library (DDU) and Information Services was established in 2007 G.C to provide basic services related with reading materials and space that can enrich academic and research capacities of the University community and also provide the most effective university library services possible in response to current and future users' needs and currently has 54 permanent library staffs throughout the university libraries. It also aims to maintain and develop access to the university's information resource collections for learning and teaching as well as research purposes. (D.D.U 2015)

## **2.5. Academic libraries**

Academic library has a prominent role to play in supporting higher education to fulfill objectives of its parent institution. Students in higher education are to be provided with the facilities necessary for mastering the subject matter, techniques, skills, habits of thought, and methods of work in their chosen field. Classroom instructions alone will not provide all the opportunities needed for attaining all these complex educational objectives. It is here that libraries come to help students. The university library is a collection of sources, services and the building in which it is housed. It provides access to various resources in order to support teaching, learning and research activities (Vishala & Bhandi, 2016).

In academic institutions, both academicians and researchers mostly depend on library resources and facilities. No doubt that quick and easy access to such resources accelerates both academic and research activities more effectively. According to Krolak (2012), "Libraries assist in finding, using and interpreting appropriate information that opens up opportunities for lifelong learning, literacy enhancement, informed citizenship, recreation, creative imagination, individual research, critical thinking, and ultimately, empowerment in an increasingly complex world." This equitable access to information is essential to enable educated and informed citizens to participate in a democratic global community.

A university is a community of scholars and students engaged in the task of seeking truth. The university library supports course curriculum and assists researchers to extend their research work and create new knowledge successfully (Higham, 2009). Furthermore, Young and Belanger (2011) defined the university library as “a library, or system of libraries, established, supported and administered by a university to meet the information needs of its students, faculty and support its instructional research and service programs”.

These services are needed to enable an individual to develop full potentials and extend the horizons of perception, interests, and skills. Khan and Bhatti (2012) noted that academic institutions could not achieve their two-fold mission of spreading knowledge and extending its research progress without first enriching and enhancing library resources and services with adequate professionals with ethical manners. On the other hand, the university authority should have a cyclic and systematic evaluation policy in place in order to maintain and further improve the quality of library services to meet the information needs of users (Hussain and Abalkhail 2013).

## **2.6. Ethics in Ethiopian Libraries**

Ethics is a branch of philosophy that is concerned with moral principles of behavior or conduct of individuals in society. Ethics defines and provides ideas that sustain action that is good and right in terms of obligation, fairness and benefits to society (Wengert, 2001; Markkula Centre for Applied Ethics, 2010). Laws are enacted to address the principles and values that regulate behavior with respect to what is right or wrong (Pollack & Hartzel, 2006).

Therefore, in practice, these laws support a more legal and ethical workplace providing a clear guiding philosophy (Shachaf, 2005); especially when making decisions. Good knowledge of legal and ethical issues of information service delivery is acquired through education. Courses in information ethics must be part of the education of information professionals (Fallis, 2007). According to Smith (1997), Halawi & Karkouljian (2006) in their study stated that information ethics investigates legal and ethical issues arising from the development and application of technologies in the creation, collection, recording, distribution, conservation, copyright and

access of information. It provides a critical framework for considering moral issues concerning information privacy and new environmental issues.

The relevance and awareness of legal and ethical principles of information service delivery is significant, particularly in Ethiopia and Africa at large. Ochalla (2009) examined in-depth the stand of Africa information ethics education within over sixty library and information science schools. Partially, the study addressed who should be taught; the education course content and the duration of teaching. Academic libraries in public and private Ethiopian Universities are faced with problems associated with professional library staff; with lack of efficient and effective work ethics that help guide and shape students throughout their stay in universities and the lack of library staff exercising and applying the knowledge of their work ethics guidelines leaves their services to question (Mammo, 2015).

Hannabuss, 1996, Smith (2001), and Fallis, (2007) supported the need to teach library and information provision ethics on the premise that professionalism in librarianship assumes the awareness and application of ethical standards. Secondly, dealing with information products and services implicate practitioners in ethical and legal issues that cause dilemma and require systematic decision-making. Therefore, teaching information provision ethics represents a number of intellectual and administrative challenges which are associated with possessing relevant knowledge in preparation to implementing legal and ethical principles in information service.

A part from information provision ethics, international librarianship recognizes the establishment and implementation of professional codes. IFLA (2004) referred to ALA's focus on professional work ethics has led to construction of distinctive body of specialized knowledge and skills, production of code of ethics which librarians and other information workers can use for policies and handle dilemmas. The code according to IFLA also encourages reflection on principles that improve professional awareness and providing transparency to users and society in general. In many countries, library associations have developed and approved national codes to assist Library and Information Service (LIS) professionals achieve a standard of behavior that reflects their professional values, good governance, integrity and honest accountability (ALA 2010).

Shachaf (2005) opined that these codes emphasize the same broad principles, which he indicated the general uses of the codes to include: providing guidance for dealing with ethical issues that are not addressed by the domain of codified law but that should not be left to the domain of free choice; getting legal support intended to protect the profession, individual practitioners and their clients and ensure policies are legal; serving as a point of reference when dealing with disciplinary procedures against members by ensuring ethical treatment of employees and lastly, supporting personal self-development. Ford & Richardson (2014) and Luciano (2015) opined that the usefulness of the professional codes seems to be effective when accompanied by good policies and clear sanctions as stimulus for ethical conduct to members.

However, as many as the uses may appear, the codes have their limitations depending on the type of codes of ethics (Froehlich, 1997). Many library association codes are both inspirational and educational as they tend to empower individuals to be ethical by presenting an ideal that individuals should attempt to reach (Koehler & Pemberton, 2000). One should bear in mind that legal and ethical standards may be universal, but not absolute and subject to modifications. They should be seen as end product for justifiable decision-making for wellbeing of individuals and society.

Studies have indicated that there are difficulties discussing legal and ethical issues particularly so related to information service delivery and a discussion on a particular ethical concern draws on others (Fernandez-Molina, 2010). It becomes obvious that there will be many ways of examining legal and ethical issues of information service delivery of library professionals. The examination can be client expectations versus professional responsibilities to make sure that the information they are giving is accurate, reliable and that they are providing this information equally without biases to all clients in the professional work place manners (Smith, 2010). Another way can be examining the discrepancy between the library professional's knowledge of what professionalism in LIS means and the understanding of the codes established for the institution in correspondence to either ALA or IFLA to assist librarians in the field, to be able to handle dilemmas at the same time achieve a reasonable degree of expertise (Morgan, 1995).



Another principle of information service delivery is that accurate information must be supplied to the user regardless of the information professionals' stance to the content or finality of its use (Smith, 2010), at the right time, in the right quantity and in the right format (Mason (1986). These responsibilities involve a wide range of elements such as accepting those tasks that are within one's reach, providing the customer with a realistic forecast of what can be obtained and searching the best resources. For the client, maintaining the confidentiality of the material obtained and privacy to personal information are implicit. Since ethical problems intertwine there may be no clear way to resolve confidentiality as it relates to privacy.

Smith (2010) suggested that professionalism as regards to service delivery to individuals and any user of a library should be in a way that a library professional conducts in reference to the codes that the institution follows like that of the (ALA) professional codes for library and information centers while decision should be made keeping in mind what consequences are at stake if the conduct is inappropriate or fair to all those involved. He also addresses how the failure of professionals to follow the required set of code of conducts can impair the user and library relationship in such too many ways as the conduct of the librarian can play a vital role in affecting the interaction between the users and the librarian.

## **2.7. The ALA Codes of Professional Ethics guidelines in Librarianship**

This code is offered in the belief that: Librarianship is, in its very essence, an ethical activity embodying a value - rich approach to professional work with information. The need to share ideas and information has grown more important with the increasing complexity of society in recent centuries and this provides a rationale for libraries and the practice of librarianship.

The role of information institutions and professionals, including libraries and librarians, in modern society is to support the optimization of the recording and representation of information and to provide access to it. Information service in the interest of social, cultural and economic well - being is at the heart of librarianship and therefore librarians have social responsibility. (ALA 2010) Furthermore, this belief in the human necessity of sharing information and ideas implies the recognition of information rights.

The idea of human rights, particularly as expressed in the United Nations Universal Declaration of Human Rights (1948) requires us all to recognize and acknowledge the humanity of others and to respect their rights. In particular, Article 19 sets out rights of freedom of opinion, expression and access to information for all human beings. Article 19 expressly sets out a right to “Seek, receive and impart information and ideas in any media and regardless of frontiers,” which provides a clear rationale for libraries and the practice of modern and progressive librarianship. (ALA 2010)

ALA (2010) in statements, manifestos and policy and technical documents too numerous to list has expanded the understanding of work with information. Implicit in this work is the idea of information rights and their significance for the profession and society generally. The emphasis on information rights in turn obliges librarians and other information workers to develop a principled critique of relevant law and to be prepared to advise and, if appropriate, advocate the improvement of both the substance and administration of laws. The clauses of this code of ethics build on the core principles outlined in this preamble to provide a set of suggestions on the conduct of professionals. ALA recognizes that whilst these core principles should remain at the heart of any such code, the specifics of codes will necessarily vary according to the particular society, community of practice or virtual community. Code making is an essential function of a professional association, just as ethical reflection is a necessity for all professionals. ALA recommends the Code of Ethics to all its member associations and institutions and to individual librarians and information workers for these purposes. (ALA 2010)

### **2.7.1. Access to information**

The core mission of librarians and other information workers is to ensure access to information for all for personal development, education, cultural enrichment, leisure, economic activity and informed participation in and enhancement of democracy. Librarians and other information workers reject the denial and restriction of access to information and ideas most particularly through censorship whether by states, governments, or religious or civil society institutions. Librarians and other information workers offering services to the public should make every endeavor to offer access to their collections and services free of cost to the user. If membership fees and administrative charges are inevitable, they should be kept as low as possible, and

practical solutions found so that socially disadvantaged people are not excluded. Librarians and other information workers promote and publicize their collection and services so that users and prospective users are aware of their existence and availability. Librarians and other information workers use the most effective ways to make the material accessible to all. For this purpose they seek to ensure that the websites of libraries and other information institutions comply with international standards for accessibility and access to them is not subject to barriers. (ALA 2010)

### **2.7.2. Privacy, secrecy and transparency**

Librarians and other information workers respect personal privacy, and the protection of personal data, necessarily shared between individuals and institutions. The relationship between the library and the user is one of confidentiality and librarians and other information workers will take appropriate measures to ensure that user data is not shared beyond the original transaction. Librarians and other information workers support and participate in transparency so that the workings of government, administration and business are opened to the scrutiny of the general public.

### **2.7.3. Open access and intellectual property**

Librarians and other information workers ' interest is to provide the best possible access for library users to information and ideas in any media or format. This includes support for the principles of open access, open source, and open licenses. Librarians and other information workers aim to provide fair, swift, economical and effective access to information for users. Librarians and other information workers have a professional duty to advocate for exceptions and limitations to copyright restrictions for libraries. Librarians and other information workers are partners of authors, publishers and other creators of copyright protected works.

Librarians and other information workers recognize the intellectual property right of authors and other creators and will seek to ensure that their rights are respected. Librarians and other information workers negotiate the most favorable terms for access to works on behalf of their users and seek to ensure that access is not unnecessarily prevented or hindered by the mode of administration of intellectual property laws and that licenses do not override exceptions for libraries contained in national legislation.

Librarians and other information workers encourage governments to establish an intellectual property regime that appropriately respects balance between the interests of rights holders and individuals and the institutions such as libraries which serve them. Librarians and other information workers also advocate that copyright terms should be limited and that information that has fallen in the public domain remains public and free. (ALA 2010).

#### **2.7.4. Neutrality, personal integrity and professional skills**

Librarians and other information workers are strictly committed to neutrality and an unbiased stance regarding collection, access and service. Neutrality results in the most balanced collection and the most balanced access to information achievable. Librarians and other information workers define and publish their policies for selection, organization, preservation, provision, and dissemination of information. Librarians and other information workers distinguish between their personal convictions and professional duties. They do not advance private interests or personal beliefs at the expense of neutrality. Librarians and other information workers have the right to free speech in the workplace provided it does not infringe the principle of neutrality towards users. Librarians and other information workers counter corruption directly affecting librarianship, as in the sourcing and supply of library materials, appointments to library posts and administration of library contracts and finances. Librarians and other information workers strive for excellence in the profession by maintaining and enhancing their knowledge and skills. They aim at the highest standards of service quality and thus promote the positive reputation of the profession. (ALA 2010)

#### **2.7.5. Colleague and employer / employee relationship**

Librarians and other information workers treat each other with fairness and respect. Librarians and other information workers oppose discrimination in any aspect of employment because of age, citizenship, political belief, physical or mental ability, gender, marital status, origin, race, religion or sexual orientation. Librarians and other information workers promote equal payment and benefits for men and women holding comparable jobs. Librarians and other information workers share their professional experience with colleagues and they help and guide new professionals to enter the professional community and develop their skills. They contribute to the

activities of their professional association and participate in research and publication on professional matters. Librarians and other information workers strive to earn a reputation and status based on their professionalism and ethical behavior. They do not compete with colleagues by the use of unfair methods. (ALA 2010)

#### **2.7.6. Independence of Judgment**

The ALA ethics statements specify that the service provided by the librarian should not be influenced by personal philosophies and attitudes and should not be compromised by conflicting financial interests of the librarian. If the librarian does not apply his or her special knowledge and skills to make judgments that will promote the client's best interests, the librarian is not worthy of the client's trust. (ALA 2010)

#### **2.7.7. Values of Librarianship Profession**

According to Lester (2010), professional is someone who claims to possess knowledge of something and has a commitment to a particular code or set of values, both of which are fairly well-accepted characteristics of professions. In a related development, Wikibooks (2013) observe that values are essential to the success and future of librarianship: they highlight what is "important and worthy in the long run," and help to define librarianship profession.

In a literature review on professional values in Library and Information Science (LIS), Finks (1989) argued that these values fall into four categories:

- I. Professional values** are inherent in librarianship and include recognizing the importance of service and stewardship; maintaining philosophical values that reflect wisdom, truth, and neutrality; preserving democratic values; and being passionate about reading and books.
- ii. General values** are "commonly shared by normal, healthy people, whatever their field." Librarians' work, social, and satisfaction values express a commitment to lifelong learning, the importance of tolerance and cooperation, and the need to feel accepted.

- iii. **Personal values** specifically belong to librarians and include humanistic, idealistic, conservative, and aesthetic values. He must be passionate towards people and reading.
- iv. **Rival values** threaten the mission of libraries with bureaucratic, anti-intellectual, and nihilistic (useless and senseless) ideas.

Librarians must have faith in the profession's ability to do well (Finks, 1989; Wikibooks, 2013). Moreover, Wikibooks (2013) note that in 1999, the American Library Association (ALA) formed a task force "to clarify the core values (credo) of the profession". This task force believed "that without common values, we are not a professional," and proposed the following definition of common goals for our field: Connection of people to ideas; Assurance of free and open access to recorded knowledge, information and creative works; Commitment to literacy and learning; Respect for the individuality and the diversity of all peoples; Freedom for all people to form, to hold, and to express their own beliefs; Preservation of the human record; Excellence in professional service to our communities; and Formation of partnerships to advance these values (Sager, 2001; Wikibooks, 2013). However, Wikibooks (2013) observed that despite the work of this task force, the ALA did not adopt a Core Value Statement until June, 2004.

## **2.8. Characteristics of a Profession**

It could be noted that before a discipline could be regarded as a profession, it must have some qualities and values. Hence, the general characteristics of a profession are as follows:

### **2.8.1. Code of Ethics**

An ideal profession body must have a well-designed code of ethics to guide the general conduct of its members. It is a professional standard of conducts for members of a professional body (ALA, 2011). Lester (2014) sees ethics as a branch of philosophy that is concerned with what is right, moral or fair. General ethical codes exist in religion and philosophy; they can be inherent in ideas such as citizenship and civil values, and many people would claim to have a personal set of ethics that guides their behavior. (Brussels, 2007) Most professions have some form of ethical codes that either takes the form of a code of practice or forms a more general set of principles

that governs behavior in the profession, with the code of practice describing specific behaviors expected in particular situations.

### **2.8.2. Assessment process for entry into the profession**

Becoming a member of a professional body is not meant for every 'Dick and Harris'; that is it is not for just anyone in the society. Lester (2014) noted that there are some criteria that are used to assess any interested person in the society before joining a desired professional body.

Generally, before anyone could be admitted into any literary professional body, he/she must have some academic qualifications; that is, he/she must have graduated from the prescribed universities that undergo courses related to such profession. In other words, he/she must not be a nonentity, he must be learned. The membership doors of library and information service profession are not opened to just anybody in the society but they are meant for those people who possess the basic qualifications as members. (ALA 2011)

### **2.8.3. Responsibilities towards individuals and society**

(Fernandez-Molina, 2010) in his article about information service delivery noted that in order to promote inclusion and eradicate discrimination, librarians and other information workers ensure that the right of accessing information is not denied and that equitable services are provided for everyone whatever their age, citizenship, political belief, physical or mental ability, gender identity, heritage, education, income, immigration and asylum-seeking status, marital status, origin, race, religion or sexual orientation.

Librarians and other information workers respect language minorities of a country and their right to access information in their own language. Librarians and other information workers organize and present content in a way that allows an autonomous user to find the information she/he needs; they also help and support users in their information searching and service delivery, offer services to increase reading skills, promote information literacy including the ability to identify, locate, evaluate, organize and create, use and communicate information, and they promote the ethical use of information thereby helping to eliminate plagiarism and other forms of misuse of

information, they also respect the protection of minors while ensuring this does not impact on the information rights of adults.

## **2.9. Overview of a Profession, Professional and Professionalism**

The term 'profession' was derived from a Latin word '*profiteer*,' meaning to profess, which can also have the connotation of "making a formal commitment in the sense of taking a monastic oath". This root might suggest that a professional is someone who claims to possess knowledge of something and has a commitment to a particular code or set of values, both of which are fairly well-accepted characteristics of professions (Lester, 2010).

According to Magali (1977), profession could be classified into four or more groups depending on the era when they began to professionalize. Generally these are: the ancient professions (the priesthood, university teaching, law and physician ship); the mediaeval trade occupations (including surgery, dentistry and architecture); the industrial-era professions (typified by engineering); and various groups that emerged or professionalized in the twentieth century (from teachers and social workers to accountants and personnel managers). From the classification above, librarianship can be grouped as part of ancient profession as we cannot isolate librarianship from the university teaching as it provides the needed organized knowledge for the teaching profession. On the other hand, Lester (2010) observed a professional as a person who embodies the idea inherent in '*profiteer*'. A professional is a member of a profession. The term also describes the standards of education and training that prepare members of the profession with the particular knowledge and skills necessary to perform the role of that profession. In addition, most professionals are subject to strict codes of conduct enshrining rigorous ethical and moral obligations.

Professional standards of practice and ethics for a particular field are typically agreed upon and maintained through widely recognized professional associations. Some definitions of "professional" limit this term to those professions that serve some important aspect of public interest (Harvey; Mason & Ward, 1995) and the general good of society (Sullivan, 2005; Gardner & Shulman, 2005). In some cultures, the term is used as shorthand to describe a particular social stratum of well educated workers who enjoy considerable work autonomy and who are



commonly engaged in creative and intellectually challenging work (Gilbert, 1998; Beeghley, 2014; Eichar, 1989; Ehrenreich, 1989). Besides, professionalism can be regarded as the objectivity, rules and codes of practice of a profession. Professionalism consists of some professional standards (i.e. the skill, competence or character) expected of a member of a highly trained profession (ALA). Thus, librarianship as a profession has some set of rules and codes of ethics that regulate the activities and practice of its members in the society.

### **2.9.1. Librarianship as a Profession**

Librarianship is a profession that is saddled with the responsibilities of selecting, acquiring, processing and effective dissemination of relevant information resources to the information seekers following the ethical guideline and principle that has made official by a recognized body or library congress in order to satisfy their information needs (Beeghley, 2014). The profession is the manager and custodian of organized knowledge stored in a conducive environment or building known as library. This profession is one of the most important professions in the human race; because everybody in the human society needs information at every stage of life in order to survive. Lester (2010) this profession is a solid foundation that accommodates all other professions in the human race.

Ranganathan (1963) opined that 'every reader his book' but we hereby assert that 'everyone and profession his/its information'. This implies that information is vital to everyone and profession; in fact, it is a life wire and bedrock of every profession. Gorman (1995) reviewed the five laws of library science postulated by S.R. Ranganathan; he asserts that libraries serve humanity, they should serve the individual, community and society with ethical procedures. The author suggests that when librarians are in the process of service delivery and whereby they make decisions on if any, they should bier the ethical codes as a guideline as the change it should bring if followed will better serve end users. Therefore, librarians should keep in mind that the codes are there to help and guide them in the profession that they are practicing and the need for the codes in the first place is without ambiguity found to be essential and necessary tool in the process of effective and successful service delivery as far as libraries of any institution are concerned. (Gorman, 1995).

Michael Gorman in his book “Our Enduring Values: Librarianship in the 21st Century”, provides a workable definition of librarian as a “person who earns an education at an accredited school and receives on-the-job training, as well as carries out one or more of the following tasks: Selects printed materials and electronic resources; Acquires the selected materials and resources; Organizes and gives access to them; Preserves and conserves them; Assists library users; Instructs library users; and Administers and manages the library, library personnel, services, and programs” but does all this in a professional and ethical code of conduct made available for librarian or information professional(Gorman, 2014)

### **2.9.2. What we mean by the professional Librarian**

Professionalization required a model of teaching that extended beyond apprenticeship models or technical instruction. Not all education for libraries was or is equal; for the ALA, the master’s degree is what counts for professional librarian education. Training on the job or in certification programs might produce skilled library workers, but these employees are not classified as professionals nor are paid as such but referred to as semiprofessionals. The (ALA) has developed a library support staff certificate program that provides competency-based training “designed to recognize the value and accomplishments of Library Support Staff” (Library Support Staff Certification). Efforts like this one aim to ameliorate the inequity produced by professionalized work environments, but the distinction of the master’s degree remains.

The content of that master’s degree has been contested since Dewey proposed the first professional library school at the 1883 ALA meeting (Wiegand, 1996). In its infancy U.S. librarianship was organized and dominated mostly by college-educated, upper-class men, although the library labor force was largely female (Garrison, 1979). Dewey argued, within the context of the rapidly expanding role of public libraries, that the “new librarianship” required professional education: “Librarianship means today quite a different thing from what it meant twenty years ago” (p. 3) from Dewey’s perspective, certainly, due to his own innovations. While clerical (feminized) work was still critical to a functioning library, the role of libraries in uplifting and edifying the working class, ordering materials selected for that purpose according to Dewey’s scheme, and the provision of reference services all required professional training.

The call to both fix and change professional education quickly became a trope in professional discourse, one that pushed to the side questions of equity and exclusion in favor of reiterating the urgent demand for professionals, always now more than ever. In 1919 the ALA commissioned another report to survey the state of library training, again in response to an exigent present, one in which past practice had been in response to needs altogether different from those facing contemporary libraries.

Charles Williamson argued, in his 1923 Carnegie report *Training for Library Service*, that “the difficulty of supplying libraries with assistants who were skilled in handling such detail and possessed of enough general understanding of the significance and importance of care and accuracy seems to have led the first schools to shape their curricula to meet the needs of the time, which was natural and desirable” (p. 4). The first three decades of library training were insufficiently attentive to the production of a clearly distinct professional class, he suggested, resulting in “a shortage of persons fitted for the higher grades of library work” (p. 4). This situation required the field to more clearly parse the differences between clerical library staff and professional librarians “for the sake of the profession,” he argued, in order “to elevate the standards of library service” and make “some distinction between professional and sub-professional or clerical grades of library work” (p. 5). Williamson’s suggestions included requiring the bachelor’s degree and increasing specialization in library education. In other words, making library education more rigorous would make it more professional, a move that in turn would increase the demand for professionals. Lester (2014)

## **2.10. Professional Work Ethics of Library Staff**

Professional people and those working in library profession exercise specialist knowledge and skill. How the use of this knowledge should be governed when providing a service to the public can be considered a moral issue and is termed professional ethics. Professionals are capable of making judgments, applying their skills and reaching informed decisions in situations that the general public cannot, because they have not received the relevant training. Professional ethics is a set of standards adopted by a professional community and is regulated by standards, which are often referred to as codes of ethics. Khan and Bhatti (2012)

However many librarians, carry out their professional duties as though there are no ethical guides (Finks, 1991). The reason is not unconnected partly to the concerns reflected by different organizations to the use of this ethical codes but rather more off an ignorance by different institutional libraries on the effective implementation of the codes upon their institutional libraries or perhaps by the lack of the librarians adequate knowledge towards the ethical guidelines made practical and necessary upon information delivery process.

A code of ethics for librarians and information professionals must not be a hollow statement written to satisfy the public or library boards, it must be the embodiment of the principles and convictions that librarians historically hold dear, and must "focus on the way we do our work and whether or not we perform in a way that can honestly be called professional".(Smith, 2010).

Librarianship ethics therefore needs to be spelt out, tangible and concise enough to be memorized and understood by every librarian. Wanda (2000) ascertained that library profession in particular service delivery has been concerned with ethical issues since its beginning. According to Wander, ethical issues raised in the early years dealt primarily with librarians' responsibility to the employer or patron, later the focus shifted to questions of professional identity, ethical concerns, organizational environment, and social responsibilities.

The importance of ethics training is recognized by the premiere library organization in the United States, the American Library Association (ALA). The Accrediting Council of ALA includes ethics in the curriculum as a criterion in accrediting masters-level educational programs (McKinney, 2006). Professionalism in library and information service delivery is regarded as a 'hidden treasure'. In the words of Brooker (2010), 'Professional Development in the library and information profession in Australia is our profession's gold that remains a hidden treasure.' Librarianship as a profession has to do with the application of these work ethics in the realization of the goals of the profession. Entsua-Mensah (2009) succinctly encapsulates this idea when he opined that some of the basic attributes of a profession are that it should have a body of knowledge that allows people assess the accomplishments and standards of the formal content of education systems of the profession. In addition he affirms that there should be the presence of an underlying theory and code of ethics that guides the activities of the practitioners as well as a common association that takes care of its members.

Professionalism of the Library and Information Science (LIS) profession is a novel area which many scholars have not delved into. A university library is attached to the university. It has a very vital role to play in the meeting the multi- dimensional demands for information and knowledge of students, teachers and research scholars. University library invests huge amount of money every year on the purchase, process and storage of information resources to serve its users (Vijeyaluxmy, 2015).

Horovitz(1990) had mentioned that customers who have experienced poor service delivery or perhaps unethical conduct of the library staff will reveal their experiences to other people and therefore this is likely to lead a reduction in potential customers, So that measuring professionalism, knowledge of the staffs about the needed code of conducts on duty like the (ALA's) are critical tools for a library's measure of being successful.

Quality information service delivery in a library is very important aspect in order to satisfy the students through having continuous improvement, and the library staffs perception about code of ethics in service delivery is an important aspect to reveal how productive the staff of a library can be towards providing the required information service delivery following the ethical code of conducts to the users of a library. Library must provide a good quality of services, sufficient of collection/information, good activities following the necessary and essential ethical code of conducts by the staff members as it is the core to facilitating the effective information service delivery and achieving the aim of the library. Several studies have been carried out in the field of information ethics (McGraw, 2004; Mather, 2007; Kokabi, 2009; Fuchs, 2011).

However, among these, there are few studies in Africa that focus on the ethics and information professionals. Moreover, these studies tend to focus on ethical issues that relate to the use of online resources and not on the actual professional work ethics of librarian required while assisting users with information delivery that will be covered by this study. Bailey (2012) explains in his study that there is lack of scientific knowledge on the ethical issues affecting Library and Information professionals in Africa Moreover, considering the elusiveness and complexity of ethics as a concept, there is a need to understand the perceptions of Library professionals on certain ethical principles that have been used to give information services. This can ensure that library can play their role as an academic center that contributes to a conducive

learning environment. If this challenges faced not being solved in any library, it will make students satisfaction become lower as the inability of librarians to properly give information service in ethical concept and most importantly fail the academic libraries in giving purpose and meaning to what they are standing for as well as deter the value that should be given to the profession itself. . Therefore, library must find out what kind of solution that needs to be done in order to face the challenges as this issues will deteriorate the image of a library by its users and community at large.

### **2.11. Overall Summary**

Library service delivery involves individuals who have expectations of the library and information science professionals in such ways as how they relate and behave towards the users, colleagues, their organizations and entire society. A visible outcome of the recent trends in information service is that on daily basis, professional and technological developments create more serious challenges and opportunities to draw on for the library and information professionals. The challenges have necessitated drastic changes in legal knowledge and ethical skills acquisitions for older and newly employed librarians to enable them improve their capabilities. Library and information science professionals need to adapt, embrace the current changes and still be effective and survive or else become redundant. Therefore, the professionals' burden of being held to a heightened standard of care, if not well aligned with appropriate skills, poses challenges to effective and quality information service delivery.

Library and information science professionals, as providers of information, require awareness of the growing complexity in legal and ethical issues and values manifested through the relationship between the professional duties and the society. The values are often embedded in the numerous concepts of information and professional ethics. Knowledge of these values with a commitment to upholding individual and collective responsibilities towards knowledge access and provision; doing right and upholding professionalism form the foundation to quality service delivery. This shift places a focus on identifying some of the principles, obligations and behaviors which cause workplace problems and dilemmas. Working with an ethical framework/guideline demonstrates an understanding of common laws relevant to work role and particularly information service delivery.

The performance criteria expect rights of the clients are protected when delivering service regardless of personal values, beliefs and attitudes. These underpin the ability of the library and information science professionals to apply effective problem solving techniques when exposed to competing value systems, and ensuring that legal and ethical dilemmas are recognized and discussed appropriately.

Attention should be focused on the implementation of the codes of ethics in order to determine the extent to which the codes are known and been practiced by library staffs in each institutions and the positive influence of the codes on the service delivery process. This study therefore, will examine awareness of some of the principles endorsed in the professional codes of conduct for library professionals by the A.L.A that supports an ethical workplace practice of the conduct and whether the library and information science professionals (LIS) in some selected universities in Ethiopia are practicing them in information service delivery process.

### **3. METHODOLOGY**

This section explains the approaches and methodology that were used to address the research questions that have been stated for this study.

#### **3.1. Description of Study Area**

There are 33 universities in Ethiopia. Among these universities Addis Ababa University Kennedy library, Gondar University and Dire Dawa university libraries were selected for this study among their generation of establishment, thus Addis Ababa university from the first or earliest established generation of universities, Gondar university from the second generation universities and finally Dire Dawa university from the third generation universities. The population for this study was the library staff of the three Ethiopian higher education institutions namely AAU, GU and DDU.

#### **3.2. Research Design**

Research designs are the plans and procedure that cover the decision from broad assumption to detailed methods of data collection (Creswell, 2009). According to Creswell (2009), there are different types of research designs: qualitative, quantitative and mixed research. Qualitative research approach is one of the main approaches of research methodology. It studies about experiences, behaviors and attitudes from the respondents. Qualitative methods include interview, participant observation, case study and content analysis.

As compared to quantitative research approach, it does not use mathematical and statistical methods. However, qualitative research method uses logic to interpret gathered data. Quantitative research approach uses survey and questionnaire. Information dealing with numbers and anything that is measurable, statistics, tables and graphs are used to present the results of this study. The qualitative methods is based on smaller sample sizes and are often not representative of the population, which makes it difficult to achieve reliability and validity (Marshall and Gretchen, 2006).

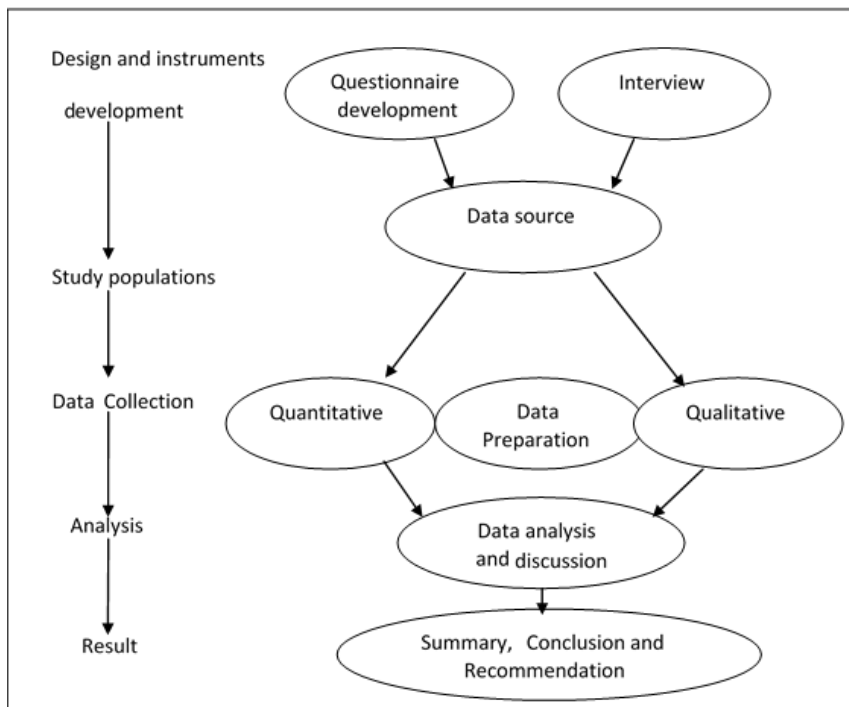


Mixed methods research is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone (Creswell and Plano, 2007).

The descriptive cross-sectional survey has been used to provide picture of the current conditions of library staff service delivery as guided by the ALA guideline. According to descriptive cross-sectional survey this method will be useful when the purpose of the research is to picture the current conditions and to also allow collection of the data using tools and analysis described and interpreted. It is concerned with conditions or relationships that exists, opinions that are held, processes that are going on, impacts that are evident and the factors that are affecting (Pollack & Hartzel, 2006). By using the descriptive cross sectional survey method in this study the researcher was able to collect data from selected academic libraries from library staff at a particular point in time.

Figure 1 illustrates the whole sketch of the research methodology; starting from design and development of instrument then selected population followed by data collection methods, analysis of the data and presenting the result of the research.

Figure 1. Research design for this study



### 3.3. Study Population

The total population size for this study is 151, which include 3 universities for the study, professional librarians, para-professional librarians and non-professional librarians/library attendants were also used in this study. The study has only included undergraduate libraries in both Dire Dawa and Gondar university libraries and only Addis Ababa University Kennedy library. The study has also include only library staffs involving in the process of service delivery for end users.

Table 1. Study population

No	University	Professional Librarian	Para-professional librarian	Library attendant	Total
1	AAU	13	9	4	26
2	GU	21	37	13	71
3	DDU	17	28	9	54
<b>Total</b>		51	74	26	151

### 3.4. Sample size and Sampling technique

There are a number of methods used to determine sample size of a study Wengert, R. (2001). The researcher used availability sampling technique with regards to the small number of respondents, results will be most accurate if all respondents are used in the study as it is manageable, therefore all 151 number of library staff have been considered as sample size/respondents from the three universities and therefor have been used in the study Wengert, R. (2001).

### 3.5. Data Collection Methods

There are different types of data collection methods used for research studies. The selection of the data collection methods will depend on the research objective and research design. Data collected from two or more sources will help to support and improve the quality of the research result (Kumar, 1996). The goal of data collection is to gain rich data that suits to achieve the research objective. Generally, there are two types of data sources: primary data sources that are the data collected by the researcher from original sources. On the other hand, secondary source of data that is the data collected and compiled by others.

In this regard, this study has intensively used primary data collection methods through questionnaire to gather information /collect data/ from the respondents. Collecting data from different sources strengths the limitation of each methods and yields the data that are more valid for the output of the research (Marshall and Gretchen, 2006). The use of questionnaires

(quantitative) employed in this study allowed for the collection of data from all library staffs involved in service delivery of the libraries in AAU, GU and DDU libraries.

### **3.5.1. Primary data**

Primary data are first-hand information collected by the researcher from their original sources through various methods such as observation, interviewing, mailing, questionnaires, focus group etc. (Alemayehu, 2009). Therefore, the primary data for this study were collected from employees of AAU, GU and DDU libraries through questionnaire and observations.

### **3.5.2. Questionnaire**

Questionnaire contain a set of written questions which respondents were asked to answer and were one of the data collection tools. Generally questionnaires can be categorized as close ended and open-ended questions. Close-ended questions limit respondents answer by forcing them to choose from pre-existing set of answers, such as multiple choice and ranking scale. Open-ended questions allow participants to respond in their own words whereas fixed response questions force participants to choose among several researcher-determined response options. For this study closed-ended type of self-administered questions and one open-ended questions was used.

The questionnaire has two parts: part I contains the background of the respondents gender, age, experiences, education levels. Part II contains questions requesting the respondents to choose and state their agreement or disagreement on the issues of professional work ethics guideline of ALA and its practicability in service delivery process of AAU, GU and D.D.U libraries. In this study, the 5 point (5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree) Likert Scale that was developed by Rensis Likert had been chosen and applied.

## **3.6. Data Analysis**

Data processing is an intermediary stage of work between data collection and data analysis. The completed data collected using the interview and questionnaires contains vast amount of data. They cannot directly provide answers to research questions. They are like raw materials that

need to be processed. Hence, data processing involves classification and summarization of data in order to make it ready for analysis (Alemayehu, 2009).

The information collected through questionnaire was analyzed using appropriate tools like, mean, standard deviation and percentage to analyze quantitative data. Percentages were used to explain the personality characteristics of respondents and the information gathered by the means of observation was analyzed qualitatively through summary and interpretation (Biniyam, 2012 and Mekonnin, 2011).

Data analysis involves critical thinking. The data analysis was done after collecting all the data from the respondents. Thus, the analysis of the study follows the objective of the research. Moreover, quantitative data were analyzed using statistical tools, such as percentage using SPSS software. Whereas, the data from observations were presented qualitatively (Habtamu, 2011).

Therefore the collected data was checked for completeness, missing values and then manually arranged. Then the complete data was coded and qualitative data was expressed in the form of narrations and explanations whereas quantitative data was entered into SPSS version 20 and then recoding, transforming and re-categorization of variables were performed. The collected data was analyzed by the descriptive statistical method. Percentages and tables were used for description of the data as appropriate. SPSS version 20 was employed to analyze the collected data and interpretations were done.

### **3.7. Ethical Issues**

According to Best and Khan (1999), involving participants in a research work, it is important considering the ethical principles lay down to protect them. Thus, in this research work consideration was given to ethical issues like, getting willingness of the respondents for collecting the data and keeping their responses from third party. Clear explanation about the objectives of the study and their involvement (consent) was given to concerned bodies.

## 4. RESULTS AND DISCUSSION

### 4.1. Response rate

In this section, the data collected by using questionnaire as a data collecting instruments were tabulated, presented, and analyzed based on the specific objective of the study. An attempt was made to integrate the data obtained through different methods under each section. The data collected from the three university libraries were analyzed.

The items were measured on a five point likert scale were analyzed by using mean value by using the following guidelines. According to Tilahun and Worku (2015), Gojeh *et al.*, (2013), a mean score was considered strongly disagreed (SD) or very low, if it falls within the range of 1.00 - 1.49; a mean score within the range 1.50 - 2.49 was taken as Disagreed (D) or low; a mean within the range 2.5 - 3.49 was considered undecided (UD) or medium, while a mean score within the range 3.5 - 4.49 was taken as Agreed (A) or high; and a mean score within the range 4.5 – 4.99 was considered strongly Agreed (SA) or very high for positive items.

In general, the total number of 151 questionnaire were distributed to the library staffs involved in the process of service delivery in the specified university libraries, out of which 26 were from Addis Ababa University Kennedy library, 71 from university of Gondar library and the remaining 54 were from DireDawa university library staffs. 4.1.1. Demographic data of Respondents

#### 4.1.1.1. Gender of respondents

This portion of the survey is concerned with background of the respondents to understand the respondents who participated in filling the questionnaire for this research work. Respondents were requested to fill their sex, age, experience, and qualification, as clearly indicated in Table 2 below,

Moreover, among 71 respondents of GU libraries employees, 32 (45.1%) were male and 39 (54.9%) were female. While among 54 respondents of DDU libraries employees, 22(40.7%) were male and 32(59.3%) were females, and finally out of the 26 respondents A.A.U libraries employees, 12(46.2%) were male and 14 (53.8%) were female. This shows that higher number of respondents of all university library employees were females.

Table 2. Sex Of the respondents

Name of Study Area	Sex Of the respondents		Total
	Female	Male	
Addis Ababa	14	12	26
Gondar	39	32	71
Dire Dawa	32	22	54
Total	85	66	151

#### 4.1.1.2 Age of respondents

Table 3 below was regarding age of the library staff, among 71 respondents of GU library staffs, 19(26.8%) were categorized in age range of below 25 years, the majority 32(45.1%) were categorized in age range from 25-30, 9(12.7%) of them were categorized in age range from 30-35 and 11(15.5%) of them belonged to age range of above 35. This shows that higher numbers of respondents were categorized in the age range from 25 – 30.

Out of 54 respondents of D.D.U libraries employees 14(25.9%) were categorized in age range of below 25 years, the majority 25(46.3%) of the respondents of DDU library staffs were categorized in age range from 25-30, 12 (22.2%) of them belonged to age range from 30-35, and only 3(5.6%) of respondents belonged to age range of above 35 years of age.

In the same context among 26 respondents of A.A.U library staffs the majority, 8(30.8%) were categorized in age range of below 25 years of age, 6(23.1%) of them were categorized in age range from 25-30, 5(19.2%) of them were categorized in age range from 30- 35 and 7(26.9%) of them belonged to age range of above 35.

Thus this clearly implies that the majority 63(41.7%) of the library employees involved in this study are categorized under the age of 25-30 years and only 21(13.9%) of the total respondents are categorized above 35 years of age.

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Table 3. Age Of the respondents

Name of the Study Area	Age Of the respondents				Total
	Less than 25 years	25-30 years	30-35 years	35 years and Above	
Addis Ababa	8	6	5	7	26
Gondar	19	32	9	11	71
Dire Dawa	14	25	12	3	54
<b>Total</b>	<b>41</b>	<b>63</b>	<b>26</b>	<b>21</b>	<b>151</b>

#### 4.1.1.3 Work experience of respondents

Table 4 below is regarding the experience of the library staff, from A.A.U libraries staffs, 6(23.1%) served below 1 year, 8(30.8%) served between 1 to 5 years, similarly another 8(30.8%) of them served between 5 to 10 years and only 4(15.4%) served more than 10 years. This shows most of the library staffs had above 5 years of work experience.

As of the experience level of G.U libraries staffs, majority 32(45.1%) served between 1 to 5 years, in the same context another 16(22.5%) of them served under 1 year and 15(21.1%) served between 5-10 years finally 8 (11.3%) of the staffs served more than 10 years. This shows most of the library staffs had work experience between 1-5 years.

As of the experience level of D.D.U libraries staffs, majority 21(38.9%) served under 1 year, in the same context 16(29.6%) of them served between 1 to 5 years, 12(22.2%) of the staffs served between 5-10 years finally only 5 (9.3%) of the staffs served more than 10 years. This implies that most of the library staffs had work experience of less than 1 year.



Table 4. Work experience of the respondents

Area	Name of Study	Work experience of the respondents				Total
		Under 1 year	1-5 years	5 -10 years	More than 10 years	
	AAU	6	8	8	4	26
	GU	16	32	15	8	71
	DDU	21	16	12	5	54
Total		43	56	35	17	151

#### 4.1.1.4 Educational level of respondents

Table 5 below is regarding the educational level of the respondents involved in the study, thus regarding A.A.U library staffs, among 26 respondents, the majority 11(42.3%) of them were diploma holders, 9(34.6%) of them were 1<sup>st</sup> degree holders, 2(7.7%) were certificate holder or 12 complete, and finally 4(15.4%) of them were master holders. This shows that majority of the staffs are at list diploma or degree holders. Similarly regarding the educational level of G.U library staffs, among 71 respondents, the majority 37(52.1%) of them were diploma holders, 23(32.4%) of them were 1<sup>st</sup> degree holders, 5(7%) were certificate holder or 12 complete, and finally 6(8.5%) of them were master holders. This shows that majority of the staffs are diploma or holders.

Finally regarding the educational level of D.D.U library staffs, among 54 respondents, the majority 29(53.7%) of them were diploma holders, 15(27.8%) of them were 1<sup>st</sup> degree holders, 7(13%) were certificate holder or 12 complete, and finally only 3(5.6%) of them were master holders. This shows that majority of the staffs in D.D.U have low qualified professionals as compared to the other universities.

Table 5. Educational Qualification of the respondents

Name of Study Area	Educational Qualification of the respondents				Total
	1st degree	Diploma	Masters	Other	
AAU	9	11	4	2	26
GU	23	37	6	5	71
DDU	15	29	3	7	54

Total	47	77	13	14	151
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#### 4.1.2 Professional work ethics of library staff as reflected in ALA guidelines

To determine the level of agreement against the ALA provided guideline respondents were asked to indicate their level of agreement or disagreement on a five-ranging scale (strongly agreed, agreed, Undecided, disagreed and strongly disagreed), thus the total mean results from all the three universities were used to determine the overall decision level upon a certain item for all three universities. Similarly individual mean agreement scores of each university have been used to compare the level of agreements of library staffs in each university with the ALA guideline on professional work ethics for library staffs and are displayed in Table 6 below.

The study sought to determine the level of agreement of library staffs against the list of ALA guidelines on the types of professional work ethics. The issues were categorized into Access to information, Privacy, secrecy, Transparency, Intellectual property, Professional skills, Personal integrity, Neutrality, Colleague relationship, Independence of Judgment based on the A.L.A guideline.

The items were measured on a five point likert scale were analyzed by using mean value by using the following guidelines. According to Tilahun and Worku (2015), Gojeh *et al.*, (2013), a mean score was considered strongly disagreed (SD) or very low, if it falls within the range of 1.00 - 1.49; a mean score within the range 1.50 - 2.49 was taken as Disagreed (D) or low; a mean within the range 2.5 - 3.49 was considered undecided (UD) or medium, while a mean score within the range 3.5 - 4.49 was taken as Agreed (A) or high; and a mean score within the range 4.5 – 4.99 was considered strongly Agreed (SA) or very high for positive items.

Thus as the results are presented in Table 6a below when the respondents from all the three universities were asked about their level of agreement with the ALA guidelines for library staffs the decision level was found to be SA (strongly Agreed) on items Access to information with a total mean value (M=4.60, SD=0.49), Neutrality with a total mean value (M=4.65, SD=0.66), Colleague relationship with a total mean value of (M= 4.60, SD=0.60) and finally item

Independence of Judgment with a total mean score of (M=4.70, SD=0.61) respectively. Similarly the decision level for the remaining all items in the same cluster was found to be A (Agreed) with the types of ALA guidelines been provided.

However when comparing highest and least mean scores among the institutions for the above items it can be noticed that the highest mean value for items Access to information, Neutrality, Colleague relationship and Independence of Judgment were all recorded from A.A.U with a mean score (M=4.77),(M=4.96),(M=4.81) and (4.88) respectively for each mentioned items above. Similarly the least mean score results among the institutions regarding the specified items were all from D.D.U with mean scores of (M=4.43), (M=4.56), (M=4.54) and (4.65) respectively.

Thus from the above finding regarding the level of agreement on the professional work ethics guidelines for library staffs as implied by the ALA respondents from D.D.U had the least mean score on mentioned items above from all the universities. This might have been due to several factors like: less number of qualified library professionals with adequate knowledge on various professional codes of ethics as of the ALA guideline stipulating quality service delivery process for users. Thus as a result can yield unsatisfactory level of service by the library staffs of D.D.U.

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This finding is in partially conformity with Britz, (2010) in his study mentioned quality of service delivery process may be hindered with factors such as library professionals not constantly engaging in practicing professional work ethics principles and guidelines or codes to be followed in the service delivery process of any given format.

Thus from table 6a below it can be clearly seen what the different types of professional work ethics in the ALA guidelines for library staff service delivery and the overall positive agreement level of the LIS staffs in the universities towards the enlisted work ethics by the ALA.

Table 6a. Level of agreement on types of ALA guideline

Level of agreement on ALA guidelines									
ALA guidelines for LIS staffs	AAU		GU		DDU		Total		Decision
	M	SD	M	SD	M	SD	M	SD	
Access to information	4.77	0.43	4.66	0.47	4.43	0.49	4.60	0.49	SA
Privacy	4.92	0.27	4.41	0.70	3.96	0.69	4.34	0.72	A
Secrecy	4.27	0.45	4.51	0.67	4.15	0.68	4.32	0.66	A
Transparency	4.88	0.32	4.30	0.72	3.93	0.82	4.26	0.78	A
Intellectual property	4.69	0.47	4.34	0.77	3.94	0.68	4.21	0.74	A
Open Access	4.85	0.36	4.07	0.85	3.83	1.04	4.12	0.93	A
Professional skill	4.77	0.51	3.99	0.80	3.69	1.09	4.01	0.95	A
Personal integrity	4.81	0.40	4.35	0.48	4.35	0.48	4.43	0.49	A
Neutrality	4.96	0.19	4.61	0.76	4.56	0.63	4.65	0.66	SA
Colleague relationship	4.81	0.40	4.58	0.64	4.54	0.60	4.60	0.60	SA
Independence of Judgment	4.88	0.32	4.68	0.65	4.65	0.64	4.70	0.61	SA

Note: SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree

Table 6b: ANOVA table on the Level of agreement on types of ALA guideline

		Sum of Squares	Df	Mean Square	F	Sig.
Access to information	Between Groups	2.651	2	1.326	5.821	.004
	Within Groups	33.706	148	.228		
	Total	36.358	150			
Privacy	Between Groups	16.848	2	8.424	19.812	.000
	Within Groups	62.927	148	.425		
	Total	79.775	150			
Secrecy	Between Groups	4.098	2	2.049	4.917	.009
	Within Groups	61.677	148	.417		
	Total	65.775	150			
Transparency	Between Groups	16.258	2	8.129	16.010	.000
	Within Groups	75.146	148	.508		
	Total	91.404	150			
Intellectual property	Between Groups	10.668	2	5.334	10.925	.000
	Within Groups	72.259	148	.488		
	Total	82.927	150			
Open access	Between Groups	18.322	2	9.161	12.156	.000
	Within Groups	111.533	148	.754		
	Total	129.854	150			
Professional skills	Between Groups	20.724	2	10.362	13.307	.000
	Within Groups	115.249	148	.779		
	Total	135.974	150			
Personal integrity	Between Groups	4.469	2	2.235	10.161	.000
	Within Groups	32.550	148	.220		
	Total	37.020	150			
Neutrality	Between Groups	3.145	2	1.572	3.679	.028
	Within Groups	63.253	148	.427		
	Total	66.398	150			

	Total	66.397	150			
Colleague relationship	Between Groups	1.371	2	.685	1.921	.150
	Within Groups	52.788	148	.357		
	Total	54.159	150			
Independence of Judgment	Between Groups	1.071	2	.536	1.454	.237
	Within Groups	54.518	148	.368		
	Total	55.589	150			

From the above Anova table we can see that most of the provision of the ALA guidelines and ethics for library staffs have a strong level of agreement relationship and a positive significance level within the groups and between the groups thus can indicate that the library staffs from the institutions confirmed that the ALA professional ethic guideline have importance and confirmed that they agree with the ALA provided guidelines.

#### 4.1.3 Library and information service (LIS) delivery

As the results are displayed in Table 7 below to determine the level of agreement against the list of library and information service delivery as provided by their academic library respondents were asked to indicate their level of agreement or disagreement on a five-ranging scale

The respondents from the institutes were Strongly Agreed with the level of library and information service delivery process items of circulation service and reference service delivery only with a total mean value ( $M=4.85$ ,  $SD=0.36$ ) and ( $M=4.52$ ,  $SD=0.50$ ) respectively. In the same context the highest mean value in the category of circulation service delivery among the three institutions was from GU with a mean value of ( $M=4.93$ ,  $SD=0.25$ ) and the lowest in the same category from D.D.U with a value of ( $M=4.70$ ,  $SD=0.46$ ). Similarly the highest mean value in the category provision of reference service among the institution is from A.A.U with mean value ( $M=4.88$ ,  $SD=0.32$ ) and the lowest in the same category from G.U with a value of ( $M=4.41$ ,  $SD=0.49$ ).

However the total decision level for respondents from all the universities was found to be undecided (UD) for items provision of Digital services ( $M=3.45$ ,  $SD=0.91$ ), Interlibrary Loan ( $M=3.11$ ,  $SD=1.25$ ), Provision of OPAC Service ( $M=3.34$ ,  $SD=1.31$ ), Provision of Neat Library ( $M=3.31$ ,  $SD=1.24$ ) and Provision of Audio Visual Materials with ( $M=2.82$ ,  $SD=1.46$ ) mean

values respectively. The highest mean value score among the three institutions in provision of Digital services, Interlibrary Loan, Provision of OPAC Service, Provision of Neat Library and Provision of Audio Visual Materials were all from A.A.U with (M=4.58, SD=0.48), (M=3.92, SD=0.47), (M=4.96, SD=0.47), (M=4.35, SD=0.74) and (M=4.35, SD=0.74) respectively. Similarly the lowest result of the mean value score in the provision of the items been listed previously among the institutions was recorded from D.D.U with a mean score (M=3.54, SD=0.91) in providing digital services, (M=2.87, SD=1.18), in provision of interlibrary loan, (M=2.41, SD=1.29) in provision of OPAC service, (M=2.78, SD=1.23) in provision of neat library and finally a score of (M=1.94, SD=1.14) in provision of Audio visual services.

Thus undecided level of agreement can imply uncertainty among the respondents from the university on the provision of the previously mentioned service by their libraries in comparison with the remaining services being listed thus can also be an indication that either the universities are lacking to provide some of the basic and essential library services for users or this libraries are lacking professionals with adequate knowledge on the list of services that are actually being given to users which also is an implication of the lack of adequate professionals in the library to give the provided services to end users.

This implies that respondents from D.D.U have the least strong level of agreement on the service being provided by their library in comparison with the other two university libraries indicating that either the respondents from this library are not as efficiently and effectively giving their professional services to the expected users or are lacking professionals with adequate knowledge on the list of services that is actually being given to users which also is an implication of the lack of adequate professionals in the library to give the provided services to end users thus this is a clear indication that improvements need to be made in the areas that are noted with undecided level of agreement.

It also can be noted from the above results that A.A.U library staffs have a potentially higher level of agreement on the service provision of the service being provided in the libraries while staffs from D.D.U have the least score on the level of agreement when asked about the service provision in their libraries, thus implying that the library in D.D.U is lacking many essential services to have been stipulated as being important and adequate library and information services

for users betterment and success in academic results and thus will be assumed to be factors to be creating a greater margin on the efficiency and productiveness of the quality services that library staffs can provide for users of the libraries. Respondents from GU were strongly agreed with the item circulation service only and at most the decision level was agreed. However the responses on items Interlibrary loan, Neat library environment and Audio-visual materials provision have been found to be undecided by the respondents form G.U with mean value (M=3.00, SD=1.28), (M=3.34, SD=1.15), (M=2.93, SD=1.38) respectively. However the responses on items Institutional repository services, Interlibrary loan service, enough information resources, Neat library environment and Response to inquiries have all undecided level of decision level from the specified university library staffs with mean value (M=3.30, SD=1.00), (M=2.87, SD=1.18), (M=2.72, SD=1.23), (M=2.78, SD=1.23), (M=3.35, SD=0.85), Thus this finding has partial conformity with Hauptman, R (2002) who in his study Ethics and librarianship stated that library professionals should be evaluated of there knowledge on service provision in the library as one of the complaints and issues of users in developing countries acadamic libraries is that staffs not being able to identify and confirm the avalability of several services in libraries and therefore will lead to the misinforming of users on the perspective.

Thus from table 7a below it can be noted that professional work ethics guidelines of ALA has a positive relationship in service delivery process as it enables LIS professionals recognize the importance of codifying and making known to the professionals the ethical principles that guide effective service delivery as the ALA code of ethics clearly states the values to which LIS profession are committed and embodies the ethical responsibilities of the profession in effective service delivery process of the academic libraries.

Table 7a. Library and information service delivery agreement

Level of agreement against library and information service delivery									
LIS service delivery	AAU		GU		DDU		Total		Decision
	M	SD	M	SD	M	SD	M	SD	
Provide Technical processing.	4.81	0.42	4.23	0.81	4.07	0.77	4.27	0.78	A
We provide Circulation.	4.92	0.27	4.93	0.25	4.70	0.46	4.85	0.36	SA
We provide Stack management	4.73	0.45	4.04	0.80	3.72	0.78	4.05	0.81	A
We provide E-resources & services	4.85	0.36	3.96	0.74	3.83	0.69	4.07	0.76	A
We provide Periodical services	4.73	0.45	4.01	0.70	3.56	0.71	3.97	0.78	A
We provide Reference services	4.88	0.32	4.41	0.49	4.48	0.50	4.52	0.50	SA
We provide Digital services	4.58	0.64	3.77	0.84	3.59	0.94	3.45	0.91	UD
We provide Institutional repository	4.65	0.48	3.72	0.97	3.30	1.00	3.73	1.02	A
We provide Interlibrary loan	3.92	0.97	3.00	1.28	2.87	1.18	3.11	1.25	UD
We provide OPAC	4.69	0.47	3.55	0.96	2.41	1.29	3.34	1.31	UD
We provide Enough information resources	4.92	0.27	4.48	0.50	2.72	1.23	3.93	1.22	A
We provide Neat library environment	4.35	0.74	3.34	1.15	2.78	1.23	3.31	1.24	UD



We provide Audio-visual materials	4.35	0.74	2.93	1.38	1.94	1.14	2.82	1.46	UD
Timely Response to inquiries	4.08	0.27	3.92	0.87	3.35	0.85	3.74	0.84	A
Friendly Library staff relationship with users	4.69	0.54	3.80	0.74	3.91	0.65	3.99	0.75	A
Provision of Library catalogue	4.85	0.36	4.11	0.78	3.76	0.72	4.11	0.79	A

Table 7b: ANOVA table on Library and information service delivery agreement

		Sum of Squares	Df	Mean Square	F	Sig.
We Provide technical processing services	Between Groups	9.731	2	4.866	8.767	.000
	Within Groups	82.137	148	.555		
	Total	91.868	150			
We Provide circulation services	Between Groups	1.743	2	.872	7.267	.001
	Within Groups	17.753	148	.120		
	Total	19.497	150			
We Provide stack management	Between Groups	17.854	2	8.927	15.952	.000
	Within Groups	82.822	148	.560		
	Total	100.675	150			
We Provide electronic resources & services	Between Groups	19.580	2	9.790	21.384	.000
	Within Groups	67.758	148	.458		
	Total	87.338	150			
We Provide periodical services	Between Groups	24.459	2	12.230	26.841	.000
	Within Groups	67.435	148	.456		
	Total	91.894	150			
We Provide reference	Between Groups	4.418	2	2.209	9.821	.000

services	Within Groups	33.290	148	.225		
	Total	37.709	150			
	Between Groups	17.719	2	8.860	12.166	.000
We Provide digital services	Within Groups	107.778	148	.728		
	Total	125.497	150			
	Between Groups	32.357	2	16.179	19.078	.000
We Provide institutional repository database services	Within Groups	125.510	148	.848		
	Total	157.868	150			
	Between Groups	21.147	2	10.574	7.315	.001
We Provide interlibrary loan services	Within Groups	213.939	148	1.446		
	Total	235.086	150			
	Between Groups	97.622	2	48.811	45.107	.000
We Provide Online Public Access Catalogue	Within Groups	160.153	148	1.082		
	Total	257.775	150			
	Between Groups	125.801	2	62.900	92.724	.000
We Provide enough information resources	Within Groups	100.398	148	.678		
	Total	226.199	150			
	Between Groups	43.266	2	21.633	16.931	.000
We Provide neat library environment	Within Groups	189.105	148	1.278		
	Total	232.371	150			
	Between Groups	102.806	2	51.403	34.999	.000
We Provide audio-visual materials	Within Groups	217.366	148	1.469		
	Total	320.172	150			
	Between Groups	13.273	2	6.637	10.488	.000
We Provide response to inquiries	Within Groups	93.654	148	.633		
	Total	106.927	150			
	Between Groups	15.678	2	7.839	16.738	.000
We Provide library staff relationship	Within Groups	69.315	148	.468		
	Total	84.993	150			
	Between Groups	20.733	2	10.366	20.634	.000
We Provide library catalogue	Within Groups	74.354	148	.502		
	Total	95.086	150			

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From the above Anova table we can demonstrate that the significance level to which the relationship between the service deliveries within the groups and between the groups has a positive implication that the service delivery has a strong relationship on the results being obtained from the three institutions.

#### 4.1.4. Professional work ethics

To determine the level of agreement of the respondents against the list of professional work ethics and library staff service delivery as it applies per the libraries they were asked to show their level of agreements against each professional work ethics codes as it relates to service delivery thus the results are presented in Table 8 below. The total decision level from the respondent's response was Agreed (A) against the list of professional work ethics and library staff service delivery for items Library staff shall seek to provide users with complete answers to their information queries regardless of the complexity of their queries with a total mean score (M=3.62, SD=0.99), Library staff shall not deny or limit access to information in any form with a total mean score (M=3.60, SD=0.99), Library materials should be excluded or restricted only so far as the law may properly require with a total mean value of (M=3.53, SD=1.18), Library staff should ensure that information laws is integrated with a total mean score (M=4.32, SD=0.70) and Library staff should apply the freedom of information bill when faced with legal problems with a total mean score (M=4.13, SD=0.96) respectively.

In the same context the highest mean score among the three institutions is from A.A.U regarding the items Library staff shall seek to provide users with complete answers to their information queries regardless of the complexity of their queries with individual mean score (M=4.73, SD=0.45), (M=4.04, SD=0.95), (M=4.62, SD=0.63), (M=4.65, SD=0.62), and (M=4.46, SD=0.85) respectively. Likewise the least score among the institutions for the items been mentioned above was from D.D.U with individual mean score of (M=3.04, SD=0.61), (M=3.33, SD=0.95), (M=3.04, SD=0.86), (M=4.11, SD=0.66) and (M=3.57, SD=1.02) respectively.

To the contrary the total decision level for all the institutions in this cluster was Undecided (U) for only Items Access should not be restricted on any grounds except that of the law with total mean score (M=3.46, SD=1.14). However the highest mean value among them all on this same item was recorded from A.A.U with mean score of (M=4.27, SD=0.87) and the least from D.D.U with score (M=3.26, SD=0.97). The respondents from AAU were Strongly Agreed with most of the specified professional work ethics items as they relate to service delivery process.

Thus the respondents from A.A.U strongly agreed against the principles stipulating that library shall seek to provide accurate information regardless of the complexity of the queries, Library materials should be excluded or restricted only so far as the law may properly require and Library staff should ensure that information laws is integrated into the methods of providing information with mean value (M=4.73, SD=0.45), (M=4.62, SD=0.63), and (M=4.65, SD=0.62) respectively. Respondents from GU in the same context agreed with all the specified professional work ethics items except item entitled access should not be restricted on any grounds except that of the law is undecided with mean value of (M=3.51, SD=1.28). This shows that they have either lack of knowledge on the specified code of ethics or negligence towards restriction of access in the legal context which will have an impact on the quality of service delivery process. Likewise respondents from D.D.U were only agreed with two of the specified professional work ethics items in this cluster entitled library staff should ensure information laws is integrated into the methods of providing information and Library staff should apply the freedom of information bill when faced with legal problems with mean value (M=4.11, SD=0.66) and (M=3.57, SD=1.02) respectively.

However the decision level for all the other remaining professional work ethics items in this cluster was astonishingly undecided. This category includes the responses of respondents who either lacked knowledge or are unaware of the principles stipulating that library shall seek to provide accurate information regardless of the complexity of the queries, Library staff shall not deny or limit access to information in any form, Access should not be restricted on any grounds except that of the law and Library materials should be excluded or restricted only so far as the law may properly require with mean value (M=3.04, SD=0.61), (M=3.33, SD=0.95), (M=3.26, SD=0.97) and (M=3.04, SD=0.86) respectively. When compared to both the other universities D.D.U has the least level of agreement on this cluster on the different items of principles for professional work ethics. Thus this finding is in partial conformity with (Igbeka, J. U and Okoroma) whom in the publication awareness and practice of professional ethics among librarians stated that the quality of different service rendering process can enourmously be affected by issues such as instability of library staffs to understand or impliment several ethical codes present for LIS professionals which serve as a vital bases for provision of quality services, and library staffs conducting their work as if librarianship has no professional code of ethics can have diverse consequence on the quality of service delivery.

Table 8a. Professional work ethics &amp; staff service delivery

Level of agreement on codes of Professional work ethics & staff service delivery										
Professional work ethics codes for library staff service delivery process.	AAU		GU		DDU		Total		Decision	
	M	SD	M	SD	M	SD	M	SD		
Library staff shall seek to provide users with complete answers to their information queries regardless of the complexity of these queries.	4.73	0.45	3.65	1.03	3.04	0.61	3.62	0.99	A	
Library staff shall not deny or limit access to information in any form	4.04	0.95	3.63	1.17	3.33	0.95	3.60	1.08	A	
Access should not be restricted on any grounds except that of the law.	4.27	0.87	3.32	1.22	3.26	0.97	3.46	1.14	UD	
Library materials should be excluded or restricted only so far as the law may properly require.	4.62	0.63	3.51	1.28	3.04	0.86	3.53	1.18	A	
Library staff should ensure that information laws is integrated	4.65	0.62	4.35	0.71	4.11	0.66	4.32	0.70	A	

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Library staff should apply the freedom of information bill when faced with legal problems 4.46 0.85 4.44 0.75 3.57 1.02 4.13 0.96 A

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ANOVA table on representing the level of agreement on codes of Professional work ethics & staff service delivery

		Sum of Squares	Df	Mean Square	F	Sig.
provide users with complete accurate answers	Between Groups	50.483	2	25.242	37.644	.000
	Within Groups	99.238	148	.671		
	Total	149.722	150			
Library staff shall not deny or limit access	Between Groups	8.917	2	4.459	3.941	.022
	Within Groups	167.440	148	1.131		
	Total	176.358	150			
Access should not be restricted	Between Groups	20.515	2	10.257	8.673	.000
	Within Groups	175.035	148	1.183		
	Total	195.550	150			
Library materials should be excluded or restricted only	Between Groups	43.790	2	21.895	19.541	.000
	Within Groups	165.826	148	1.120		
	Total	209.616	150			
Library staff should ensure that information laws is integrated	Between Groups	5.327	2	2.663	5.678	.004
	Within Groups	69.415	148	.469		
	Total	74.742	150			
Library staff should apply the freedom of information	Between Groups	26.221	2	13.110	17.152	.000
	Within Groups	113.130	148	.764		
	Total	139.351	150			

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**Commented [U1]:** Interpret the ANOVA table in line with the level of significant, which the table shows that there is significant different in many of the variables, since the  $p < 0.05$ .

#### 4.1.5 Relationship of LIS services and professional work ethics

Table 9 below demonstrates the significance relationship of LIS services and professional work ethics and thus LIS services in AAU have a strongly positive relationship with professional work ethics, with value of 0.99, at 0.01 significant levels. Similarly LIS services in G.U have a strongly positive relationship with professional work ethics, with value of 0.97, at 0.01 significant levels and finally LIS services in D.D.U have a strongly positive relationship with professional work ethics, with value of 0.96, at 0.01 significant levels.

Table 9. Relationship between professional work ethics and library staff service delivery

Study Area	Variables	M	SD	N	LIS Services	Professional work ethics	Sig.p
AAU	LIS Services	4.91	0.44	26	1		
	Professional ethics	4.46	0.69	26	0.995**	1	0.000
GU	LIS Services	3.88	0.77	71	1		
	Professional ethics	3.81	0.98	71	0.977**	1	0.000
DDU	LIS Services	3.68	0.85	54	1		
	Professional ethics	3.39	0.78	54	0.962**	1	0.000

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

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## 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter mainly deals with the summary, conclusions and recommendations based on the result obtained from the data analyzed and interpreted in chapter four.

### 5.1. Summary

The main purpose of this study was to assess the impact of professional work ethics guidelines of ALA on library staff service delivery in selected academic libraries in Ethiopia. The objective of the study were, to identify the types of professional work ethics in the ALA guidelines for library staff service delivery, to assess the impact of professional work ethics guidelines of ALA on library staff service delivery in academic libraries of Ethiopia and, to find out the relationship between professional work ethics and library staff service delivery. To this end, the following three basic questions were raised.

1. What are the types of professional work ethics in the ALA guidelines for library staff service delivery in (A.A.U, GU and D.D.U) academic libraries in Ethiopia?
2. What impact does the professional work ethics guidelines of ALA has on library staff service delivery in (A.A.U, GU and D.D.U) academic libraries in Ethiopia?
3. What is the relationship between professional work ethics and library staff service delivery in (A.A.U, GU and D.D.U) academic libraries in Ethiopia?

The study was conducted in the AAU, GU and DDU libraries separately and the populations of the study were all library staffs of the three selected universities and separate analysis and discussion were done for these three academic libraries. AAU, GU and DDU universities libraries have 26, 71 and 54 employees respectively. Out of these, 26 respondents were participated from AAU libraries with response rate of 17.2%, 71 were participated from GU with response rate of 47% and 54 were from DDU libraries with response rate of 35.8%. Among 26 respondents of AAU libraries employees, 12(46.2%) were male and 14 (53.8%) were female, While among 71 respondents of GU libraries employees, 32 (45.1%) were male and 39 (54.9%) were female and finally, among 54 respondents of DDU libraries employees, 22(40.7%) were



male and 32(59.3) were females this shows that higher number of respondents of both university library employees were females.

Descriptive cross-sectional survey method was employed for this study, where qualitative and quantitative data types were used. Relevant and related literatures were reviewed. Both qualitative and quantitative data were obtained through questionnaires and observations made. Questionnaires were prepared and those questionnaires were evaluated by the advisors. The questionnaire includes both closed and one open-ended questions.

The study assessed the impact of professional work ethics guideline implied by the ALA as LIS professional work ethics and there effect on the service delivery rendering process. This ethical issues of, Privacy Secrecy, transparency, intellectual property, Open Access, Professional skill, Personal integrity, Colleague relationship and neutrality.

These are the major components of ethical principles in the LIS profession and have been used to form the guideline of the ALA as professional code of ethics for library staffs involved in service delivery. Thus familiarity with these principles of professional work ethics codes and ability to discover those additional rules of law which may not be common is essential (Diamond and Dragich, 2001).

The study provides evidence that a significant number of LIS professionals in AAU and GU from the selected universities in Ethiopia provided services within the ALA's accepted guideline for professional work ethics boundaries having articulated principles and practices of service delivery. Nevertheless there were noticeable disparities between the proportions of respondents from the AAU and GU universities who affirmed the practicability and awareness of the professional work ethics for library staffs while rendering service delivery and DDU library staffs whom on the other hand scored either neutral or negative on the practicability and awareness of this professional work ethics issues for library staffs. Overall, the affirmative responses attracted the largest averages of respondents mostly from the two specified universities and few from DDU. By implication, such respondents had good knowledge of the principles and these were applied in their service delivery. This awareness should eliminate or greatly control violation or infringement of rights in the areas of privacy, confidentiality, censorship, provision

of accurate information, equal access and application of personal beliefs which can further complicate problems,

The results have implications for LIS professionals in university libraries in Ethiopia. There is authentic need for more enlightenment in ethical professional work ethics issues of information service delivery. Good practice, shaped significantly by ethical professional values should anchor the standard against which LIS professionals in Ethiopian universities provide effective services despite the complexity in discussing them and the ignorance of these principles exhibited a times by the professionals. Uncomfortable significant percentages of respondents were ignorant of the principles projected in the statements thus incurring the implicating observation of Fernandez-Molina (2010) and Diamond and Dragich (2001) that being held to a heightened standard of care might be jeopardized by ordinary negligence resulting from ignorance. It is therefore not enough to articulate principles and practices, but rather possessing the ability to apply them (Shachaf, 2005) when in dilemma.

The study found that largest numbers of respondents from AAU were Strongly Agreed with all the cluster level of all library and information service delivery process as being provided in their library and agreed to interlibrary loan, Neat library environment provision, Audio-visual materials delivery and Response to inquiries. Thus By implication, this two proportion of the respondents are aware and understand the type of available services and are providing the best possible access for library users to information and ideas that is available in any media or format in there libraries as stated by the A.L.A library professional code of ethics principles.

Similarly respondents from GU were strongly agreed with the item circulation service in the same cluster and at most the decision level was agreed. However the responses on items interlibrary loan, Neat library environment and Audio-visual materials provision have been found to be undecided by the respondents indicating that improvements and changes should be made towards establishing improvements in the specified sector. Whereas respondents from D.D.U were only strongly agreed with the item circulation service while the decision level on items technical processing services, Stack management services, E-resources services, Periodical services, Reference services, and Digital services have been found agreed. However the responses on items Institutional repository services, Interlibrary loan service, enough information

resources, Neat library environment and Response to inquiries have all undecided level of decision level implying that respondents from D.D.U have the least strong level of agreement on the service being provided by their library in comparison with the other two university libraries thus as according to Fernandez-Molina (2010) LIS professionals should always be actively aware of the service provision being available in their library which is one of many obligations of a professional serving in the field of LIS thus accordingly this indicates that either the respondents from this library are not following the ethical requirements that is expected from the professional code. Thus inhibiting the aim behind LIS profession of provision of efficient and effective service delivery to the expected end users.

The study found that the respondents from AAU and GU were Strongly Agreed with most of the specified professional work ethics items as they relate to service delivery process. Thus the respondents from the two universities either strongly agreed or agreed that they have knowledge of the principles stipulating that library shall seek to provide accurate information regardless of the complexity of the queries, Library materials should be excluded or restricted only so far as the law may properly require and Library staff should ensure that information laws is integrated into the methods of providing information of reference services stipulating that access should not be restricted and information must be supplied to the user regardless of the information professional's stance towards its content or finality of its use except when restricted by law however the same was not true for most of DDU library staffs. In practice, the intricacies in application can result to professional negligence, censorship, encroachment on privacy and the LIS professional is seen to have contravened the law thus incurs liability or faces legal consequences (Morgan, 1995).

The principles above emphasize the importance of implementing professional work ethics guidelines or policies, given that the mission of the library is determined by serving users. Furthermore, the results confirm a relationship between professional ethical values and service provision and lend credence to the submission of Fernandez-Molina (2010) that in theory the line between professional ethics and service delivery is a clear one but in practice it can become much "blurred" because of the influence of a host of norms though there is no perfect social consensus as to which is the norm.

The test of significance revealed a strongly positive relationship between LIS services delivery with professional work ethics, Ethical issues had positive contribution to the prediction of effective information service delivery of respondents. This is greatly accounted for by the largest percentages of respondents mainly in AAU and GU specifically and few from DDU who knew and upheld the professional work ethics guideline like that of ALA and either strongly agreed or agreed with the ethical principles. Comparatively respondents from DDU had either undecided or negative impression towards this ethical issues, such respondents have negative perception of the relevance of ethical issues. Such may not seek help when in dilemma nor perform their professional responsibility in such a norm as the professionalism of LIS requires. This manifestation negates the purposive significant relationship between ethical issues of professionals and service delivery in libraries. The extent to which the principle is applied to quality service delivery underpins depth of awareness of its ethical complexity. Consequently, constant upgrade of professional knowledge in these areas becomes imperative to balance the expectation that the more conversant in knowledge and regular application of these professional skills, the higher the level of services while fulfilling personal, organizational and professional obligations. Regarding the respondents who have knowledge of the professional and ethical principle, the services to clients are statutorily binding.

## 5.2. Conclusions

The study concludes that there are a number of professional work ethics dilemmas confronting some library professionals in GU and DDU universities with some exception to AAU. Some ethical issues relate to protection of personal privacy, confidentiality and equitable open access to materials. Other ethical issue that relate to the drawback in provision of information services in the universities in particular to DDU include professional skill and neutrality.

However, it was interesting to note that most of all the professional work ethics as provided by the ALA has been agreed upon by most of the library professionals from the universities.

However in spite of DDU library staffs most of the professional work ethics in reference to service provision has not yielded necessary level of agreement but rather undecided level of agreement has been found the major response. This could be because of the complexity of understanding the professional codes of ethics (Rubin and Froehlich, 1997), or the challenges associated with the major problem in appointing qualified LIS professionals to serve users. (Brenncke, 2007).

The issue of conducive library environment was supported by all staffs of AAU respondents in special note to GU and DDU library staffs who pointed out library environments could not be said fully hostile for users and that changes should be made. However, there seems to be a disparity of what the LIS professionals feel and what is on the ground. A study by Chandra, Ghosh, and Chakravarti (2009) found out that academic libraries in African universities sometimes do not meet modern ergonomic standards. A later study by Wu and Chen (2010) revealed that students in an academic library reported discomfort when using library services and these issues need to be addressed in libraries for users to utilize library services comfortably. Libraries are operating under stringent economic conditions due to the ailing economy. While LIS professionals in this selected Ethiopian universities strive to uphold and support ethical principles that have clearly shown to prove their strong relationship with the quality of service delivery, it seems that they are affected by lack of professionals in the firm, lack of locally drafted ethical codes, conflict of interest, and complexity of certain ethical codes.

### 5.3. Recommendations

To improve the level of library staff service delivery in relation to professional work ethics practice of AAU, GU and DDU libraries, the following recommendations were forwarded.

- ✓ Training library staffs agendas of professional ethics and several different legalized ethical guidelines like ALAs professional work ethics guideline.
- ✓ Employment should be taken more seriously by responsible body specially before recruiting library staffs if change in the extent of effective and efficient service provision for users is the desired outcome.
- ✓ Ensuring that the availability of professional work ethics guideline which should be made available in the libraries for library staffs to be made aware and use as is governed solely by the stated policies, and not influenced by private interest at the expense of library users, colleagues or employer.
- ✓ Development of locally relevant ethical codes should also help as a stepping stone to control the professionalism of library staffs of the universities.
- ✓ Funding allocation in advancing their libraries should also help in improving the quality of services in relation to enhancing professionalism and ethics.
- ✓ Marketing of existing internationally recognized ethical codes should enable the libraries to adopt current changes and educate their patrons likewise other libraries in different countries are practicing.
- ✓ As Professional work ethics guidelines require the professional's awareness that personal feelings should be put aside in order to effectively do the job staffs should be regularly trained and assessed in relation to their concept on ethical issues of professional work ethics.
- ✓ Application of legal and ethical policies in library environment and information service delivery be considered by library staffs in Ethiopia in relation to improved professional services delivery.

- ✓ The formation of local library association should also play a paramount role in enhancing and clearing out obstacles that prohibits from producing qualified professionals in the stream of LIS profession.
- ✓ Academic libraries in Ethiopian universities should take ethical issues associated with professionalism and information service delivery very seriously in accrediting library and information education.
- ✓ The library and information science schools/departments available in different universities and colleges all over the country's educational stream should very much consider integrating these areas into the curricula in a more advanced and deeper context.
- ✓ Practitioners who are already working in advanced areas associated with LIS professions should be considered for personal and professional growth in relevant ethical responsibilities.
- ✓ Endorsement should promote open and equal access within the scope permitted by the organization void of unlawful discriminating practices. It should also eliminate personal bias and ensure credibility in service quality.
- ✓ The extent of implementation of the various professional work ethics guidelines and ethical principles further determines the quality of service.
- ✓ Staff should also be made available and aware and furthermore assessed for their level of professionalism and awareness of the relevant skills and particularly in professional ethics and codes of ethics prior to being hired or recruited.

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## Appendix

### Appendix Table 1. Questionnaire

Dear respondents

The objective of this questionnaire is to collect data on the title “**ASSESSMENT OF PROFESSIONAL WORK ETHICS GUIDELINE OF ALA ON LIBRARY STAFF SERVICE DELIVERY IN SELECTED ACADEMIC LIBRARIES IN ETHIOPIA.**” Your honest response to the data collection will help in assessing professional work ethics guideline of ALA on library staff service delivery. All information to be provided will only be used for the study and assured maximum confidentiality.

- **Professional work ethics guideline** as it refers to the ALA is the ethical benchmark for operation of professional library staffs as they relate to their users, colleagues, organization and the society.
- **Library and information service delivery:** Refers to the types of library and information services that involve individual library staff in delivering to their users like that of circulation services, technical processing services etc.

**Direction: - please make “X” FOR YES IN THE BOX CORRESPONDING TO YOUR CHOICE.**

#### **Section A: General information**

1. **Gender:** Male  Female

#### **2. Educational qualification**

I. 1<sup>st</sup> degree \_\_\_\_ ii. Diploma \_\_\_\_ iii Masters \_\_\_\_ IV. Other (specify \_\_\_\_)

#### **3. Work experience in the library**

I. under 1 year \_\_\_\_ ii. 1-5 years \_\_\_\_ iii. 5 -10 years \_\_\_\_ IV. More than 10 years \_\_\_\_

4. **Age:** I. less than 25 years \_\_\_\_ ii. 25-30 years \_\_\_\_ iii. 30-35 years \_\_\_\_ IV. 35-40 years \_\_\_\_

**Section B: Types of professional work ethics of library staff as reflected in ALA guidelines**

5. Tick (✓) the level of agreement, against the list of ALA guidelines on the types of professional work ethics for library staff as practiced in your library and information service delivery.

Where: SA = Strongly Agreed,  
 A = Agreed  
 U = Undecided,  
 D = Disagreed,  
 SD = Strongly Disagreed.

S/N	Statements	SA	A	U	D	SD
1	Access to information					
2	Privacy					
3	Secrecy					
4	Transparency					
5	Intellectual property					
6	Open access					
7	Professional skills					
8	Personal integrity					
9	Neutrality,					
10	Colleague relationship					
11	Independence of Judgment					
12	Others (Specify.....)					

**Section C: Library staff service delivery in academic libraries in Ethiopia.**

**6. Tick (✓) the level of agreement, against the list of library and information service delivery as provided by your academic library.**

Where: SA = Strongly Agreed,  
 A = Agreed  
 U = Undecided,  
 D = Disagreed,  
 SD = Strongly Disagreed.

S/N	Statements	SA	A	U	D	SD
1	We provide technical processing services					
2	We provide circulation services					
3	We provide stack management					
5	We provide electronic resources & services					
6	We provide periodical services					
7	We provide reference services					
8	We provide digital services					
9	We provide institutional repository database services					
10	We provide interlibrary loan services					
11	Provision of Online Public Access Catalogue					
12	Provision of enough information resources					
13	Provision of neat library environment					
14	Provision of audio-visual materials					
15	Timely response to inquiries					
16	Provision of experienced library staff					
17	Friendly library staff relationship with users					
18	Provision of library catalogue					

**Section D: Relationship between professional work ethics and library staff service delivery.**

**7. Tick (✓) the level of agreement, against the list on the Relationship between professional work ethics and library staff service delivery as it applies in your academic library.**

Where: SA = Strongly Agreed,  
 A = Agreed  
 U = Undecided,  
 D = Disagreed,  
 SD = Strongly Disagreed.

S/N	Statements	SA	A	U	D	SD
1	The library staff shall seek to provide users with complete accurate answers to their information queries regardless of the complexity of these queries.					
2	Library staff shall not deny access to information in any form					
3	Library shall not limit access to information in any form					
4	Access should not be restricted on any grounds except that of the law.					
5	Library materials should be excluded only so far as the law may properly require.					
6	Library materials should be restricted only so far as the law may properly require.					
7	Library staff should ensure that information laws is integrated into the methods of providing information					
8	Library staff should apply the freedom of information bill when faced with legal problems					
9	Others (Specify.....)					

**8. What in your opinion are the strengths and weakness of your staff service delivery in your academic library? You can have additional pages, if the space provided is not enough please.**

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 .....  
 .....  
 .....  
 .....

**Thank you for your participation!**